



## Relationship between teachers' attitudes towards instructional supervision and their classroom performance

Lelisa Chala

Department of Psychology, College of Education and Behavioural Sciences, Wollega University, Ethiopia

### Abstract

*This study examined the link between teachers' attitudes toward instructional supervision and their evaluations of classroom performance in secondary schools. A correlational research design was used in this study. A questionnaire was distributed to obtain data from a randomly chosen sample of 343 teachers, containing their ideas on instructional supervision, evaluations of classroom performance, and personal background information. The gathered data were summarized using descriptive statistics, and the significance of the results was determined using Spearman's rank-order correlation coefficient at a significance level of 0.05. The findings indicated that instructors usually had poor opinions about instructional supervision and did not perceive it as a viable approach to boost their classroom performance. Furthermore, a substantial and high correlation was identified between instructors' perspectives on instructional monitoring and their self-reported classroom performance. These findings show that teachers who have poor judgment regarding instructional supervision are less inclined to rate their classroom performance positively. The results underline the significance of employing a supportive and constructive approach to instructional supervision, as it greatly increases teachers' confidence in their effectiveness in the classroom, and vice versa.*

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\*Corresponding Author:

Lelisa Chala

E-mail:

lelisa@gmail.com

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## INTRODUCTION

An area of great significance within the realm of education is the link between teachers' attitudes toward instructional supervision and their perceived performance in the classroom (Hoque et al., 2020; Kurka & Berhanu, 2019; Singerin, 2021). Instructional supervision plays a pivotal role in educational settings in the progression of teaching approaches, improvement of student's academic accomplishments, and promotion of

professional growth among teachers (Hoque et al., 2020; Kurka & Berhanu, 2019; Singerin, 2021; Zepeda, 2016). Instructional supervision fundamentally encompasses the provision of guidance and support to classroom teachers to improve their instructional strategies and enhance students' learning achievements (Ubogu, 2020; Wiyono et al., 2021). To fully understand the link between how teachers view instructional

supervision and how effective they think they are, it is important to know how teachers feel about and are involved in the supervision process as well as how they affect their performance in the classroom (Suchyadi et al., 2023).

Regarding attitudes towards instructional supervision, studies have suggested that teachers value supervision when perceived as supportive and focused on professional growth (Hoque et al., 2020; Zepeda, 2016). When supervisors act as coaches or collaborators, provide constructive feedback, and facilitate reflection, teachers feel empowered to improve their practice (Khun-Inkeeree et al., 2020; Dewodo et al., 2020). Wiyono et al. (2021) emphasize the importance of collaboration and shared expertise in shaping positive views of supervision. When teachers feel involved in setting goals, receiving feedback, and sharing best practices, supervision becomes a collaborative endeavour, leading to mutual learning and improvement. Positive perceptions of supervision often stem from its perceived impact on teaching and learning. The connection between effective supervision and increased levels of teacher self-efficacy, improved instructional techniques, and ultimately, higher academic achievement among students has been established (Range et al. 2012).

However, some teachers view supervision primarily as an evaluative tool, leading to anxiety and distrust (Range et al. 2012). When supervisors prioritize judgment over support, teachers may feel micro-managed and resentful, hindering collaboration and professional growth. Negative attitudes can also arise from a lack of trust and transparency in the supervision process

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(Southworth 2002; Zepeda 2016). Inappropriate or poorly implemented supervision models can exacerbate negative attitudes. For instance, overly prescriptive or bureaucratic approaches that fail to consider individual contexts and needs can discourage teacher engagement and hinder their sense of autonomy (Niken & Rezanti, 2023).

Teachers who have unfavourable opinions regarding instructional supervision frequently perceive their performance as below average and may experience elevated levels of stress and exhaustion. This can be attributed to their outlook on supervision as a mechanism for dominance or assessment, rather than as a constructive instrument for promoting professional growth, which would lower their course actions in classrooms. Thus, the present study aimed to measure the link between teachers' attitudes toward instructional supervision and their perceptions of classrooms in secondary schools.

Instructional supervision plays a crucial role in improving the overall quality of education by providing teachers with invaluable support and guidance. It encompasses endeavours such as observing pedagogical practices, delivering constructive criticism, and providing opportunities for advancement in one's professional career. The disposition of teachers towards instructional supervision can significantly impact their involvement in the process and ultimately influence their efficacy within schools. The Ethiopian Ministry of Education (MoE) has enacted a multitude of policies and strategies to enhance the standard of education in reaction to this situation. One such measure was the establishment of instructional supervision. Nonetheless, this effort has faced some challenges.

Tufa (2022) asserts that despite significant endeavours being made to enhance education standards, administrators failed to adequately assist teachers in addressing instructional challenges and implementing novel curricula and instructional methodologies in Ethiopia. Even though the majority of school principals in Ethiopia believe that instructional supervision is essential to improve the quality of education, insufficient funds, personnel, and time all prevent it from being used effectively (Mandefro, 2022). The studies also showed that administrators and teachers lack the knowledge and abilities necessary to effectively supervise education.

Furthermore, it was uncovered that multiple factors influence the quality of instructional supervision in Ethiopian schools. They include the accessibility of educational resources, the proportion of students to educators, and the degree of dedication demonstrated by teachers. Furthermore, the study uncovered that the absence of adequately skilled instructors and insufficient communication between teachers and school administrators impede the efficacy of instructional oversight. Specifically, it was reported that secondary schools lacked effective supervision support systems; teachers held a negative perspective towards instructional supervision and viewed it as a performance evaluation, not as a means to enhance instructional skills (Canbolat, 2023). Furthermore, Hussien (2019) highlighted that supervision practices in secondary schools primarily concentrated on administrative affairs rather than academic aspects.

Altogether, teachers' perceptions of instructional supervision are crucial for shaping their evaluations of classroom performance. The relationship between these

two components is influenced by teachers' beliefs, principles, and attitudes towards supervision. These factors impact how teachers perceive their own teaching effectiveness and their students' achievements (Khun-Inkeeree, 2019; Range et al. 2012). Teachers with a positive view of instructional supervision, similar to their supervisors, see it as beneficial for their professional growth. On the other hand, teachers with a negative outlook perceive instructional supervision as an assessment process that lacks trust and transparency, leading to resistance to feedback, a sense of disempowerment, and increased stress and concern (Koutsoulis & Campbell, 2009).

An investigation into the influence of supervisory practices in teaching and learning on teachers' perceptions of supervision within secondary schools revealed that proficient supervision resulted in a favourable shift in teachers' perspectives. This in turn leads to increased job satisfaction and professional growth (Khun-Inkeeree et al., 2019). Similarly, Owan et al. (2023) aimed to evaluate the influence of administrators' supervisory procedures on teachers' work effectiveness. This study employed a predictive correlation methodology including 284 secondary school instructors. They reported a notable association between various supervision approaches and teachers' work performance. Variables such as lesson note preparation and classroom management were found to have an impact on teachers' overall job performance. These findings highlight the important role of supervisory methods in developing teachers' effectiveness in the educational environment. Additionally, Yego et al. (2020) examined the attitudes of secondary school instructors towards

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instructional monitoring and found a significant positive correlation with perceived performance.

Moreover, one study examined attitudes toward instructional supervision and its impact on teachers' performance (Yego, 2020). The results indicated that the degree of instructional supervision, namely in terms of lesson preparation, assessment material preparation, lesson implementation, originality, and creativity, was satisfactory. Nevertheless, there was a lack of significant correlation between the supervision of instruction in terms of lesson planning, preparation of assessment materials, introduction of innovative and creative teaching methods, and performance of instructors. Conversely, there was a significant negative correlation between teachers' performance and the extent to which they monitored their instruction during lessons. The principals tended to focus on the supervision of teachers who displayed unsatisfactory performance during lesson implementation. As a recommendation, this study indicates that administrators should continue to implement instructional supervision to ensure that instructors maintain a high level of performance (Yego, 2020). In addition, research conducted in Hohoe Municipality, Ghana, exploring teachers' opinions on school supervision found that instructors saw supervision as a tool to overcome problems (Dewodo et al., 2020).

Khun-Inkeeree et al. (2020) examined the enhancement of teachers' self-efficacy by implementing regular supervision in their teaching and learning activities. The researchers found that consistent supervision and feedback from experienced educators can significantly boost teachers' confidence in

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their ability to effectively educate students. By providing ongoing support and guidance, teachers are better equipped to handle the challenges they face in the classroom and to improve their overall teaching performance. This study highlights the importance of continuous professional development for educators and its positive impact on self-efficacy. As teachers become more confident in their skills and abilities, they become better able to create healthier learning conditions for their students and ultimately contribute to improved academic outcomes.

The study conducted by Kurka and Berhanu (2019) assessed teachers' attitudes towards school-based instructional monitoring at secondary schools in the Wolaita Zone in Ethiopia. This study sought to comprehend instructors' perceptions and reactions to the implementation of instructional supervision in their educational environment. The findings of this study demonstrated that teachers' views regarding instructional supervision greatly affect their job performance. This implies that when instructors have a good attitude towards supervision, they are more likely to engage in professional development activities and efficiently apply instructional practices. Additionally, Berhanu (2024) further studied the mediating effect of instructors' attitudes towards instructional supervision on the association between instructional supervisory practice and teachers' job performance. This study underlined the need for a supportive and collaborative environment between teachers and supervisors to boost overall work performance. Overall, these studies emphasize the significance of cultivating a favourable attitude towards instructional supervision

among instructors to improve educational outcomes and boost professional growth.

Thus, teachers' attitudes towards instructional supervision can also affect their judgment of classroom performance. Teachers with favourable attitudes towards supervision are more likely to apply feedback, reflect on their teaching practices, and change their curriculum to meet the needs of their pupils. These instructors tend to have a growth mindset and believe in continual improvement, which can favourably influence classroom performance and student outcomes (Korkmaz & Unsal, 2020). In contrast, teachers with unfavourable attitudes towards instructional supervision may fail to incorporate feedback, lack the enthusiasm to improve their teaching techniques, and demonstrate poorer classroom performance. This can have a severe influence on student engagement, learning results, and overall school effectiveness (Oder & Eisenschmidt, 2016).

Hence, the present investigation endeavours to ascertain the degree to which teachers appreciate the act of instructional supervision and the correlation between their perspective and their effectiveness in schools. Besides, the research is focused on offering valuable perspectives that can help guide decision-making regarding forthcoming initiatives within the educational institution.

### **Research questions**

1. *What are the prevailing attitudes of secondary school teachers towards instructional supervision?*
2. *What are teachers' perceptions of their classroom performance?*
3. *Is there a significant association between teachers' approaches to*

*instructional supervision and their perceived performance?*

### **MATERIALS AND METHODS**

To grasp the complex relationship between teachers' attitudes towards instructional supervision and their perceived performance in secondary schools, a solid theoretical framework is paramount. With a conceptual framework in place, we can gain invaluable insights into the correlations and underlying mechanisms driving this relationship.

Bussey (2023) discussed Social Cognitive Theory (SCT), which is a broad and all-encompassing way of thinking about how people interact and interact with each other in complex and always-changing ways. These elements can encompass individual cognitive processes and psychological aspects as well as societal and environmental influences. Moreover, this framework encompasses the broader cultural context in which these phenomena arise and become evident (Islam et al., 2022). Following the aforementioned theory, an individual's cognition, beliefs, and actions are influenced by a combination of their surroundings, innate characteristics, and cognitive capacities (Bussey 2023; Islam 2022).

Teachers' perspectives on instructional supervision are influenced by their previous encounters, observations of others, and perceptions of the advantages or disadvantages of receiving feedback and support (Ubogu, 2020). The Job Demand-Resources (JD-R) model highlights the significance of process demands and resources for employee well-being and productivity (Susan 2023). In the realm of educational supervision, this model considers

the demands placed on supervisors and the resources at their disposal (Suchyadi et al., 2023).

By comprehending these theoretical viewpoints, we can gain an understanding of the association between attitudes towards instructional supervision and perceived performance. This investigation has the potential to illuminate the impact of teachers' perspectives and orientations towards supervision on their engagement, motivation, and overall effectiveness within the educational milieu (Ubogu, 2020).

Accordingly, to investigate the relationship between teachers' attitudes towards instructional supervision and teachers' performance in the classroom, the study employed a correlational research design. Cross-sectional studies allow researchers to collect data without manipulating the study variables (Creswell, 2015).

### **Population and sample**

The study population comprised teachers working in secondary schools in the East Wallaga Zone of Oromia Regional State. At the time of data collection, there were 23972 teachers at 71 secondary schools. Ten secondary schools on the main road connecting Naqamte Town from Anno, Gudatatu Arjo, and Jimma Arjo Woredas were purposely selected for security problems in other schools during the study period. Accordingly, teachers working in Ano, Sibul Sire, Chingi, Burka Jimata, Gute, Ifa, Diga Fododo, Arjo Gudatu, Gatama, and Arjo Secondary Schools were selected and participated in the study. Then, with the help of Yamane's (1967 formula, as stated in Tepping, 1968) a 394 sample size was

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determined and selected. Finally, the responses of 343 teachers were found to be eligible for data analysis and were participants in the study.

### **Data collection instrument**

The data collection tool used in this study was adapted from a study conducted by Hoque et al. (2020). To ensure that the study's goals were met, the researcher tailored the 17 items used to measure instructors' attitudes toward instructional supervision and the 11 items used to evaluate instructors' perceived performance specifically for this research. Changes and improvements were made to ensure that the instruments closely matched the specific emphasis and goals of the current investigation. Respondents were able to express their viewpoints on each item using Likert-type scales consisting of 5 points, ranging from strongly disagree to strongly agree. This method allowed participants to offer detailed information regarding their attitudes and perspectives on instructional supervision and performance evaluation in an educational setting.

The selected measures underwent contextual revisions and received comments on their content validity from two experts. Subsequently, necessary enhancements were made to the instrument and tested on a group of 60 teachers who were ultimately excluded from the final study. As a result, the reliability of the attitude toward instructional supervision and the perception of performance in the classroom were found to be 0.85 and 0.81, respectively. Cronbach's alpha showed that the internal consistency was satisfactory. Similarly, during the final data analysis, the instrument exhibited

Cronbach's alpha reliabilities of 0.89 for attitude towards instructional supervision and 0.86, respectively. In the final data collection, the instrument included background information along with items about attitude towards instructional supervision and perception of classroom performance, which both responded to on a five-point scale.

### **Data analysis and statistical tools**

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) software tool version 25. To offer relevant insights, different statistical measures, including measures of central tendency and dispersion, were computed rigorously. Moreover, because of the non-normal distribution of the data, the Spearman rank-order correlation test was strategically chosen to discover both the strength and direction of the associations within the dataset. Furthermore, the statistical tests thoroughly adhered to a preset alpha level of significance set at 0.05, ensuring the reliability and validity of the findings produced by the analytical methods.

For the descriptive statistics, a mean value between 1.00 and 2.59 is considered a negative attitude or perception, 2.60 and 3.39 are neutral attitudes or perceptions, and 3.40 and 5.00 are positive attitudes or perceptions following Celik & Oral's (2016) interpretations of the attitude scale of five-point responses.

### **Ethical Considerations**

After completion of the questionnaire, a letter was sent to the sample schools by the College of Education and Behavioral Sciences of Wallaga University requesting permission for

data collection. Fortunately, all sample schools willingly agreed to participate and allowed the collection of data from their respective schools. Subsequently, appointments were scheduled for the principals of the sample schools for the data collection date. Before distributing the questionnaires, consent was obtained from randomly selected teachers, based on a predetermined schedule. At each sample school, teachers were briefed about the purpose of the study and instructed to respond to the questionnaire thoughtfully. The teachers were given two days to complete the questionnaire. Of the 394 questionnaires distributed, 343 were collected and subjected to data analysis. The remaining 51 questionnaires were either incomplete or not returned for data analysis.

## **RESULTS AND DISCUSSION**

### **Results**

The demographic data of the respondents (Table 1) indicated that 46.9% were female and 53.1% were male. Most teachers held first-degree qualifications, accounting for 61.8% of the total teachers. Additionally, 35.6% had a second degree, while a small percentage of 2.6% had a diploma. In terms of teaching experience, 33.6% of the teachers had served between 0 and 5 years, indicating their status as novice teachers. Furthermore, a significant proportion of respondents had 6 to 10 years of experience (36.4%), while approximately 30.0% were more experienced teachers. The collected background data were valuable for obtaining representative information for the study.

**Table 1***Respondents' characteristics*

Sex	Category	Responses	
		frequency	%
Sex	Female	161	46.9
	Male	182	53.1
	Diploma	9	2.6
Qualification	1st degree	212	61.8
	2nd degree	122	35.6
Experience	Between 0-5 years	115	33.5
	Between 6-10 years	125	36.4
	Greater than 10 years	103	30
	Total	343	100

Table 2 presents the information collected on how teachers felt about instructional supervision, showing that they were not sure how they felt about being relaxed during observation ( $M = 2.61$ ,  $SD = 1.24$ ), how willing they were to talk to a supervisor after

supervision ( $M = 2.91$ ,  $SD = 1.44$ ), how much they believed in the validity of supervisors' feedback ( $M = 2.97$ ,  $SD = 1.32$ ), and how much they liked their own teaching method over instructional supervision ( $M =$  However, they disagreed on the remaining aspects.

**Table 2***Teachers' attitude towards instructional supervision (N = 343)*

S.N	Items	M	SD	Status
1	I believe that instructional supervision allows me to enhance	2.43	1.3	Disagree
2	My supervision focuses on my teaching and learning	2.25	1.08	Disagree
3	I feel relaxed during my instructional supervision.	2.61	1.24	Undecided
4	I view supervision as inspection, not collaboration.	2.39	1.3	Disagree
5	I like to be observed so that I can improve my teaching	2.33	1.33	Disagree
6	I feel free to consult my supervisor after my observations.	2.91	1.44	Undecided
7	I dislike supervision due to this judgment.	2.22	1.17	Disagree
8	I feel anxious when I observe my supervisor.	2.27	1.18	Disagree
9	After supervision, I am ready to talk to my headteacher about	2.29	1.29	Disagree
10	I believe that my behaviour changes after being observed.	2.5	1.32	Disagree
11	I believe that supervisors provide valuable feedback.	2.97	1.32	Undecided
12	I am allowed to provide suggestions for my observations.	2.44	1.27	Disagree
13	I learned better teaching techniques from my supervisor.	2.38	1.3	Disagree
14	I feel my teaching behaviour has changed because of the	2.57	1.29	Disagree
15	I believe regular supervision reduces my anxiety.	2.33	1.2	Disagree
16	I believe that supervision can improve classroom instruction	1.77	1.12	Disagree
17	I prefer my own teaching methods to instructional	3.14	1.21	Undecided
	Total	2.46	0.58	Disagree



For instance, they disliked being observed, believed that supervision focused on their beliefs, viewed classroom observation as an inspection, did not agree that supervision aimed at improving skills and abilities, disliked supervision due to its judgmental nature, experienced anxiety during observation, had no interest in discussing with supervisors after observation, did not believe

that their behaviour changed after observation, and did not believe that they learned better teaching techniques from the supervisor. They did not show a positive agreement with any of the measurement items. Instead, the overall mean ( $M = 2.46$ ,  $SD = 0.58$ ) indicated that teachers had a negative attitude towards instructional supervision.

**Table 3***Teachers' perceived classroom performance (N = 343)*

No	Items	M	SD	Status
1	I always strive to conduct successful lessons.	3.51	1.3	Agree
2	My teaching has become more creative under the guidance of my supervisor.	1.99	1.4	Disagree
3	I exhibit good classroom management under my supervision.	2.26	1.18	Disagree
4	I excel at teaching without my supervisor's guidance	1.96	1.06	Disagree
5	My teaching improved after supervision.	2.58	1.22	Disagree
6	I improve my teaching practices by following my supervisor's suggestions.	2.46	1.19	Disagree
7	I struggle to teach when I am supervised.	2.35	1.31	Disagree
8	I gained good classroom control through my supervision.	2.52	1.35	Disagree
9	Students were more attentive and active under my supervision.	2.19	1.19	Disagree
10	Student achievement increased after I was supervised	2.55	1.33	Disagree
11	Students enjoy my improved teaching style.	3.47	1.26	Disagree
Total		2.53	0.65	Disagree

*Items recorded reversely on data entry*

Table 3 presents teachers' perceptions of classroom performance. Participants' responses indicated their efforts to conduct successful lessons ( $M = 3.51$ ,  $SD = 1.30$ ). However, they disagreed with the notion that their teaching had improved through instructional supervision ( $M = 1.99$ ,  $SD = 1.18$ ). Participants did not believe that instructional supervision contributed to effective classroom management ( $M = 2.26$ ,  $SD = 1.18$ ). Instead, they believed that their teaching had excelled without instructional supervision ( $M = 1.96$ ,  $SD = 1.06$ ). They did not observe any improvement in their

performance after instructional supervision ( $M = 2.58$ ,  $SD = 1.22$ ); rather, they encountered difficulties in teaching while they were being observed ( $M = 2.35$ ,  $SD = 1.35$ ). Overall, the teacher respondents did not perceive instructional supervision as contributing to proper classroom control or improving the active participation of learners. Similarly, they did not agree that instructional supervision could enhance students' achievement. However, respondents believed that their teaching methods were generally enjoyed by their students. Therefore, the overall mean ( $M = 2.53$ ,  $SD = 0.65$ ) indicates

that the teacher respondents did not have a positive view of the contribution of instructional supervision to their classroom performance, particularly in terms of student

learning quality. Consequently, teachers did not view instructional supervision as an effective technique for professional development.

#### Table 4

*The link between attitude towards instructional supervision and perceived classroom performance (N = 343)*

Variables	AIS	PCP
AIS	1	.449**
PCP	.449**	1

\*\* Significant at the 0.01 level (2-tailed),.ATT = Attitude towards Instructional Supervision, PCP = Perceived Classroom Performance.

To determine the association between teachers' attitudes toward instructional supervision and classroom performance, a rank-order correlation was computed (Table 4). The Spearman rank-order correlation method was used to establish this link because of the non-normal distribution of the mean scores of the variables. The analysis revealed a moderately positive relationship between negative attitudes towards instructional supervision and negative perceived classroom performance among secondary school teachers ( $\rho(343) = 0.45, p < 0.001$ ). A negative attitude towards instructional supervision was positively correlated with a negative perception of the contribution of instructional supervision to classroom performance. Therefore, to assist teachers in developing a positive perception of instructional supervision and using it to enhance their classroom performance, it is essential to effectively communicate the purpose of instructional supervision to teachers.

#### Discussions

There are varying reports of teachers' perspectives on instructional supervision. For

instance, Kurka and Berhanu (2019) stated that teachers held negative attitudes towards instructional supervision and were dissatisfied with their function. Similarly, Kurka and Berhanu (2019) asserted that the teaching staff exhibited a negative attitude towards instructional supervision. The findings of the present study support those of studies that reported negative attitudes of teachers towards instructional supervision. In contrast, Hoque et al. (2020) ascertained that secondary school teachers showed a moderate degree of disposition towards instructional supervision. Teachers perceive supervision as an effective means to advance their professional growth and as an effort primarily aimed at the comprehensive enhancement of the teaching and learning processes (Comighud et al., 2020). Hence, teachers have different attitudes towards instructional supervision. Some view it as a collaborative process and a means for career development, and welcome it in their classrooms. Others perceive it as judgemental and a means of control and, as a result, attempt to avoid it. In the current study, teachers were found to have negative attitudes

towards instructional supervision because of their misconceptions about their roles.

Yego et al. (2020) reported a significant effect of instructional supervision on teachers' classroom performance. Teachers who experienced a sense of support from their supervisors demonstrated increased enthusiasm for teaching and exhibited greater instructional effectiveness. Formatively implemented clinical supervision has been suggested to improve teachers' performance (Zepeda, 2006). Teachers who are provided with efficient instructional supervision often develop more favourable views regarding classroom performance. Consequently, this perception has the potential to enhance teachers' job satisfaction, motivation and self-efficacy (Khun-Inkeeree et al. 2020).

However, in the present study, teachers did not view instructional supervision as a means of improving classroom performance. Instead, they viewed it as a control mechanism and judgment. Thus, it is important to examine teachers' attitudes towards instructional supervision before their implementation.

Regarding the association between attitude towards instructional supervision and teachers' classroom performance, studies indicate that a strong link exists between them (Comighud et al., 2020; Yılmaz & Saraç, 2023). A positive attitude towards instructional supervision has been found to increase the quality of teachers' classroom performance (Comighud et al., 2020; Hoque et al., 2020; Kurka & Berhanu, 2019). Surprisingly, the present study indirectly supports previous results. That is, a negative attitude towards instructional supervision was positively correlated with a weak perception of classroom performance. Teachers viewed instructional supervision as a method of

inspection and judgment, making them assume that it restricted their overall classroom performance.

Conversely, teachers who embrace instructional supervision as a valuable opportunity for growth and improvement are likely to demonstrate positive attitudes. They view it as a collaborative technique that could beautify their teaching abilities and, in the end, have a fantastic effect on their students. That is, positive self-efficacy beliefs shape behaviour (Bandura 1997). Teachers who perceive supervision as a way for professional growth and development are more likely to exhibit better levels of motivation and engagement in their teaching practices (Comighud et al., 2020). This aligns with the perspective of Glickman (1998), who encouraged a shift in the belief of tutorial supervision from a compliance-primarily based approach to a focal point on experts gaining knowledge of and reflective exercises.

## CONCLUSIONS

Numerous studies have provided evidence supporting the robust correlation between teachers' attitudes toward academic supervision and their perceived classroom performance. Teachers who preserve an effective outlook on supervision are much more likely to view it as a precious source of help and comments, which ultimately helps to enhance their educational practices and common performance. On the other hand, instructors who hold a negative attitude toward supervision may not happily exert effort in their classroom. These findings underscore the significance of fostering a supportive and positive attitude toward supervision because it notably affects

instructors' self-belief in their effectiveness inside the school room, and vice versa.

Nevertheless, it is far more critical to recognize that, even though attitude toward instructional supervision impacts perceived overall performance, it is not the only determinant of instructors' overall performance. Another element, which includes the teaching level, instructional techniques, expert development possibilities, and student characteristics, also plays a pivotal role. Furthermore, perceived performance is subjective and can be stimulated by different factors including bias and private beliefs. Therefore, it is imperative to not forget more than one indicator of overall performance, along with student effects, study room observations, and remarks from friends and directors, to achieve an extra-complete knowledge of an instructor's effectiveness.

## **RECOMMENDATIONS**

1. Teachers who maintain an advantageous outlook on instructional supervision are more likely to interact with expert development possibilities. It is essential for schools to continuously offer expert improvement programs that concentrate on effective coaching strategies, study-room control techniques, and self-reflection.
2. In the context of instructional management, managers must adopt a supportive and collaborative approach. Their role necessitates the provision of valuable feedback, acknowledgement of educators' competencies, and

provision of aid in areas that require enhancement.

3. When undertaking the process of supervision within the educational context, it is of paramount importance for supervisors to meticulously and thoughtfully deliberate upon the teaching beliefs and strategies employed by the teachers, who are charged with overseeing and guiding.
4. An extensive array of benefits can be extracted by encouraging teachers to be involved in the process of engaging in self-reflection. To facilitate this process, supervisors possess a significant capacity to contribute by offering teachers the necessary opportunities to engage in introspection regarding their teaching methodologies, establish objectives aimed at enhancing their performance, and formulate strategic courses of action to accomplish their goals.
5. Cultivating positive attitudes towards instructional supervision and recognizing teachers' efforts can have a significant impact. Schools can establish programs of recognition that grant acknowledgement and rewards to teachers who exhibit progress and advancement in their pedagogical methodologies.
6. Supervisors must offer continuous assistance and monitoring to guarantee the efficacy of instructional supervision. This can involve offering additional resources, coaching, or mentoring opportunities, and facilitating collaboration among peers.

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## DECLARATION

The author declares that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## DATA AVAILABILITY STATEMENT

The datasets created and examined during this study are available for access. If anyone is interested, they can be provided upon request.

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