

Instructional Supervision and Teachers' Efficacy

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ABSTRACT: Instructional supervision is a vital aspect of educational leadership, focused on enhancing teaching effectiveness and increasing student outcomes. The purpose of this study was to investigate the efficacy of teachers, the degree of instructional supervision, and the connection between the two. Using both descriptive and correlational research design, the study sampled 166 teachers from the three large schools in the first legislative district of Cagayan de Oro City and a validated two-part questionnaire to collect data was utilized. Statistical tools like Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient were used. The findings showed that both the teachers' efficacy and the level of instructional supervision were quite high. Teachers' efficacy and instructional supervision were shown to be significantly, though weak, correlated. It can be concluded that instructional supervision can empower teachers, improve classroom practices and ultimately enhance students' outcome. Thus, recommendations may include sustaining high-quality of instructional supervision, addressing gaps in instructional services, and providing tailored support and resources to teachers that they may maintain teachers' efficacy.

KEYWORDS: instructional supervision, instructional services, supervision facilities, teachers' efficacy

I. INTRODUCTION

In education, the efficacy of a teacher is a critical determinant of students' success and overall educational outcomes. One of the significant factors influencing teacher's performance is the nature and quality of instructional supervision.

In the process of educational development where education is one element that is constantly evolving, the importance of effective instructional supervision has never been greater. This vital process, once viewed as a mere check-in, is now recognized as a powerful tool for fostering teacher's growth and ultimately, student's success. Navigate the complexities of aligning curriculum across departments and ensuring its relevance in a rapidly changing world, instructional supervision emerges as a crucial bridge, connecting individual teacher's development with broader educational goals. This study explored the critical role of instructional supervision in enhancing teacher efficacy and its potential to empower educators to thrive in today's dynamic learning environment.

According to the Department of Education, instructional supervision is a crucial facet of educational leadership that intends to positively affect student learning outcomes and teacher effectiveness. A systematic practice of observation, assessment, and feedback is necessary to support teachers' professional development.

Recent research highlighted several positive aspects of instructional supervision. Anacleto (2022) stated that coaching is one way to improve and implement teaching strategies that were adaptable to the new standard learning platform. School administrators used instructional supervision to support coaching and mentoring in teachers' areas of weakness while highlighting their strengths.

Furthermore, Hazi (2020) found that collaborative supervision models, where teachers and supervisors work together, foster a supportive environment that increases teachers' motivation and ownership over their professional growth. These findings suggested that well-designed and implemented instructional supervision can be a powerful tool for improving teachers' practice.

Several studies pointed to potential drawbacks in current instructional supervision practices. Tonich (2021) emphasized on high-stakes accountability and hurried assessments may impede innovative and creative teaching approaches. These underscored the difficulty faced by school administrators in finding sufficient time to provide meaningful and tailored support to students throughout supervision cycles. Furthermore, Dechassa (2019) found that supervisors did not provide adequate

Instructional Supervision and Teachers' Efficacy

guidance in the preparation of teaching materials or in fostering partnerships between teachers and parents. These factors can hinder the effectiveness of supervision as a tool for teacher development.

School heads and master teachers, as well as other school instructional supervisors, are required to conduct four (4) classroom observations every school year, one (1) observation for each grading period. These observations are intended to improve students' learning outcomes and increase teaching effectiveness. However, when classrooms are watched without warning, conventional teaching methods such as the chalk-talk technique and others are still noted.

The researcher personally observed that instructional supervision is often seen as a necessary but sometimes an administrative process. While classroom observations along with pre and post conference occur, the focus is for compliance with the mandated curriculum as it is a mode of verification for performance rather than on deeper pedagogical growth. The preparations are well planned and detailed whenever teachers are scheduled for classroom observation than normal days. They usually used varied teaching strategies to include the indicators found in the Classroom Observation Tools such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning and assessment and reporting. In addition, there are instances that they informed the class whenever there are in for classroom observation, hence, students are behaved and participative, making the teaching and learning process scripted and does not accurately reflect the actual classroom environment.

Therefore, the researcher's goal was to examine the relationship between teachers' efficacy and instructional supervision. The study would provide the instructional supervisors with evidence on their influence towards teachers' efficiency and competence. Furthermore, this study would give light to the conduct of instructional supervision that would affect the teaching learning process and the learner's performance as well.

The study was anchored in Social Learning Theory by Albert Bandura (1977). Bandura proposed that learning occurs through observation, imitation, and modeling and is influenced by factors such as attention, motivation, attitudes and emotions.

Social Learning Theory (1977) presented how to use instructional supervision into an effective instrument for teachers' growth. Bandura's Social Learning Theory provided potent lens for converting instructional supervision into a tool for teachers' growth. Supervisors can demonstrate effective teaching methods to teachers by modeling exemplary practices during classroom visits through observational learning. This supported the idea of self-efficacy proposed by Bandura, where positive reinforcement and encouragement build teachers' confidence in implementing new approaches and improving their practice. Furthermore, sharing success stories of other teachers (vicarious reinforcement) can motivate and inspire teachers to adopt similar strategies, leveraging the power of social persuasion to encourage the implementation of evidence-based practices.

Moreover, Bandura's Social Learning Theory provided a valuable framework for understanding how instructional supervision could be a powerful tool in promoting teachers' growth and ultimately improving students' learning. By incorporating key elements of this theory, supervisors could create a supportive environment where teachers feel empowered to learn, refine their practice, and ultimately enhance student success.

For Koutrobas and Galanakis (2022), they linked Bandura's Social Learning Theory in relation to learning process. Here, they explained how Bandura illustrated modeling and observational behaviors of people through process and proposed a four-step process for how people learn through observation. First, individuals pick up on modeling behaviors – the actions associated with a particular activity. They then mentally process what they have observed through various cognitive functions. Next, the observer attempts to translate these concepts into action, putting their understanding into practice. Finally, positive reinforcement for these actions further motivates the learner. This process has a dual effect: it increases the learner's self-efficacy, belief in them for success and, people with high self-efficacy tend to perform better when attempting new tasks.

In Mcbrayer et al. (2020) study, it examined how school heads' and master teachers' instructional supervision impacts their effectiveness as leaders. The study drew support from Bandura's Social Learning Theory and connected it to the idea of leaders' self-efficacy, defining it as "the strength of people's convictions in their own effectiveness" through the lens of human behavioral theory. Furthermore, it covered how verbal persuasion, vicarious experience, performance successes, and emotional arousal are the four sources of information that one's perceived expectations are derived from in order to construct one's self-efficacy (Bandura, 1977). Further research of Bandura's seminal study has modernized and enriched the definition of self-efficacy, connecting it to tasks, performance, and confidence.

The study, nonetheless, anchors on Department Order 446, s. 2022 instructional supervision is a professional, continuous, and collaborative process meant to the enhanced quality of instruction. A supervisor or instructional leader who has exceptional knowledge and abilities and collaborates with a learning community to support its professional development is an encouragement to professional colleague. Additionally, the order stipulates that teacher can receive technological support from instructional supervision to heighten learning results.

Instructional Supervision and Teachers' Efficacy

Upgrading the abilities of public-school teachers and school administrators is a priority for the Department of Education (DepEd). The National Educators Academy of the Philippines (NEAP) has created standards for enrolling educators and school administrators in professional development courses and programs in order to accomplish this. These recommendations are a component of a broader initiative to give educators and school administrators access to excellent professional development opportunities that are in accordance with the Philippine Professional Standards for Teachers (PPST). This emphasizes professional development, which is essential to helping educators and school administrators in their career growth and ensuring that they have the skills and knowledge needed to effectively implement the K-12 Basic Education Program and other educational reforms.

Instructional supervision is a key component of this effort, as it provides a supportive and encouraging environment for teachers to improve their teaching practices (Gading, 2024). By working with school leaders who are themselves equipped with the necessary skills and knowledge, teachers can develop their teaching efficacy and ultimately enhance students' learning. This approach to instructional supervision and professional growth is essential for creating a dynamic and effective educational system that meets the needs of all learners.

II. METHODOLOGY

This study made used a descriptive-correlational research design. It is descriptive because it primarily intends to present facts concerning the nature and status of a situation as it existed during the duration of the study. It also cautiously appraised the worthiness of the current study. It is concerned with the description of the present situation, current practices, the characteristics of groups of individuals, and their behavioral patterns, attitudes, and opinions (Asio, 2021). When applied properly, descriptive research identifies meaningful patterns of behavior in a population. It entails a more thorough examination using comparative and numerical analysis. This study specifically evaluated the efficacy of teachers and the level of instructional supervision provided by master teachers and school heads in Legislative District I of Cagayan de Oro City. This approach anticipated to produce a truthful and precise depiction of a scenario.

To analyze the data collected for this study, several statistical tools were utilized. Descriptive statistics, including Mean and Standard Deviation, were employed to assess the levels of instructional supervision and teachers' efficacy. The variables discussed in Problems 1 and 2 were described using these descriptive measures.

To evaluate the significant relationship between instructional supervision and teachers' efficacy in Problem 3, the Pearson Product Moment Correlation Coefficient (r) was applied. The Pearson correlation coefficient was used to determine the relationship (instead of difference) between two quantitative variables and the degree to which the two variables are linearly related, changes in one variable correspond to changes in another variable.

III. RESULTS AND DISCUSSION

Problem 1. What is the teacher's level of instructional supervision as to:

- 1.1 instructional services;
- 1.2 supervisory leadership skills; and
- 1.3 supervision facilities?

Table 1: Overall Instructional Supervision

Indicators	Mean	SD	Description	Interpretation
Instructional Services	4.54	0.63	Strongly Agree	Very High
Supervisory Leadership Skills	4.58	0.60	Strongly Agree	Very High
Supervision Facilities	4.69	0.49	Strongly Agree	Very High
Overall	4.60	0.57	Strongly Agree	Very High

Note: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, 1.00 - 1.49 Very Low

Table 1 shows the overall teachers' level of Instructional Supervision with the overall Mean of 4.60 with SD = 0.57, described as Strongly Agreed and interpreted as Very High. This high rating indicates that teachers feel confident about the supervision they received. It suggests that the school heads and master teachers are doing a good job of supporting and guiding the educators. Better teaching methods and enhanced student learning can result from a strong sense of supervision. Teachers who are aware of support given to them are more likely to try new methods and improve their skills. This also helps create a positive environment in schools.

Instructional Supervision and Teachers' Efficacy

A good supervision system can lead to more effective teaching, benefiting students. Overall, this finding shows that the current level of instructional supervision is strong and positively impact the teaching and learning process. This result is consistent with Sumapal and Haramain's (2023) research, which suggested an organized method for instructional supervision that emphasizes training school leaders, fostering collaboration among teachers, and allocating adequate resources for supervision. These strategies ensure that teachers receive the guidance and support necessary for continuous growth and improved student outcomes.

The variable Supervision Facilities, has the highest Mean of 4.69 with SD = 0.49, described as Strongly Agree and interpreted as Very High. The high score in this category shows that teachers feel their work environment supports their teaching efforts. When supervision facilities are effective, they provide teachers with the resources and tools they need to succeed. This support includes access to training, proper materials, and a collaborative atmosphere. Teachers who feel well-supported are more motivated and engaged in their work. As a result, students are benefited from more enthusiastic and committed teachers. The strong rating also suggests that the school administration values the importance of a good environment for teachers.

Ensuring high-quality supervision facilities can lead to better educational outcomes for everyone involved. This result is consistent with the findings of Basilio and Bueno (2021), who underscored the need for sufficient funding and high-quality facilities to enhance instructional supervision. They argue that well-supported environments lead to more effective teacher performance, further benefiting student achievement.

The variable Instructional Services has the lowest Mean of 4.54 with SD = 0.63 described as Strongly Agree and interpreted as Very High. Although this score is still high, it indicates that there may have been some concerns regarding the support provided in instructional services. Teachers may feel that there are areas where they need more help or resources. If instructional services do not meet the needs of the teachers, it can lead to frustration and lower morale. This can impact how teachers deliver lessons and interact with their students. Finding ways to improve instructional services is important for creating a more effective learning environment.

By addressing these concerns, schools can help ensure that teachers have the support they need to succeed. Improving this area can lead to better teaching practices and ultimately enhance student learning experiences. This concern is supported by Jean et al. (2020), who highlighted the importance of providing teachers with effective feedback and necessary resources to support instructional growth. Sumapal and Haramain (2023) also emphasized the need for continuous teacher development through professional programs to bridge gaps in instructional services.

Problem 2. What is the teacher's level of efficacy?

Table 2 shows the Teachers' Level of Efficacy. It has an overall mean of 4.66 with SD = 0.48 and described as Always and interpreted as Very High. This high level of teacher efficacy suggests that educators believe in their capacity to provide adequate support to their students. When teachers are confident in their skills, they are more likely to experiment new techniques and engage with their students in meaningful ways. This belief can lead to better teaching practices and a positive classroom atmosphere. Additionally, teachers who feel capable can create a strong bond with their students, making learning enjoyable for everyone.

Table 2: Teacher's Level of Efficacy

Indicators	Mean	SD	Description	Interpretation
1. I can create a classroom environment that fosters students' interest and motivation to learn.	4.76	0.43	Always	Very High
2. I am confident in my ability to design lessons that actively involve students in the learning process.	4.67	0.47	Always	Very High
3. I feel comfortable using a variety of teaching strategies to cater to different learning styles and keep students engaged.	4.70	0.46	Always	Very High
4. I am skilled at identifying students who are disengaged and can effectively motivate them to participate in class.	4.52	0.50	Always	Very High
5. I can effectively use technology and other resources to enhance student engagement and learning.	4.60	0.55	Always	Very High

Instructional Supervision and Teachers' Efficacy

6. I believe I can create a safe space where students feel comfortable taking risks, asking questions, and participating actively	4.74	0.43	Always	Very High
7. I am confident that my classroom management strategies contribute to a positive and engaging learning environment	4.60	0.49	Always	Very High
8. I am skilled at using formative assessments to understand students' needs and adjust my teaching to increase engagement.	4.73	0.45	Always	Very High
9. When students are disengaged, I feel confident in my ability to diagnose the cause and implement strategies to re-engage them.	4.58	0.55	Always	Very High
Overall	4.66	0.48	Always	Very High

Note: 4.50 - 5.00 Very High, 3.50 - 4.49 High, 2.50 - 3.49 Moderate, 1.50 - 2.49 Low, 1.00 - 1.49 Very Low

The confidence of teachers can also inspire students to believe in themselves and strive for success. Therefore, fostering teacher efficacy is important for creating a successful learning environment. Schools and education systems shall focus on providing support and resources that help teachers grow in their roles. Investing in teachers' confidence ultimately benefited students and the overall learning experience. Skaalvik and Skaalvik (2019) emphasized that self-efficacy was the foundation of human motivation, well-being, and accomplishments. They maintained that unless people believe they can produce desired effects through their actions, they have minimal motivation to take action or persist when faced with challenges. Therefore, self-efficacy beliefs play a crucial role in shaping individuals' goals and aspirations, as well as their capacity for self-motivation.

Indicator 1, *I can create a classroom environment that fosters students' interest and motivation to learn*, has the highest Mean of 4.76 (SD = 0.43), which is categorized as, Strongly Agree, and interpreted as Very High. This finding shows that teachers are very skilled at making their classrooms engaging and motivating for students. A classroom that encourages interest help students feel excited about learning. When students are motivated, they are more likely to participate actively and enjoy their lessons. This positive environment also encourages students to ask questions and explore topics further. It creates a safe space where students felt comfortable expressing their thoughts and ideas. Teachers who can build such environments play a key role in student success. This strong ability to foster interest suggests that professional development should have continued to focus on techniques for engagement. By enhancing these skills even further, teachers can continue to inspire their students to learn and grow. Muchena (2019) indicated that there is a strong correlation between teacher self-efficacy and improved student achievement, as it influences teachers' classroom practices, zeal, dedication and teaching behavior. Moreover, research suggested that teachers with a strong sense of self-efficacy tend to be better planners, more resilient through failure, and more open-minded and supportive with students.

Indicator 4, *I am skilled at identifying students who are disengaged and can effectively motivate them to participate in class*, has the lowest Mean 4.52 with SD = 0.50, described as Strongly Agree and interpreted as Very High. While this score was still high, it shows that teachers may have struggled a bit more in recognizing and helping disengaged students. This challenge can affect students who need extra support, as they might have felt overlooked or disconnected from the learning process. If teachers can identify these students better, they can find ways to motivate them to participate.

Understanding what keep students to engage is important for their success. Training teachers to notice signs of disengagement can help improve this area. When teachers have the tools to connect with all students, it led to a more inclusive classroom. Schools shall have provided resources and training focus on identifying disengaged students and strategies to help them feel involved. This approach can help ensure that all students had the chance to succeed and benefit from their education. Denny and Bendejo (2019) highlighted that self-efficacy can also be a teacher-retention strategy that school leaders can use, as keeping teachers motivated is crucial for their careers. When teachers show a positive attitude towards professional development and exhibit a deeper implementation of evidence-based instructional strategies, it fosters a more effective learning environment.

Instructional Supervision and Teachers' Efficacy

Problem 3. Is there a significant relationship between instructional supervision and teachers' efficacy?

Table 3: Correlation between Instructional Supervision and Teachers' Efficacy

Correlation		Instructional Supervision			Over- all	Decision	Interpretation
Teachers' Efficacy		Instructional Services	Supervisory Leadership Skills	Supervision Facilities			
Teachers' Efficacy	Pearson <i>r</i>	0.330**	0.170*	0.157*	0.260	Reject H ₀	Significant
	RS	Weak	Very Weak	Very Weak	Weak		
	p-value	<0.001	0.028	0.042	0.001		

Note: RS- Relationship Strength Scale:1(Perfect); ± 0.80 to ± 0.99 (Very Strong); ± 0.61 to ± 0.79 (Strong); ± 0.41 to ± 0.60 (Moderate); ± 0.21 to ± 0.40 (Weak); ± 0.01 to ± 0.20 (Very Weak). **. Correlation is significant at the 0.01 level (2-tailed); *. Correlation is significant at the 0.05 level (2-tailed). $p < 0.05$ (significant) and $p > 0.05$ (not significant)

Table 3 shows the correlation analysis between *Instructional Supervision* and *Teacher Efficacy*. The overall results indicate a weak significant correlation (Pearson $r = 0.260$, $p < 0.001$) between instructional supervision and teacher efficacy, leading to the rejection of the null hypothesis (H₀). Instructional supervision likely influences teachers by providing them with clear guidance, feedback, and strategies for improving their teaching practices. When teachers feel supported and received constructive feedback, they become more confident in their abilities to manage classrooms, deliver lessons effectively, and address students' diverse learning needs. This increase in confidence boosts their overall performance, allowing them to develop stronger teaching skills and adapt to different challenges in the learning environment. Without such supervision, teachers may feel uncertain about their approaches, which can lower their sense of competence and negatively impacted their work.

Strong supervision programs not only promoted teacher development but also indirectly enhanced student outcomes, as well-prepared teachers can create more engaging and effective lessons. This underscores the importance of continuous professional guidance for teachers to maximize their potential and positively affect the education system. Tyagi (2020) highlighted the relationship between a teacher's instructional methods and their self-efficacy, suggesting that building teachers' confidence in their specific fields can significantly benefit their teaching capabilities.

Additionally, Mufidah (2019) found that feedback during teaching practice programs leads to improved performance and confidence among pre-service teachers, supporting the notion that effective instructional supervision is critical for teacher development. Specifically, the strongest correlation was observed in *Instructional Services*, which demonstrates a weak correlation (Pearson $r = 0.330$, $p < 0.001$). Although the correlation was weak, it still suggested that instructional services provided by supervisors, such as mentoring, offering teaching suggestions, and helping to resolve challenges, had a positive influence on teacher efficacy. Teachers benefit from having access to resources, advice, and encouragement, even if the effect was not as strong as in other areas of supervision. This indicates that instructional services, while important, may not have been the only factor in improving teacher performance. However, continued focus on providing these services can still contribute to a supportive environment where teachers felt more equipped to handle classroom challenges.

This insight suggests that schools shall maintain these services while also exploring other ways to enhance teacher development. Research by Jean et al. (2020) acknowledged the importance of a thoughtful approach in providing feedback to teachers, emphasizing that effective feedback can empower educators. Furthermore, Sumapal and Haramain (2023) proposed a comprehensive approach to enhancing instructional supervision that prioritizes training and collaboration, reinforcing the notion that instructional services are essential for ongoing teacher growth.

In contrast, the lowest correlation is observed in Supervision Facilities (Pearson $r = 0.157$, $p = 0.042$), which displays a very weak significant correlation. The weak correlation between supervision facilities and teacher efficacy suggests that while having good facilities was important, it might not have directly influenced how effective teachers felt in their roles. Teachers may have relied more on personal skills, teaching experience, and professional development opportunities rather than the physical resources available to them. This indicates that improving facilities alone may not be enough to significantly enhance teacher performance. The finding implies that although facilities helped create a supportive teaching environment, teacher efficacy is more likely shaped by direct instructional support and ongoing professional growth. Schools may focus not just on providing better supervision tools but also on fostering a culture of learning and collaboration among teachers to improve their efficacy. This can provide insight into where resources should have been prioritized, ensuring that teachers receive both the necessary tools and the right kind of guidance to succeed. Basilio and Bueno (2021) emphasized the necessity of collaborative and trust-based supervision, indicating that merely having facilities is insufficient; effective supervision practices must be prioritized to

Instructional Supervision and Teachers' Efficacy

significantly impact teacher efficacy. Furthermore, Nababan et al. (2020) argued for teachers to embrace technology and adapt to modern educational demands, suggesting that facilities should support these transformative needs.

IV. CONCLUSIONS

Through the findings, below are the conclusion made.

1. School heads and master teachers are doing one of their tasks seriously which is to give instructional supervision once every quarter.
2. Teachers are always confident on themselves that they are performing their role in providing the needs of students that contribute to successful learning.
3. Teachers' belief on themselves is enhanced by the supervision of the school administrators or master teachers.

V. RECOMMENDATIONS

Based on the findings and conclusions found in this study, the following recommendations are presented.

1. To enrich teaching practices and improve student learning experiences, school administrators and master teachers must maintain their level of instructional supervision, particularly with regard to supervision facilities, and improve their instructional services.
2. Teachers are recommended to advocate their excellence in teaching specifically in making their classroom engaging and motivating.
3. Education leaders shall consistently provide teachers with the necessary resources and support, ensuring that instructional supervision is more comprehensive and accessible.
4. Administrators may invest in adequate teaching materials, facilities, and regular training programs that focus on areas where teachers feel less confident, such as student engagement strategies.
5. Instructional supervisor shall increase the frequency the class observation, mentoring and coaching of teachers and provide teachers with adequate instructional services to increase teachers' efficacy.

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