

## Instructional Supervision Practices and Efficacy of Teachers



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**ABSTRACT:** Assessing and enhancing teachers' ability to deliver high-quality instruction significantly relies on the instructional supervision practices of school heads. The objective of this study was to determine the level of instructional supervision practices of school heads, the level of efficacy of teachers, the significant correlation between these variables and the specific instructional supervision practices that impact the efficacy of teachers among the four (4) schools of Impasugong I District, Division of Bukidnon for School Year 2023-2024. The study employed a descriptive correlational and causal design to one hundred seventeen (117) teachers. The data was collected using an adapted and modified questionnaire. The statistical tools used were mean, standard deviation, Pearson Product Moment Correlation Coefficient ( $r$ ), and linear regression. The study revealed that respondents hold an excellent view of the school heads' instructional supervision practices, particularly those conducted on pre-observations. Additionally, it was demonstrated that these practices were Highly Effective in boosting teachers' confidence and effectiveness. A significant relationship exists between the school heads' instructional supervision practices and efficacy of teachers, thus rejecting the null hypothesis and that pre-observation practices were most emphasized by school heads. Based on these findings, it is recommended to enhance post-observation practices by providing allocation of resources towards supporting teachers' professional growth, and prioritizing pre- and post-observation practices to improve teacher effectiveness.

**KEYWORDS:** Instructional supervision, Pre-observation, Teachers' efficacy

### I. INTRODUCTION

Supervision is essential for enhancing educational practices and supporting teachers and administrators in performing their roles more effectively. In education, supervision is crucial for maintaining consistency and effectiveness in teaching. It serves as a mechanism to enhance teaching and learning by incorporating elements such as monitoring, investigation, data collection, guidance, leadership, assessment, correction, proactive measures, motivation, assessment, improvement, and informal aspects.

Teacher Efficacy is a critical factor that influences instructional practices and student outcomes. Research has shown that teacher efficacy beliefs are positively related to instructional practices, class planning, decision-making, and post-class reflection (Khanshan & Yousefi, 2020). The study by Perera et al. (2019) emphasized the importance of understanding teachers' perceptions of efficacy and its link to actual classroom practices. This emphasizes the need to explore the specific indicators of teacher efficacy and their relationship with classroom observation practices to enhance teaching effectiveness. Furthermore, the effectiveness of the teacher is enhanced when teachers see their peers provide effective training (Withy, 2019).

In the international context and in the Philippines context, there are challenges in the classroom observation practices of school heads and their impact on teacher efficacy. Research has shown that, although classroom observation is widely recognized as a valuable tool for professional development, there is a lack of consistency in its implementation and feedback. For example, a study in the Philippines showed that teachers thought classroom observation was an indicator of how well they were working towards their objectives, but there are inconsistencies and variations in the quality of feedback given during post-observation practices (Caratiquit & Pablo, 2021). This inconsistency in feedback can impact the efficacy of teachers, as they may not receive the necessary support and reinforcement to enhance their instructional practices.

In line with this, the Department of Education in the Division of Bukidnon has requested the field to enhance classroom instruction and the execution of instructional supervision. This directive is a response to the urgent necessity of addressing learning losses, recovering from educational setbacks, and mitigating educational disadvantage among schoolchildren, out-of-school youths, and

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adults. Therefore, school administrators and supervisors are anticipated to carry out effective instructional supervision and offer technical assistance to teachers while also increasing their monitoring of classroom activities (DepEd SDO Bukidnon, 2023).

One effective method for enhancing teachers' teaching abilities is through instructional supervision. This process involves supporting teachers in enhancing the quality of their teaching methods and classroom settings, ultimately aiming to improve student learning outcomes. However, while instructional supervision is designed to achieve these goals, its impact on learning quality has not been conclusively demonstrated (Maisyaroh et al., 2021).

Additionally, Mecgley (cited in Peter et al. 2021) emphasizes the primary role of a supervisor to support teachers in becoming efficient and effective in the teaching and learning process. Instructional supervision, particularly as it pertains to school heads, is about directly engaging with teaching staff, who are the primary implementers of education. In this regard, school heads should prioritize instructional supervision in fulfilling their duties.

Thus, the researcher sought to ascertain how the instructional supervision practices exhibited by school heads—pre-, during, and post-observation in relation to the efficacy of teachers.

## II. METHODOLOGY

This study employed a descriptive correlational and causal research design. Descriptive correlational research is designed to assess the relationships between and among two or more variables. It allows testing of expected relationships between variables and making predictions, but it cannot be used to draw inferences about cause and effect. Causal research, a type of conclusive research, attempts to establish a cause-and-effect relationship between variables. It allows conclusions to be drawn about the causal relationships among variables and is used to assess the causal impact of one or more experimental manipulations on a dependent variable (Walters, 2020). In this study, the researcher examined the significant relationship between the instructional supervision practices of school heads and efficacy of teachers. This study employed the following statistical tools to analyze the data. For problems 1 and 2, Mean and Standard Deviation were used. For problem 3, to get the significant relationship between the instructional supervision practices of school heads and efficacy of teachers, the Pearson Product Moment Correlation Coefficient was utilized. For Problem 4, to determine which of the school heads' instructional supervision practices singly or in combination influence the efficacy of teachers, Linear Regression was employed.

## III. RESULTS AND DISCUSSION

**Problem 1.** What is the level of instructional supervision practices of school heads in:

- 1.1 pre-observation;
- 1.2 during observation; and
- 1.3 post-observation?

Table 1 shows the overall result of the instructional supervision practices conducted by school heads. It reveals an overall Mean of 3.76 with SD=0.54, which is described as Always and interpreted as Excellent. This implies that school heads are consistently and effectively engaging in instructional supervision. For teachers, this means they receive regular feedback, guidance, and support to improve their instructional practices. This, in turn, can lead to enhanced teaching effectiveness and professional growth. For students, effective instructional supervision can result in a more engaging and impactful learning experience, tailored to meet their diverse needs. Overall, the excellence of these practices indicates a strong commitment to educational quality and student success within the school.

As supported by Barrogo (2020), the implementation of classroom observation practices by school heads is highly substantial for various reasons. One key reason is that classroom observation serves as a critical means to evaluate and enhance teachers' effectiveness, aligning with the quality education standards outlined in the K to 12 Law in the Philippines.

**Table 1. Overall Level of Instructional Supervision Practices**

Instructional Supervision Practices	Mean	SD	Description	Interpretation
Pre-Observation Practices	3.79	0.54	Always	Excellent
During Observation Practices	3.78	0.53	Always	Excellent
Post-Observation Practices	3.71	0.54	Always	Excellent
<b>Overall</b>	<b>3.76</b>	<b>0.54</b>	<b>Always</b>	<b>Excellent</b>

*Note: 3.26 – 4.00 Excellent, 2.51 – 3.25, Good 1.76 – 2.50, Fair 1.00 – 1.75, Poor*

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Moreover, the variable, *Pre-Observation*, has the highest Mean of 3.79 with SD=0.54, which is described as Always and interpreted as Excellent. This indicates that pre-observation practices hold significant implications for instructional supervision practices. This means that the preparation practices before classroom observation are consistently and effectively carried out. The school heads are diligently preparing for observations, which can lead to more focused and productive observations. By adequately preparing beforehand, school heads can tailor their observation focus, identify specific areas for feedback, and ensure that the observation process is conducted smoothly. Ultimately, by devoting sufficient time to preparation prior to the observation, instructional supervision may be made more successful overall, which will benefit both teaching strategies and student performance.

The insights of Llega (2021) support this finding that pre-observation practices conducted by school heads before classroom observations are essential for ensuring the observation process is both effective and fair. These practices encompass various steps that school heads commonly take before engaging in classroom observations.

Nevertheless, the variable, *Post-Observation*, got the lowest Mean of 3.71 with SD=0.54, described as Always and interpreted as Excellent. This finding implies a potential area for improvement in the instructional supervision practices of school heads, particularly concerning the professional growth of teachers. One possible reason for this result could be a lack of comprehensive follow-up strategies after classroom observations; thus, the effectiveness of the post-observation practices, including providing feedback, offering support, and facilitating professional development opportunities, may not be as impactful.

Benton (2019) emphasized that after conducting classroom observations, school heads play a vital role in providing teachers with constructive and supportive feedback. Specific feedback should be given, highlighting strengths and areas where improvements are needed. By offering targeted feedback, school heads can support teachers enrich their teaching practices and improve student learning outcomes. Additionally, providing assistance and guidance after observations can enable teachers to reflect on their teaching methods.

**Problem 2.** What is the teachers' level of efficacy?

**Table 2. Overall Level of Efficacy of Teachers**

Indicators	Mean	SD	Description	Interpretation
1. I can maintain discipline in the classroom.	3.42	0.58	Strongly Agree	Highly Effective
2. I can get my learners interested in the subject I teach.	3.48	0.57	Strongly Agree	Highly Effective
3. I can use a variety of teaching strategies to help learners understand the subject matter.	3.63	0.53	Strongly Agree	Highly Effective
4. I can get through to even the most difficult learners.	3.23	0.60	Agree	Effective
5. I can help my learners to feel that they are important.	3.77	0.51	Strongly Agree	Highly Effective
6. I can develop a good relationship with my learners.	3.80	0.51	Strongly Agree	Highly Effective
7. I can get my learners to work hard.	3.63	0.53	Strongly Agree	Highly Effective
8. I can cope with the stress of my work.	3.46	0.57	Strongly Agree	Highly Effective
9. I can remain calm when facing difficulties in teaching.	3.45	0.58	Strongly Agree	Highly Effective
10. I can solve problems that occur in teaching.	3.55	0.55	Strongly Agree	Highly Effective
11. I can get my learners to be creative.	3.58	0.55	Strongly Agree	Highly Effective
12. I can get my learners to be curious.	3.62	0.53	Strongly Agree	Highly Effective
13. I can get my learners to be persistent.	3.53	0.55	Strongly Agree	Highly Effective
14. I can get my learners to be organized.	3.48	0.57	Strongly Agree	Highly Effective
15. I can get my learners to be critical thinkers.	3.44	0.58	Strongly Agree	Highly Effective
<b>Overall</b>	<b>3.54</b>	<b>0.55</b>	<b>Strongly Agree</b>	<b>Highly Effective</b>

**Note:** 3.26 – 4.00 Highly Effective, 2.51 – 3.25, Effective 1.76 – 2.50, Somewhat Effective 1.00 – 1.75, Ineffective

Table 2 shows the level of efficacy of teachers. It reveals that it has an overall Mean of 3.54 with SD=0.55, which is described as Strongly Agree and interpreted as Highly Effective. This means that teachers have a strong belief in their ability to positively influence the learning and results of students. The high level of efficacy may inspire them to put in more work and be more motivated to succeed in their duties as teachers. Additionally, the positive perception of efficacy implies that teachers feel

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confident in their instructional practices and strategies. This confidence can result in more innovative and effective teaching methods, ultimately benefiting student learning.

A research article in the Journal of Educational Research discovered a favorable connection between the efficacy of teachers and their instructional methods, underlining the significance of how teachers perceive their efficacy in shaping how they teach (Poulou et al., 2019). Furthermore, Bellibaş (2023) investigated how feedback from school heads' observations affected teacher efficacy and instructional methods. The study revealed a positive relationship between observation feedback and teacher efficacy, which subsequently influenced instructional practices.

Moreover, the indicator 6, *I can develop a good relationship with my students*, has the highest Mean of 3.80 with SD=0.51 which is described as Strongly Agree and interpreted as Highly Effective. It means that teachers in Impasugong I district believe they can build a positive relationship with their students. In order to create a supportive and more engaged classroom, such relationships are crucial. Teachers who feel confident in their ability to connect with students are likely to be more effective in managing classroom dynamics, fostering student engagement, and ultimately, enhancing learning outcomes. Therefore, this finding stresses the importance of teacher-student relationships in shaping teacher efficacy and the positive impact that relationships can have on teaching effectiveness.

Social persuasion and mastery experiences are interconnected aspects of teacher efficacy. Social support and feedback help build teachers' confidence, leading them to create successful learning experiences for their students. As teachers witness the positive impact of their teaching, their sense of efficacy grows, motivating them to continue refining their practices and contributing to their professional growth (Pajares, 2019).

On the other hand, indicator 4, *I can get through to even the most difficult learners*, has the lowest Mean of 3.23 with SD=0.60, which is described as Strongly Agree and interpreted as Effective. The finding implies potential challenges in teacher efficacy related to reaching and engaging with challenging students. Teachers may feel less confident in their ability to connect with these students due to various factors such as behavior issues, learning difficulties, or lack of support systems. Therefore, enhancing teachers' efficacy in reaching difficult learners could involve providing additional training, resources, and support to help them develop specialized strategies and approaches tailored to the needs of these students. By improving teachers' confidence and skills in this area, schools can better support the academic and personal development of all students, including those who are the most challenging to reach.

A study by Frontiers in Psychology found that the efficacy of teachers is influenced by their attitudes. More positive attitudes in teachers indicate that they will be more positively reflected in their efficacy. The study also noted that teachers' efficacy is defined as their judgment of their capabilities to bring about even among students who may be difficult or unmotivated (Binammar et al., 2023).

**Problem 3.** Is there a significant relationship between school heads' instructional supervision practices and efficacy of teachers?

**Table 3. Test Correlation between Instructional Supervision Practices and Efficacy of Teachers**

Variables	r-value	p-value	Level of Correlation	Description	Interpretation
Pre-Observation Practices	0.532	0.001	Moderate Positive Correlation	Reject Ho	Significant
During Observation Practices	0.394	0.027	Weak Positive Correlation	Reject Ho	Significant
Post-Observation Practices	0.568	0.001	Moderate Positive Correlation	Reject Ho	Significant

**Note:**  $r = r\text{-value}$  (Correlation Coefficient),  $p = p\text{-value}$  (Significant Level)  $p < 0.05$

The table 3 shows the Pearson's Correlation test between the instructional supervision practices of school heads and the efficacy of teachers. The result reveals a moderate positive correlation between pre-observation and post-observation practices and a weaker positive correlation during observation practices. The moderate positive correlation between pre- and post-observation and efficacy of teachers means that the practices undertaken by school heads before and after observing teachers are sufficient in supporting teacher development. On the other hand, the during observation practices show a weaker positive correlation with other practices. This suggests that the practices exhibited by school heads while observing teachers in the classroom might not align as closely with other practices of instructional supervision. This weaker correlation could indicate a potential area for improvement in how during observation practices are conducted or integrated into the overall supervision framework.

Moreover, a significant correlation between pre-observation practices and teacher efficacy, indicated by a p-value below 0.05 and the rejection of the null hypothesis ( $H_0$ ), suggests a meaningful relationship between these variables. This finding implies that the activities undertaken by school heads before observing teachers in the classroom are associated with higher levels

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of teacher efficacy. The moderate positive correlation further indicates that as pre-observation practices increase in effectiveness or frequency, teacher efficacy tends to improve as well. This inference highlights the importance of thorough preparation and engagement by school heads prior to observing teachers. It suggests that when school heads invest time and effort into practices such as setting clear expectations, providing support, and establishing rapport before observations, they contribute positively to teachers' confidence and effectiveness in their roles. Furthermore, this finding underscores the potential impact of proactive leadership strategies on teacher professional development and overall school performance.

According to Barrogo (2021), the effective utilization of observation serves as a powerful method for assessing and enhancing a teacher's progress. When employed effectively, it can serve as a means of supporting teachers, offering comprehensive insights and enabling the establishment of precise goals. However, proficient observation and constructive feedback delivery constitute complex skills that demand training and experience to master.

A p-value of less than 0.05 in the correlation analysis indicated a significant relationship between the efficacy of teachers and the post-observation practices carried out by school heads. Consequently, the null hypothesis (Ho1) was rejected. This means that the practices employed by school heads following classroom observations have a tangible impact on teacher efficacy. The moderate positive correlation underscores the importance of post-observation practices in fostering an environment conducive to teacher growth and development. By providing constructive feedback, guidance, and support after classroom observations, school heads can contribute to enhancing teacher effectiveness and ultimately improving student outcomes.

One method of providing feedback on teachers' performance in the classroom is called classroom observation. The aim of this is to encourage teachers to reflect on their teaching practices and to be aware of their own self. Observations in the classroom are also a means to gather evidence of an teacher's actual performance, highlighting their strengths and areas needing improvement (Riego de Dios, 2020).

Furthermore, the analysis of the correlation between during observation practices and teacher efficacy revealed a statistically significant relationship, as indicated by a p-value of less than 0.05. This result led to the rejection of the null hypothesis, indicating that there is indeed a correlation between these two variables. However, the correlation was found to be weakly positive, implying that while there is some association between the way teachers are observed in the classroom and their efficacy, this relationship is not particularly strong. This finding highlights the complexity of factors influencing teacher efficacy and suggests that while during observation practices play a role, they are not the sole determinants of teacher effectiveness. Further research and analysis may be needed to better understand the nature of this relationship and its implications for improving instructional supervision practices in schools.

In a research undertaken in the Philippines, Aquino et al. (2021) discovered a notable relationship between the observation practices of school heads and the efficacy of teachers. Their findings indicate that the manner in which school heads conduct their observations significantly influences teachers' feelings about their work. This implies that the manner in which school leaders oversee and engage with teachers during observations can influence teachers' confidence and effectiveness in their work.

**Problem 4.** Which of the school heads' instructional supervision practices singly or in combination influence the efficacy of teachers?

**Table 4. Regression Analysis Between Instructional Supervision Practices and Efficacy of Teachers**

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	B			
Constant	0.4526	0.5346	0.3748	5.9418	0.001	
Pre-Observation	0.8549	0.6766	0.6879	6.6493	0.001	Reject Ho
During Observation	0.0698	0.0877	0.0469	1.0782	0.064	Accept Ho
Post-Observation	0.4958	0.7964	0.6985	6.7583	0.001	Reject Ho
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	f-value	Sig. (P-value)	Decision
	0.572	0.561	0.389	12.542	0.001	Reject Ho

**Note:** UC = Unstandardized Coefficients, SC = Standardized Coefficients, Dependent Variable = Efficacy

*Significant when computed p-value <0.05.*

Table 4 in the previous page shows the regression analysis with moderating variables that predict the efficacy of teachers. Pre-observation was a significant predictor of efficacy teachers ( $\beta = 0.6879$ ,  $p = 0.001$ ), and so was post observation ( $\beta = 0.6985$ ,  $p = 0.001$ ). However, during observation was not a significant predictor of efficacy of teachers, ( $\beta = 0.0469$ ,  $p = 0.064$ ). This suggests

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that pre-observation and post-observation practices implemented by school heads are crucial in assessing teacher efficacy and confidence in their skills. On the other hand, during observation practices were not found to be a significant predictor of teacher efficacy. This suggests that the procedures implemented before and after classroom observations may have a greater impact than the actual observation process on teachers.

Specifically, a statistically significant positive effect of pre-observation practices on teachers' efficacy ( $\beta = 0.6879$ ,  $p = 0.001$ ) suggests a strong relationship between the pre-observation and teacher effectiveness. This implies that when school heads spend time and resources into thorough preparation before classroom observations, such as setting clear objectives, providing relevant resources, and establishing a supportive environment, teachers are more likely to feel confident and capable in their roles. Additionally, it indicates that proactive measures taken before classroom observations can positively influence teachers' beliefs in their ability to meet instructional goals and effectively engage students. Thus, prioritizing and enhancing pre-observation practices may lead to improved teacher efficacy, ultimately benefiting student learning outcomes and overall educational quality. Therefore, the regression analysis led to the rejection of the null hypothesis test ( $H_0$ ).

Engaging in a pre-observation discussion can enhance a teacher's confidence and readiness for an observation by offering clarity on the observation's purpose, the evidence to be gathered, and how it will be collected. This clarity allows teachers to align their preparation with their teaching objectives and ensures that the observer's focus is in sync with their goals (Ferlazzo, 2022; Oco, 2022). This process can contribute to improving teachers' efficacy by providing them with a clear understanding of what is expected during the observation and helping them feel more supported and prepared, ultimately leading to more effective teaching practices.

The result ( $\beta = 0.6985$ ,  $p = 0.001$ ) indicates that post-observation practices significantly predict teacher efficacy. This means that the practices taken after observing teachers in the classroom play an essential role in determining their effectiveness and confidence in their abilities. Thus, it implies that providing constructive feedback, guidance, and support to teachers following classroom observations can greatly impact their sense of efficacy. When post-observation practices are well-implemented, teachers are more likely to feel supported, understand areas for improvement, and receive the necessary resources to enhance their teaching practices. Hence, the regression analysis yielded that the null hypothesis test ( $H_0$ ) was rejected.

As stated by Zepeda, as cited in Lavigne et al. (2023), when principals excel as instructional leaders, they validate and empower teachers. Teachers view classroom visits and post-observation feedback as coaching opportunities that enhance their professionalism. This approach also reinforces the principal's role as a visible presence in both the classroom and the school. This dynamic fosters a culture of collaboration and continuous improvement, where teachers feel supported in their growth and development. Ultimately, this contributes to a positive school environment that prioritizes student success.

Moreover, the finding that during observation practices do not have a statistically significant effect on teachers' efficacy ( $\beta = 0.0469$ ,  $p = 0.064$ ). This means that the practices taken specifically during classroom observation sessions may not strongly influence teachers' sense of effectiveness and confidence in their abilities. Consequently, the null hypothesis test ( $H_0$ ) was accepted. This means that the observations conducted by school heads are too infrequent and might not capture the full range of teaching practices and interactions that contribute to teacher effectiveness. Moreover, if the observation practices are perceived as evaluative rather than developmental, teachers may feel pressured or anxious, which can hinder their ability to reflect on and improve their practice. Furthermore, if the criteria or indicators used for evaluation are unclear or inconsistent, teachers may find it challenging to understand what is expected of them and how they can improve.

## IV. CONCLUSIONS

Based on the above findings, the following conclusions can be drawn:

1. The school heads primarily focus on pre-observation practices, indicating a high emphasis on preparation before classroom observations. However, post-observation practices receive the least attention, suggesting a potential area for improvement in the overall extent of instructional supervision practices.
2. The high level of efficacy of teachers indicates a strong sense of confidence and effectiveness among teachers in this aspect of their work.
3. The significant correlation between school heads' instructional supervision practices and the efficacy of teachers underscores the importance of effective observation processes in influencing teacher performance and confidence.
4. Pre- and post-observation practices are key determinants of teachers' efficacy, highlighting the need for school heads to prioritize these aspects in order to positively impact teacher effectiveness. Conversely, during observation practices do not appear to directly influence teachers' efficacy, indicating a potential area where adjustments or enhancements may not yield significant improvements in teacher performance.

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### V. RECOMMENDATIONS

The researcher has come up with the following recommendations as a result of this study's findings and conclusions:

1. School heads may allocate resources to support teachers' professional growth. Investing in professional development opportunities and resources can significantly enhance teacher effectiveness and overall educational outcomes within the school community.
2. School heads may implement targeted strategies and support systems for teachers to engage and support the most difficult learners effectively. Addressing the needs of these learners can further enhance teaching effectiveness and student outcomes. Providing additional training, resources, and collaborative opportunities focused on these learners can be particularly beneficial.
3. School heads may sustain pre- and post-observation practices, as they have been identified as significant predictors of teachers' efficacy. This may entail establishing structured pre-observation conversations to clarify observation objectives and post-observation feedback sessions to provide constructive guidance for professional growth.
4. It is essential for school heads to continually assess and refine their observation practices to ensure alignment with teacher needs and goals. By focusing on enhancing pre- and post-observation practices while addressing any deficiencies in during observation techniques, schools can create a more supportive and effective observation process that positively influences teacher performance and confidence.

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