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SUPERVISORY FEEDBACK AS AN INSTRUCTIONAL LEADERSHIP PRACTICE: ITS RELATIONSHIP WITH TEACHER CONFIDENCE AND CLASSROOM MANAGEMENT SKILLS

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ABSTRACT

This quantitative descriptive-correlational study examined supervisory feedback as an instructional leadership practice and its relationship with teacher confidence and classroom management skills among public secondary school teachers in the District of Orion, Schools Division Office of Bataan, during School Year 2026–2027. Using stratified random sampling, 168 teachers were selected from a population of 208 across three schools. Data were collected through a validated researcher-adapted questionnaire using a four-point Likert scale. Weighted mean and standard deviation were used to describe supervisory feedback, teacher confidence, and classroom management skills, while Spearman's rho tested relationships at the .05 level of significance. Results showed very high levels of supervisory feedback (M = 3.39, SD = 0.39), teacher confidence (M = 3.46, SD = 0.37), and classroom management skills (M = 3.47, SD = 0.36). Supervisory feedback had a strong, positive, and statistically significant relationship with teacher confidence (r_s = .715, $p < .001$) and classroom management skills (r_s = .713, $p < .001$). The findings indicate that clear, useful, timely, and continuous feedback is associated with stronger professional confidence and more effective classroom organization, behavior management, and student engagement. A leadership-driven mentoring and coaching plan is recommended to strengthen observation, conferencing, action planning, and follow-up support.

Keywords: *supervisory feedback*, *instructional leadership*, *teacher confidence*, *classroom management*, *mentoring and coaching*

INTRODUCTION

Education systems depend not only on teachers' pedagogical competence but also on the instructional support provided by school leaders. Teachers are expected to deliver responsive instruction, maintain productive learning environments, address learner diversity, and make sound decisions during classroom interaction. These expectations make instructional leadership essential because school heads and other supervisors influence teaching quality through observation, professional dialogue, technical assistance, and continuing development.

Supervisory feedback refers to the information, guidance, and recommendations provided after the review of classroom practice. When feedback is clear, frequent, and useful, it can affirm effective practices, identify manageable areas for improvement, and translate observation evidence into specific actions. Hallinger and Murphy (1985) position supervision within instructional leadership, while Cogan (1973) emphasizes the developmental cycle of pre-observation planning, observation, analysis, and post-observation conferencing. Hattie and Timperley (2007) likewise explain that feedback is most effective when it clarifies goals, current performance, and appropriate next steps.

Teacher confidence concerns teachers' beliefs in their capacity to perform instructional tasks, make professional decisions, and engage learners. Bandura's (1997) social cognitive perspective identifies credible verbal persuasion and successful experience as sources of self-efficacy. Supervisory feedback can contribute to these sources by recognizing strengths, providing specific guidance, and allowing teachers to apply recommendations in subsequent lessons. Teacher self-efficacy is also associated with instructional strategies, classroom management, and student engagement (Tschannen-Moran & Hoy, 2001).

Classroom management involves organizing routines and resources, guiding learner behavior, maximizing instructional time, and maintaining engagement. These competencies require both preventive structures and adaptive responses to actual classroom conditions. Observation-based feedback can help teachers identify patterns in transitions, behavior, participation, and instructional pacing that may not be immediately visible during teaching. Recent evidence also indicates that evaluation feedback, supervision, and coaching are positively associated with teacher efficacy and classroom practice (Krasniqi & Ismajli, 2022; Quilala & Tantiado, 2025).

In Philippine public schools, instructional supervision is expected to support teacher growth rather than function solely as compliance monitoring. However, the regularity, depth, and practical value of feedback may differ across schools. Feedback may be understandable and useful yet limited by irregular observations or insufficient follow-up. This gap warrants empirical examination because the developmental value of feedback depends on both its quality and its continuity.

This study therefore examined supervisory feedback in terms of clarity, frequency, and usefulness and tested its relationship with teacher confidence and classroom management skills. By focusing on teachers from three public secondary schools in Orion District, the study provides localized evidence that can guide school heads in designing systematic mentoring, coaching, and feedback mechanisms.

Research Questions

This study aimed to examine the role of supervisory feedback as an instructional leadership practice and its relationship to teacher confidence and classroom management skills among teachers of 3 public secondary schools in the District of Orion, Schools Division Office of Bataan for School Year 2026–2027.

Specifically, it sought to answer the following questions:

1. How do the respondents assess supervisory feedback in terms of:
    1.1 clarity,
    1.2 frequency, and
    1.3 usefulness?
2. What is the level of assessment of teachers' confidence in terms of:
    2.1 instructional delivery,
    2.2 decision-making, and
    2.3 classroom engagement?
3. What is the level of assessment of classroom management skills of the respondents in terms of:
    3.1 classroom organization,
    3.2 behavior management, and
    3.3 student engagement?
4. Is there a significant relationship between supervisory feedback and teacher confidence?
5. Is there a significant relationship between supervisory feedback and classroom management skills?
6. How do teachers describe their lived experiences in the influence of supervisory feedback on their confidence and classroom management practices?
7. Based on the results and findings, what leadership-driven mentoring and coaching plan can be implemented to improve teachers' classroom effectiveness?

Hypotheses

1. There is no significant relationship between supervisory feedback and teacher confidence.
2. There is no significant relationship between supervisory feedback and classroom management skills.

METHODOLOGY

Research Design and Locale

The study used a quantitative descriptive-correlational design. The descriptive component determined the levels of supervisory feedback, teacher confidence, and classroom management skills, while the correlational component tested the direction, strength, and significance of the relationships among the variables without manipulating

conditions. The study was conducted in three public secondary schools in Orion District, Schools Division Office of Bataan, during School Year 2026–2027. Because the design was nonexperimental, the findings are interpreted as associations and not as proof of causation.

Population, Sample, and Sampling

The population consisted of 208 teachers. Using the sample requirement adopted by the study, 168 respondents were selected through stratified random sampling to ensure representation from each participating school. Proportional allocation was applied, as summarized in Table 1.

Table 1. Distribution of Respondents

School	Population	Sample	Sample as % of School Population
A	112	90	80.36%
B	82	66	80.49%
C	14	12	85.71%
Total	208	168	80.77%

Research Instrument

A validated adapted and modified survey questionnaire served as the primary instrument. Part I measured supervisory feedback through clarity, frequency, and usefulness. Part II measured teacher confidence through instructional delivery, decision-making, and classroom engagement. Part III assessed classroom management skills through classroom organization, behavior management, and student engagement. Each dimension contained five indicators, for a total of 45 items. Responses used a four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

Table 2. Interpretation of Mean Scores

Scale	Mean Range	Descriptive Level
4	3.25–4.00	Very High
3	2.50–3.24	High
2	1.75–2.49	Low
1	1.00–1.74	Very Low

Validation and Reliability

The questionnaire was reviewed for face and content validity by specialists in graduate research, school governance and operations, and instructional supervision. Their recommendations were incorporated to improve wording, relevance, construct coverage, and alignment with the research questions. A pilot test was conducted among teachers outside the actual sample. Internal consistency was assessed using Cronbach's alpha, and items that weakened subscale were reviewed or revised before final administration.

Data-Gathering Procedure and Ethical Safeguards

Permission was secured from the appropriate graduate school and education authorities before data collection. School heads were informed of the purpose, scope, and schedule of the study. Prospective respondents received an explanation of the study, the voluntary nature of participation, confidentiality protections, and their right to withdraw without penalty. Completed questionnaires were checked, coded, and encoded for analysis. No identifying information was included in the reported results.

Statistical Analysis

Weighted mean and standard deviation were used to summarize the three study variables and their dimensions. Spearman's rank-order correlation was used to test the relationships between supervisory feedback and teacher confidence and between supervisory feedback and classroom management skills. The level of significance was set at $\alpha = .05$. The null hypothesis was rejected when $p < .05$.

Scope and Limitations

The study was limited to teachers from three public secondary schools in Orion District and to the variables included in the instrument. It relied on self-reported perceptions and a cross-sectional, nonexperimental design. Other possible influences, such as teaching experience, workload, school climate, professional development, and resource availability, were not modeled. Consequently, the findings should be generalized cautiously and should not be interpreted as establishing cause and effect.

RESULTS

Part I. Supervisory Feedback

Part I describes supervisory feedback as an instructional leadership practice as assessed by teachers in terms of clarity; frequency; and usefulness.

Table 1. Supervisory Feedback as an Instructional Leadership Practice

Indicators	Mean	SD	DI
1. My school head clearly communicates instructional expectations during classroom supervision.	3.38	0.59	Strongly Agree
2. Supervisory feedback clearly identifies my instructional strengths.	3.35	0.55	Strongly Agree

3. Supervisory feedback clearly identifies areas requiring improvement.	3.45	0.55	Strongly Agree
4. The language used during supervisory feedback is clear and easy to understand.	3.48	0.58	Strongly Agree
5. The recommendations provided by my school head are specific and actionable.	3.39	0.59	Strongly Agree
CLARITY	**3.41**	**0.43**	**Very High**
6. Classroom observations are conducted regularly by my school head.	3.24	0.62	Agree
7. I receive supervisory feedback after classroom observations.	3.24	0.58	Agree
8. Supervisory feedback is provided within a reasonable period after classroom observation.	3.36	0.58	Strongly Agree
9. Follow-up conferences are conducted to discuss my instructional performance.	3.30	0.54	Strongly Agree
10. My instructional progress is monitored continuously through supervision.	3.35	0.62	Strongly Agree
FREQUENCY	**3.30**	**0.46**	**Very High**
11. Supervisory feedback helps improve my instructional practices.	3.52	0.52	Strongly Agree
12. The feedback provided is relevant to my classroom context.	3.39	0.53	Strongly Agree
13. Supervisory feedback helps improve my classroom management practices.	3.45	0.56	Strongly Agree
14. Supervisory feedback contributes to my professional growth.	3.43	0.54	Strongly Agree
15. Overall, supervisory feedback enhances my effectiveness as a teacher.	3.53	0.54	Strongly Agree
USEFULNESS	**3.46**	**0.43**	**Very High**
Overall	**3.39**	**0.39**	**Very High**

Legend: 3.25-4.00 Strongly Agree | Very High; 2.50-3.24 Agree | High; 1.75-2.49 Disagree | Low; 1.00-1.74 Strongly Disagree | Very Low

Teachers assessed supervisory feedback as a very high instructional leadership practice, obtaining an overall mean of 3.39 with a standard deviation of 0.39. This indicates that school heads generally provide feedback that is clear, sufficiently frequent, and useful in improving teachers' instructional performance.

The clarity of supervisory feedback received a very high assessment, with an overall mean of 3.41 and a standard deviation of 0.43. Among the indicators, the highest-rated item was the statement that the language used during supervisory feedback is clear and easy to understand, with a mean of 3.48. This was followed by the identification of areas requiring improvement, which obtained a mean of 3.45.

The lowest-rated indicator, although still interpreted as strongly agree, was the clear communication of instructional expectations during classroom supervision, with a mean of 3.38.

The frequency of supervisory feedback was also rated very high, with a mean of 3.30 and a standard deviation of 0.46. The highest-rated indicator was the provision of feedback within a reasonable period after classroom observation, which obtained a mean of 3.36. Continuous monitoring of teachers' instructional progress followed, with a mean of 3.35.

The lowest-rated indicators were the regular conduct of classroom observations and the receipt of supervisory feedback after observations, both with a mean of 3.24 and interpreted as agree.

Usefulness obtained the highest dimension mean of 3.46, with a standard deviation of 0.43, and was interpreted as very high. The highest-rated indicator was the statement that supervisory feedback enhances teachers' effectiveness, with a mean of 3.53. This was closely followed by the perception that feedback helps improve instructional practices, which obtained a mean of 3.52.

Teachers also strongly agreed that supervisory feedback improves classroom management practices, contributes to professional growth, and is relevant to their classroom contexts. The lowest-rated indicator in this dimension was the relevance of feedback to classroom context, with a mean of 3.39, although it was still rated strongly agree.

The findings indicate that supervisory feedback is valued primarily for its practical usefulness and clarity rather than for the regularity of its delivery. The highest dimension mean for usefulness (M = 3.46) suggests that feedback becomes meaningful when teachers can translate recommendations into improved instruction, classroom management, and professional practice. In contrast, the lower ratings for regular classroom observations and receipt of feedback after observations (both M = 3.24) reveal a possible gap between the recognized value of feedback and the consistency of the supervisory cycle. This pattern implies that school heads may already provide understandable and actionable guidance, but the developmental effect can be strengthened through scheduled observations, timely post-observation conferences, documented action points, and follow-up monitoring. Consequently, the quality of feedback should be sustained while its frequency and continuity are improved.

The result is supported by recent studies emphasizing that effective feedback must be timely, specific, actionable, developmental, and connected to teachers' classroom contexts. Balcı and Özkan (2023) found that a structured feedback-development program improved school principals' capacity to provide feedback that supports in-class teaching. Casimiro and Chua (2025) likewise reported positive relationships between instructional supervisory practices and teachers' competency-based performance, highlighting classroom observation, coaching, guidance, and empowerment. Aquino (2026) found that supervisory feedback characterized by clarity, timeliness, fairness, collaboration, and developmental focus contributed to teachers' professional growth, confidence, and motivation. These findings support the present result and indicate that supervisory feedback is most effective when observation, conferencing, technical assistance, and follow-up function as a continuous professional-learning process.

Part II. Teachers' Confidence

Part II describes the level of teacher confidence in terms of instructional delivery; decision-making; and classroom engagement.

Table 2. Teacher's Confidence

Indicators	Mean	SD	DI
16. I am confident in delivering lessons effectively.	3.42	0.53	Strongly Agree
17. I effectively use a variety of instructional strategies.	3.39	0.50	Strongly Agree
18. I confidently explain lesson concepts to my students.	3.46	0.51	Strongly Agree
19. I integrate instructional resources and technology effectively.	3.38	0.53	Strongly Agree
20. I modify my instruction according to students' learning needs.	3.46	0.53	Strongly Agree
INSTRUCTIONAL DELIVERY	**3.42**	**0.39**	**Very High**
21. I make sound instructional decisions during classroom instruction.	3.29	0.62	Strongly Agree
22. I confidently respond to unexpected classroom situations.	3.36	0.61	Strongly Agree
23. I make appropriate instructional decisions based on students' learning needs.	3.51	0.54	Strongly Agree
24. I effectively solve classroom-related concerns.	3.42	0.54	Strongly Agree
25. I confidently adjust instruction to improve student learning.	3.50	0.52	Strongly Agree
DECISION-MAKING	**3.42**	**0.43**	**Very High**
26. I confidently encourage active student participation.	3.55	0.52	Strongly Agree
27. I motivate students to participate actively in classroom activities.	3.55	0.57	Strongly Agree
28. I establish positive interactions with my students.	3.60	0.50	Strongly Agree
29. I facilitate collaborative learning experiences.	3.48	0.54	Strongly Agree
30. I sustain students' engagement throughout the lesson.	3.46	0.52	Strongly Agree
CLASSROOM ENGAGEMENT	**3.53**	**0.42**	**Very High**
Overall	**3.46**	**0.37**	**Very High**

Legend: 3.25-4.00 Strongly Agree | Very High; 2.50-3.24 Agree | High; 1.75-2.49 Disagree | Low; 1.00-1.74 Strongly Disagree | Very Low

Teachers demonstrated a very high level of confidence, with an overall mean of 3.46 and a standard deviation of 0.37. This indicates that teachers generally believe they can deliver instruction effectively, make appropriate classroom decisions, and sustain meaningful engagement among students.

Teacher confidence in instructional delivery was rated very high, with a composite mean of 3.42 and a standard deviation of 0.39. The highest-rated indicators were teachers' confidence in explaining lesson concepts to students and modifying instruction according to students' learning needs, both with a mean of 3.46.

The lowest-rated indicator was the effective integration of instructional resources and technology, with a mean of 3.38. Nevertheless, all indicators were rated positively, showing that teachers are confident in delivering lessons, using varied instructional strategies, explaining concepts, integrating resources, and adapting instruction to learners' needs.

Teacher confidence in decision-making was also assessed as very high, with a mean of 3.42 and a standard deviation of 0.43. The highest-rated indicator was the ability to make appropriate instructional decisions based on students' learning needs, with a mean of 3.51. This was followed by confidence in adjusting instruction to improve student learning, which obtained a mean of 3.50.

The lowest-rated indicator was making sound instructional decisions during classroom instruction, with a mean of 3.29. Although this still reflects a high level of confidence, it suggests that teachers may experience slightly greater uncertainty when making immediate decisions during actual classroom instruction.

Classroom engagement obtained the highest dimension mean, 3.53, with a standard deviation of 0.42, indicating a very high level of teacher confidence. The highest-rated indicator was establishing positive interactions with students, with a mean of 3.60.

Teachers also expressed strong confidence in encouraging active participation and motivating students to participate in classroom activities, both with a mean of 3.55. Facilitating collaborative learning experiences received a mean of 3.48, while sustaining students' engagement throughout the lesson obtained a mean of 3.46.

The findings show that teacher confidence is strongest in classroom engagement (M = 3.53), particularly in establishing positive interactions with students (M = 3.60), encouraging participation, and motivating learners. This pattern suggests that teachers possess strong interpersonal and facilitative confidence, enabling the creation of participatory learning environments. However, comparatively lower ratings for making immediate instructional decisions (M = 3.29) and integrating instructional resources and technology (M = 3.38) indicate areas in which confidence may depend more heavily on access to resources, practice-based training, and situation-specific support. The results therefore imply that professional development should not focus only on general teaching competence but should also include scenario-based decision-making, differentiated instruction, digital pedagogy, and reflective coaching to strengthen confidence under changing classroom conditions.

Recent research supports the importance of instructional supervision and contextualized professional support in strengthening teacher confidence. Quilala and Tantiado (2025) found a significant relationship between instructional supervision and teachers' efficacy and concluded that tailored support and resources can empower teachers and improve classroom practices. Krasniqi and Ismajli (2022) also reported that more frequent evaluation and feedback were associated with greater teacher self-efficacy in classroom management. Aquino (2026) further found that clear, useful, timely, and collaborative supervisory feedback enhanced teachers' confidence and motivation. These studies reinforce the present finding that teacher confidence can be sustained through feedback that recognizes effective practices while providing concrete guidance on instructional decisions, technology integration, and responses to learner needs.

Part III. Classroom Management Skills

Part III describes the level of classroom management skills of the teacher respondents in terms of classroom organization; behavior management; and student engagement.

Table 3. Classroom Management Skills

Indicators	Mean	SD	DI
31. I establish organized classroom routines and procedures.	3.45	0.55	Strongly Agree
32. I maximize instructional time effectively.	3.36	0.55	Strongly Agree
33. I organize classroom resources to facilitate learning.	3.46	0.50	Strongly Agree
34. I maintain a classroom environment conducive to learning.	3.49	0.51	Strongly Agree
35. I systematically organize classroom activities.	3.43	0.57	Strongly Agree
CLASSROOM ORGANIZATION	**3.44**	**0.41**	**Very High**
36. I consistently implement classroom rules and procedures.	3.46	0.53	Strongly Agree
37. I effectively manage students' behavior.	3.32	0.55	Strongly Agree
38. I appropriately address classroom disruptions.	3.39	0.53	Strongly Agree
39. I maintain a respectful and orderly learning environment.	3.58	0.51	Strongly Agree
40. I consistently apply positive discipline strategies.	3.57	0.50	Strongly Agree
BEHAVIOR MANAGEMENT	**3.46**	**0.40**	**Very High**
41. I encourage all students to participate actively in learning activities.	3.55	0.52	Strongly Agree
42. I employ instructional strategies that sustain students' attention.	3.43	0.54	Strongly Agree
43. I create meaningful learning experiences for my students.	3.54	0.50	Strongly Agree
44. My students actively participate in classroom discussions and activities.	3.45	0.53	Strongly Agree
45. I maintain a high level of student engagement throughout classroom instruction.	3.51	0.51	Strongly Agree
STUDENT ENGAGEMENT	**3.50**	**0.40**	**Very High**
Overall	**3.47**	**0.36**	**Very High**

Legend: 3.25-4.00 Strongly Agree | Very High; 2.50-3.24 Agree | High; 1.75-2.49 Disagree | Low; 1.00-1.74 Strongly Disagree | Very Low

The teacher respondents demonstrated a very high level of classroom management skills, with an overall mean of 3.47 and a standard deviation of 0.36. This indicates that teachers generally manage classroom routines, student behavior, instructional activities, and learner participation effectively.

Classroom organization received a very high assessment, with a composite mean of 3.44 and a standard deviation of 0.41. The highest-rated indicator was maintaining a classroom environment conducive to learning, with a mean of 3.49. This was followed by organizing classroom resources to facilitate learning, which obtained a mean of 3.46.

The lowest-rated indicator was maximizing instructional time effectively, with a mean of 3.36. Although this result still reflects a very high level of performance, it suggests that the efficient use of available instructional time may be an area for further improvement.

Behavior management was assessed as very high, with a mean of 3.46 and a standard deviation of 0.40. The highest-rated indicator was maintaining a respectful and orderly learning environment, with a mean of 3.58. This was closely followed by the consistent application of positive discipline strategies, which obtained a mean of 3.57.

The lowest-rated indicator was effectively managing students' behavior, with a mean of 3.32. While still positively assessed, this result indicates that teachers may encounter some challenges in managing varied student behaviors.

Student engagement received the highest dimension mean of 3.50, with a standard deviation of 0.40, indicating a very high level of classroom management skill in promoting participation and sustained attention. The highest-rated indicator was encouraging all students to participate actively in learning activities, with a mean of 3.55. Creating meaningful learning experiences followed closely, with a mean of 3.54.

Maintaining a high level of student engagement throughout classroom instruction obtained a mean of 3.51, while students' active participation in classroom discussions and activities received a mean of 3.45. The lowest-rated indicator was employing instructional strategies that sustain students' attention, with a mean of 3.43.

The findings indicate that teachers demonstrate strong classroom management skills, particularly in maintaining respectful and orderly learning environments, applying positive discipline, and encouraging student participation. The highest dimension mean for student engagement (M = 3.50) suggests that management is not limited to controlling behavior but is closely connected to meaningful participation and sustained learning. Nevertheless, the lower ratings for effectively managing student behavior (M = 3.32), maximizing instructional time (M = 3.36), and sustaining attention through instructional strategies (M = 3.43) point to practical challenges that can arise during actual classroom interaction. These results imply that classroom-management development should combine preventive routines, positive discipline, efficient transitions, differentiated engagement strategies, and specific responses to disruptive or varied learner behavior.

The result is consistent with Gabriz and Mackie (2023), who found that public elementary teachers highly practiced instructional management, materials development, assessment, and student-behavior management. Magbutay (2026) likewise emphasized that classroom organization, behavior guidance, and facilitated interaction shape productive teaching and learning environments, while also noting that teachers continue to encounter behavior-management challenges. Atangan and Apohen (2026) reported very high teacher confidence in managing classroom behavior but concluded that confidence alone does not determine performance because classroom practice is influenced by multiple factors. These studies support the present finding that high classroom-management ratings should be sustained through targeted coaching, mentoring, and professional development focused on behavior support, instructional pacing, and learner engagement.

Part IV. Relationship Between Variables

Part IV presents the degree of relationship between supervisory feedback as an instructional leadership practice and teacher confidence.

Table 4. Relationship between Variables

Variables	r	Sig.	Decision on H_0	Interpretation
Supervisory Feedback →Teacher Confidence	0.715**	<.001	Reject	Significant

at .05 level of Significant

The findings of the analysis using the Spearman Rho Correlation revealed a strong, positive, and statistically significant relationship between supervisory feedback as an instructional leadership practice and teacher confidence, $r = .715, p < .001$. This means that teachers who reported higher levels of supervisory feedback also tended to report higher levels of confidence in instructional delivery, decision-making, and classroom engagement. Hence, the null hypothesis stating that there is no significant relationship between supervisory feedback and teacher confidence was rejected.

The strong positive correlation (r = 0.715, p < .001) indicates that higher levels of supervisory feedback are associated with higher teacher confidence in instructional delivery, decision-making, and classroom engagement. The relationship suggests that clear and useful feedback may function as a form of professional reinforcement by confirming effective practices, identifying manageable areas for development, and providing direction for subsequent instruction. Feedback may also reduce uncertainty by helping teachers interpret classroom evidence and select appropriate improvement strategies. However, the correlational finding does not establish that supervisory feedback alone causes greater confidence. Teaching experience, professional development, collegial support, available resources, and school climate may also contribute to teacher confidence.

The present relationship is supported by Krasniqi and Ismajli (2022), who found positive relationships among evaluation frequency, feedback frequency, and teacher self-efficacy, including a strong association between classroom-management feedback and self-efficacy. Quilala and Tantiado (2025) similarly identified a significant relationship between instructional supervision and teacher efficacy. Aquino (2026) further reported that developmental supervisory feedback strengthened teachers' confidence, motivation, and professional growth. Although the reported strengths of association differ across studies, the literature consistently indicates that feedback is more likely to strengthen confidence when it is specific, timely, collaborative, and connected to observable classroom practice.

Part V. Relationship Between Variables

Part V presents the degree of relationship between supervisory feedback as an instructional leadership practice and classroom management skills.

Table 5. Relationship between Variables

Variables	r	Sig.	Decision on H_0	Interpretation
Supervisory Feedback →Classroom Management Skills	0.713**	<.001	Reject	Significant

at .05 level of Significant

The findings revealed a strong, positive, and statistically significant relationship between supervisory feedback as an instructional leadership practice and teachers' classroom management skills, $r = .713, p < .001$. This means that teachers who reported higher levels of supervisory feedback also tended to demonstrate higher levels of classroom management skills in terms of classroom organization, behavior management, and student engagement. Hence, the null hypothesis stating that there is no significant relationship between supervisory feedback and classroom management skills was rejected.

The strong positive correlation (r = 0.713, p < .001) indicates that teachers who experience higher levels of supervisory feedback also tend to report stronger classroom-management skills in organization, behavior management, and student engagement. The finding implies that supervisory feedback can help teachers examine classroom routines, identify patterns in learner behavior, refine instructional pacing, and select strategies that promote orderly participation. The nearly similar correlations of supervisory feedback with teacher confidence (r = 0.715) and classroom management (r = 0.713) further suggest that feedback may be linked to both teachers' beliefs about their capabilities and the classroom practices through which those capabilities are expressed. Nevertheless, causation cannot be claimed because the analysis is correlational and relies on respondents' assessments.

This finding is consistent with Krasniqi and Ismajli (2022), who reported a strong positive relationship between feedback on classroom management and teacher self-efficacy in classroom-management skills. Casimiro and Chua (2025) also found positive correlations between instructional supervisory practices and teacher performance, emphasizing differentiated and sustained supervision through classroom observation and technical assistance. Bacharo (2026) concluded that supervision produces stronger competence gains when feedback is timely, specific, actionable, dialogic, and closely connected to practice, whereas generic or delayed feedback produces weaker effects. These studies support the present result and indicate that observation-based feedback should be followed by collaborative reflection, concrete action steps, coaching, and subsequent review to promote sustained classroom-management improvement.

Conclusions

1. Supervisory feedback was perceived at a very high level, with usefulness as its strongest dimension. Its frequency, while still highly rated, was the clearest area for strengthening.

2. Teacher confidence was very high, particularly in classroom engagement. Immediate instructional decision-making and technology integration remain priority areas for professional support.
3. Classroom management skills were very high, especially in student engagement and maintaining respectful learning environments. Behavior management and instructional-time use require continuing development.
4. Supervisory feedback was significantly and positively related to teacher confidence. The first null hypothesis was rejected.
5. Supervisory feedback was significantly and positively related to classroom management skills. The second null hypothesis was rejected.
6. The findings support a systematic leadership approach in which classroom observation, feedback conferencing, mentoring, action planning, and follow-up monitoring operate as a continuous professional-learning cycle.

Recommendations

1. School heads should establish a consistent supervision calendar that includes pre-observation planning, classroom observation, timely post-observation feedback, and progress review.
2. Feedback should remain specific, evidence-based, respectful, and connected to the teacher's classroom context, with written action points and clear indicators of progress.
3. Mentoring and coaching activities should prioritize immediate instructional decision-making, technology integration, behavior support, instructional pacing, and sustained learner attention.
4. Peer observation, lesson study, demonstration teaching, and reflective conferences may be used to complement formal supervision and provide repeated mastery experiences.
5. The proposed leadership-driven mentoring and coaching plan should be monitored using feedback completion records, teacher reflection logs, follow-up observations, and repeated measures of confidence and classroom management.
6. Future studies may use longitudinal, experimental, or mixed-methods designs; include school climate, workload, teaching experience, and professional development as additional variables; and involve a wider sample of schools.

Table 7. Proposed Leadership-Driven Mentoring and Coaching Plan

Priority Area	Key Activities	Success Indicators	Time Frame
Feedback continuity	Supervision calendar; pre- and post-observation conferences; documented action points	All observed teachers receive feedback and a follow-up schedule	Quarterly
Instructional decision-making	Case analysis; lesson rehearsal; reflective coaching	Improved ratings for real-time instructional decisions	Monthly

Priority Area	Key Activities	Success Indicators	Time Frame
Technology integration	Hands-on workshops; peer demonstration; coached application	More purposeful use of available digital resources	Per semester
Behavior management	Positive-discipline coaching; routine mapping; behavior-response planning	Fewer disruptions and stronger reported behavior-management competence	Monthly
Instructional time and engagement	Transition planning; pacing review; engagement strategy bank	Improved use of instructional time and sustained participation	Quarterly

Compliance with Ethical Standards

The researcher complied with ethical standards throughout the study. Informed consent was obtained before participation, and respondents were informed that participation was voluntary and that they could withdraw at any time without penalty. Anonymity and confidentiality were maintained, data privacy principles were observed, and the respondents' welfare was safeguarded. The study was conducted without a declared conflict of interest. Plagiarism and fabrication were avoided, findings were interpreted without deliberate bias, and the results were used solely for academic and research purposes. Artificial intelligence tools were used only to assist with language refinement, organization, and formatting; the researcher retained responsibility for verifying the accuracy, integrity, and originality of the manuscript.

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