

# Principals' Instructional Supervision and Teachers' Efficacy in Public Elementary Schools: the Basis for an Instructional Supervisory Plan

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This study attempted to determine the correlation between school principals' instructional supervision and teachers' efficacy in public elementary schools in Baliwasan District, Zamboanga City, Philippines. The survey questionnaires were used to gather data on school principals' instructional supervision and teachers' efficacy. Weighted Mean, Pearson product moment correlation coefficient and one-way analysis of variance were used in the analysis of data. The findings indicated that the elementary school teachers in Baliwasan District are bachelor's degree holders with a Master's units and a few of them are holders of Master's degree, Master's degree with doctorate units and are Doctor degree holders. The teachers manifested a great extent of their teaching efficacy in student engagement, instructional strategies, and classroom management. The instructional supervision of the principal is related to the teaching efficacy of the teachers regarding student engagement, instructional strategies, and classroom management. The teachers, regardless of educational attainment, length of service and grade level assignment, have a similar level of teaching efficacy regarding instructional strategies and classroom management. In the same way, teachers' teaching efficacy in terms/ of classroom management is similar when they are grouped according to the length of service and grade level assignment. However, teachers' teaching efficacy regarding student engagement differs when they are categorised according to educational attainment.

**Key words:** *Administration and supervision, principals' instructional supervision and teachers' efficacy, instructional supervisory plan, descriptive- quantitative method of research, Philippines.*



## **Introduction**

In any organisation, supervision is an essential activity carried out by the manager to ascertain that every employee performs effectively his/her responsibilities. In learning institutions, instructional supervision of classroom instruction is designed to evaluate the teacher's effectiveness. This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teacher's performance, and sharing suggestions for improvement. School principals utilise checklists and narrative documents to record and analyse teacher performance as a supervisory practice. Instructional supervision is accomplished either through monitoring or observing academic instruction in the classroom (Glickman, Gordon and Ross-Gordon, 2001).

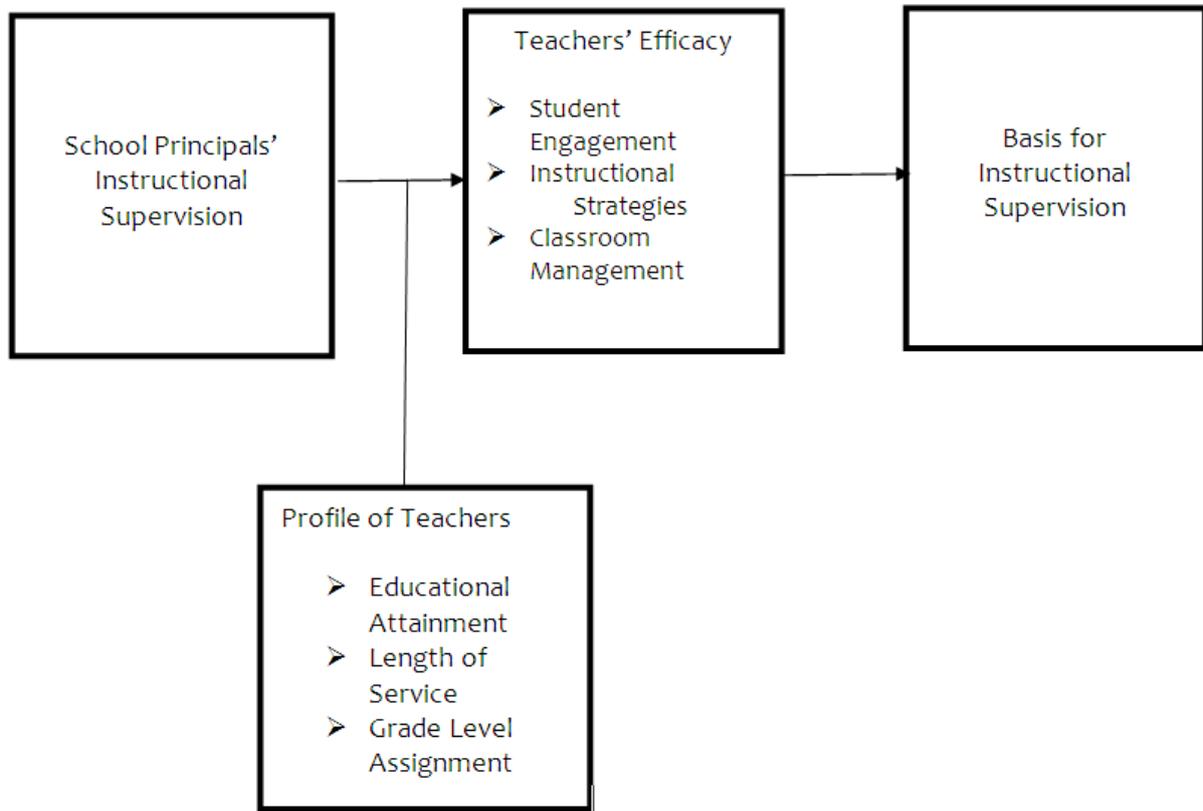
The process of instructional supervision in schools is conducted by administrators and generally involves face-to-face visits to the teacher's classroom in an observation and evaluation model. They stressed that specific criteria are observed and recorded, and a report is generated as a part of the supervision process in a physical school environment. The report is analysed, and suggestions for improvement are shared with a teacher to enhance teaching performance. The primary objective of the supervision process in public schools is to offer teachers direct assistance to improve their performance toward the goal of increasing student learning (Glickman et al., 2001).

Teacher efficacy, on the other hand, has been repeatedly associated with positive teaching behaviours and student outcomes (Henson, 2004). According to Gibson and Dembo (2004), efficacious teachers persist with struggling students and are less critical about incorrect student answers. They are more likely to experiment with methods of instruction, seek improved teaching methods, and experiment with instructional materials. They believe that student learning could be influenced by effective teaching and by those who have confidence in their teaching abilities.

In Baliwasan District, school principals periodically conduct instructional supervision in the classroom. After which, a post-conference is held with the teacher to discuss the possibilities on how to improve classroom instruction. This study intended to prove the relationship between the current instructional supervision practices of the principals as perceived by the teachers and teachers' efficacy in public elementary schools in Baliwasan District.

## Framework of the Study

**Figure 1.** Conceptual Paradigm of the Study showing the Interplay of the Variables



In this study, the magnitude of the relationship between school principals' instructional supervision and teachers' efficacy would be established. Furthermore, the profile of the teachers, such as educational attainment, length of service and grade level assignment as the intervening variables will also be tested.

## Objectives of the Study

This study attempted to determine the school principals' instructional supervision and teachers' efficacy in the elementary schools of Baliwasan District, school year 2014-2015; (1) the level of extent of school principals in manifesting their instructional supervision in the classroom as assessed by the teachers, and (2) the level of extent of teachers in public elementary schools in manifesting their teaching efficacy regarding student engagement, instructional strategies, and classroom management.

## **Methodology**

### ***Research Design***

A descriptive - quantitative method of research was employed in this study. This research design is deemed appropriate because it attempted to describe the instructional supervision of the school principals and the teacher self-efficacy. The methods involved the range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seeks to determine changes over time.

It is quantitative because it dealt with quantified data in the analysis of the research problems. Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used to describe variables; to examine relationships among variables; to determine cause-and-effect interactions between variables. It is based on the premise that something is meaningful only if it can be observed and counted. Its key characteristics are numerical data that permits a range of statistical analysis.

### ***Population and Sampling Design***

The target population of this study was the public elementary school teachers in the seven schools of Baliwasan District. These schools include Baliwasan Central School, Capisan Elementary School, John Spirig Memorial Elementary School, Malagutay Elementary School, San Jose Gusu Elementary School, Southcom Elementary School, and Southern Support Command Elementary School.

**Table 1:** Population and Sample of the Study

School	N	%	n
A	76	22.67	41
B	8	2.39	8
C	56	16.72	30
D	15	4.48	15
E	46	13.73	25
F	89	26.57	48
G	45	13.43	24
Total	335	100.00	191

As shown in Table 1, there are 335 public elementary school teachers in Baliwasan District. Among the seven (7) schools, School F has the most significant number of teachers with 89 or 26.57%, followed by School A with 76 teachers or 22.67%. School B has the least number of teachers with 8 or 2.39% of the total population of 335.



### ***Data Gathering Tools***

The data gathering tools of this study was a 5 – point Likert questionnaire checklist. The Likert Scale is a popular format of a questionnaire that is used in educational research, especially in the field of special education (Markusic, 2013).

It consisted of three parts. The first part solicited personal data of the respondents, such as name (optional), educational attainment, length of service and grade level. The second part was on the instructional supervision of the school principals, and the last part was on teachers' efficacy.

#### **A. Profile of the Respondents**

The profile of the teacher – respondents, consisted of a name (optional), grade level, highest educational attainment, and length of service. The grade level consisted of grades I, II, III, IV, V and VI. The highest educational attainment of teachers is categorised according to BS degree, BS with MA units, and a master's degree holder or better. The length of teachers is grouped according to 10 years and below, 11 – 20 years, 21 – 30 years and 31 years and above.

#### **B. Instructional Supervision**

The instructional questionnaire was adapted from Ebmeir (2002) Active Principal Supervision Scale. It is a 5 – point Likert type scale and comprises of ten items with five (5) options in each, numbered and described as: 5 – greatest extent, 4 – great extent, 3 – moderate extent, 2 – low extent, and 1 – no extent.

#### **C. Teacher Efficacy**

The teacher sense of efficacy is also a 5 –point Likert type questionnaire-checklist. It is divided into three (3) dimensions, such as student engagement (7 items), instructional strategies (8 items) and classroom management (9 items). Each dimension has five options, numbered and described as: 5 – greatest extent, 4 – great extent, 3 – moderate extent, 2 – low extent, and 1 – no extent.

### ***Validity and Reliability of the Research Instrument***

The research instruments on instructional supervision and teacher efficacy were subjected to a validity test. The copies of the research instruments were submitted to a panel of experts



who examined the items regarding relevance, appropriateness, and suitability to the research questions. The comments and suggestions of the panel were incorporated in the final draft.

For the reliability of the research instruments, 25 copies of the instruments were administered to teachers who were not respondents of the study. The data obtained from them were computed using the Cronbach Alpha, and the reliability estimates were 0.872 for instructional supervision and 0.910 for teacher efficacy which implies that both instruments were highly reliable.

### ***Data Gathering Procedure***

Permission through a letter was sought from the Schools' Division Superintendent of Zamboanga City. The approved letter was presented to the school principals, and schedules of distribution and retrieval of questionnaires were arranged with them. Once approved, the researcher personally administered the gathering of data to the teacher – respondents of the study. The researcher explained the aim of the study.

After the teacher – respondents have accomplished answering the survey questionnaires, the data were encoded, collated and analysed using appropriate statistical tools including the Statistical Package for Social Sciences (SPSS) version 14.

### ***Statistical Treatment***

The following statistical tools using the Statistical Package for Social Sciences (SPSS) used in the analysis of data

**Weighted Mean.** This measure was used to determine the extent of school principals' instructional supervision. This was also used to determine the extent to which teachers in public secondary schools manifest their teaching efficacy regarding student engagement, instructional strategies, and classroom management.

**Pearson Product Moment Correlation Coefficient.** This measure was used to determine the magnitude of the relationship between the school principals' instructional supervision and their teachers' efficacy.

**One – way Analysis of Variance (ANOVA).** This measure was used to determine the significant difference in the teachers' efficacy when categorised according to educational attainment, length of service and age.

## Results and Discussion

**Table 2:** Profile of the Teachers regarding educational attainment, length of service and assigned grade level

		f	%
Educational Attainment	BS Degree	32	17.0
	BS with MA units	135	71.8
	Master's Degree	9	4.8
	Master's degree with Doctorate Units	6	3.2
	Doctorate Degree	6	3.2
	Total	188	100
		f	%
Length of Service	10 years and below	41	23.2
	11 – 20 years	76	42.9
	21 – 30 years	52	29.4
	31 years and above	8	4.5
	Total	177	100.0
		F	%
Assigned Grade Level	Grade 1	35	18.9
	Grade 2	23	12.4
	Grade 3	33	17.8
	Grade 4	34	18.4
	Grade 5	30	16.2
	Grade 6	30	16.2
	Total	185	100.0

As shown in Table 2, with the 188 teachers who filled up the profile on educational attainment; 135 or 71.8% are BS graduates with master's units, 32 or 17% are BS degree holders, nine (9) or 4.8% are master's degree holders, and six (6) each or 3.2% are master's degree holders with doctorate units and doctorate holders. The analysis suggests that the majority of the elementary teachers in Baliwasan District continuously pursue their graduate studies. They believed that attending a graduate program can help them to become equipped with the necessary knowledge and skills needed for effective teaching. This result is similar to the previous study which indicated that the majority of the elementary grade school teachers are BS degree holders with master's units (Nabutil, 2012).

Table 2 further discloses that out of the 177 teachers who filled up their profile on the length of service, 76 or 42.9% have 11 – 20 years in service, 52 or 29.4% have 21 – 30 years, 41 or

23.1% have 10 years and below teaching experience. It can be construed that the majority (11 - 20 years and 21 – 30 years teaching experience) of the teachers in Baliwasan District have been in the service for a quite number of years and a good number of them are new in the service (10 years and below). On the other hand, only a few of them are almost to retire from the service (31 – 40 years). This result is consistent with the study of Nabutil (2012) which indicated that almost majority of the elementary school teachers have been teaching for 11 to 20 years.

Furthermore, the same table reveals that the grade I teachers have the highest number of respondents in this study (35 or 18.9% out of 185), followed by teachers assigned in grade IV with 34 or 18.4% and 33 or 17.8% are assigned in Grade III. On the other hand, the Grade II teachers have the least number of teachers with 23 or 12.4% and the grades V and VI teachers with 30 each or 16.2% respectively. It can be inferred that most of the respondents are grade I teachers while many of the grade II teachers did not participate in this study.

**Problem No. 1 To what extent do school principals manifest their instructional supervision in the classroom as assessed by the teachers?**

**Table 3:** School Principals’ Instructional Supervision

Statement	Weighted Mean	Description
1. As part of the supervision/evaluation cycle, my principal often helps collect data which I find useful to help me improve my instruction.	4.09	Great extent
2. During a supervision/evaluation conference, my principal is very useful in helping me set goals on which I can work.	3.99	Great extent
3. As a result of my principal’s questioning during supervision/evaluation conferences, I have been stimulated to analyse my teaching.	4.04	Great extent
4. During the supervision/evaluation conferences, my principal asks probing questions that make me think.	3.96	Great extent
5. My principal and I often discuss the instructional strategies used in my classroom.	3.85	Great extent
6. I often look to my principal as a person who can individually help me improve the instruction in my class.	3.99	Great extent
7. My principal offers specific improvement/suggestions during supervision/evaluation conferences.	4.05	Great extent
8. My principal encourages me to use more than one instructional strategy when I teach.	4.03	Great extent

9. My principal frequently observes my classroom.	3.87	Great extent
10. When my principal observes my classroom, he/she looks for specific things upon which we agreed.	3.98	Great extent
Average Weighted Mean	3.99	Great extent

4.50 – 5.00 = to a very great extent

3.50 – 4.49 = great extent

2.50 – 3.49 = moderate extent

1.50 – 2.49 = low extent

1.00 – 1.49 = no extent.

Table 3 indicates that the ten statements on school principals' instructional supervision were rated by the teacher – respondents within the weighted mean of 3.50 – 4.49 described as great extent. The teachers gave the highest assessment of school principals' instructional supervision on school principal often helps collect data which teachers find useful in improving instruction. The teachers perceived that this is most observed instructional supervision practice that their school principals carried out. They were convinced that their school principals did this instructional supervision because it can serve as a basis in their efforts to improve classroom instruction. Similarly, teachers described to a great extent (4.05) the school principals' instructional supervision on offering specific improvement/suggestions during supervision/evaluation conferences. This suggests that teachers perceived that their school principals gave suggestions for improvement during the post-conference in their classroom observation. In the same manner, teachers perceived those school principals to a great extent carried out their instructional supervision on questioning during supervision/evaluation where teachers become stimulated to analyse their teaching. Teachers were convinced that school principals were serious in the exercise of their supervision and evaluation specifically in questioning.

The teachers gave the lowest rating (3.85) in their assessment of the school principals' instructional supervision in the instructional strategies used in the classroom where they and the teachers often discussed. It can be said that school principals to a great extent carry out their function of discussing with teachers the appropriate teaching strategies to be used in the classroom. Furthermore, teachers rated 3.96 described as to a great extent the school principals' instructional supervision in asking probing questions that make teachers think during the supervision/evaluation conferences. The school principals did this function because they were convinced that it could help many teachers in their teaching performance.

The teachers yielded an average weighted mean (3.99) described to a great extent on their assessment of the school principals' instructional supervision. This suggests that teachers perceived that their school principals were religious in their responsibilities of supervising and evaluating teachers' pedagogical tasks in the classroom. School principals believed as

perceived by their teachers that discharging their instructional supervision can enhance classroom instruction, thus, improve students' performance. This finding is consistent with the previous study which indicated that the level of instructional supervision of the school principals as perceived by their teachers was to a great extent (Dela Cruz, 2001).

**Problem No. 2 To what extent do teachers in public elementary schools manifest their teaching efficacy regarding student engagement, instructional strategies, and classroom management?**

**Table 4:** Summary Table on Teaching Efficacy

Teaching Efficacy	Weighted Mean	Description
Student Engagement	4.08	Great Extent
Instructional Strategies	4.06	Great Extent
Classroom Management	4.21	Great Extent

4.50 – 5.00 = to a very great extent

3.50 – 4.49 = great extent

2.50 – 3.49 = moderate extent

1.50 – 2.49 = low extent

1.00 – 1.49 = no extent.

Table 4 shows the teaching efficacy of teachers in three components, such as student engagement, instructional strategies, and classroom management. The teaching efficacy of teachers was determined by computing its weighted mean with the corresponding description.

It can be seen in Table 4 that teachers have the highest efficacy level in classroom management. It can be construed that teachers are very confident in managing their respective classrooms. It can be attributed to their knowledge in classroom management and dealing with discipline problems of the students. They were also effective in student engagement as shown in the weighted mean (4.08) described as great extent. It can be inferred that teachers possess the ability to motivate and stimulate students' interest in learning. They can provide varied classroom activities to sustain the attention of the students in the lesson.

Similarly, the teachers to a great extent are efficacious in the use of teaching strategies. They were equipped with knowledge and skills on the different teaching strategies. In other words, teachers can easily facilitate learning to their students. The findings are consistent with the previous study which indicated that teaching efficacy of teachers in terms of student engagement, instructional strategies, and classroom management is manifested to a great extent (Reyes, 2005; Viola, 2002).

## **Conclusion**

In the light of the discussion, the following conclusions are hereby made: (1) the school principals manifested instructional supervision to a great extent; (2) the teachers manifested a great extent of their teaching efficacy in student engagement, instructional strategies, and classroom management; (3) the instructional supervision of the school principals is related to the teaching efficacy of the teachers regarding student engagement, instructional strategies and classroom management; and (4) the teachers, regardless of educational attainment, length of service and grade level assignment, have a similar level of teaching efficacy regarding instructional strategies and classroom management. In the same way, teachers' teaching efficacy in terms of classroom management is similar when they are grouped according to the length of service and grade level assignment. However, teachers' teaching efficacy regarding student engagement differs when they categorised according to educational attainment.

## **Recommendations**

From the conclusion, this study made the following recommendations:

### ***For School Principals***

School principals may maintain their instructional supervision. In spite of the level they manifested their instructional supervision, they may strive more to achieve the exercise of the super instructional vision fully. This can be carried out by giving more time in the exercise of their instructional supervision and leadership and lessen the exercise of their management functions.

### ***For Teachers***

Teachers may continuously increase their teaching efficacy across all areas (student engagement, instructional strategies, and classroom management) to effect optimal learning among students. Despite the good number of teachers pursuing with their graduate studies, school principals may encourage teachers to attend and finish the master's degree to abreast the latter with innovations and breakthroughs in education.

### ***For Students***

Students may continue to regularly attend their classes so that they will be benefitted from the increased of teachers' teaching efficacy as a result of good instructional supervision of their school principal.

### ***Future Research***

The present study can be replicated by other researchers considering high school teachers as respondents and the inclusion also of other variables.



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