JOURNAL
OF EDUCATIONAL RESEARCH, INNOVATION, AND MULTIDISCIPLINARY STUDIES
An Academic Journal Publication
Website: | https://jerimspublication.com
INTERNATIONAL STANDARD SERIAL NUMBERS
PRINT ISSN | 3116-5559
ONLINE ISSN | 3116-5567
Volume 1, Issue 01, pp 63-70, March 2026

Research Article

SCHOOL HEADS' SUPERVISION AND TEACHERS' TEACHING EFFICACY IN RELATION TO PEDAGOGICAL PRACTICES

Jason V. Quiano[1], Analyn S. Clarin[2], Cynthia S. Superable[2]

[1]Misamis University, Oroquieta City, Philippines
[2]Misamis University, Ozamiz City, Philippines

Article History:

Submission: March, 2026
Revised: March, 2026
Accepted: March, 2026

Originality: 99%
Similarity Index: 5%
Grammarly Score: 99%

*Corresponding Author:
jason.quiano@deped.gov.ph

ABSTRACT

Effective school heads' supervision is a cornerstone for creating a dynamic, supportive, and high-performing educational environment. This study investigated the school heads' supervision and teachers' teaching efficacy in relation to pedagogical practices in DepEd Misamis Occidental Division during SY 2025-2026. The respondents were 127 beginning teachers selected through stratified random sampling. The study utilized School Heads' Supervision, Teachers Teaching Efficacy and Teachers' Pedagogical Practices Questionnaires as research instruments. Mean and Standard Deviation, Moment-Product Correlation with Pearson, and Regression analysis were the statistical tools used to analyze the gathered data. The study revealed that school heads' supervision practices and teachers teaching efficacy were perceived very high. Teachers' pedagogical practices were very satisfactory. The study found that school heads' supervision and teachers' teaching efficacy were significantly related to teachers' pedagogical practices. The school heads' supervision-observation practices together with teachers' outcome expectation, personal goals, and motivation were the predictors of teachers' pedagogical practice. The study concludes that school heads religiously observe classes in the conduct of instructional supervision. School heads may put premium on the provision of timely feedback, reflection and support.

Keywords: *class observation, emotional strain, pedagogy, resilience, teaching efficiency*

Introduction

School heads play a significant role in instructional supervision, serving as leaders who foster a positive and effective learning environment. Their main responsibility involves supporting and guiding teachers to deliver high-quality instruction that aligns with curriculum standards and enhances student achievement (Bariham et al., 2025). This supervision is demonstrated through classroom observations, feedback sessions, and professional development initiatives, ensuring teaching practices meet educational goals (Difoni et al., 2025). Additionally, school heads facilitate inclusive planning, promote reflective teaching, and address challenges within the instructional process (Ngole, 2021).

Effective supervision by school heads not only improves teaching performance but also cultivates a culture of continuous growth. This, in turn, leads to better student outcomes and overall school success (Estrella et al., 2024). The influence of strong supervision extends to teachers and students alike, contributing significantly to a thriving educational environment (Msuya, 2023). Consequently, supervision is a cornerstone for creating a dynamic, supportive, and high-performing school community (Bariham et al., 2025).

Teachers respond positively when they receive specific, constructive feedback from their school heads. Effective feedback is affirming, encouraging, and accompanied by clear, actionable suggestions for instructional improvement (Brooks, 2024). School heads who provide insightful pedagogical assistance positively impact teachers' confidence and pedagogical practices (Naguit, 2024). This guidance empowers teachers to understand and adopt effective methodologies, fostering an environment where they feel confident and motivated to improve their teaching (Boyandi, 2025).

Teacher efficacy is a critical factor influencing student learning and overall school performance. When teachers feel capable and confident, they are more likely to implement innovative strategies and create positive learning environments (Daumiller et al., 2025; Emiru et al., 2024). The support from school heads, through targeted supervision and feedback, plays a dynamic role in enhancing this sense of efficacy (Ahn et al., 2024). Promoting professional development and consistent instructional support further refines teachers' skills, leading to better pedagogical practices (Mudhar et al., 2024).

The relationship between teaching efficacy and pedagogical practices is intertwined; confident teachers are more willing to experiment and adapt their teaching based on student needs (Ostanov, 2025; Mullins et al., 2025). High self-efficacy encourages perseverance and innovation in teaching, ultimately improving student outcomes. However, when school heads fail to provide adequate guidance, teachers may feel isolated and revert to less effective methods, which hampers their professional growth and diminishes teaching quality (Cansoy, 2025; Begum et al., 2025). This cycle can negatively impact student motivation and learning, underscoring the importance of effective supervision.

In the context of the Philippines, the standards outlined in the Philippine Professional Standards for Teachers (PPST) emphasize applying diverse strategies to develop higher-order thinking skills (DepEd Order 42, 2017). Despite this, many teachers lack the systematic support and technical assistance needed to implement these strategies effectively (Taculog et al., 2024). There is a notable gap in understanding how school heads' supervisory roles influence teachers' confidence and pedagogical methods. Addressing this gap could lead to improved teaching practices, increased teacher efficacy, and better student achievement.

Data from the DepEd Misamis Occidental Division revealed low self-assessment scores among beginning teachers (SY 2025-2026) and poor performance on national tests (SY:2022-2023, Grade 10 MPS was 43.05% and SY: 2023-2024, Grade 12 MPS was 41.42%) significantly below standard of 75%, indicating a critical need for enhanced pedagogical support. These deficiencies suggest teachers are not receiving sufficient feedback and supervision from school heads to improve their instructional practices. Exploring how effective supervision can address these challenges is essential for fostering teacher development and elevating student learning outcomes in the division.

The study offers significant benefits for both teachers and school heads by providing a deeper understanding of how effective supervisory practices can enhance instructional quality and professional growth. For teachers, it

highlights the importance of targeted feedback, pedagogical support, and confidence-building strategies that empower them to adopt innovative and evidence-based teaching approaches. This, in turn, can lead to increased teaching efficacy, job satisfaction, and a more dynamic classroom environment. For school heads, the study underscores their crucial role in fostering a supportive leadership climate that promotes continuous professional development and instructional excellence. By understanding the impact of their supervision, school heads can refine their leadership approaches to better meet teachers' needs, ultimately resulting in improved student outcomes, a more motivated teaching staff, and a stronger, collaborative school community.

Methods

This study employed a descriptive-correlational research design, integrating both descriptive and correlational methods to explore the relationship between school heads' supervision and teachers' teaching efficacy. The descriptive component aimed to characterize the variables such as supervision practices, teaching efficacy, and pedagogical strategies using quantitative measures like frequencies and means, providing a comprehensive overview of the current state. The correlational aspect focused on determining the strength and direction of the relationships among these variables, utilizing statistical tools to control extraneous factors and produce accurate estimates of their interconnections. This combined approach was deemed most suitable for capturing the nuanced dynamics between leadership supervision and teacher performance within the selected educational setting.

The research was conducted in the DepEd Division of Misamis Occidental, covering various municipalities within the province, to ensure a representative sample of diverse local contexts. The respondents comprised 127 beginning teachers with six months to one year of experience, selected through purposive sampling based on specific criteria such as full-time employment and current teaching status. Data were gathered using validated, researcher-made questionnaires designed to measure school heads' supervision, teachers' efficacy, and pedagogical practices, each tested for reliability through pilot studies and expert validation. The questionnaires employed a four-point Likert scale, and data collection was carried out personally by the researcher to ensure accuracy and confidentiality. The data were then processed using statistical tools like Jamovi, with analysis including normality tests, mean and standard deviation calculations, Pearson correlation, and regression analysis to interpret the relationships and predictive factors among the variables. Ethical considerations, such as informed consent and data privacy, were strictly observed throughout the process.

Results and Discussions

Level of School Heads' Supervision

The data shows that school heads generally demonstrated a positive and consistent level of supervision practices, with an overall WM = 3.64 and SD = 0.639, indicating frequent supervisory behaviors with moderate variability. Among the constructs, Observation has the highest WM = 3.72 and the lowest SD = 0.533, reflecting consistent engagement in classroom monitoring. Feedback also showed a high WM = 3.63 with an SD = 0.623, indicating active provision of guidance, though with slightly more variability. Reflection shared the same WM = 3.63 but has a higher SD of 0.698, suggesting more inconsistent implementation among school heads. Support has a WM = 3.57 and the highest SD = 0.703, pointing to less uniformity in providing resources and mentorship. Overall, school heads prioritized observation and feedback, while reflection and support exhibit greater variability, highlighting areas for potential improvement in supervisory consistency.

Table 1
Level of School Heads' Supervision

Supervision Practices	Weighted Mean	Standard Deviation	Interpretation
Observation	3.72	0.533	Very Satisfactory
Feedback	3.63	0.623	Very Satisfactory
Reflection	3.63	0.698	Very Satisfactory
Support	3.57	0.703	Very Satisfactory
Overall Weighted Mean	**3.64**	**0.639**	**Very Satisfactory**

Level of Teachers' Teaching Efficacy

The data significantly revealed that teachers possess a strong and consistent sense of teaching efficacy, with an overall WM = 3.74 and a low SD = 0.455, suggesting a shared positive perception. The Individual Constructs show high efficacy levels, with Self-Efficacy scoring a WM = 3.67 and an SD = 0.498, reflecting teachers' confidence despite slightly more variability. Outcome Expectation has a WM = 3.71 and an SD = 0.472, indicating strong and consistent optimism about positive student outcomes. Personal Goals scored the highest WM = 3.78 with the lowest SD = 0.427, demonstrating a uniform drive to set and achieve professional objectives. Motivation also ranked highest at WM = 3.80 with an SD = 0.422, signifying persistent energy and commitment among teachers. Overall, these data manifested a high, shared belief in efficacy that aligns with Bandura's Social Cognitive Theory, emphasizing how confidence and positive expectations foster motivation and goal setting, which collectively enhance instructional effectiveness.

Table 2
Level of Teachers' Teaching Efficacy

Area of Teaching Efficacy	Weighted Mean	Standard Deviation	Interpretation
Self-Efficacy	3.67	0.498	Very High
Outcome Expectation	3.71	0.472	Very High
Outcome Personal Goals	3.78	0.427	Very High
Motivation	3.80	0.422	Very High
Overall Weighted Mean	**3.74**	**0.455**	**Very High**

Level of Teachers' Pedagogical Practices

The level of teachers' pedagogical practices indicated a generally positive and consistent level of pedagogical practices among teachers, with an overall weighted mean (WM) of 3.74 and a low standard deviation (SD) of 0.467, reflecting strong adherence to evidence-based strategies. The constructs of Contextual Responsiveness (WM=3.77, SD=0.442) and ICT Integration (WM=3.77, SD=0.471) scored the highest, demonstrating effective adaptation to student needs and confident use of technology, respectively. Learning Assessment (WM=3.72, SD=0.469) also showed robust implementation, while Differentiated Instruction (WM=3.71, SD=0.485) revealed slightly lower but still commendable application, with some variability among teachers. The low SDs across these areas indicated a shared understanding and consistent practice, though the slightly higher SD in Differentiated Instruction suggested room for targeted professional development to ensure more uniform implementation. Overall, the data underscored a strong alignment with evidence-based educational principles, supporting effective teaching and improved student outcomes.

Table 3
Level of Teachers' Pedagogical Practices

Pedagogical Practices	Weighted Mean	Standard Deviation	Interpretation
Differentiated Instruction	3.71	0.485	Very Good
Contextual Responsiveness	3.77	0.442	Very Good
Learning Assessment	3.72	0.469	Very Good
ICT Integration	3.77	0.471	Very Good
Overall Weighted Mean	**3.74**	**0.467**	**Very Good**

Significant Relationship between the level of the School Head's Supervision and Teachers' Pedagogical Practices

A significant positive correlation of data had revealed between school heads' supervision activities and teachers' pedagogical practices, with all relationships reaching $p < .001$. The strongest correlation was with Contextual Responsiveness ($r = .622$), indicating that active supervision and feedback significantly enhanced teachers' ability to adapt instruction to student contexts. Learning Assessment ($r = .553$) and ICT Integration ($r = .433$) also showed moderate, meaningful links, suggesting supervision effectively supports data-driven practices and technology use. Differentiated Instruction had a slightly lower correlation ($r = .430$), reflecting its

complex nature and the need for sustained support. The low standard deviations across these relationships imply consistent supervisory influence, emphasizing that targeted, reflective supervision by school heads plays a crucial role in elevating pedagogical quality and fostering responsive, innovative teaching practices.

Table 4
Significant Relationship Between the Level of the School Heads' Supervision and Teachers' Pedagogical Practices

Supervision Area	Pedagogical Practice	r-value	p-value	Interpretation
Observation	Differentiated Instruction	0.430	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.622	0.001	Significant (Reject Ho)
	Learning Assessment	0.553	0.001	Significant (Reject Ho)
	ICT Integration	0.433	0.001	Significant (Reject Ho)
Feedback	Differentiated Instruction	0.409	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.631	0.001	Significant (Reject Ho)
	Learning Assessment	0.471	0.001	Significant (Reject Ho)
	ICT Integration	0.472	0.001	Significant (Reject Ho)
Reflection	Differentiated Instruction	0.566	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.615	0.001	Significant (Reject Ho)
	Learning Assessment	0.489	0.001	Significant (Reject Ho)
	ICT Integration	0.432	0.001	Significant (Reject Ho)
Support	Differentiated Instruction	0.462	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.620	0.001	Significant (Reject Ho)
	Learning Assessment	0.514	0.001	Significant (Reject Ho)
	ICT Integration	0.492	0.001	Significant (Reject Ho)

Significant Relationship Between Teachers' Teaching Efficacy and Pedagogical Practices

The data demonstrated strong, statistically significant ($p < .001$) positive correlations between teachers' self-beliefs such as self-efficacy, outcome expectation, personal goals, and motivation and their pedagogical practices, including Differentiated Instruction, Contextual Responsiveness, Learning Assessment, and ICT Integration. Teachers' self-efficacy showed the strongest link with Learning Assessment ($r = .748$) and Contextual Responsiveness ($r = .704$), indicating that confidence in their abilities significantly influences their capacity to implement complex, student-centered strategies. Outcome expectation exhibited even higher correlations, especially with Learning Assessment ($r = .821$) and Contextual Responsiveness ($r = .776$), emphasizing that teachers' beliefs about positive outcomes motivate adoption of effective practices. Personal goals had the highest correlation with Contextual Responsiveness ($r = .827$), suggesting that intrinsic professional objectives deeply drive culturally responsive teaching. Motivation also correlated positively but more modestly, with the weakest link to ICT Integration ($r = .396$), reflecting potential barriers related to technology use. These findings aligned with established theories such as Bandura's social cognitive theory, underscoring that internal psychological drivers were critical for the successful enactment of effective pedagogical practices, with confidence, expectations, goals, and motivation serving as vital levers for professional growth and instructional effectiveness.

Table 5
Significant Relationship Between Teachers' Teaching Efficacy and Pedagogical Practices

Teaching Efficacy	Pedagogical Practice	r-value	p-value	Interpretation
Self-Efficacy	Differentiated Instruction	0.554	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.704	0.001	Significant (Reject Ho)
	Learning Assessment	0.748	0.001	Significant (Reject Ho)
	ICT Integration	0.583	0.001	Significant (Reject Ho)
Outcome Expectation	Differentiated Instruction	0.623	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.776	0.001	Significant (Reject Ho)
	Learning Assessment	0.821	0.001	Significant (Reject Ho)
	ICT Integration	0.649	0.001	Significant (Reject Ho)

Teaching Efficacy	Pedagogical Practice	r-value	p-value	Interpretation
Personal Goals	Differentiated Instruction	0.574	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.827	0.001	Significant (Reject Ho)
	Learning Assessment	0.673	0.001	Significant (Reject Ho)
	ICT Integration	0.454	0.001	Significant (Reject Ho)
Motivation	Differentiated Instruction	0.611	0.001	Significant (Reject Ho)
	Contextual Responsiveness	0.651	0.001	Significant (Reject Ho)
	Learning Assessment	0.611	0.001	Significant (Reject Ho)
	ICT Integration	0.396	0.001	Significant (Reject Ho)

Predictors of the Teachers' Pedagogical Practices

The data disclosed a highly significant regression model explaining 68.8% of the variance in teachers' pedagogical practices, with school heads' observation practices and teachers' efficacy beliefs serving as key predictors. Among these, systematic classroom observation by school heads had the strongest influence ($\beta = 0.425$, $p < .001$), emphasizing the critical role of supportive, targeted supervision in enhancing instructional quality. Additionally, teachers' outcome expectations ($\beta = 0.380$, $p < .001$), motivation ($\beta = 0.268$, $p = .001$), and personal goals ($\beta = 0.261$, $p = .011$) all significantly contributed, highlighting the importance of internal efficacy beliefs and intrinsic motivation in driving complex pedagogical strategies. These findings were aligned with existing theories, such as Bandura's self-efficacy and goal-setting theories, and reinforce the importance of integrating effective supervisory practices with fostering teachers' confidence and purpose to improve instructional outcomes.

Table 6
Predictors of Teachers' Pedagogical Practices

Variables	Coef SE	Coef	T-Value
Constant	2.1803	0.2015	10.818
Observation	0.4250	0.0962	4.419
Outcome Expectation	0.3796	0.1015	3.739
Personal Goals	0.2609	0.1014	2.574
Motivation	0.2678	0.0799	3.349
$R^2 = .688$			

Conclusions

Based on the findings of the study, school heads generally demonstrated effective supervisory practices, particularly through systematic classroom observations that significantly enhance teachers' pedagogical approaches. Beginning teachers exhibited a strong motivational foundation and a solid commitment to evidence-based methods, especially in areas such as contextual responsiveness and ICT integration, indicating a positive trajectory in their instructional development. The study underscored the critical role of effective supervision, especially through observation and constructive feedback, in fostering improved classroom practices among teachers. Furthermore, there was a notable and strong relationship between teachers' self-efficacy particularly outcome expectations and personal goals, and their pedagogical practices, such as contextual responsiveness and assessment, highlighting the importance of internal beliefs in instructional quality. However, the lower correlations observed in ICT integration and motivation suggested these areas require targeted attention to bolster overall teaching effectiveness. Importantly, the findings emphasized that observation-based supervision has the most substantial impact, and strengthening teachers' motivation, clarifying goals, and nurturing positive expectations can serve as vital strategies for further enhancing the pedagogical practices of beginning teachers.

Recommendations

Based on the findings and conclusions of the study, several practical recommendations are proposed to enhance teaching practices and professional development. School heads are encouraged to continue and strengthen supervisory practices centered on classroom observation, feedback, and reflection, while also providing additional support through coaching, resource allocation, and fostering open communication. Program implementers such as master teachers and teachers, in collaboration with school heads, may organize professional development sessions that focus on building teachers' confidence, instructional skills, and capacity for self-reflection. Schools' technical assistance providers often referred to School Heads and Master Teachers are encouraged also to prioritize differentiated instruction and assessment strategies through targeted workshops, training sessions, and mentorship programs. To support beginning teachers specifically, ICT coordinators and school heads may facilitate ICT training and establish learning action cells focused on ICT integration, along with efforts to improve internet connectivity and resource availability to motivate teachers and enhance their ICT implementation. Sustained classroom observations with timely feedback and appropriate incentives may also be maintained by school heads to promote continuous improvement in teaching practices. Lastly, future researchers are encouraged to stay informed about emerging educational trends, develop a resilient and collaborative mindset, and remain dedicated to their professional growth, regardless of the level of support received from school leadership.

Conflict of Interests

The author declares that they have no conflicts of interest

References

[1] Bariham, I., Evadzi, C., & Gunu, I. M. (2025). Influence of Heads of Schools' Instructional Supervision on Senior High School Students' Performance in the North East Region of Ghana: Implications for Orientation. Social Education Research, 95-111. https://tinyurl.com/mvv66w76

[2] Begum, S., Riaz, T., Khan, A., Kashif, M., & Zeb, J. (2025). The Supervisory Dilemma: Head Teachers' Struggle for Effective Instructional Leadership of Secondary Schools in District Dir Lower, Khyber Pakhtunkhwa, Pakistan: A Management Approach for School Leadership. Social Science Review Archives, 3(1), 43-63. https://tinyurl.com/6bynet65

[3] Bonyadi, A. (2025). The Effect of Flipped Instruction on Iranian EFL Learners' Speaking Performance. International Journal of Practical and Pedagogical Issues in English Education, 3(1), 1-16. https://tinyurl.com/mryrx6rb

[4] Brooks, J. (2024). The Impact of Instructional Coach and School Administrator Feedback From a Teacher's Perspective (Order No. 31556694). Available from ProQuest Central. (3093486173). https://tinyurl.com/3zkhdhc3

[5] Cansoy, R., Gümüş, S., & Walker, A. (2025). Challenges in implementing instructional leadership: Insights from Turkish school principals. Educational Management Administration & Leadership, 53(5), 991-1015. https://tinyurl.com/2jwsytbt

[6] Difoni, N. N., Imeh, A. A. M., Osha, M. I., & Obona, E. E. (2025). Assessing the relationship between principals' instructional supervisory strategies and teachers' job performance in public secondary schools. UNIZIK JOURNAL OF EDUCATIONAL LAWS AND LEADERSHIP STUDIES, 1(1). https://tinyurl.com/4y33wcd2

[7] Daumiller, M., Gaspard, H., Dickhäuser, O., & Dresel, M. (2025). Bridging teacher motivation and instruction: Relevance of student-oriented goals for teaching alongside personal achievement goals and self-efficacy. British Journal of Educational Psychology. https://tinyurl.com/yf6puyan

[8] Emiru, E. K., & Gedifew, M. T. (2024). The effect of teacher self-efficacy on learning engagement of secondary school students. Cogent Education, 11(1), 2308432. https://tinyurl.com/yzxkbstb

[9] Esllera, R. A. E., & Escala, E. C. (2024). Exploring the impact of school heads' supervisory skills on teacher self-efficacy: A mixed-methods study. International Journal of Educational Management and Development Studies, 5(3), 50-73. https://tinyurl.com/37r7eryz

[10] Government of the Philippines. Department of Education. 2017. Department Order no. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standard for Teachers. Pasig City. https://tinyurl.com/dn2kd33r

[11] Msuya, L. C., & Mwila, P. M. (2023). The effect of heads of schools' supervisory practices on learning achievement in public secondary schools in Ubungo municipality, Tanzania. Journal of Educational and Management Studies, 13(1), 01-42. https://tinyurl.com/3dz26h9c

[12] Mudhar, G., Ertesvåg, S. K., & Pakarinen, E. (2024). Patterns of teachers' self-efficacy and attitudes toward inclusive education associated with teacher emotional support, collective teacher efficacy, and collegial collaboration. European journal of special needs education, 39(3), 446-462. https://tinyurl.com/5dh8y326

[13] Mullins, C., Burns, J., & Yendol-Hoppey, D. (2025). Understanding teacher candidates' critical curation of STEM+ C instruction using equity pedagogy. The New Educator, 1-29. https://tinyurl.com/ypabzyh5

[14] Naguit, J. (2024). Instructional Leadership Practices of School Heads and Performance of Teachers in Instructional Supervision. International Journal of Advanced Multidisciplinary Studies, 4(7), 1-26. https://tinyurl.com/ymsvvywd

[15] Ngole, D. M., & Mkulu, D. G. (2021). The role of school heads' supervision in improving quality of teaching and learning: a case of public secondary school in Ilemela district Mwanza Tanzania. Int. J. Engl. Literat. Soci. Sci, 6(1), 59-73. https://tinyurl.com/mwdcyckt

[16] Ostanov, A. (2025). ENHANCING CREATIVE APPROACHES IN PREPARING STUDENTS FOR INNOVATIVE-PEDAGOGICAL TEACHING ACTIVITIES: A CASE STUDY OF GERMAN LANGUAGE INSTRUCTION. Академические исследования в современной науке, 4(40), 117-121. https://tinyurl.com/36udyc96

[17] TACULOG, G. G., & SANTOS, R. V. (2024). Teaching Practices of Public Elementary School Teachers Relative to Philippine Professional Standards for Teachers (PPST). https://tinyurl.com/yzsj4xsm.