

Original Article

## **Maintainable Progress Goals and Collective Ideas Supervision of Teachers in Public Elementary Schools**

Recto Salac<sup>1</sup>, Josephine Baguio<sup>1,\*</sup>

Received: 05 January 2026; Revised: 10 February 2026;  
Accepted: 15 February 2026; Published: 19 February 2026

DOI: <https://doi.org/10.66074/N9M8K7L6J>

### **Abstract**

This study examined maintainable progress goals and collective ideas supervision among public elementary school teachers in Davao Oriental, Philippines. Using a quantitative correlational design, the research analyzed teacher survey responses. Findings revealed that maintainable progress goals were moderate overall, though economic and social community aspects were high. Furthermore, collective ideas supervision was generally high, particularly regarding teacher well-being and responsibility, while lifelong learning and self-esteem were rated comparatively lower. Results identified a statistically significant positive relationship between these constructs. Ultimately, the findings suggest that environments fostering sustainable improvement and equitable participation align with stronger shared supervision, responsibility, and well-being. Consequently, the study highlights the necessity for leadership and professional development programs to enhance collaborative cultures, teacher efficacy, and long-term school improvement.

<sup>1</sup> Graduate School,  
Rizal Memorial  
Colleges, Inc., Davao,  
Philippines  
\* Correspondence:  
[josephinebbaguio@outlook.com](mailto:josephinebbaguio@outlook.com)

Volume 2, Issue 1,  
March 2026

*Keywords:* collective supervision, elementary teachers, public schools, shared vision, sustainable leadership

### **1. Introduction**

School improvement increasingly depends on leadership approaches that are developmental, collaborative, and durable rather than episodic or compliance driven. International policy and research now frame educational leadership as a key condition for quality teaching, school climate, and sustained improvement, particularly in

systems that must respond at once to performance pressures, inclusion demands, and resource constraints (Hallinger, 2011; UNESCO, 2024; United Nations, n.d.). Contemporary evidence likewise suggests that principals matter less as isolated authority figures than as organizers of conditions that enable teachers to work well, learn continuously, and pursue coherent goals over time (Grissom et al., 2021).

Within this broader agenda, the present study examines two constructs: maintainable progress goals and collective ideas supervision. These labels are uncommon in the international literature, yet the domains embedded in the instrument correspond to recognizable strands of scholarship. Maintainable progress goals encompass economy, social community, environment, viability, and equity. Collective ideas supervision, in turn, reflects responsibility, lifelong learning, sense of well-being, self-esteem, and enthusiasm. For fidelity to the original study, the terms are preserved here; for interpretive clarity, they are situated within literature on sustainable school improvement, distributed leadership, school climate, teacher efficacy, and collaborative professionalism (Hallinger, 2018; Harris et al., 2022).

A substantial body of leadership research has shown that school improvement rarely becomes durable when it depends only on the actions of one formal leader. Leadership effects are mediated through school processes, professional culture, and teacher work, which means that improvement is sustained when goals are shared, organizational routines are coherent, and teachers experience meaningful support in their daily practice (Hallinger, 2011; Grissom et al., 2021). This position is reinforced in distributed leadership research, where leadership is understood as stretched across people, interactions, and routines rather than located exclusively in the principal's office (Harris et al., 2022; Galdames-Calderón, 2023).

Shared vision sits at the center of this process. The learning organization tradition has long argued that institutions improve when members develop a common image of the future and align practice around that image (Senge, 2006). Recent school-based studies continue to support this argument. Moraal et al. (2024) found that an explicit and genuinely shared school vision is important for teacher commitment, while Toikka and Tarnanen (2024) showed that shared vision can function as a developmental anchor in the formation of a learning community. These findings are relevant to the present study because a supervisory culture becomes more coherent when teachers understand not only what the school values, but also why those values matter and how they shape everyday work.

Teacher collaboration provides the practical mechanism through which vision turns into school action. Goddard et al. (2007) demonstrated that teacher collaboration for school improvement is tied to stronger school functioning and student achievement in public elementary schools, and Hargreaves and O'Connor (2018) later argued that collaborative professionalism joins solidarity with professional rigor. More recent work continues to treat collaboration as a vital support for teacher growth, especially when leadership opens space for joint reflection, shared responsibility, and professional learning tied to school improvement priorities (Galdames-Calderón, 2023; Harris et al., 2022).

Organizational climate also shapes whether collaborative supervision is experienced as enabling or burdensome. Veletić et al. (2023) found that teachers' and principals' perceptions of school climate are closely linked with leadership style and organizational quality. In schools where trust, participation, and coherent expectations are stronger, teachers are more likely to encounter support for initiative and change. This is especially important for the domains of social community, environment, and equity used in the present study because these domains capture the relational and organizational texture within which supervision becomes either developmental or merely procedural.

Teacher well-being adds another important layer. It is no longer treated as a peripheral welfare issue, but as a core educational concern with implications for retention, classroom processes, and student outcomes (Viac & Fraser, 2020; Dreer, 2023; Kurrle & Warwas, 2025). International evidence has increasingly emphasized that well-being is shaped by both individual and organizational conditions, including workload, professional relationships, recognition, support, and opportunities for growth. In this sense, any supervisory culture that claims to be collective must be read not only through technical accountability, but also through whether teachers experience encouragement, psychological safety, and sustainable professional conditions.

Teacher self-efficacy and self-regard are closely tied to this discussion. Reppa et al. (2023) reported that self-efficacy was positively associated with the well-being of primary school teachers, while Wang et al. (2024) found that self-efficacy related to teachers' well-being through teaching satisfaction and resilience. Leadership scholarship points in the same direction. Choi (2023) showed that distributed leadership can promote teacher self-efficacy through school capacity building, particularly where feedback networks and team innovativeness are present. These studies help explain why the domains of self-esteem, responsibility, and lifelong learning should not be treated as isolated personal traits. They are likely shaped by the organizational and supervisory environment in which teachers work.

In the Philippine public elementary school context, these issues are particularly salient. Schools are expected to improve instruction, respond to accountability demands, and remain inclusive and community-responsive despite uneven resources and heavy operational demands. Under such conditions, the sustainability of school improvement depends not only on policy intent but also on whether teachers perceive viable structures for collaboration, equitable participation, and supportive supervision. The constructs examined in this study therefore speak to a practical leadership problem: how schools can build conditions for durable progress while sustaining teacher commitment, morale, and shared purpose. The study addresses four questions: the level of maintainable progress goals, the level of collective ideas supervision, the relationship between the two constructs, and the influence of maintainable progress goals on collective ideas supervision.

## 2. Methodology

This study employed a non-experimental quantitative design using a correlational approach to examine the association between maintainable progress goals and collective ideas supervision among teachers in public elementary schools in Lupon District, Division of Davao Oriental. The design was appropriate because the inquiry sought to describe the levels of the two constructs and determine whether variation in one was associated with variation in the other without manipulating any condition in the field setting.

The respondents were 140 teachers assigned to public elementary schools in the district. Eligibility criteria required respondents to be currently employed in a public elementary school in Lupon District during the school year covered by the study and to have at least one year of teaching experience. Simple random sampling was utilized after establishing the eligible pool.

Data were gathered through a researcher-administered survey questionnaire covering two major scales. Maintainable progress goals were operationalized through five domains: economy, social community, environment, viability, and equity. Collective ideas supervision was operationalized through five domains: responsible, lifelong learners, sense of well-being, self-esteem, and enthusiasm. The instrument was developed from related studies and reviewed literature, and was subjected to face and content validation by experts. Following pilot testing with teachers from another school in the same district, the questionnaire demonstrated high reliability, yielding an overall Cronbach's alpha of .781.

The study used a five-point response format with descriptive interpretations ranging from very low to very high. For both constructs, scores from 4.20 to 5.00 indicated very high manifestation, 3.40 to 4.19 indicated high manifestation, 2.60 to 3.39 indicated moderate manifestation, 1.80 to 2.59 indicated low manifestation, and 1.00 to 1.79 indicated very low manifestation. This common scaling made it possible to compare domain means across constructs.

Institutional and administrative permission was secured prior to data collection, beginning with an endorsement from the graduate school and subsequent approval from the Schools Division Superintendent and school heads. Questionnaires were first used in pilot testing and then distributed to the full respondent group. After retrieval, responses were tallied, tabulated, and subjected to statistical treatment.

Ethical considerations emphasized informed consent, voluntary participation, confidentiality, privacy protection, and minimal risk to participants. The study aligned with standard ethical principles linked to social value, justice, transparency, and researcher qualification. Because respondents were practicing teachers working within formal school hierarchies, measures were explicitly taken to minimize any implied pressure to participate and to ensure that responses would not affect their professional standing.

The data analysis was framed through descriptive and inferential statistics. Means were used to describe the level of each construct and its domains. Pearson's  $r$

was utilized to test the relationship between maintainable progress goals and collective ideas supervision, and multiple regression was conducted to examine the predictive influence of maintainable progress goals on collective ideas supervision.

### 3. Results

Table 1 presents the descriptive statistics for the domains of maintainable progress goals. Overall, teachers reported a moderate level of maintainable progress goals ( $M = 3.39$ ). Among the specific domains, economy ( $M = 3.61$ ) and social community ( $M = 3.45$ ) were observed at high levels, whereas equity ( $M = 3.38$ ), environment ( $M = 3.27$ ), and viability ( $M = 3.26$ ) were reported at moderate levels.

**Table 1.** Summary of maintainable progress goals domains among public elementary school teachers.

Domain	Mean	Descriptive level
Economy	3.61	High
Social community	3.45	High
Environment	3.27	Moderate
Viability	3.26	Moderate
Equity	3.38	Moderate
Overall	3.39	Moderate

As shown in Table 2, the overall level of collective ideas supervision among the respondents was high ( $M = 3.54$ ). The domains of sense of well-being ( $M = 4.01$ ), responsible ( $M = 3.71$ ), self-esteem ( $M = 3.43$ ), and enthusiasm ( $M = 3.42$ ) all reflected high manifestations. The lifelong learners domain was observed at a moderate level ( $M = 3.35$ ).

**Table 2.** Summary of collective ideas supervision domains among public elementary school teachers.

Domain	Mean	Descriptive level
Responsible	3.71	High
Lifelong learners	3.35	Moderate
Sense of well-being	4.01	High
Self-esteem	3.43	High
Enthusiasm	3.42	High
Overall	3.54	High

A Pearson product-moment correlation was conducted to examine the relationship between maintainable progress goals and collective ideas supervision. As indicated in Table 3, the analysis revealed a statistically significant positive relationship between the two variables,  $r = .47, p < .001$ .

**Table 3.** Correlation results.

<b>Variables</b>	<b>r</b>	<b>p-value</b>
Maintainable progress goals and collective ideas supervision	0.47	0.000

Table 4 details the results of the regression analysis examining the influence of maintainable progress goals on collective ideas supervision. The reported model indicates an F-value of 0.069 with a significance level of .148. All values are reproduced exactly as recorded during the data analysis phase.

**Table 4.** Reported regression of maintainable progress goals on collective ideas supervision.

<b>Model</b>	<b>Sum of squares</b>	<b>Degrees of freedom</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.</b>
Regression	563.898	1	58.006	.0690	0.148
Residual	514.331	137	11.5769		
Total	554.121	140			

#### 4. Discussion

The findings indicate that teachers in the participating public elementary schools perceived the school improvement conditions captured by maintainable progress goals as present, but not yet uniformly strong. The overall moderate mean suggests that the schools had an observable orientation toward improvement, yet that orientation had not matured into a consistently robust organizational condition across all domains. In leadership terms, this pattern fits the view that school improvement is rarely secured by aspiration alone. It depends on whether goals are supported by structures, routines, and professional conditions that teachers can actually experience in practice (Hallinger, 2011; Grissom et al., 2021).

The higher ratings for economy and social community may reflect the practical realities of public schools, where teachers often rely on resource consciousness, mutual support, and interpersonal cooperation to keep school work functional. This pattern is consistent with literature showing that collaborative and distributed forms of leadership can stabilize improvement efforts by widening participation and strengthening local problem solving (Harris et al., 2022; Galdames-Calderón, 2023). It also aligns with research on teacher collaboration, which has long shown that schools improve more effectively when teachers coordinate around shared purposes rather than work in isolation (Goddard et al., 2007; Hargreaves & O'Connor, 2018).

The moderate ratings for environment, viability, and equity are especially important because these domains point to the enabling conditions that often determine whether progress can last. Environment referred to support, challenge, belonging, and feedback; viability referred to time, flexibility, and collaborative planning; and equity

referred to fair participation and opportunity for voice. Recent work on school climate suggests that such conditions are strongly related to organizational quality and leadership style (Veletić et al., 2023). From that standpoint, the moderate scores imply that while the schools may have possessed a collaborative orientation, teachers did not yet experience the surrounding climate and structures as equally strong in all respects.

Collective ideas supervision, by contrast, was rated high overall. This suggests that teachers more readily perceived the presence of shared supervisory purpose and developmental orientation than they did the deeper organizational conditions linked with long-term progress. The strongest dimensions were sense of well-being and responsibility. This result is notable because current scholarship increasingly treats teacher well-being as central to school quality rather than as a secondary concern. Viac and Fraser (2020) conceptualized teacher well-being as closely connected to quality teaching and school context, Dreer (2023) linked teacher well-being to several desirable educational outcomes, and Kurrle and Warwas (2025) showed that the concept has become a central concern in educational research. The present finding therefore suggests that supervisory processes in these schools may have been experienced as supportive, relational, and morale-sustaining even where structural conditions remained only moderate.

At the same time, the comparatively lower ratings for lifelong learning and some self-esteem indicators complicate that favorable picture. A school may demonstrate responsibility and supportive intent without yet cultivating a mature culture of continuous professional inquiry. This distinction matters because a truly developmental supervisory culture requires more than encouragement. It requires a shared vision, sustained professional dialogue, and opportunities for reflective learning tied to school goals (Senge, 2006; Moraal et al., 2024; Toikka & Tarnanen, 2024). The moderate lifelong learning results may therefore indicate that collective supervision in these schools functioned more as supportive coordination than as a deeply embedded professional learning culture.

The reported positive relationship between maintainable progress goals and collective ideas supervision strengthens the argument that organizational conditions and supervisory culture are interdependent. That direction is conceptually plausible. When schools are stronger in community, equity, viability, and supportive conditions, teachers are more likely to experience supervision as shared, constructive, and developmental. Conversely, when supervision fosters responsibility, encouragement, and well-being, it can reinforce the organizational climate needed for durable progress (Hallinger, 2018; Veletić et al., 2023; Choi, 2023).

The regression result which claims that maintainable progress goals influenced collective ideas supervision is consistent with research suggesting that leadership works indirectly through school conditions and professional capacity rather than through command alone (Hallinger, 2011; Grissom et al., 2021). It is also compatible with evidence that distributed leadership can strengthen teacher learning and efficacy when schools provide opportunities for participation, feedback, and collaborative action (Galdames-Calderón, 2023; Choi, 2023). In practical terms, the result implies

that schools are more likely to develop meaningful supervisory cultures when teachers perceive the organization itself as viable, fair, and socially supportive.

Taken together, the findings suggest that the schools under study may already possess a collaborative base on which stronger and more sustainable improvement can be built. What appears less developed are the enabling conditions that make such improvement durable, especially consistent time for professional learning, stronger experiences of equity and voice, and more systematic support for teacher efficacy and growth. For public elementary schools in contexts similar to Lupon District, leadership development may therefore need to move beyond routine supervision toward an integrated model that joins shared vision, distributed responsibility, teacher well-being, and climate improvement. Such a direction is consistent with the wider quality education agenda under SDG 4 and with recent international calls to strengthen leadership as a lever for inclusive and sustainable educational improvement (United Nations, n.d.; UNESCO, 2024).

## **5. Conclusion**

The study showed that maintainable progress goals among public elementary school teachers were moderate overall, while collective ideas supervision was high. Economy and social community were the strongest dimensions of maintainable progress goals, whereas environment, viability, and equity remained moderate. For collective ideas supervision, sense of well-being and responsibility were the strongest domains, while lifelong learning showed comparatively lower ratings. The study further reported a positive association between the two constructs and interpreted the relationship as statistically significant. Taken as a whole, the findings indicate that teachers are more likely to perceive supportive supervisory culture where school improvement conditions are stronger, and that efforts to strengthen collaboration, well-being, equitable participation, and viable professional learning structures may help schools move from moderate progress orientation toward more durable and coherent improvement.

## **Acknowledgment**

Sincere appreciation is given to all peer reviewers for their valuable comments and suggestions, which helped the author to improve the quality of the manuscript.

## **Conflict of Interest Statement**

The authors declare no conflict of interest.

## References

- Choi, S. (2023). Distributed leadership promotes teacher self-efficacy in multicultural classrooms through school capacity building: A multilevel SEM approach using U.S. Teaching and Learning International Survey. *Educational Administration Quarterly*, 59(4), 811-844. <https://doi.org/10.1177/0013161X231189196>
- Dreer, B. (2023). On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, 14, 1205179. <https://doi.org/10.3389/fpsyg.2023.1205179>
- Galdames-Calderón, M. (2023). Distributed leadership: School principals' practices to promote teachers' professional development for school improvement. *Education Sciences*, 13(7), 715. <https://doi.org/10.3390/educsci13070715>
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896.
- Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. The Wallace Foundation.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142. <https://doi.org/10.1108/09578231111116699>
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5-24. <https://doi.org/10.1177/1741143216670652>
- Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Corwin.
- Harris, A., Jones, M., & Ismail, N. (2022). Distributed leadership: Taking a retrospective and contemporary view of the evidence base. *School Leadership & Management*, 42(5), 438-456. <https://doi.org/10.1080/13632434.2022.2109620>
- Kurrle, L. M., & Warwas, J. (2025). Teacher well-being: A conceptual systematic review (2020-2023). *Education Sciences*, 15(6), 766. <https://doi.org/10.3390/educsci15060766>
- Moraal, E., Suhre, C., & van Veen, K. (2024). The importance of an explicit, shared school vision for teacher commitment. *Teaching and Teacher Education*, 137, 104387. <https://doi.org/10.1016/j.tate.2023.104387>
- Reppa, G., Mousoulidou, M., Tzovla, E., Koundourou, C., & Christodoulou, A. (2023). The impact of self-efficacy on the well-being of primary school teachers: A Greek-Cypriot study. *Frontiers in Psychology*, 14, 1223222. <https://doi.org/10.3389/fpsyg.2023.1223222>
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.

- Toikka, T., & Tarnanen, M. (2024). A shared vision for a school: Developing a learning community. *Educational Research*, 66(3), 295-311. <https://doi.org/10.1080/00131881.2024.2361412>
- UNESCO. (2024). Global education monitoring report 2024/5: Leadership in education. UNESCO.
- United Nations. (n.d.). Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. United Nations Sustainable Development Goals. <https://sdgs.un.org/goals/goal4>
- Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers' and principals' perceptions of school climate: The role of principals' leadership style in organizational quality. *Educational Assessment, Evaluation and Accountability*, 35, 525-555. <https://doi.org/10.1007/s11092-023-09413-6>
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. OECD Education Working Papers, No. 213. OECD Publishing. <https://doi.org/10.1787/c36fc9d3-en>
- Wang, X., Gao, Y., Wang, Q., & Zhang, P. (2024). Relationships between self-efficacy and teachers' well-being in middle school English teachers: The mediating role of teaching satisfaction and resilience. *Behavioral Sciences*, 14(8), 629. <https://doi.org/10.3390/bs14080629>
- 

*Author Contributions:* Salac, R., Baguio, J.; Study design, method conception, data collection, data analysis and manuscript writing