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Instructional Supervision and Teachers' Classroom Management

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ABSTRACT: Instructional supervision is essential in the development of teachers' professional competencies and the enhancement of their classroom management. This study sought to determine the instructional supervision practices of the school heads that are perceived by the teachers; the level of teachers' classroom management, the relationship between the school heads' instructional supervision and teachers' classroom management, and identify the dimensions in the instructional supervision that influence the teachers' classroom management among the selected teachers (n=135. The study employed correlational and causal research designs, which included a quantitative approach in collecting numerical through a researcher developed questionnaire that underwent validity and reliability tests to determine its appropriateness for the study and the respondents. The data analyzed utilized statistical tools such as Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient, T-test and Multiple Linear Regression Analysis to examine the variables. Results revealed that school head's instructional supervision and teachers' classroom management are at very high level. There is a low to moderate positive correlation between instructional supervision and teachers' classroom management. Moreover, class observation influenced teachers' classroom management. Thus, school heads or mentors like master teacher may conduct regular class observation as it is essential in making sound support, guidance, and assistance for the teachers.

KEYWORDS: classroom management, observation, instructional supervision

I. INTRODUCTION

Instructional supervision plays a crucial role in the development of teachers' professional competencies and the enhancement of their classroom management. In many educational institutions, the supervision of teachers is a continuous and dynamic process aimed at fostering professional growth and improving instructional practices. Various instructional supervision practices, such as mentoring, coaching, and class observation, have been employed to support teachers, particularly in public elementary schools where the need for effective teaching strategies is paramount. The supervision process often involves feedback, collaborative dialogue, and professional development opportunities that are critical in shaping teachers' professional growth (Estrada et al., 2024).

In today's educational setting, the expectations placed on teachers are high, demanding continuous improvement in their teaching practices and classroom management. This has heightened the importance of effective instructional supervision. Recent studies suggested that quality supervision can contribute significantly to teachers' professional development by enhancing their skills, confidence, and instructional methods (Walid et al., 2024). Moreover, supervisory practices that provide actionable feedback and promote a culture of continuous learning have been shown to impact positively on classroom performance, which in turn affects student outcomes.

However, despite the potential benefits, there are gaps in understanding how these supervision practices are implemented in different school settings and their direct impact on both teachers' classroom management. This inconsistency may limit the effectiveness of instructional supervision, particularly in public schools where resources for professional development may be scarce. Additionally, teachers' perceptions of supervision are often overlooked, yet their experiences and feedback could provide valuable insights into improving the supervision process (Yulyanti et al., 2021).

The existing gap in understanding the specific instructional supervision practices that work best in different contexts highlights the need for further research in this area. Many schools continue to struggle with balancing supervision practices with teachers' professional needs and the unique challenges of classroom environments. Without a comprehensive knowledge of the

effective components of instructional supervision, the potential for meaningful and improved classroom management remains underutilized.

This study aimed to examine the role of instructional supervision in promoting teachers' classroom management in public elementary schools. The research focused on recognizing the most effective supervision practices that lead to positive changes in teachers' teaching practices and, consequently, better student outcomes. The personal motivation behind this research stemmed from the desire to contribute to the ongoing efforts to improve educational practices through a better understanding of how supervision could be tailored to support teachers' needs. As a teacher, the researcher was motivated by the belief that enhanced supervision practices can lead to meaningful professional growth and better classroom management, which ultimately benefits students.

The guiding theory for this study was the Andragogy Theory or Adult Learning Theory, developed by Malcolm Knowles. Andragogy refers to the methods and principles used in adult education, emphasizing that adults learn differently from children, which requires instructional approaches tailored to their needs and experiences. This theory has been influential in understanding how professional development, including instructional supervision, can be structured to support continuous learning among adults, such as teachers.

Andragogy is founded on the assumption that adult learners are self-directed, internally motivated, and bring a wealth of personal experiences to the learning process. Knowles' theory emphasizes that adult education should be problem-centered rather than content-centered, with learners encouraged to actively participate in the learning process. As adults, teachers value learning that is relevant to their professional needs and that provides them with practical solutions to challenges they face in their teaching environments. This assumption is critical to professional development, as teachers engage more effectively in training and development when the content aligns with their real-world experiences and immediate concerns.

The Andragogy Theory is highly relevant to the current study as it provides a foundation for understanding how instructional supervision can be an effective tool for promoting teachers' professional development. Instructional supervision practices, such as mentoring, coaching, and classroom observation, align with the principles of adult learning by offering opportunities for teachers to reflect on their experiences, receive targeted feedback, and engage in problem-solving activities that improve their classroom management. The theory highlights the importance of refining supervision to meet teachers' needs, ensuring that the professional development they receive is both relevant and impressive.

By applying Knowles' Andragogy Theory to instructional supervision, this study connects the professional growth of teachers to practices that acknowledge their experiences as adult learners. This connection is vital, as the effectiveness of instructional supervision depends on its ability to engage teachers in meaningful learning experiences that contribute to the development if their profession and improve their classroom management. The theory thus justifies the need for instructional supervision practices that are not only structured but also responsive to the developmental needs of teachers, leading to better educational outcomes.

II. METHODOLOGY

This study employed the descriptive correlational and causal research design. Mustieles (2020) stated that descriptive correlation research as a type of research design tries to explain the relationship between two or more variables without making any claims about cause and effect. In correlational research, for example and specifically in this study, two variables such as the instructional supervision and teacher's classroom management, were studied to establish their relationship. Meaning to say, effective instructional supervision enhances teachers' classroom management. However, correlation does not necessarily imply causation, just because two variables are related does not mean that one causes the other. There may be other factors that influence the relationship between the variables.

Causal research is also known as explanatory research. It is a type of research that examines if there is a cause-and-effect relationship between two separate events. This would occur when there is a change in one of the independent variables, which causes changes in the dependent variable (Grice 2018). For instance, the study might show that instructional supervision causes teachers' classroom management effectiveness. In summary, while descriptive correlation research focuses on describing phenomena without establishing causation, casual research investigates causal relationship between variables observing its effect on another.

The data collected from the questionnaire was analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including Mean, and Standard Deviation were used for problems 1 and 2. To determine the relationship between the variables, the inferential statistical test, specifically Pearson Product Moment Correlation Coefficient was used for problem 3. Finally, Multiple Linear Regression Analysis was utilized for problem 4.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of instructional supervision received by the teachers in terms of:

1.1 Mentoring;

1.2 coaching; and

1.3 class observation?

Table 1 presents the summary result of instructional supervision practices. It registered an overall Mean of 4.22 with SD=0.53, qualitatively described as Very High. The data imply that school heads, mentors or coaches perform their instructional supervision with their teachers in consistent manner. They make sure that they get the chances in providing assistance and guidance to them so that they can better themselves and will also try to utilize the suggested techniques and strategies they recommend to them. It also allows them to connect with their teachers in deeper professional level.

Table 1. Summary Result of Instructional Supervision

Variables	Mean	SD	Qualitative Description
Mentoring	4.26	0.53	Very High
Coaching	4.19	0.54	High
Class Observation	4.20	0.53	Very High
Overall Mean	**4.22**	**0.53**	**Very High**

Note: 4.20-5.00 Very High 3.40-4.19 High 2.60-3.39 Moderately high
1.80-2.59 Low 1.00-1.79 Very Low

According to Chiwamba et al. (2022) the role of the school heads is not to criticize the teachers but rather guide and assist them on their needs as well as applaud them on their excellence. This also allows the school heads to check if their comments and suggestions were implemented by the teachers and if those suggestions were also effective for the learners' performance.

In the same table, the variable, *Mentoring*, was rated the highest, with the Mean of 4.26 with SD=0.53, qualitatively described as Strongly Agree and interpreted as Very High. The data imply that the school heads perform mentoring consistently as part of their classroom observation. Mentoring is important as it provides the school heads to impart their experience, knowledge and skills as part of their technical assistance to the teachers. Their expertise and suggestions are valuable to the teachers' improvements and inspiration. According to Ngole et al. (2021) that when the school heads present and provide their observations, comments and suggestions to their observed teachers, it makes them inspired and challenged to perform better in their next schedule of class observation. Thus, school heads must deliver it in constructive and non-offensive manner.

Meanwhile, the variable, *Coaching*, was rated the lowest with the Mean of 4.19 with SD=0.54, qualitatively described as High. The data imply that the teachers are also coached by the school heads if they are needing their assistance. The school heads are always ready to provide their expertise in attending to the queries and clarifications needed by the teachers. They even recommend expert teachers where they can mirror the things they do in their teaching and learning activities that they can also apply to their own activities. According to Aureada (2021) coaching is essential specially to the newly hired teachers as they have a lot of things to learn and adjust as public-school teachers. It is always hard but they can surely overcome it and improve themselves with the guidance and assistance of their school heads and expert teachers.

Problem 2. What is the level of teachers' classroom management?

Table 2. Teacher's Classroom Management

Indicators	Mean	SD	Description
1. I maintain a well-structured and organized classroom environment.	4.21	0.53	Very High
2. I effectively implement classroom rules and procedures.	4.23	0.52	Very High
3. I handle student misbehavior in a consistent and fair manner.	4.26	0.51	Very High
4. I ensure students stay engaged during lessons.	4.21	0.53	Very High
5. I use a variety of strategies to manage classroom disruptions.	4.19	0.55	High
6. I promote a positive classroom culture through effective communication.	4.21	0.53	Very High
7. I establish clear expectations for student behavior.	4.22	0.53	Very High
8. I provide timely feedback to students regarding their conduct.	4.24	0.52	Very High
9. I adjust classroom management strategies based on student needs.	4.22	0.53	Very High

10. I create a supportive and inclusive learning environment.	4.23	0.52	Very High
Overall Mean	**4.22**	**0.53**	**Very High**

Note: 4.20-5.00 Very High 3.40-4.19 High 2.60-3.39 Moderately high
1.80-2.59 Low 1.00-1.79 Very Low

Table 2 shows the overall level of teachers' classroom management. It registered an overall Mean of 4.22 with SD=0.53, qualitatively described as Very High. The data imply that the teachers perform and implement classroom management consistently. They believe that implementing classroom management helps the learners develop positive routine and behavior that can help them as they grow older. Moreover, the teachers believe that implementation of classroom management promotes peace, harmony and safety for the learners inside the classroom.

According to Danladi and Abdullahi (2023) teachers implement classroom management as part of making sure that the classroom is free from distractions when the time for teaching and learning activities take place. They also believe that classroom management will aid the learners in developing positive behavior as well as learning the importance of taking responsibility on the things that they do.

In the same table, indicator 3, *I handle student misbehavior in a consistent and fair manner,* was rated the highest with the Mean of 4.26 with SD=0.51, qualitatively described as Very High. The data imply that the teachers promote fairness and equality in their dealings with all of them at all times. This act of the teacher is important as it helps the learners realized that they are treated equally, they are given the chance to share their ideas and be heard, and they are given equal chances to grow and develop their full potentials.

According to Barredo (2020) when teachers treat their learners equally, they become more inspired to do better and achieve great things as they know that they are supported not just by their friends and family but even from their teachers. It boosts their confidence to give their best and perform at their utmost capacity to reward those who support and believe on them.

Meanwhile, indicator 5, *I use a variety of strategies to manage classroom disruptions,* was rated the lowest with Mean of 4.19 with SD=0.55, described as Agree and interpreted as High Level. The data implies that teachers, especially those who are veterans in the service, know what effective strategies to implement classroom management to the learners. They know how to utilize various ways so learners will not have difficulty to adjust. Teachers also know when to make or implement various strategies to keep the learners guessing and alert. According to Mamaile and Omodan (2023) teachers need to have portfolio of their strategies so that if a certain strategy is no longer that effective, the teacher can easily resort to employing other strategy that may be best suited to the kind of learners that the teachers have.

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

Table 3 showcases the Test for Correlation between instructional supervision and teachers' classroom management. The independent variable is on instructional supervision in terms of mentoring, coaching, and class observation while the dependent variable is on classroom management.

Table 3. Test Correlation Between Instructional Supervision and Classroom Management

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Mentoring	0.331	0.002	Low Positive Correlation	Reject Ho	Significant
Coaching	0.234	0.002	Low Positive correlation	Reject Ho	Significant
Class Observation	0.589	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

Mentoring registered a computed r-value=0.331 with the computed p-value= 0.002. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that instructional supervision registered low positive correlation towards classroom management when mentoring is taken into consideration. Thus, the null hypothesis is rejected. Mentoring is an essential part of the implementation of school heads' instructional supervision for the teachers. It allows the school heads to provide suggestions and comments for the teachers to make improvements that will help them in dealing with their learners as well as in providing the best educational activities for the learners. Once the teacher achieves the necessary skills in performing their duties, responsibilities and roles, then they will have less attention and guidance from their school heads. According to Pharis,

et al. (2019) when the teachers show massive improvements from the technical assistance provided by the school heads, they are also given the chance to work and perform their responsibilities with less supervision and guidance.

Coaching registered a computed r-value=0.234 with the computed p-value= 0.002. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that instructional supervision registered low positive correlation towards classroom management when coaching is taken into account. Thus, the null hypothesis is rejected. Coaching is another way of instructional supervision services that can be offered by the school head. However, there are only a few teachers that need assistance and guidance. Mostly, these are the teachers that are new in the service that needs assistance and guidance so they will be fully adjusted with the system. This is an extended help given to teachers aside form sending them to various trainings and seminars. According to Aureada (2021) coaching is done by the school heads so that they can have more concentration and attention given to a specific teacher having struggles performing their duties and responsibilities. This is important so that teacher will not feel alone and discouraged.

Class Observation registered a computed r-value=0.589 with the computed p-value= 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This data implies that instructional supervision registered moderate positive correlation towards classroom management when class observation is taken into consideration. Thus, the null hypothesis is rejected. Class observation is also essential as it provides the opportunities for the school heads to have the chance to see and observe how the teacher performs their duties and responsibilities via actual or first-hand experiences. This will give the school heads the chance on how the teachers executes their plan of activities based on their submitted lesson plans. According to Chiwamba et al. (2022) first hand experiences and observations is critical for the school heads as it will give them ideas on the possible strategies to be suggested for the teacher to improve their performance that can also greatly help the learners. This is because the learners are the primary clientele, therefore they should be provided with the best ways and means in learning the necessary knowledge and skills that they should also acquire and master.

Problem 4. Which of the dimensions in the independent variable singly or in combination influence the teachers' classroom management?

Table 4. Regression Analysis on Instructional Supervision and Classroom Management

	UC		SC			
Variables	**B**	**SE**	**B**	**t-value**	**Sig. (P-value)**	**Decision**
Constant	0.5938	0.6294	0.4986	6.5987	0.001	Reject Ho
Mentoring	0.2585	0.2504	0.2653	1.2603	0.068	Accept Ho
Coaching	0.3315	0.2526	0.3649	1.6031	0.073	Accept Ho
Class Observation	0.6968	0.8597	0.6985	6.5461	0.001	Reject Ho
	R	**R^2**	**Adjusted R^2**	**f-value**	**Sig. (P-value)**	**Decision**
Model	0.445	0.348	0.394	9.451	0.001	Reject Ho

Legend: UC = Unstandardized Coefficients SC = Standardized Coefficients

Dependent Variable = Classroom Management *Significant when computed p-value <0.05.*

Table 4 presents the regression analysis on instructional supervision and teachers' classroom management. It is hypothesized that the three (3) predictors are positively associated with classroom management. Results show that the 35% of the variance is explained by the three (3) predictors, F= 9.451, p< .001. Specifically, Class Observation (β=0.6985, t-value=6.5461, p-value=< .001) is positively associated with teachers' classroom management. It can be inferred that if the teacher is able to increase their performance in class observation by 1% it will also increase the teacher's classroom management score. This suggests that the teachers' ways and activities as to classroom management will be improved through the suggestions and recommendations of school heads during the conduct of class observation. The beauty of class observations is that the school heads have the chance to see the actual implementation of the teachers' classroom management and that they can formulate suggestions that are timely and appropriate to the kind of pupils that the teachers have.

By frequently performing class observation from their school leaders, teachers are able to ensure that their educators are carrying out their responsibilities and are guiding and assisting them specially on their urgent needs. The teachers, as well become more confident in the actions that they will perform as a result of the direction and help that they provide before, during, and after the class observation. The teachers become excited because they know that it will be their moment to exhibit their improvements and that they will be able to find out the things that will still need to do and work on to make their performance significantly better.

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The school heads' timely assistance and guidance provided to the teachers is not only important for them but to the students as well because they will be the recipient of the improvements that the teachers will implement. More so, the teaching and learning process and activities becomes more fun, exciting and interesting for the pupils considering that the teachers are now giving extra efforts. Thus, teachers should always welcome the suggestions and comments of the school heads rather than taking it as something negative (Estrada et al., 2024).

On the other hand, Mentoring (β=0.2653, t-value=1.2603, p-value=0.069), and Coaching (β=0.3649, t-value=1.6031, p-value=0.073) are not significantly associated with teachers' classroom management. This suggests that school heads' mentoring and coaching have no influence on the teachers' classroom management. This can be also due to the fact that the teachers prefer the class observation based technical assistance as it forms an important part in their actual delivery of the lessons. Planning and lesson plans can be done excellently but what matters the most for the teachers is the actual implementation of the set of plans and activities with the pupils. According to Yulyanti et al. (2021) during the actual conduct of lesson delivery or the teaching and learning process, there are instances or cases that appears to be not part of the original plan. The teachers' skills to make immediate adjustments will be tested and they need to make immediate actions so that the flow of the lesson delivery will not get affected and that the pupils will not get distracted that much as well. Thus, class observations is vital for the teachers in receiving technical assistance from their school heads and even from their master teachers.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. The school heads, mentors or coaches performed their instructional supervision practices in terms of mentoring, coaching and class observation accurately.
2. Teachers are already good at classroom management.
3. Instructional supervision matters how teachers manage their class.
4. Class observation was the contributory factor for teachers' improved classroom management.

V. RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are given:

1. Instructional supervision may be continuously done by school heads and teachers especially master teachers to mentor, coach and observe classes to be consistent with their responsibility.
2. Teachers need to uphold classroom management strategies to make sure the teaching and learning activities are not distracted.
3. Instructional supervision to teachers may always be done as support and acknowledgment to teachers' better classroom management.
4. School heads may conduct regular class observation as first-hand information is essential in making and sound support, guidance, and assistance for the teachers.

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