

## Guiding the Future: Narrative Stories of Beginner Teachers in the Coaching and Feedbacking as an Aspect of Instructional Supervision



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**ABSTRACT:** Over the years continuous progress were made to the multi-faceted spectrum of instructional leadership. Each of its layer plays a magnanimous role contributory to supportive learning environment for students, teachers and leaders aimed at fostering significant success stories for each. The purpose of this study is to narrate the stories of beginner teachers as they start their journey in the world of teaching particularly as they undergo one aspect of instructional supervision which is, coaching and feedbacking. The researchers made use of Colaizzi's Method of Descriptive Analysis after employing the purposive sampling technique to interpret the responses gathered from the five participants who possess the following qualifications: 1) must be a Junior High School teacher of the Department of Education; 2) must be in the public service for 0 to 3 years just yet and 3) must be willing to participate in the whole period of exploration. Two themes emerged from the main problem which is described as 1) Perceptions and Impressions on Coaching and Feedbacking as an Aspect of Instructional Supervision with a category specified as "The Roller Coaster of Emotions" where sentiments such as "nervous but challenged", "happy and thankful", "pure and total adjustments" were shared. All of this according from the participants are the things they felt when undergoing instructional supervision. The second theme that emerged was 2) Challenges and Adversities Encountered where in two categories came up. The responses include "Equipping One's Self with the Necessary", "Being prepared at All Times", "Seeing Help from Colleagues" all under "The Beginner Teacher Coping Mechanisms." Meanwhile, "Leading by Example", "Time Allotment is Important" and "Constructive Feedbacking" materialized under the "Instructional Leaders Approach."

This qualitative study contributes to the field by providing colorful narrative stories from beginner teachers of Narvacan National Central High School and Sulvec Integrated School located at Narvacan, Ilocos Sur, Philippines that can inspire and motivate others towards a positive outlook in the world of teaching.

**KEYWORDS:** Beginner teachers, Coaching, Feedbacking, Instructional Supervision

### I. INTRODUCTION

In the vast panorama of education, the experience of beginning teachers taking their first steps in the classroom is both scary and exciting. At the heart of their development is the pivotal role of instructional supervision, a process designed to assist, guide and perfect their pedagogical practices. Nayani (2021) defines that a beginner teacher is one who has been teaching in a school or fewer than three years.

In order to help beginning teachers define their ability to teach effectively instructional supervision is crucial in their formation. Basilio (2021) mentioned that the Department of Education defines instructional supervision as a professional, ongoing and collaborative process for improving instruction. It consists of guidance and assistance, idea sharing, facilitation or creation, to assist teachers in improving the learning situation and quality of learning in schools.

Under this program, a supervisor or an instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand with a professional colleague. Instructional supervision is an important tool for schools as it helps them in ensuring that their vision and mission are achieved by supervising, training and empowering teachers so that they can create valuable experiences for their

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learners. Supervision of instruction is closely connected with professional development, where it requires the teachers to be in constant pursuit of better understanding and more efficacious methodologies (Ashun & Acquah 2021). On the other hand, coaching and feedbacking as an aspect of instructional supervision is the biggest support system a beginner teacher can ever have. It was reported that beginner teachers found mentoring and coaching to be beneficial in their early years of teaching provided with adequate support motivation, positive discussions, constant guidance (Viaraman, Mansor & Mohd 2017). However, Lochmiller (2015) recommended in his study that administrators must learn how to recognize how their own position within a particular subject subculture influences the feedback they provide the classroom teachers.

This study presents the narrative stories of junior high school beginner teachers from two of the public secondary schools of Narvacan, Ilocos Sur who have undergone instructional supervision focusing on coaching and feedbacking as their layer of experience inside the classroom.

### **II. METHODOLOGY**

This qualitative study made use of the following methods to gather and interpret the information collected from the respondents. First, a letter of intent was presented to the department heads and school heads as well as with the target participants to obtain their full consent in participating with the study. Since this research will focus on the beginner teachers, it was identified that the participants must answer to the following qualifications: 1) must be a Junior High School teacher of the Department of Education; 2) must be in the public service for 0 to 3 years just yet and 3) must be willing to participate in the whole period of exploration. It was then decided that five participants were qualified following the purposive sampling technique. After the participants were assured of the confidentiality of the study, the researchers proceeded to the next measures.

A personal message, email video call and phone call were then utilized to communicate with the participants to retrieve the responses from them.

The researchers made use of Collaizi's Seven Steps of Data Analysis as cited by (Kr 2022) where in the following steps were employed: 1) Each of the transcripts were read and re-read, in order to obtain a general sense about the whole content. The responses gathered were read for several times to familiarize the mind and the senses with the statements given by the participants (Winter 2019). 2) Significant statements that relate to the phenomenon under study were extracted from transcripts. All other statements that do not have a connection with the main problem of the study were set aside. 3) Formulated meanings were derived from significant statements. After determining the most essential statements, it was then highlighted and coded to sort the different ideas (Braun, Clarke and Hayfield 2019). 4) Organization of formulated meanings into cluster of themes and themes. For this study, the researchers were able to come up with two main themes. The first theme has one category with four codes. The second theme has two categories with four codes in each listing. 5) Integration of the findings into an exhaustive description. After outlining the codes, categories and themes, the researchers started to describe extensively each response (Ryan and Bernard 2003). 6) Description of the fundamental structure of the phenomenon. It was then identified the experiences of the beginner teachers associated with coaching and feedbacking. 7) Validation of the findings from the study participants. After finalizing the results, the participants were then informed of the results through personal messages in the messenger and email. The researchers gave their sincerest gratitude to the participants.

### **III. RESULTS AND DISCUSSION**

#### **Theme 1: Perceptions and Impressions on Coaching and Feedbacking as an Element of Instructional Supervision**

One of the themes that emerged from this study revolved around the human emotions that the beginner teachers felt while undergoing coaching and feedbacking from their respective instructional leaders. Offering support to new teachers is a humane response to the very real challenges of beginning teaching (Scherer 1999).

#### **Sub-theme 1: The Roller Coaster of Emotions**

It is not really easy for a beginner teacher to undergo instructional supervision. Although he/she knows the importance of this aspect in professional growth, it always elicits complex emotions from the teacher. Without the right approach, this instructional supervision might even make or break a teacher. There could even be instances of negative attitude developing towards school-based instructional supervision (Kurka & Berhanu 2019).

Two participants stated that when they are undergoing coaching and feedbacking, they are indeed feeling nervous but challenged. *"As a beginning teacher who have undergone instructional supervision, at first I felt nervous and feeling tired already but those feelings turned into challenges because to ensure improvement in my teaching and learning process (P1)."* This is indicative that though they fear the manner of coaching and feedbacking per se, they are well aware that this procedure is essential for their

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growth and a standard operating procedure in the context of education. In the study of Kutsyuruba (2019) he found out that the beginning teachers wanted more supervision of their teaching in order to receive greater feedback about their classroom performance. This solidifies the statement of Participant 1 because she knows she would be learning after the supervision. *“Sa una, I felt nervous and anxious, kasi hindi ko alam kung ano ang mga maaaring mangyari but nakita ko at naramdaman ko yung magandang rapport ng mga kasamahan ko, very supportive sila and helping me mag-adjust.” (P4)*. This statement from Participant 4 indicates that the uncertainty one may feel when undergoing instructional supervision may exist but as long as a strong support work environment helps a beginner teacher, one may overcome the nervousness they feel. The study of (Patrick et. al 2009) verified that there are potential benefits of a more collegiate environment for beginning teachers across the career phases.

Aside from feeling nervous when undergoing coaching and feedbacking, another emotion was shared by the participants. This emotion is described as being in an “uphill battle” while encountering adjustments. They feel this way for these various reasons: new environment, new workmates, and new system. *“Coming from a private institution to a public institution was not easy. I needed to adjust myself not just only on the new environment I am about to work with but the system I am about to undergo. I needed to adjust and brace myself with new learnings (P3).”* Likewise, *“As a beginning teacher in public school, I find hard to cope up from the new environment, new teaching strategies and techniques and new way of making lesson plans and activities. Instructional supervision helped me a lot (P5).”* Whether a person is a teacher or not, it is but normal to feel uncertainty and struggling. Shoffner (2011) proved that the beginning teachers indeed experienced several concerns such as adjustment to the profession, acceptance of students and management of emotion.

On the other hand, one participant shared at least one positive outlook with coaching and feedbacking as a positive experience. *“Naging masaya at thankful maam kasi baguhan pa lang ako marami na akong natutunan (P3)”*. This response was coded as “Happy and Thankfull.” Though there may be many challenges to face at the beginning of their careers, novice teachers are able to look at the “bright side” of their professional experiences (Kiss 2015). This only proves that the challenges a beginner teacher encounters when undergoing instructional supervision were not just considered tortuous but likewise encompasses delight and satisfaction. Beginning teachers’ may find their first three years as challenging, overwhelming, shocking, tiring, difficult, stressful, and struggle yet wonderful, exciting, fun, colorful, rewarding, and fulfilling (Mendoza 2020).

### Theme 2: Challenges and Adversities Encountered

While administering the interview, another theme emerged which revolved around the first-hand experiences of both the beginner teacher and instructional leader. Based also from the clustering, two sub-themes materialized: 1) ways the beginner teacher adapted while undergoing coaching and feedbacking and 2) processes an instructional leader did while administering coaching and feedbacking as an aspect of instructional supervision.

#### Sub-theme 1: The Beginner Teachers’ Coping Mechanisms

Since it was clearly described that coaching and feedbacking were not easy to undergo, the participants of this study shared also the course of actions they manifested in order to be able to adhere satisfactorily to the demands of instructional supervision. *“Ika nga, “You cannot give what you do not have.” To give what my learners’ needs, I must face all the challenges and opportunities to grow, to learn and to improve my instructional methodology (P1).”* This was described by the researchers as “Equipping One’s self with What is Necessary” under the category “The Beginner Teachers’ Coping Mechanisms”. Novice teachers are expected to formulate their own coping strategies and to grapple with the challenges they encounter during their first year of teaching on their own (Uugwanga 2010). Beginner teachers have difficulty adapting to these new roles as they have not had efficient exposure to the actual, often harsh realities of the classroom situation as it unfolds on a daily basis (Esau 2017). Ooi & Goto’s (2020) study revealed that beginner teachers have lower teaching skills than expert teachers because of few teaching experiences in an actual classroom setting. *“Classroom Observation- it is about learning and improving. I need to be prepared for a better outcome (P2).”* This concept was described by the researchers as “Being prepared at all times” under the category “The Beginner Teachers’ Coping Mechanisms”. Likewise, this solidifies the statement of Participant 2 because she knows herself that there are limitations to her teaching skills during class observations because she is still new in the service. She is quite aware that she needs to be prepared at all times and she must continuously improve herself after each coaching and feedbacking sessions with her instructional leader.

*“I seek help from my colleagues for the appropriate strategies and instructional materials to be used (P3).”* The researchers coded this as “Seeking Help from Colleagues”. Participant 3 also shared that she is very grateful with the help and support her colleagues is giving to her. The tips and advises they share, aids her in her adjustments and routines as a beginning teacher. Beginner teachers seem to be able to cope if provided with sufficient support, a coach they can relate to and possibilities for informal feedback (Aarts, Kools & Schildwacht 2019).

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## Sub-theme 2: The Instructional Leader's Approach

An instructional leader has various approaches when it comes to instructional supervision. Effective supervision and evaluation are part of a career-long continuum of practice that fosters teacher growth while ensuring quality teaching (Brandon, et. al 2018). Beginning teachers view supervision as an efficient way of enhancing their professional development and an activity basically pointing to the holistic improvement of teaching and learning process (Dewodo, Dzakpasu, & Agbetorwoka 2020). This elevates the emphasis that an instructional leader's approach is important and quite essential in guiding the beginner teachers. *"As a teacher, one should lead by example with integrity and honesty (P2)*. The researchers coined this as "Leading by Example" under the category "The Instructional Leader's Approach." In a study made by Handford & Lethwood (2013), their results demonstrated that teachers trust in principals is most influenced by leadership practices which teachers interpret as indicators of competence, consistency and reliability, openness, respect and integrity. In addition to this, principals must foster and maintain trust in order to lead schools effectively. Trust has both interpersonal and task-oriented dimensions. Thus, principals must be prepared to engage collegially with teachers in ways that are consistently honest, open, and benevolent, while also dependably demonstrating sound knowledge and competent decision making associated with administering academic programs (Tschannen-Moran & Gareis 2015).

On the other hand, Participant 3 also shared in her sentiments her deep appreciation of her instructional leader (Department Head). *"She made sure to allot some of her time to remind me on the do's and I's of managing classroom and so on and so forth (P3)*." This was coded as "Time Allotment is Important" under the category "The Instructional Leader's Approach." This kind of rapport between a beginner teacher and an instructional leader is truly exceptional and an incontestable measure of exhibiting genuine concern when giving coaching and feedbacking during instructional supervision. A study conducted by Sebastian, Camburn & Spillane (2017) revealed that principals also spend most of their time working with within-building colleagues rather than working alone. This strengthens Participant 3's claim with which helped her a lot during her period of adjustment while undergoing coaching and feedbacking. Furthermore, school administrators must ensure that there is significant time allotted to provide time in the classroom to observe, provide feedback, and support classroom teachers in their practice and reflection (Tanner, Quintis & Gamboa Jr. 2017) in order to ensure professional growth in the workplace.

*"I was given constructive feedbacking which I think helped a lot in my professional growth (P4)*." Truly, one of the factors necessary for the smooth conduct of the class observations is to provide actionable feedback (Torres, et. al 2024). Teachers need feedback to make instructional progress (Lia 2016). Participant 5 also shared, *"It built my confidence through a constructive feedback and strategies to improve classroom management and instructional techniques (P5)*." Both statements of Participant 5 and 4 were coded as "Constructive Feedbacking" under the category "The Instructional Leader's Approach." This statement verified the study of Range (2013), that teachers had high levels of trust in their principals based on positive feedback and routine observations.

In summary coaching and feedbacking are integral aspects of instructional instruction. It is layer that when administered creatively, consistently and caringly, will definitely produce competent and empowered beginner teachers who will be the pride and asset of the Department of Education in the future.

## IV. CONCLUSION

The following conclusions were drawn from the study:

1. The junior high school beginner teacher participants answered the main problem of the study broken down into two clusters:  
a) their perceptions and impressions with regards to coaching and feedbacking as an aspect of instructional supervision and b) the challenges and adversities they encountered.
2. The junior high school beginner teacher participants shared not only their personal experiences with coaching and feedbacking but also the emotions they felt when it was administered to them.
3. The junior high school beginner teacher participants are appreciative and aware of the positive impact of coaching and feedbacking to their professional growth.

## V. LIMITATIONS OF THE STUDY

This study focused only on junior high school teachers from Narvacan National Central High School and Sulvec Integrated School only. They were chosen because they have been in the Department of Education for one to three years just yet. The interview was conducted through personal messages, e-mails, video call and phone call because at the time the research as conducted, undisturbed vacation has begun.

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