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School Heads' Instructional Supervision: Its Impact to Teachers' Self-Efficacy

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ABSTRACT: Building and maintaining a positive work environment requires careful attention to various aspects. This study investigated the impact of school heads' instructional supervision, focusing on delivery mode, teachers' activity monitoring, and assessment, on teachers' self-efficacy in both professional and social aspects. Using a correlational and causal design, the study analyzed responses from 146 teachers across four elementary schools in Cagayan de Oro. Descriptive statistics and Pearson's Product Moment Correlation, along with Multiple Linear Regression analysis assessed the relationships and influence of instructional supervision on teachers' self-efficacy. According to the survey, instructional monitoring was strongly practiced by all school heads. Teachers reported extremely high self-efficacy in both professional and social domains. The study discovered a moderately beneficial association between school heads' instructional supervision and teachers' self-efficacy levels. Regression analysis revealed that instructional supervision, especially delivery mode, is significantly explained as the most predictor in self-efficacy. The study suggests that consistent and improved supervision across all components assessment, teachers' activity monitoring, and delivery mode can further enhance teachers' self-efficacy and improve pupils' learning. Recommendations include maintaining high-quality supervision, strengthening teachers' self-efficacy, and enhancing the overall effectiveness of instructional supervision practices.

KEYWORDS: assessment, delivery, professional, self-efficacy, supervision

I. INTRODUCTION

Creating and sustaining a pleasant work environment involves careful consideration of varied factors. The connection between the principal and the instructors is an important consideration. A peaceful and dynamic connection with subordinates can benefit the school, the students' growth, and the instructors' self-efficacy. Putting instructors on the proper path can help them succeed. Instructional monitoring of school principals is critical for increasing and strengthening teachers' performance, which in turn influences students' learning results. Studying the influence of school principals' instructional supervision is crucial for illuminating the teaching and learning process, guiding policy and practice, broadening professional expertise, and assuring educational accountability and openness.

According to Department of Education (DepEd) Order No. 85, s.2003, titled Guidelines on the Selection, Promotion, and Designation of School Heads, school heads oversee managing their schools' instructional supervision and administration. They oversee curriculum creation, build successful working relationships, inspire, and motivate their employees, and encourage their professional growth. School leaders are also required to manage the educational business, plan strategically, and push their subordinates to work toward a common school goal.

In view of Albert Bandura's self-efficacy, this theory exhibits how teachers trust in their capacity to link with pupils despite challenging or indifferent students in the classroom. Educators who consider themselves great in their skills show enormous motivation to examine unique instructional approaches while setting challenging individual purposes and continuing outstanding planning skills and organizational capability. Essential instructional improvements occurred from teachers who displayed extraordinary self-efficacy stages. Educators who adopt innovative instructional methods manage to establish operational learning areas which advantage their pupils (Sun & Rueda, 2019).

Furthermore, Cheng (2018) did a study in China to investigate how teachers' emotional states, especially weariness, affect the link between school heads' instructional leadership and teachers' self-efficacy. This study emphasized the necessity of taking teachers' well-being into account when developing leadership methods. The study found that good instructional leadership from school principals can improve teachers' self-efficacy. When school leaders actively advise and support teachers' instructional

techniques, instructors' confidence in their skills increases. However, the study found that emotional tiredness among instructors had a moderating influence. Teachers with prominent levels of burnout and depletion were less likely to gain from excellent instructional leadership in terms of self-efficacy enhancement. This study emphasized the need to address teachers' well-being to maximize the beneficial effects of good leadership.

Similarly, research done in Monkayo, Davao de Oro, found that instructors' qualities, such as teacher-pupil contact, teaching professional characteristics, and humanistic and justice characteristics, had a substantial influence on classroom management. The findings showed that senior high school instructors exhibited outstanding teaching skills in these areas. Furthermore, these instructors displayed good classroom management abilities, such as classroom discipline, effective teaching tactics, a reward system, delegation of authority, subject matter competence, instructional approaches, and professional responsibility. According to these findings, all markers of teacher self-efficacy were significantly related to good classroom management (Suico, 2021).

More analysis is needed to verify how school leaders' instructional guidance influences teachers' self-efficacy within selected schools in the Division of Cagayan de Oro. Improving a positive school situation varies on association between principals and teachers which can influence on the accomplishment of students and teachers alike. Regular classroom observations, followed by positive feedback and professional development opportunities, are common features of effective supervision (Gronlund, 2018). It is also critical to establish a culture of trust and open communication among school leaders and teachers (Day & Harris, 2018). Umaru's (2019) research revealed that good supervision might improve students' success by establishing a growth mentality among instructors.

This research was based on Transformational Leadership Theory. It focuses on the role of school leaders in inspiring and encouraging teachers to enhance their teaching techniques. Transformational leaders may have a major influence on students' learning by encouraging teacher development and creating a healthy school atmosphere. Transformational leaders inspire followers with a compelling vision, encourage shared values and goals, provide empathy and customized assistance, and help people grow intellectually. These leaders are commonly regarded as charming and trustworthy. Importantly, their impact originates not from official power, but from their capacity to foster a collaborative atmosphere of inspiration and competence, as well as a shared commitment to attaining objectives (Freeman et al., 2020).

On the other hand, this study was also anchored in Distributed Leadership Theory (DLT). This theory emphasizes collaborative supervision, where school administrators set up professional learning communities (PLCs) in which teachers see each other's work, discuss best practices, and provide constructive feedback. Peer coaching enables teachers to learn from one another and develops leadership skills. Additionally, identifying and empowering teacher -leaders can promote instructional improvement initiatives within specific subject areas or grade levels. The benefits of DLT for teachers include shared ownership, professional growth, and increased motivation. When teachers take part in decision-making and implementation, they feel more invested in instructional improvement. Collaboration and peer coaching enable instructors to learn from one another and develop leadership abilities. Shared leadership promotes a sense of responsibility and accountability, which increases motivation for professional growth. The benefits for schools include leveraging ability, more effective supervision, and shared burdens. School heads use the diverse ability of teachers, leading to more targeted and effective supervision practices. Distributing leadership responsibilities can alleviate the workload on school heads. However, there are considerations and challenges associated with implementing DLT. Building a culture of trust and collaboration is essential. School heads need to develop skills in easing collaborative processes and empowering teachers. Careful management of teacher workload and ensuring buy-in are crucial for successful implementation. By incorporating principles of Distributed Leadership Theory, school heads' instructional supervision can create a dynamic and collaborative environment for continuous improvement. Teachers feel valued, empowered, and share the responsibility for achieving instructional excellence (Spillane et al., 2018).

Wang et al. (2020) studied the association between teachers' self-efficacy views and their usage of mobile learning in secondary school. The study discovered a link between high self-efficacy and successful use of mobile learning materials in schools. Bandura's theory suggested that teachers with high self-efficacy are more likely to adopt mobile learning, potentially leading to improved pupil outcomes. Moreover, school-level support was also crucial. Providing professional development opportunities and technical assistance could boost teachers' self-efficacy when integrating technology. Addressing teachers' concerns about technology and creating a safe learning environment for experimentation could further enhance their self-efficacy. Additionally, by understanding the connection between self-efficacy and technology integration, educators and school leaders can develop strategies to support teachers. This involves fostering a growth mindset, providing necessary resources, and celebrating success in technology integration, ultimately leading to a more effective and engaging learning environment for pupils.

The study of elementary teachers' own thinking and intentions shows how these personalities modify their self-efficacy, which then influences their teaching techniques. Teachers with effective self-efficacy observers have extensive relationships with

conservation doctrines, as well as openness to modify and self-perfection. The study found no appropriate relationships between self-efficacy and personal progress ideas or external reasons for teaching. These analyses showed that teachers who prioritize conservation, openness to change, and self-transcendence have greater concentrations of self-efficacy. This study had significant inferences for education and professional development. Educators may obtain programs that improve teachers' self-efficacy and help them advance professionally by knowing how their individual ideals, goals, and self-efficacy beliefs network (Schütz et al., 2019).

II. METHODOLOGY

This study utilized correlational and causal research designs. The correlational design was a non-experimental research design that examined the relationship between two or more variables without modifying them. It identified statistical relationships between variables. However, correlations did not indicate causality. Just because two variables were connected (correlated) did not imply that one caused the other. There might have been a third, undiscovered variable impacting both (Scribbr, 2023).

Additionally, causal design was an experimental study strategy that enabled researchers to determine cause-and-effect links between variables. This involved changing an independent variable (assumed cause) to see how it affected a dependent variable (assumed effect). While not failsafe, causal designs provided more evidence of cause-and-effect linkages than correlational designs (Hernández-Reséndiz et al., 2019).

To analyze the data and answer the study questions, this study used the following statistical tools: For Problems 1 and 2, the researcher used Mean and Standard Deviation to determine principals' instructional monitoring and teachers' self-efficacy. Problem 3 employed the Pearson Product Moment Correlation to determine whether there was a statistically significant association between school heads' instructional supervision and teachers' self-efficacy. The researcher utilized Multiple Linear Regression in Problem 4 to discover which independent variables predicted teachers' self-efficacy.

III. RESULTS AND DISCUSSION

Problem 1. What was the extent of instructional monitoring of school leaders in chosen schools in terms of:

1.1 delivery mode.
1.2 teachers' activity monitoring; and
1.3 assessment?

Table 1: Overall, School Heads' Instructional Supervision

Variables	Mean	SD	Description	Interpretation
Delivery Mode	4.15	0.92	Agree	Highly Practiced
Teachers' activity monitoring	4.35	0.66	Agree	Highly Practiced
Assessment	4.41	0.65	Agree	Highly Practiced
Overall Mean	**4.30**	**0.74**	**Agree**	**Highly Practiced**

Note: 4.50-5.0 Very Highly Practiced; 3.50-4.49 Highly Practiced; 2.50-3.49 Moderately Practiced; 1.50-2.49 Least Practiced; 1.0-1.45 Never Practiced

Table 1 presents the summary of school heads' instructional supervision. It reveals the overall Mean of 4.30 with SD = 0.74, described as Agree and interpreted as Highly Practiced. It implies that teachers frequently believe that their school heads are actively involved in classroom monitoring. They like the regular classroom observations, comments, and assistance offered by school leaders in adjusting to various learning modalities. School heads are seen as good communicators of duties and expectations, as well as monitors of teachers' work, which includes home visits.

According to Fullan (2018), in connection to instructional supervision, there were things to consider, such as alignment with goals, which means that effective supervision procedures were consistent with the school's overall goals and curriculum. Thus, supervisory observations and comments could help to build focused professional development programs that addressed the needs identified in the classroom.

Furthermore, among the three components—such as delivery mode, teachers' activity monitoring, and assessment—the Assessment has the ultimate Mean of 4.41 with SD = 0.65, labeled as Agree and translated as Highly Practiced. It implies that strengthening teachers' self-efficacy in assessment can further improve instructional quality and pupil achievement. Therefore, professional development programs that enhance teachers' assessment skills may be particularly effective in fostering a more effective and equitable learning environment.

Furthermore, teachers who experience more capable in assessment are more expected to employ a variety of assessment approaches tailored to their students' needs, resulting in better learning outcomes (Zhang et al., 2020). According to research, instructors with superior self-efficacy in assessment are extra prone to manage varied and inclusive assessment procedures, which not only upgrade instruction but also offer a more helpful learning circumstances for pupils.

However, among the three components—such as delivery style, instructors' activity monitoring, and assessment, the Delivery style has the lowest Mean of 4.15 with SD = 0.92, defined as Agree and understood as Highly Practiced. This indicates a serious gap in how school leaders give direction and support to teachers.

This conclusion is consistent with Afolabi and Lato's (2021) research, which stressed the importance of effective supervision methods such as regular classroom observations and constructive comments in improving teacher motivation and job performance. Underutilization of successful delivery modes may have a negative influence on teacher self-efficacy, hinder professional development, and control the general condition of instruction and knowledge in schools. They also cited the potential disadvantages of inadequate delivery mechanisms, such as low teacher self-efficacy and restricted professional development opportunities.

Problem 2. What is the level of self-efficacy among instructors in terms of?

2.1 Professional and

2.2. Social?

Table 2: Overall, Teachers' Self-efficacy

Variables	Mean	SD	Description	Interpretation
Professional Self-efficacy	4.60	0.53	Strongly Agree	Very High
Social Self-efficacy	4.51	0.64	Strongly Agree	Very High
Overall Mean	**4.56**	**0.58**	**Strongly Agree**	**Very High**

Note: 4.50-5.0 Very High; 3.50-4.49 High; 2.50-3.49 Moderate; 1.50-2.49 Low; 1.0-1.45 Vey Low

Table 2 presents a summary of teachers' self-efficacy. It reveals the overall Mean of 4.56 with SD = 0.58, described as Strongly Agree and interpreted as Very High. It implies that teachers feel confident in both their professional and social abilities. They believe they can effectively manage their teaching responsibilities, build positive relationships with their pupils, colleagues, and parents, and create a supportive and inclusive learning environment. They feel empowered to take on challenges, implement innovative teaching strategies, and contribute positively to their school community. This intense sense of self-efficacy improves their overall work happiness and well-being.

Moreover, according to Albert Bandura's social knowledge and societal intellectual philosophy, educators with extraordinary stages of self-efficacy are more exposed to innovative training means, established extra hard aims, validate a advanced level of planning and association, direct their efforts toward problem-solving, request aid, and regulate their coaching plans when met with complications (Lazarides & Warner, 2020).

Additionally, the variable on Professional Self-efficacy has the peak Mean of 4.60 with SD = 0.53, illustrated as Strongly Agree and figured out as Very High. It infers that teachers are quite secure in their professional abilities. They think they can successfully oversee their teaching obligations, adjust to changing conditions, and solve difficulties on their own. They feel empowered to take on new tasks, use novel teaching practices, and positively contribute to their school community. This enthusiastic sense of self-efficacy drives them to constantly enhance their teaching techniques.

Similarly, research found that instructors with higher self-efficacy were more likely to participate in these programs, leading to enhanced professional development. This showed that teacher self-efficacy had a general effect on encouraging teachers to chase professional improvement prospects that may assist them boost their capabilities and student results. Additionally, the conclusions of this study emphasized the significance of teacher self-efficacy. Schools could encourage teachers to participate actively in professional development programs by building their confidence in their talents. This might result in a more competent teaching staff and better educational experiences for pupils according to Yılmaz et al. (2019).

On the other hand, the measure for Social Self-efficacy has the lowest Mean of 4.51 with SD = 0.64, which classified as Strongly Agree and interpreted as Very High. It implies that they believe they can effectively connect with new coworkers, parents, or community members, even if they are apprehensive or uncertain of themselves at first. They may enjoy professional development opportunities to strengthen their communication skills and gain confidence in social settings.

Additionally, the research conducted by Vatou et al. (2018) on factor analysis to assess the underlying structure of the scale found evidence for a two-factor model. Similarly, measuring social self-efficacy allows educators to discover opportunities

for professional development and establish programs that explicitly target teachers' confidence in managing social interactions and developing positive connections with pupils.

Problem 3. Is there a relation between instructional administration presented by school principals and teacher self-efficacy?

Table 3

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Delivery Mode	0.525	0.000	Moderately Positive	Reject	Significant
Teachers' Activity Monitoring	0.522	0.000	Moderately Positive	Reject	Significant
Assessment	0.546	0.000	Moderately Positive	Reject	Significant

Correlation Analysis Between Instructional Supervision and Self-efficacy

**. Correlation is significant at the 0.01 level (2-tailed)

Table 3 directs the connection evaluation between instructional supervision and self-efficacy. Among the three variables of school heads' instructional supervision—delivery style, teachers' activity monitoring, and assessment indicates that assessment has the greatest correlation coefficient of 0.546 with a p-value of 0.000, indicating a Moderately Positive Correlation. This means that the favorable relationship between assessment in instructional supervision and teachers' self-efficacy emphasizes the relevance of effective assessment techniques in promoting teacher confidence and competency. It highlights that when school heads provide clear and constructive assessment feedback, teachers are more capable in their roles, which can lead to improved teaching practices and better pupil outcomes (Leithwood et al., 2019). Furthermore, fostering a positive, supportive environment for teachers to receive and act upon assessment feedback can be a key strategy for enhancing professional growth and teaching effectiveness (Zhang et al., 2020). Therefore, schools should prioritize strengthening assessment practices in instructional supervision to boost teachers' self-efficacy and professional development.

Furthermore, fostering a positive, supportive environment for teachers to receive and act upon assessment feedback can be a key strategy for enhancing professional growth and teaching effectiveness (Zhang et al., 2020). As a result, schools should emphasize improving assessment procedures in instructional supervision to increase teachers' self-efficacy and professional growth.

In Çavuşoğlu and Aydın's (2020) study, instructors felt in their competence to control the assessment process, which favorably impacted their teaching practices and relationships with students. Great self-efficacy in assessment was correlated to the exhaustion of numerous and finished assessment attitudes personalized to the requirements of the pupils, hence inspiring both teaching success and pupil success. Likewise, these instructors are more probable to engage in reflective practice and continuously develop their evaluation abilities, resulting in a more beneficial and effective learning environment.

In contrast, the link between teachers' self-efficacy and instructors' activity monitoring had the lowest correlation coefficient (0.522) with a p-value of 0.000, indicating a Moderately Positive Correlation. This indicates that the significant positive association between self-efficacy and monitoring activities stresses the necessity to support teachers in verifying self-confidence, specifically in assessment and instructional monitoring. Teachers with stronger self-efficacy are more likely to use effective monitoring measures, which can lead to better student results.

Additionally, the results imply that professional development programs focusing on improving self-efficacy in assessment and monitoring can have a substantial positive impact on classroom practices. Teachers who feel competent in their roles are more inclined to engage deeply with their pupils' learning processes, enhancing their ability to identify areas for improvement and tailor instruction to individual needs (Tschannen-Moran & Hoy, 2020).

Moreover, the relationship between teachers' self-efficacy and their engagement in monitoring activities are integral to understanding how teachers' belief influences instructional practices. Teachers who are confident in their abilities are more likely to employ formative evaluations, evaluate student engagement and progress, and alter instruction to meet individual learning requirements (Çavuşoğlu & Aydın, 2020).

Yılmaz et al. (2020) found that instructors with high self-efficacy use systematic monitoring measures to increase student achievement. Furthermore, these instructors are frequently more introspective in their profession, analyzing the success of their teaching practices through continual evaluation, which encourages continuous growth in the classroom (Shu and Fang, 2020).

The association between instructors' self-efficacy and delivery modality has a correlation coefficient of 0.525 and a p-value of 0.000, indicating Moderate Positive Correlation. The Moderate Positive Correlation between instructors' self-efficacy and delivery methods shows that teachers who are more certain in their teaching capacities are more expected to decide and manage a variety of effective instructional strategies. Furthermore, teachers with sharp self-efficacy are more eager to endeavor new delivery modalities, such as interactive, differentiated, or technology-integrated approaches, to fulfill the needs of their pupils.

Furthermore, this conclusion is consistent with research showing how teachers' self-efficacy promotes the adoption of innovative and flexible teaching approaches. According to Cavusoglu and Aydin (2020), teachers with high self-efficacy are more likely to use a variety of delivery methods to engage students, resulting in higher learning results. Furthermore, Lazarides and Warner (2020) discovered that instructors' trust in their capacity to present information successfully was crucial for generating a pleasant learning environment and increasing student accomplishment, as they developed confidence in their teaching abilities. They were more likely to change their teaching ideas and methods to fit the different requirements of their students. This, in turn, boosted their professional development while also enhancing students' performance.

Significantly, the positive association between instructors' self-efficacy and monitoring activities suggests that teachers who are confident in their abilities are more inclined to actively monitor their pupils' development. High self-efficacy can motivate teachers to employ various monitoring techniques, such as formative exams, observation, and feedback, allowing them to modify instruction and help students learn more effectively. Furthermore, instructors with higher self-efficacy perceive their job as active participants in the learning process, thinking they can affect student results. This belief translates into increased attention to monitoring pupils' academic progress, allowing teachers to identify areas for improvement and provide timely interventions. Studies have shown that effective monitoring leads to better pupil engagement and achievement because it ensures that teaching is responsive to pupil needs (Lazarides & Warner, 2020). Furthermore, research also suggests that teachers' confidence in their teaching abilities directly impacts their engagement in monitoring activities.

Problem 4. Which of the independent variables predict, singly or in combination, the teachers' self-efficacy?

Table 4 presents the influence of the independent variables on the dependent variables. Among the three aspects of instructional supervision of school heads, the teachers' self-efficacy is influenced by Delivery Mode, with the ß = 0.172, t = 2.453 and according to its significance of 0.016 which means less than the p value of 0.05.

Moreover, the finding that delivery style was the biggest predictor of teacher self-efficacy emphasized the crucial relevance of school leaders' leadership, support, and feedback. This underscores the fact that supervision approaches, such as classroom observations followed by written comments, have a direct impact on instructors' perceptions in their own ability to teach successfully. Teachers' self-confidence and motivation can be increased when they believe their school leaders regularly monitor their teaching methods and give positive comments. This, in turn, can lead to better teaching techniques, higher student engagement, and better student learning results. As a result, how school leaders supervise teachers has a substantial impact on their self-efficacy, which is essential for overall performance and student success (Afolabi & Lato, 2021).

Table 4: Multiple Linear Regression Analysis Between Instructional Supervision and Self-efficacy

Independent Variables	**Unstandardized Coefficients**		**Standard Coefficient Beta**	**T**	**Sig.**
	B	**Std. Error**			
Constant	2.609	2.51		10.407	0.000
Delivery Mode	0.172	0.073	0.059	2.453	0.016
Teachers' Activity Monitoring	0.065	0.115	0.011	0.740	0.460
Assessment	0.194	0.111	0.266	1.739	0.084
		R=0.582	R^2=0.339	F=21.533	Sig=0.000

a. Dependent Variable: Self-efficacy

Furthermore, the R^2 value explained the amount of influence of the complete set of independent variables taken together on the teachers' self-efficacy. The measure of the total variation of the dependent variable consisted of 33.9%, which reflected the amount of variance explained by delivery mode and 66.1% of the variance can attributed to other factor variables not included in the study.

From the foregoing analysis, however, the equation useful in predicting what independent variable/s significantly influence self-efficacy (Y) as indicated by the F-value (21.533) with its corresponding probability value (.000) is significant at (p<.01).

This model illustrates:

Y = 0.172X1 + 2.609

Where: 2.609 = constant

Y = Self-Efficacy

X1 = Delivery Mode

As a result, the null hypothesis, which states that delivery style, instructors' activity monitoring, and evaluation do not differ in their capacity to predict instructional supervision, is rejected. The findings show that delivery mode is the most significant predictor of the three factors.

However, Teachers' Activity Monitoring with the β=0.065, along with t=0.740 and p-value of 0.460, and Assessment, which has β=0.194, together with the t=1.739 and the result of its p-value of 0.084 are not part of the list of significant predictors of self-efficacy. Moreover, recent studies highlight that while teachers' monitoring activities and assessment practices are essential for instructional quality, they do not significantly influence teacher self-efficacy. Self-efficacy is primarily shaped by mastery experiences and feedback that demonstrate teachers' direct impact on pupil learning, rather than routine tasks such as monitoring or assessing pupils' performance. This underscores the need for teaching environments that focus on active, reflective feedback and personal teaching successes to strengthen teachers' belief in their abilities (Adjei et al., 2020)

IV. CONCLUSIONS

The study's key findings led to the following conclusions:

1. Assessment practices play a pivotal role in fostering teachers' confidence by providing constructive feedback and aligning with curriculum standards.
2. Teacher had a strong belief about their own ability to perform a task expected from them. They believed in their ability to succeed in a particular situation.
3. When school heads provide clear and constructive instructional supervision, teachers are more capable in their role as teachers.
4. Delivery mode was the method used by the school heads to provide guidance, support, and feedback to teachers.

V. RECOMMENDATIONS

In accordance with the results and conclusions, the following recommendations are suggested for consideration:

1. School heads may maintain their instructional supervision and give more focus on delivery mode.
2. Teachers may continue their strong belief in themselves to maintain their positive attitude with their work and colleagues.
3. School heads may prioritize instructional supervision components, especially delivery mode, monitoring activity, and assessment to increase and strengthen their impact on teachers' effectiveness and pupils' learning outcomes.
4. School heads may sustain their instructional supervision and give more attention to delivery mode to maintain or increase the teachers' self-efficacy.

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