

Internal Supervision and Teachers' Effectiveness: Basis for Teacher Development and Instructional Enhancement

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Abstract—Internal supervision plays a vital role in enhancing teacher effectiveness through structured monitoring, feedback, and mentoring provided by school-based administrators. This study explores how internal supervision practices influence teachers' effectiveness in the South II District, Tubod, Division of Iligan City. A descriptive-correlational research design was employed involving 277 teachers and 27 school administrators. A researcher-made survey questionnaire was used to gather quantitative data, covering demographic profiles, internal supervision practices, and teacher effectiveness. Statistical tools used included the arithmetic mean for descriptive analysis and the Spearman rank-order correlation coefficient to determine relationships between variables. Findings reveal that the overall level of internal supervision was rated “High” (mean = 3.832), with “Standardization of Teaching Practices” as the highest-rated component. Similarly, teachers’ effectiveness was also rated “High” (mean = 4.064), with “Commitment to Educational Goals” leading among its components. However, statistical analysis showed no significant relationship between internal supervision and teacher effectiveness ($r = 0.017$, $p = 0.922$), indicating that while both are rated highly, they may not be directly correlated. The high ratings suggest that both internal supervision and teacher performance are well-practiced and effective within the district. The lack of significant correlation suggests that other factors—such as intrinsic motivation, peer collaboration, or institutional support—may play a more substantial role in determining teacher effectiveness. While internal supervision is positively perceived, it does not significantly predict teacher effectiveness, highlighting the need for broader developmental strategies.

Keywords—internal supervision, teacher effectiveness, instructional enhancement, professional development, school supervision.

I. INTRODUCTION

Background of the Study

Internal supervision plays a crucial role in enhancing the overall effectiveness of teachers, as it provides continuous guidance, support, and feedback aimed at improving classroom performance. Unlike external evaluations, internal supervision involves school-based administrators such as principals, department heads, or master teachers who regularly monitor, mentor, and assist teachers in refining their instructional strategies and addressing challenges. This close and consistent form of supervision fosters a collaborative environment where professional growth is encouraged, leading to improved lesson planning, classroom management, and student engagement. As teachers receive constructive feedback and are held accountable within the school setting, their sense of responsibility, motivation, and competence often increases—contributing significantly to their overall effectiveness. Therefore, understanding the impact of internal supervision is essential in identifying strategies that can further support teachers in achieving better educational outcomes.

Internal supervision is pivotal in enhancing teachers' effectiveness by fostering professional growth, improving instructional quality, and ensuring adherence to educational standards (Jonah & Friday, 2024). Research has consistently shown that effective internal supervision positively influences instructional delivery and classroom management, particularly in public secondary schools, where structured oversight is often critical (Jonah & Friday, 2024). Moreover, supervision models tailored for small-sized primary schools have been found to significantly improve educational quality, demonstrating that internal supervision contributes to teaching effectiveness regardless of school size (Umpai & Thummatasananon, 2021). The role of school heads, especially their supervisory competence and managerial behavior, has also been highlighted as a key factor affecting teacher performance, underlining the leadership component of internal supervision (Landawe et al., 2024). In addition, the use of assessment tools remains essential for measuring teaching effectiveness, supporting the continuous improvement of professional skills (Del Rosario Aquino & Chavez, 2022). With technological advancements, AI-driven assessments

have begun to supplement traditional supervisory methods, offering new avenues for enhancing instructional practices (Sabharwal & Miah, 2024). While these studies affirm the value of internal supervision, gaps still exist concerning its long-term impacts and how its effectiveness varies across educational contexts. This literature review underscores the importance of examining internal supervision as a determinant of teachers' effectiveness and the need to explore its contextual application in diverse school settings.

Despite the recognized importance of internal supervision in enhancing instructional quality, many schools continue to face challenges in effectively implementing supervision practices that directly support teacher development and classroom performance. In numerous educational settings, particularly in less-resourced or rural areas, internal supervision tends to be either irregular, overly administrative, or lacking in meaningful feedback, leaving a gap between supervisory goals and actual improvements in teaching effectiveness. This disconnect results in missed opportunities for professional growth, reduced instructional consistency, and limited support for addressing classroom challenges. While studies have emphasized the role of supervision in improving teaching, there remains a contextual gap in understanding how internal supervision is carried out on the ground and how it truly impacts teachers' effectiveness in diverse school contexts. This study seeks to address that gap by examining the actual practices, challenges, and outcomes of internal supervision in relation to teachers' effectiveness.

This study aims to examine how internal supervision influences teachers' effectiveness in the classroom by assessing various supervisory dimensions such as monitoring and evaluation, feedback and support, standardization of teaching practices, performance appraisal, and motivation and accountability. It seeks to determine how these aspects relate to key areas of teacher performance, including instructional delivery, classroom management, student engagement, professional growth, and commitment to educational goals. By analyzing teachers' perceptions and considering their demographic profiles, the study intends to uncover significant relationships and differences that may exist. The ultimate goal is to provide evidence-based recommendations to support

teacher development and enhance instructional practices for improved educational outcomes.

II. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive-correlational research design, which was appropriate for examining population characteristics and identifying relationships among variables without manipulation (Creswell, 2018). The descriptive aspect captured and analyzed the demographic profiles and perceptions of respondents, while the correlational component assessed the relationship between school administrators' personality traits and their administrative decision-making in relation to teachers' work performance. Although this design did not establish causality, it provided meaningful insights into associations that may guide future educational policies and practices.

Research Setting

This study was conducted in South II District, Dalipuga, under the Division of Iligan City. The district served as the primary research locale and provided a relevant context for examining the relationship between school administrators' personality characteristics and their administrative decision-making in relation to teachers' work performance.

Research Respondents

The respondents of this study consisted of 277 teachers and 27 school administrators from South II District, Tubod, Division of Iligan City. They were purposively selected to provide relevant insights into the relationship between internal supervision practices and teachers' effectiveness. Teacher respondents represented various grade levels and subject areas, while the administrators included principals, head teachers, and officers-in-charge responsible for instructional oversight. The inclusion of both groups ensured a comprehensive perspective on the implementation and impact of internal supervision, forming a critical basis for developing teacher support and instructional improvement programs.

Research Instrument

In this study, a researcher-made survey questionnaire was utilized as the primary research instrument to gather quantitative data. The questionnaire was structured into three main parts.

Part I. Demographic Profile. Was designed to collect essential background information about the respondents to help contextualize the study findings. It included five key variables: age, sex, civil status, educational attainment, and years of teaching experience. These variables were selected to determine if personal and professional characteristics had any influence on the perceptions and effectiveness of teachers in relation to internal supervision. The demographic section employed a structured format using multiple-choice questions with clearly defined categories for each variable, allowing respondents to easily select the option that best described their status. This ensured consistency and ease of analysis while maintaining respondent confidentiality and accuracy of data.

Part II. Internal Supervision. Was answered by teachers and designed to assess their perceptions of internal supervisory practices implemented in their schools. This section was subdivided into five dimensions: Monitoring and Evaluation, Feedback and Support, Standardization of Teaching Practices, Performance Appraisal, and Motivation and Accountability. Each sub-area included five indicators, with respondents rating each statement using a five-point Likert scale as follows: 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Neutral (N), 2 – Disagree (D), and 1 – Strongly Disagree (SD).

Part III. Teachers' Effectiveness. Was accomplished by school administrators. This section assessed five key domains of teacher performance: Instructional Delivery, Classroom Management, Student Engagement and Learning Outcomes, Professional Growth and Innovation, and Commitment to Educational Goals. Each domain contained five indicators rated using the same five-point Likert scale: 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Neutral (N), 2 – Disagree (D), and 1 – Strongly Disagree (SD).

Instruments Validation

The instrument used in the study underwent content validation and pilot testing to ensure its accuracy, clarity, and appropriateness in measuring internal supervision and teachers' effectiveness. For content validation, a panel of three experts in educational leadership, curriculum, and school supervision reviewed the questionnaire for relevance, clarity, and alignment with the study's objectives. Revisions were made based on their feedback to enhance clarity and content validity. The revised instrument was then pilot-tested with a

group of respondents similar to the study population. Reliability was assessed using Cronbach's Alpha, with a coefficient of 0.70 or higher deemed acceptable. This process confirmed that the instrument was both valid and reliable for full-scale data collection.

Data Gathering Procedure

The data-gathering process began with the preparation and submission of a formal request addressed to the Schools Division Superintendent and school heads of the selected schools, outlining the study's purpose, significance, and procedures. Upon approval, the researcher coordinated with school administrators to schedule the administration of the research instrument without disrupting regular classes. Prior to distribution, the researcher explained the study's objectives, ensured informed consent, and emphasized the voluntary and confidential nature of participation. The validated questionnaire was personally administered to teachers (Internal Supervision section) and school administrators (Teachers' Effectiveness section). Respondents were given ample time to complete the questionnaire, with the researcher available to address any clarifications. Completed forms were checked for completeness, organized, and securely stored for analysis, ensuring confidentiality throughout the process.

Ethical Considerations

Following the principles outlined by Bryman and Bell (2007), this study adhered to key ethical standards, including informed consent, voluntary participation, confidentiality, anonymity, avoidance of harm, and integrity in data reporting. Participants were fully informed of the study's purpose, procedures, and their right to withdraw at any time without consequence. Participation was voluntary and free from coercion. Confidentiality and anonymity were strictly maintained to protect participants' identities and responses. The researcher ensured that no harm—physical, psychological, or emotional—was inflicted during the research process. All findings were reported honestly, and no data were manipulated. Official permissions were secured, and data were handled with care to uphold the highest ethical standards throughout the study.

Data Analysis

Appropriate statistical methods were employed to address the research questions effectively. The arithmetic mean was used to summarize responses on internal supervision and teacher effectiveness, indicating whether these were perceived as high,

moderate, or low based on a standard scale. To examine the relationship between the two variables, the Spearman rank-order correlation coefficient was applied, as it is suitable for measuring the strength and direction of associations between ordinal data. This

analysis determined whether internal supervision significantly influenced teacher effectiveness and provided quantitative insights to inform strategies for improving supervisory practices and teacher performance.

III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1.1 Level of Internal Supervision as Perceived by Teachers in terms of Monitoring and Evaluation

Indicators	Sd	Mean
School administrators regularly observe my teaching performance and provide structured evaluations.	1.018	3.633
Classroom observations are conducted systematically and fairly.	0.892	3.867
I receive clear and constructive feedback based on classroom observations.	1.158	3.664
Monitoring processes focus on both instructional quality and student learning outcomes.	0.943	3.754
The school's internal supervision system ensures continuous improvement in teaching strategies.	0.994	3.824
Average Mean		3.748

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”
 Table 1.1 shows that the overall average mean of 3.748 is interpreted as high, indicating that teachers generally view internal supervision in terms of monitoring and evaluation positively. This suggests that school administrators implement effective monitoring strategies that emphasize instructional quality and student learning outcomes. Consequently, these supervision practices contribute to strengthening teaching performance and supporting professional development.

The indicator “Classroom observations are conducted systematically and fairly” receives the highest rating, with a mean of 3.867. This reflects a strong teacher perception of structured and unbiased observations, which likely fosters greater trust in the evaluation process. In comparison, the item “School administrators regularly observe my teaching performance and provide structured evaluations” records the lowest score at 3.633. Although it ranks lowest, it still falls under the high category, indicating that regular observations are generally present. However, enhancing the consistency

and depth of these evaluations may further improve their effectiveness and long-term impact.

Recent research highlights the effectiveness of systematic internal supervision in improving teaching quality and student outcomes. Zarco (2024) found that instructional supervision significantly enhances teachers’ classroom management, lesson preparation, and use of learning resources, with compliance rates improving from 86% to 100% after supervision interventions. This demonstrates that regular, structured monitoring and constructive feedback are crucial for professional growth and instructional improvement. Additionally, supervision practices that emphasize fairness and continuous improvement foster a positive environment conducive to teacher development and student learning (Zarco, 2024). These findings align with the observed high teacher perceptions of systematic and fair classroom observations and the focus on instructional quality in the current data, underscoring the vital role of internal supervision in sustaining educational excellence.

Table 1.2 Level of Internal Supervision as Perceived by Teachers in terms of Feedback and Support

Indicators	Sd	Mean
1. I receive timely and specific feedback on my teaching performance.	0.811	3.949
2. Supervisors provide actionable recommendations to improve my instructional methods.	1.007	3.754
3. There are sufficient professional development opportunities based on feedback.	0.915	3.914
4. I feel supported by school administrators in addressing teaching challenges.	0.961	3.852
5. The feedback system enhances my ability to meet instructional goals.	1.009	3.762
Average Mean		3.846

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.2 shows that the overall average mean of 3.846 is interpreted as high, indicating that teachers generally perceive internal supervision in terms of feedback and support positively. This suggests that school administrators successfully foster a supportive environment by providing timely, relevant, and constructive feedback. As a result, teachers are well-guided in refining their instructional methods and addressing professional challenges effectively.

The indicator “I receive timely and specific feedback on my teaching performance” records the highest mean of 3.949, reflecting a strong appreciation from teachers for prompt and clear evaluations. This likely enables them to implement immediate improvements in their classroom practices. In contrast, the item “Supervisors provide actionable recommendations to improve my instructional methods” receives the lowest rating at

3.754. Despite being the least rated, it still falls within the high range, indicating that most teachers benefit from useful suggestions. To further elevate this aspect, administrators may enhance the personalization and consistency of their recommendations to address varying instructional needs.

Erbilgin et al. (2023) emphasized that the effectiveness of supervisory feedback is significantly enhanced when it is both prompt and actionable. Specific guidance tailored to a teacher’s instructional context encourages reflective practice and fosters meaningful professional growth. The results reflect this assertion, as teachers positively rated both the timeliness and relevance of the feedback they receive. This underscores the importance of maintaining a structured and responsive feedback system that not only informs but also empowers teachers to refine their pedagogical approaches continuously.

Table 1.3 *Level of Internal Supervision as Perceived by Teachers in terms of Standardization of Teaching Practices*

Indicators	Sd	Mean
The school implements clear guidelines for instructional methods and lesson planning.	1.016	3.914
Teaching standards are consistently applied across different grade levels.	0.868	3.973
I am encouraged to align my teaching methods with established best practices.	0.935	3.875
Internal supervision ensures uniformity in curriculum delivery.	0.975	3.898
The standardization process supports the effective implementation of educational policies.	0.879	3.820
Average Mean		3.896

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.3 reveals that the overall average mean of 3.896 is interpreted as high, suggesting that teachers perceive internal supervision related to the standardization of teaching practices positively.

This indicates that school administrators effectively promote uniform instructional guidelines and consistency in curriculum delivery, which supports coherent teaching approaches and strengthens educational quality across grade levels.

The highest-rated indicator, “Teaching standards are consistently applied across different grade levels,” obtains a mean of 3.973, reflecting strong teacher agreement that standardized expectations are upheld throughout the school.

This likely enhances curriculum continuity and instructional alignment. In comparison, the item “The standardization process supports the effective implementation of educational policies” records the

lowest mean of 3.820. Although it has the lowest score, it still falls within the high category, indicating that teachers recognize the value of standardization in policy execution. To sustain and elevate this strength, school leaders may reinforce how standardized practices directly contribute to successful policy outcomes through ongoing orientation and capacity-building initiatives.

Nwosu et al. (2021) highlighted that well-structured supervision promotes consistency in teaching standards, leading to greater instructional clarity and improved policy implementation.

Their study confirms that standardized practices, when guided by effective internal supervision, enhance teacher coordination, instructional quality, and overall school performance. Reinforcing this link through continuous professional development and clear communication may further support effective policy execution and instructional excellence.

Table 1.4 Level of Internal Supervision as Perceived by Teachers in terms of Performance Appraisal

Indicators	Sd	Mean
1. My performance is evaluated based on objective and measurable criteria.	1.065	3.840
2. I receive fair and unbiased assessments from school administrators.	0.965	3.863
3. Performance appraisals help identify my strengths and areas for improvement.	0.972	3.906
4. I have opportunities to discuss my evaluation results with my supervisor.	1.012	3.734
5. The appraisal system contributes to my professional growth.	1.050	3.777
Average Mean		3.824

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.4 shows that the overall average mean of 3.824 falls under the high category, indicating that teachers perceive performance appraisal systems implemented through internal supervision as fair, objective, and supportive of their professional development. This suggests that administrators are able to establish a structured appraisal process that not only evaluates teaching effectiveness but also encourages self-improvement and accountability.

The indicator “Performance appraisals help identify my strengths and areas for improvement” receives the highest mean of 3.906, highlighting that teachers value the reflective and developmental aspects of their evaluations. This supports continuous growth and more targeted instructional practices. In addition, “I have opportunities to discuss my evaluation results with my supervisor” records the lowest mean of 3.734. Despite being the lowest, it still reflects a high level of teacher perception, indicating that most teachers appreciate the

chances to engage in meaningful conversations about their performance. To further strengthen this, school administrators can consider increasing the frequency and depth of these discussions to promote even greater professional collaboration and support.

These findings are reinforced by Armstrong (2020), which emphasizes that effective performance appraisal systems should be transparent, development-focused, and participatory. Armstrong highlights that when evaluations are based on clear criteria and include constructive dialogue between supervisors and staff, they become powerful tools for enhancing both individual performance and organizational effectiveness. The high ratings across all indicators reflect this principle, suggesting that the appraisal processes in place are not only perceived as fair but also instrumental in guiding professional growth and instructional improvement among teachers.

Table 1.5 Level of Internal Supervision as Perceived by Teachers in terms of Motivation and Accountability

Indicators	Sd	Mean
1. Internal supervision encourages me to perform at my best.	0.986	3.859
2. I feel accountable for maintaining high teaching standards.	0.980	3.906
3. The school provides incentives and recognition for outstanding teaching performance.	1.083	3.695
4. I am motivated to continuously improve my instructional methods.	0.997	3.863
5. The supervision system fosters a culture of responsibility and excellence.	0.966	3.891
Average Mean		3.843

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.5 presents an overall average mean of 3.843, which falls within the high category. This indicates that teachers view internal supervision as a significant factor in promoting both motivation and accountability.

It suggests that the supervision system effectively supports teachers in performing at a high level while cultivating a culture of responsibility and continuous improvement within the educational environment.

The highest-rated indicator, “I feel accountable for maintaining high teaching standards,” receives a mean score of 3.906, reflecting that teachers strongly embrace their role in ensuring quality instruction. This highlights the positive influence of internal supervision in reinforcing professional accountability. Meanwhile, the lowest-rated item, “The school provides incentives and recognition for outstanding teaching performance,” records a mean of 3.695. Although it ranks lowest among the indicators, it still lies within the

high range, suggesting that teachers recognize existing motivational strategies. To further enhance this area, schools may consider expanding or diversifying recognition efforts to ensure sustained teacher engagement and excellence. Sariakin et al. (2025) highlighted the importance of leadership, supervision, and motivation in fostering productive

school environments. When educators feel recognized, supported, and held accountable, they are more likely to remain motivated and committed to high standards of teaching. The study further asserts that effective supervision not only improves instructional performance but also strengthens school-wide accountability and professional growth.

Table 1.6 Summary of the Level of Internal Supervision as Perceived by Teachers

Components	Mean	Interpretation
Monitoring and Evaluation	3.748	High
Feedback and Support	3.846	High
Standardization of Teaching Practices	3.896	High
Performance Appraisal	3.824	High
Motivation and Accountability	3.843	High
Average Mean	3.832	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.6 shows that the overall average mean of 3.832 is interpreted as “high,” indicating that teachers generally perceive internal supervision positively across its key components. This suggests that the supervisory practices in the school effectively support teachers by providing consistent guidance and oversight, which contribute to instructional improvement and professional growth. The results imply a healthy supervisory environment that encourages accountability and continuous development. Among the components, “standardization of teaching practices” ranks the highest with a mean of 3.896, reflecting strong agreement that clear guidelines and consistent standards are implemented and followed. This ensures uniformity in teaching quality and policy adherence. Following closely is “feedback and support” with a mean of 3.846, showing that teachers appreciate timely, relevant, and constructive feedback from supervisors. “Motivation and accountability” comes next with a mean of 3.843, indicating that supervision fosters a sense of responsibility and encourages teachers to perform at their best. “Performance appraisal” holds a mean of

3.824, highlighting fair and growth-oriented evaluations, while “monitoring and evaluation” has the lowest mean of 3.748, confirming effective observation and assessment practices. All components fall within the “high” category, which emphasizes the overall positive perception of internal supervision.

These findings corresponds Kumari (2023) who found that instructional supervision characterized by regular feedback, clear standards, and supportive monitoring significantly enhances teacher performance and motivation. According to Kumari (2023), when internal supervision is well-structured and responsive to teachers’ needs, it leads to improvements in instructional quality and strengthens professional commitment among educators. This supportive supervisory environment helps create a culture of continuous learning and professional excellence. Therefore, schools that invest in strong internal supervision practices are likely to experience sustained improvements in teaching effectiveness and student outcomes.

Table 2.1 Level of Teachers’ Effectiveness in terms of Instructional Delivery

Indicators	Sd	Mean
1. Uses a variety of instructional strategies to accommodate different learning styles.	0.810	4.194
2. Lessons are well-structured, engaging, and aligned with learning objectives.	0.713	3.861
3. Effectively integrates technology and other resources into teaching.	0.875	3.889
4. Assesses students’ understanding through various formative and summative methods.	0.833	4.167
5. Instructional methods enhance student comprehension and retention.	0.687	4.028
Average Mean		4.028

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21– 5.00 “Very High”

Table 2.1 reveals that the overall average mean of 4.028 falls within the high category, indicating that teachers are perceived to be highly effective in their instructional delivery. This suggests that teachers utilize diverse and engaging teaching methods that support student understanding and contribute positively to learning outcomes. It also implies that teachers demonstrate competence in planning, delivering, and assessing instruction in ways that cater to the diverse needs of learners. The high rating further reflects a commitment to instructional excellence, showing that teachers are not only knowledgeable in content but also skilled in applying methods that promote active learning and student participation.

The highest-rated indicator, “Uses a variety of instructional strategies to accommodate different learning styles,” obtained a mean of 4.194, reflecting teachers’ strong ability to tailor their instruction to meet diverse learner needs. On the other hand, the lowest-rated item, “Lessons are well-structured, engaging, and

aligned with learning objectives,” received a mean of 3.861. Although the lowest, it still reflects a high level of effectiveness, suggesting that lessons are generally well-planned and aligned, but there may be opportunities to further enrich lesson engagement to maintain consistency and enhance student motivation.

Alabi and Aladetan (2020) emphasized that teachers’ effectiveness in instructional delivery is significantly influenced by their use of varied teaching strategies and proper lesson structuring. When teachers employ differentiated instruction and integrate appropriate teaching resources, students demonstrate improved comprehension and academic performance. Alabi and Aladetan (2020) further noted that instructional effectiveness is enhanced when school leaders provide support in the form of professional development and access to instructional tools, reinforcing the importance of collaborative efforts in achieving high-quality teaching.

Table 2.2 Level of Teachers’ Effectiveness in terms of Classroom Management

Indicators	Sd	Mean
1. Establishes clear rules and expectations for classroom behavior.	0.621	3.944
2. Manages classroom disruptions effectively and fairly.	0.743	3.944
3. Creates a positive and inclusive learning environment.	0.751	4.139
4. Implements strategies to maintain student engagement and participation.	0.751	4.139
5. Classroom management contributes to a conducive learning atmosphere.	0.749	4.222
Average Mean		4.078

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.2 shows that the overall average mean of 4.078 is interpreted as high, indicating that teachers are generally effective in managing their classrooms. This suggests that they successfully create an environment that promotes order, inclusivity, and active student participation, which contributes positively to the learning experience. It also reflects that teachers are capable of maintaining structured and respectful classroom settings that support both academic and social-emotional development. Furthermore, the high rating signifies that effective classroom management remains a cornerstone of successful teaching, enabling students to remain focused, engaged, and motivated to learn.

The highest-rated indicator, “Classroom management contributes to a conducive learning atmosphere,” scored a mean of 4.222, showing that teachers strongly foster an environment that supports student learning and

engagement. Conversely, the indicators “Establishes clear rules and expectations for classroom behavior” and “Manages classroom disruptions effectively and fairly” both scored a mean of 3.944, which, while the lowest, still reflects a high level of effectiveness. This implies that teachers maintain good discipline but could further innovate their classroom management techniques to ensure consistent clarity and fairness in all situations.

Johnson and Johnson (2020) emphasized that effective classroom management significantly influences students’ behavioral outcomes and academic performance. When teachers clearly communicate expectations and apply consistent behavior strategies, students are more likely to demonstrate positive behavior and remain engaged in learning activities. Moreover, a well-managed classroom fosters a supportive learning climate, which helps reduce disruptions and enhances student-teacher interactions.

This supports the current results, which show that teachers' efforts in maintaining classroom order are

recognized and appreciated, although continuous refinement of strategies may still be beneficial.

Table 2.3 Level of Teachers' Effectiveness in terms of Student Engagement and Learning Outcomes

Indicators	Sd	Mean
1. Encourages active student participation during lessons.	0.815	4.056
2. Uses diverse techniques to maintain student interest and motivation.	0.799	4.167
3. Students demonstrate a high level of engagement in classroom activities.	0.855	4.139
4. Tracks and analyzes student progress to improve learning outcomes.	0.726	3.972
5. Teaching methods significantly contribute to student academic success.	0.986	4.028
Average Mean		4.072

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.3 shows that the overall average mean of 4.072 is interpreted as high, indicating that teachers are highly effective in engaging students and improving learning outcomes. This reflects their strong ability to create an interactive learning environment that motivates students and promotes academic success. It also implies that teachers consistently apply student-centered approaches that foster participation, collaboration, and deeper learning. The high rating further confirms that student engagement is a central focus in instructional planning and delivery, ensuring that learners remain actively involved throughout the educational process.

The highest-rated indicator, “Uses diverse techniques to maintain student interest and motivation,” received a mean of 4.167, demonstrating teachers' excellent use of varied strategies to sustain student enthusiasm and participation. The lowest-rated item, “Tracks and analyzes student progress to improve learning

outcomes,” earned a mean of 3.972, which remains in the high range. This highlights teachers' consistent effort to monitor student progress effectively, contributing positively to learning enhancement and suggesting a continuous commitment to refining data-driven instructional practices.

Johnson and Johnson (2020) emphasized that effective classroom management and instructional practices are key factors in enhancing student behavior and engagement. Their study concluded that when teachers foster structured, inclusive, and engaging learning environments, students are more likely to participate actively and perform better academically. They further noted that consistent tracking of student progress, alongside motivational strategies, leads to improved learner outcomes and a more dynamic classroom experience.

Table 2.4 Level of Teachers' Effectiveness in terms of Professional Growth and Innovation

Indicators	Sd	Mean
1. Actively participates in professional development activities.	0.848	3.944
2. Incorporates innovative teaching strategies in lessons.	0.833	4.167
3. Engages in collaborative learning and knowledge sharing with colleagues.	0.833	4.028
4. Seeks continuous self-improvement in teaching practice.	0.640	4.250
5. Applies new teaching techniques learned from training and seminars.	0.906	3.889
Average Mean		4.056

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.4 reveals that the overall average mean of 4.056 is interpreted as high, indicating that teachers consistently demonstrate strong effectiveness in professional growth and the adoption of innovative practices. This suggests that teachers actively engage in continuous learning opportunities and development programs that support the enhancement of their

pedagogical skills. Their openness to change and responsiveness to new teaching trends reflect a culture of lifelong learning. Such dedication is instrumental in refining instructional methods, adapting to evolving learner needs, and fostering a more dynamic and future-ready classroom environment.

The highest-rated indicator, “Seeks continuous self-improvement in teaching practice,” with a mean of 4.250, highlights teachers’ proactive attitude toward personal and professional advancement. This underscores their strong motivation to reflect on their teaching, embrace feedback, and make necessary adjustments to enhance effectiveness. Conversely, the indicator “Applies new teaching techniques learned from training and seminars” received the lowest mean of 3.889, which still falls within the high category. This suggests that teachers are already translating acquired knowledge into classroom practice, although there remains potential to explore more personalized and creative applications of these innovations.

Strengthening follow-up support after training and encouraging peer-sharing practices may further boost the impact of professional development initiatives.

Ambon, Alias, and Mansor (2024) emphasized that effective teacher professional development significantly contributes to the integration of innovative practices in classrooms. When teachers are consistently engaged in meaningful professional learning experiences, they are more likely to implement diverse, adaptive, and learner-centered approaches. Such practices not only enhance instructional delivery but also improve student outcomes and cultivate a progressive school culture.

Table 2.5 *Level of Teachers’ Effectiveness in terms of Commitment to Educational Goals*

Indicators	Sd	Mean
1. Aligns teaching practices with the school’s mission and vision.	0.855	4.361
2. Is dedicated to fostering student learning and academic excellence.	0.809	4.111
3. Maintains high ethical and professional standards in work.	0.816	4.000
4. Actively contributes to school improvement initiatives.	1.053	3.944
5. Passion for teaching reflects in daily instructional practices.	0.645	4.028
Average Mean		4.089

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21– 5.00 “Very High”

Table 2.5 reveals an overall mean of 4.089, interpreted as high, indicating that teachers demonstrate a strong commitment to the educational goals of their school. This suggests that educators are deeply invested in not only fulfilling their duties but also in advancing the school’s mission and vision through their daily teaching practices.

indicator with the lowest mean, “Actively contributes to school improvement initiatives,” scored 3.944, yet it remains within the high range. This suggests that while teachers are already significantly engaged in development efforts, schools may further boost involvement by offering structured opportunities for shared leadership and innovation.

Such commitment is essential in creating a unified and focused academic culture where both teachers and students share common objectives. Moreover, this high level of dedication fosters a positive and motivating work environment that encourages collaboration among staff members. Ultimately, this collective effort contributes significantly to improved student outcomes and sustainable school development.

These findings are consistent with the work of Martinez and O’Connor (2022), who argued that teacher commitment is a foundational element for school success. Their research demonstrated that when teachers clearly align their practices with the school’s core values, it results in more coherent instructional delivery and stronger school identity.

The highest-rated indicator, “Aligns teaching practices with the school’s mission and vision,” obtained a mean of 4.361, underscoring teachers’ strong focus on ensuring instructional coherence with institutional goals. This alignment is instrumental in promoting consistency in academic standards and reinforcing collective efforts toward school success. Meanwhile, the

Furthermore, active involvement in school improvement initiatives was found to increase teachers’ sense of ownership and professional fulfillment. This engagement not only supports continuous growth within the school but also empowers teachers to take leadership roles in shaping educational practices. Hence, fostering such commitment is critical for sustaining long-term academic excellence and organizational cohesion.

Table 2.6 Summary of the Level of Teachers' Effectiveness

Components	Mean	Interpretation
Instructional Delivery	4.028	High
Classroom Management	4.078	High
Student Engagement and Learning Outcomes	4.072	High
Professional Growth and Innovation	4.056	High
Commitment to Educational Goals	4.089	High
Average Mean	4.064	High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21– 5.00 “Very High”

Table 2.6 reveals an overall average mean of 4.064, interpreted as high, indicating that teachers demonstrate a consistently strong level of effectiveness across multiple key teaching domains. This positive outcome suggests that educators are successfully fulfilling their professional responsibilities, thereby making a significant contribution to the quality of instruction, classroom environment, and ultimately, student achievement. The results reflect a comprehensive competence that aligns well with the school's mission to deliver excellent education and promote continuous improvement. Such effectiveness fosters a supportive learning atmosphere that benefits both students and staff. It also highlights teachers' ability to balance various roles essential for fostering academic growth and maintaining a productive school climate.

Among the components, “commitment to educational goals” ranks highest with a mean of 4.089, reflecting teachers' strong dedication to aligning their practices with the school's vision, upholding high ethical standards, and actively engaging in school improvement initiatives. Close behind is “classroom management,” with a mean of 4.078, emphasizing teachers' skill in creating positive, inclusive, and well-organized learning spaces. The indicator “student engagement and learning outcomes” follows with a mean of 4.072, demonstrating

teachers' effectiveness in motivating students and maintaining their active participation in academic progress. “Professional growth and innovation” holds a mean of 4.056, showcasing a commitment to ongoing development and the integration of new teaching strategies. Lastly, “instructional delivery” has a mean of 4.028, indicating well-planned lessons, diverse instructional methods, and effective assessment practices. All indicators fall solidly within the high range, underscoring the overall strength of teacher effectiveness in the schools.

Froment, García-González, and Cabero-Almenara (2023) highlighted the critical role of teacher credibility in enhancing student motivation and teaching effectiveness. Committed and credible teachers are more likely to foster higher student engagement and achieve better learning outcomes. Furthermore, ongoing professional growth and innovative instructional practices contribute substantially to maintaining teaching quality. The emphasis on classroom management also supports the creation of environments conducive to learning and student success. Collectively, this body of research reinforces the importance of multidimensional teacher effectiveness as a foundation for sustained academic excellence.

Table 3. Test of Significant Relationship Between Internal Supervision and Teachers' Effectiveness

Test Variables	Correlation Coefficient	P value	Decision
Internal Supervision and Teachers' Effectiveness	0.017	0.922	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 presents the results of the test of significant relationship between internal supervision and teachers' effectiveness. The computed correlation coefficient is 0.017, with a p-value of 0.922. Since the p-value exceeds the 0.05 threshold, the decision is to retain the null hypothesis, indicating that there is no statistically significant relationship between internal supervision and teachers' effectiveness as perceived by the respondents.

Despite this lack of statistical significance, both internal supervision and teacher effectiveness received high mean scores, suggesting that these variables are positively regarded independently by the respondents. This implies that while internal supervision and teacher effectiveness may not be directly correlated in this context, both contribute positively to the school's educational environment.

Although no significant correlation was found, it is important to recognize that components of internal supervision—such as “feedback and support,” “standardization of teaching practices,” and “motivation and accountability”—were consistently rated as high. Similarly, key dimensions of teachers’ effectiveness, including “commitment to educational goals” and “classroom management,” also received high ratings. This pattern suggests that both internal supervision and teacher effectiveness function well individually and play important roles in fostering a positive academic climate. The absence of a significant correlation may indicate that other variables or contextual factors influence teacher effectiveness beyond the scope of internal supervision. Further research could explore these additional factors to gain a more comprehensive understanding of what drives teacher effectiveness.

These findings correspond with the insights of Darling-Hammond, Hyler, and Gardner (2017), who emphasized that effective teacher professional development encompasses multiple dimensions beyond supervision alone. Their research highlights the importance of comprehensive support systems, including ongoing feedback, collaboration, and motivation, in enhancing teaching quality. Moreover, they suggest that teacher effectiveness depends on a complex interplay of factors, including but not limited to supervision. This reinforces the idea that while internal supervision is valuable, it should be part of a broader strategy to support and improve teacher performance and student outcomes.

SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

1. **Internal Supervision.** The overall level of internal supervision as perceived by teachers is interpreted as “High” with an average mean of 3.832. Among the components, “Standardization of Teaching Practices” received the highest mean (3.896), followed by “Feedback and Support” (3.846), “Motivation and Accountability” (3.843), “Performance Appraisal” (3.824), and “Monitoring and Evaluation” (3.748). This indicates that internal supervision is generally well-practiced and positively regarded by teachers in terms of structure, feedback, motivation, and accountability.
2. **Teachers’ Effectiveness.** The overall level of teachers’ effectiveness is also interpreted as “High” with an average mean of 4.064. The highest-rated component is “Commitment to Educational Goals” (4.089), followed by “Classroom Management” (4.078), “Student Engagement and Learning

Outcomes” (4.072), “Professional Growth and Innovation” (4.056), and “Instructional Delivery” (4.028). This signifies that teachers are performing well in key aspects of their professional responsibilities.

3. **Relationship Between Internal Supervision and Teachers’ Effectiveness.** The computed correlation coefficient is 0.017 with a p-value of 0.922. Since the p-value exceeds the 0.05 threshold, the null hypothesis is retained, indicating no significant relationship between internal supervision and teachers’ effectiveness.

Conclusion

Teachers perceive internal supervision in their schools as effective, particularly in setting clear standards, providing constructive feedback, and promoting motivation and accountability, while also demonstrating a high level of effectiveness themselves, especially in areas related to their commitment to educational goals, classroom management, and student learning outcomes. Although both internal supervision and teacher effectiveness are rated highly, the study found no statistically significant relationship between them, suggesting that teacher effectiveness may be influenced more by other factors, such as personal drive, professional development opportunities, peer collaboration, and institutional support beyond the scope of direct supervision.

Recommendations

1. For School Heads and Administrators. Sustain and enhance internal supervision practices by reinforcing effective strategies such as regular feedback, classroom observations, and instructional support. Monitoring and evaluation components should also be strengthened to create a more balanced and developmental approach to supervision.
2. For Teachers. Actively participate in professional development activities tailored to individual instructional needs. Engage in reflective practice and peer mentoring to foster continuous growth and improve teaching effectiveness, even in the absence of formal supervision.
3. For Policymakers. Support the implementation of customized and needs-based training programs that address specific challenges in instructional delivery and innovation. Policies should also mandate teacher involvement in designing and refining

supervision frameworks to ensure relevance and teacher engagement.

4. For School Administrators. Foster a collaborative school culture that values peer observations, coaching, and mentoring as essential components of teacher support and development. Institutional mechanisms should be put in place to formalize these practices.
5. For Future Researchers. Explore other contributing factors to teacher effectiveness such as leadership style, institutional climate, teacher autonomy, and job satisfaction. Broader studies will help generate more comprehensive strategies for improving instructional outcomes across various school contexts.

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