

Supervisory Feedback and Monitoring as Predictors of Teacher Self-Efficacy

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Abstract. This study examined the predictive relationships among supervisory feedback, supervisory monitoring, and teacher self-efficacy to determine how developmental supervision may contribute to teachers' instructional confidence in the Philippine public school context. However, limited research has examined the combined predictive and mediating relationships among these supervisory practices and teacher self-efficacy in Philippine public schools. Specifically, the study determined whether supervisory feedback and supervisory monitoring significantly predict teacher self-efficacy and whether supervisory monitoring mediates the relationship between supervisory feedback and teacher self-efficacy. Using a quantitative, nonexperimental, predictive-correlational research design, data were collected from 200 public school teachers in the Division of Zamboanga City, Philippines, through purposive sampling. The researcher-developed questionnaire was reviewed and validated by an expert validator and pilot-tested with 30 public school teachers who were not included in the main sample, demonstrating satisfactory internal consistency. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through WarpPLS 8.0. Results showed that supervisory feedback significantly predicted supervisory monitoring and teacher self-efficacy, while supervisory monitoring significantly predicted teacher self-efficacy. Supervisory monitoring also significantly mediated the relationship between supervisory feedback and teacher self-efficacy. These findings highlight the importance of integrating constructive feedback with systematic follow-up, monitoring, coaching, and instructional support as components of effective instructional leadership. These findings suggest that school leaders may support teachers' instructional confidence through timely feedback, systematic monitoring, coaching, and appropriate instructional support. The study recommends strengthening developmental supervision systems that provide teachers with continuous opportunities to receive feedback, monitor progress, and improve instructional practices. Future research may examine the model across different educational contexts and incorporate additional leadership and teacher-related variables.

Keywords: Mediation; PLS-SEM; Supervisory Feedback; Supervisory Monitoring; Teacher Self-Efficacy

Introduction

Supervisory feedback and monitoring are important practices in supporting teachers' professional growth and instructional performance. When these practices are timely, constructive, and continuous, school leaders can help teachers improve teaching strategies, address classroom challenges, and work toward learning goals. Feedback provides teachers with information about their performance and areas for improvement, while monitoring supports the continued observation, follow-up, and reinforcement of instructional practices. In this sense, supervision extends beyond evaluating teacher performance and may contribute to teachers' professional competence and confidence.

Previous research has established important relationships between leadership support, feedback, and teacher self-efficacy. Liu and Gumah (2020), for example, emphasized the influence of feedback on self-efficacy, while Alanoglu (2021) highlighted the contribution of instructional leadership to teachers' beliefs about their teaching capabilities. More recent studies have likewise associated principal support, instructional leadership, and professional development opportunities with stronger teacher self-efficacy (Đuranović et al.,

2024; Özdoğru et al., 2025; Zhang et al., 2025). Cansoy et al. (2025) further demonstrated that principal feedback was positively associated with teacher self-efficacy and professional learning, suggesting that feedback can contribute to teachers' instructional development through psychological and professional mechanisms.

Research has also examined supervisory and monitoring practices as components of instructional leadership and teacher development. Alanoglu (2021) described instructional leadership as involving the evaluation of teaching and learning processes, identification of deficiencies, and implementation of interventions to improve outcomes. Similarly, Huang (2022) showed that self-assessment and continuous evaluation can support teachers' self-regulation and self-efficacy. Adedeji (2026) further reported that frequency of supervision, supervisory feedback, and follow-up supervision were significantly associated with teachers' job performance, with supervisory feedback emerging as a strong predictor. These studies indicate that supervision may be more meaningful when observation and evaluation are followed by feedback, assistance, and continued monitoring.

Despite these contributions, an important gap remains in understanding how these supervisory practices operate together within a single explanatory model. Existing studies have commonly examined broader constructs such as instructional leadership, principal support, professional learning, or teacher self-efficacy, while other studies have focused on feedback, supervision, or follow-up practices in relation to teacher performance. Thus, the existing literature provides evidence for individual relationships among leadership support, feedback, monitoring, teacher development, and self-efficacy, but provides less evidence concerning the simultaneous relationships among supervisory feedback, supervisory monitoring, and teacher self-efficacy within a single predictive model. In particular, the extent to which supervisory feedback predicts monitoring, whether both practices independently contribute to teacher self-efficacy, and whether monitoring serves as a mechanism through which feedback is associated with teacher self-efficacy remain insufficiently examined.

The contextual gap is also important. Although evidence from international educational settings demonstrates relationships between leadership practices and teacher self-efficacy, fewer studies have specifically examined these interconnected supervisory practices among teachers in Philippine public schools. The Philippine educational system institutionalizes teacher supervision through performance-management and professional-standards frameworks, including the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST) (Department of Education, 2021, 2022). These frameworks emphasize performance assessment, feedback, coaching, and professional development, making the Philippine context particularly relevant for examining how supervisory practices relate to teachers' professional confidence.

Accordingly, the present study addresses both a conceptual and contextual gap by examining supervisory feedback and supervisory monitoring as distinct but interconnected predictors of teacher self-efficacy among public school teachers in the Division of Zamboanga City, Philippines. Specifically, the study examines the direct effect of supervisory feedback on supervisory monitoring, the direct effects of supervisory feedback and supervisory monitoring on teacher self-efficacy, and the mediating role of supervisory monitoring in the relationship between supervisory feedback and teacher self-efficacy. By examining these relationships simultaneously, the study seeks to provide a more specific understanding of how supervisory practices may contribute to teachers' confidence in their instructional capabilities and to provide evidence that may inform developmental supervision and instructional leadership in Philippine schools.

Research Question

The research aimed to examine whether supervisory feedback and supervisory monitoring predict teacher self-efficacy. Specifically, it sought to answer the following question:

1. Do supervisory feedback and supervisory monitoring significantly predict teacher self-efficacy, and does supervisory monitoring mediate the relationship between supervisory feedback and teacher self-efficacy?

Scope and Delimitation of the Study

This study examined the relationships among supervisory feedback, supervisory monitoring, and teacher self-efficacy among public school teachers during the school year 2026–2027. It focused on the predictive effects of supervisory feedback and supervisory monitoring on teacher self-efficacy and the mediating role of supervisory monitoring. The study used Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among the variables. The study covered public school teachers in the selected public school setting and was limited to the variables included in the research model. It did not include school heads as respondents or other factors that may influence teacher self-efficacy. The findings were limited to the respondents, variables, educational setting, and school year 2026–2027 covered by the study.

Literature Review

Supervisory Feedback

Supervisory feedback is an important component of school-based supervision because it provides teachers with information about their instructional performance and identifies areas for improvement. Effective feedback may support reflection, professional learning, and the development of teachers' confidence in performing instructional tasks. Liu and Gumah (2020) emphasized that feedback can influence self-efficacy by shaping individuals' perceptions of their capabilities. In the school context, feedback provided by instructional leaders may therefore serve not only an evaluative function but also a developmental function by helping teachers recognize strengths, address weaknesses, and improve their instructional practices. Evidence from recent studies supports the developmental role of leadership-based feedback. Cansoy et al. (2025) found that principal feedback was positively associated with teacher self-efficacy and professional learning among K–12 teachers. Their findings suggest that feedback can contribute to instructional improvement through both professional and psychological processes. Similarly, studies on instructional leadership have shown that clear expectations, constructive feedback, professional encouragement, and leadership support can strengthen teachers' beliefs in their instructional capabilities (Alanoglu, 2021; Zhang et al., 2025). These findings collectively indicate that the quality and developmental orientation of supervisory feedback may be important in shaping teachers' professional confidence. However, feedback does not necessarily produce sustained improvement when it is provided as an isolated supervisory activity. Feedback may identify what needs to be improved, but teachers may also require follow-up, guidance, observation, and continued support to translate recommendations into practice. This consideration establishes a connection between supervisory feedback and supervisory monitoring.

Supervisory Monitoring

Supervisory monitoring refers to systematic observation, performance review, follow-up assistance, and corrective guidance intended to maintain instructional quality and support continuous improvement. Monitoring enables school leaders to determine whether previously identified concerns have been addressed and whether teachers have received adequate support in improving their instructional practices. Alanoglu (2021) described instructional leadership as including the evaluation of teaching and learning processes, identification of deficiencies, and implementation of interventions to improve educational outcomes. Monitoring is also related to continuous reflection and improvement. Huang (2022) demonstrated that self-assessment can strengthen teachers' self-regulation and self-efficacy by encouraging them to evaluate their instructional practices and regulate their performance. Although self-assessment is internally directed rather than supervisor-directed, its emphasis on continuous evaluation and improvement illustrates the importance of monitoring processes in professional development. Empirical evidence further suggests that supervision becomes more effective when monitoring is accompanied by feedback and follow-up. Adedeji (2026) found that frequency of supervision, supervisory feedback, and follow-up supervision were significantly associated with teachers' job performance, with supervisory feedback emerging as a strong predictor. This finding suggests that supervision is not simply a one-time observation process; rather, its effectiveness may depend on the continuity between observation, feedback, follow-up, and support. Overall, the literature indicates that supervisory monitoring can provide the continuity necessary to transform supervisory observations and feedback into sustained professional improvement. This makes monitoring particularly relevant when examining how supervisory feedback may influence teacher self-efficacy.

Teacher Self-Efficacy

Teacher self-efficacy refers to teachers' beliefs about their capability to successfully perform tasks associated with teaching. It is an important psychological factor because teachers' beliefs about their capabilities can influence their motivation, instructional behavior, persistence, and responses to classroom challenges. Bandura's Social Cognitive Theory (1986) identifies self-efficacy as a central construct through which personal, behavioral, and environmental factors interact. Research has consistently linked teacher self-efficacy with important professional outcomes. Xie et al. (2022) reported that school principals can enhance teacher efficacy through direct supervision and instructional leadership activities that support professional growth. Duan et al. (2024), in a systematic review and meta-analysis, found that teacher self-efficacy in classroom management was associated with more effective instructional practices. Similarly, Đuranović et al. (2024) found that principal support and professional advancement opportunities were associated with teacher self-efficacy. These findings demonstrate that teacher self-efficacy is influenced not only by individual characteristics but also by the professional environment and support provided by school leaders. Teacher self-efficacy may also influence how teachers respond to professional demands. Yang and Du (2024) found that teacher self-efficacy was related to emotion regulation and digital burnout, indicating that teachers with

stronger efficacy beliefs may be better positioned to manage professional challenges. Thus, strengthening teacher self-efficacy is relevant not only to instructional performance but also to teachers' capacity to adapt to changing demands within educational settings.

Relationships Among Supervisory Feedback, Supervisory Monitoring, and Teacher Self-Efficacy

Supervisory feedback and supervisory monitoring are interconnected supervisory processes that may contribute to the development of teacher self-efficacy. While feedback provides teachers with information about their performance, monitoring provides continued observation, follow-up, and support that may help teachers apply and sustain improvements. Liu and Gumah (2020) and Cansoy et al. (2025) found that supervisory and principal feedback is associated with teacher self-efficacy and professional learning. Similarly, studies by Đuranović et al. (2024), Özdoğru et al. (2025), and Zhang et al. (2025) indicate that principal support and instructional leadership are positively associated with teachers' efficacy beliefs. Xie et al. (2022) likewise reported that instructional supervision and leadership practices can contribute to teacher self-efficacy. Supervisory monitoring may further strengthen the influence of feedback by providing continuity through observation, follow-up, and professional support. Adedeji (2026) found that the frequency of supervision, supervisory feedback, and follow-up supervision were significantly associated with teacher job performance, with feedback emerging as a strong predictor. Cansoy et al. (2025) likewise highlighted the importance of principal feedback in supporting teacher self-efficacy and professional learning. These findings suggest that monitoring may serve as a mechanism through which feedback is reinforced and translated into continued professional improvement. The relationship among these variables can also be explained through Bandura's Social Cognitive Theory (1986). Supervisory feedback may function as verbal persuasion by providing constructive information that reinforces teachers' perceptions of their capabilities. Supervisory monitoring may provide opportunities for observation, reflection, follow-up, and reinforcement, which may contribute to mastery experiences and stronger efficacy beliefs. Thus, supervisory feedback and monitoring may jointly influence teacher self-efficacy, while monitoring may potentially explain part of the relationship between feedback and self-efficacy.

Methodology

Research Design

This study employed a quantitative predictive research design using Partial Least Squares Structural Equation Modeling (PLS-SEM) through Warp-PLS software. This design was appropriate for examining the predictive relationships among supervisory feedback, supervisory monitoring, and teacher self-efficacy. Specifically, the study assessed the direct effects of supervisory feedback on supervisory monitoring and teacher self-efficacy, as well as the effect of supervisory monitoring on teacher self-efficacy. In addition, it examined the mediating role of supervisory monitoring in the relationship between supervisory feedback and teacher self-efficacy.

Research Locale

The study was conducted in selected public schools in Zamboanga City, Philippines. The selected schools were included based on their suitability to the objectives of the study and the availability of eligible public school teachers who met the established eligibility criteria. The research locale provided the context for examining teachers' perceptions of supervisory feedback and supervisory monitoring and their level of teacher self-efficacy.

Research Participants

The respondents consisted of 200 public school teachers from the selected schools in Zamboanga City, Philippines. These teachers served as the main respondents of the study and provided data regarding supervisory feedback, supervisory monitoring, and teacher self-efficacy. A separate group of 30 public school teachers participated in the pilot testing of the research instrument. These pilot respondents were not included in the main sample of 200 respondents. Participation in both the pilot and main study was voluntary, and respondents were informed of the purpose of the study, the confidentiality of their responses, and their right to participate freely.

Research Instrument

The study employed a structured survey questionnaire to measure supervisory feedback, supervisory monitoring, and teacher self-efficacy among public school teachers. The questionnaire was reviewed and validated by one expert validator, the researcher's subject professor in research, to assess the relevance, clarity,

and appropriateness of the items in relation to the objectives of the study. A Content Validity Index (CVI) was not calculated. Following expert validation, a pilot test involving 30 public school teachers who were separate from the 200 respondents of the main study was conducted to assess the clarity of the instrument and its preliminary internal consistency reliability. The pilot-test results demonstrated satisfactory reliability across the three constructs. Supervisory Feedback obtained a Composite Reliability of 0.947 and Cronbach's Alpha of 0.939; Supervisory Monitoring obtained a Composite Reliability of 0.863 and Cronbach's Alpha of 0.804; and Teacher Self-Efficacy obtained a Composite Reliability of 0.940 and Cronbach's Alpha of 0.928. These results indicated satisfactory internal consistency reliability, and the questionnaire was finalized for administration to the main respondents. The questionnaire employed a five-point Likert scale, with 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (DA), and 1 = Strongly Disagree (SDA). The finalized questionnaire was administered to the 200 public school teachers included in the main study. The main-study data were analyzed using WarpPLS 8.0. For the reflective measurement model, indicator loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) were assessed, while discriminant validity was evaluated using the Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio. The structural model was subsequently evaluated to test the hypothesized direct and indirect relationships among the constructs.

Data Gathering Procedure

The researcher first secured an approved letter from the Research Adviser, which served as an initial authorization to conduct the study. The approved letter was then submitted to the Department of Education, Division of Zamboanga City, Philippines, to secure the necessary endorsement and approval to conduct the study in the selected public schools. After obtaining approval from the Division Office, the researcher sought permission from the administrators of the selected schools before proceeding with the data collection. Prior to the main data collection, the research instrument was reviewed and validated by one expert validator and pilot-tested with 30 public school teachers who were not included among the 200 respondents of the main study. The pilot test was conducted to assess the clarity of the questionnaire and its preliminary internal consistency reliability. After the instrument was finalized, the researcher proceeded with the main data collection. The researcher personally coordinated with and invited eligible public school teachers to participate in the study. Before administering the questionnaire, the researcher explained the purpose and nature of the study, the procedures involved, the voluntary nature of participation, the confidentiality of the information provided, and the respondents' right to decline or discontinue participation without penalty. Informed consent was obtained from all respondents before participation. The finalized questionnaire was then administered to the 200 public school teachers included in the main study. Respondents were instructed to read each statement carefully and select the response that best represented their perceptions. The researcher provided the necessary instructions and clarification regarding the questionnaire without influencing the respondents' answers. After completion, the questionnaires were retrieved and checked for completeness. The responses were encoded, organized, and prepared for statistical analysis while maintaining the confidentiality and privacy of the respondents. The final dataset was analyzed using WarpPLS 8.0 for measurement-model assessment, structural-model assessment, hypothesis testing, and examination of the mediating effect of supervisory monitoring.

Results and Discussions

This section presents the results of the PLS-SEM analysis examining the relationships among supervisory feedback, supervisory monitoring, and teacher self-efficacy. The analysis was conducted in two stages: assessment of the measurement model and assessment of the structural model. Figure 1 presents the structural model with standardized path coefficients. Tables 1 to 3 summarize the measurement model assessment, including reliability, convergent validity, and discriminant validity. Table 4 presents the structural model results and hypothesis testing, while Tables 5 and 6 provide additional model evaluation indices, including collinearity, explanatory power, predictive relevance, and model fit.

Table 1. Convergent Validity and Reliability

Construct/Item	Factor Loading	AVE	CR	CA
1. Supervisory Feedback		0.602	0.948	0.940
SF1	0.784			
SF2	0.787			
SF3	0.756			
SF4	0.758			
SF5	0.791			
SF6	0.768			
SF7	0.772			
SF8	0.769			
SF9	0.796			
SF10	0.790			
SF11	0.747			
SF12	0.792			
2. Supervisory Monitoring		0.646	0.916	0.890
SM1	0.750			
SM2	0.844			
SM3	0.751			
SM4	0.844			
SM5	0.834			
SM6	0.792			
3. Teacher-Self Efficacy		0.640	0.941	0.929
TSE1	0.765			
TSE2	0.834			
TSE3	0.751			
TSE4	0.806			
TSE5	0.839			
TSE6	0.820			
TSE7	0.780			
TSE8	0.831			
TSE9	0.770			

Table 1 shows that all factor loadings exceeded the minimum threshold of 0.50. The Average Variance Extracted (AVE) values were above 0.50, while Composite Reliability (CR) and Cronbach's Alpha (CA) values were all greater than 0.70. These results indicate adequate convergent validity and internal consistency reliability of the constructs. Overall, the findings confirm that the measurement indicators reliably represent their respective constructs, ensuring the suitability of the data for structural model analysis.

Table 2. Discriminant Validity (Fornell-Larcker Criterion)

Constructs	SF	SM	TSE
1. SF	0.776		
2. SM	0.662	0.804	
3. TSE	0.549	0.519	0.800

Table 3. Discriminant Validity (HTMT ratios)

Construct	SF	SM	TSE
1. SF			
2. SM	0.723		
3. TSE	0.586	0.570	

Discriminant validity was evaluated using the Fornell-Larcker criterion in Table 2. The diagonal values were higher than the corresponding off-diagonal correlations, indicating that each construct is distinct from the others. Furthermore, the Heterotrait-Monotrait (HTMT) ratios shown in Table 3 were all below the recommended threshold of 0.85, providing additional evidence of adequate discriminant validity. Overall, these results provide evidence that the constructs are empirically distinct, supporting the validity of the measurement model.

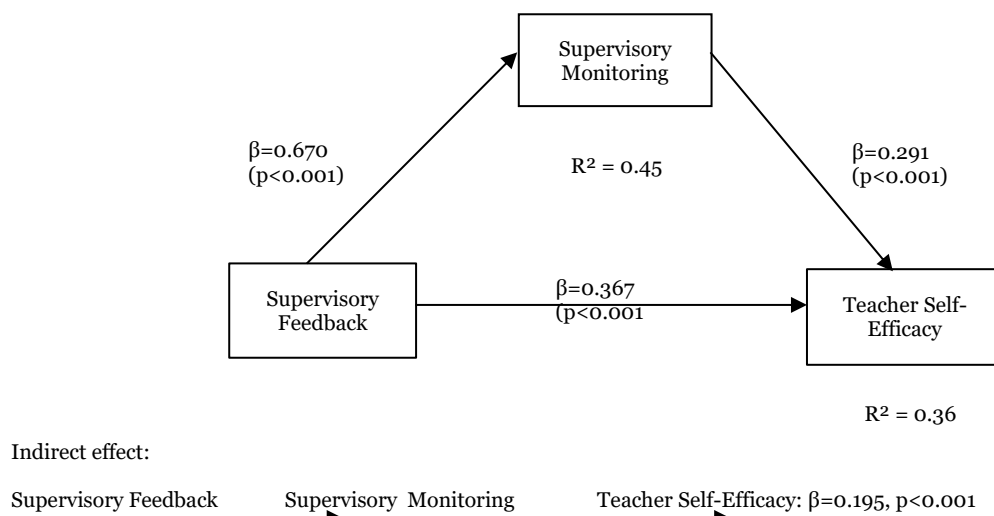


Figure 1. Structural Model with Standardized Path

Research Question 1: Do supervisory feedback and supervisory monitoring significantly predict teacher self-efficacy, and does supervisory monitoring mediate the relationship between supervisory feedback and teacher self-efficacy?

Table 4. Structural Model Results

Hypotheses path	β	P-value	SE	Effect Size (f^2)
1. H1. Supervisory Feedback $\rightarrow$ Supervisory Monitoring	0.670	<0.001	0.062	0.448
2. H2. Supervisory Feedback $\rightarrow$ Teacher Self-Efficacy	0.367	<0.001	0.066	0.204
3. H3. Supervisory Monitoring $\rightarrow$ Teacher Self-Efficacy	0.291	<0.001	0.067	0.154
4. H4. Supervisory Feedback $\rightarrow$ Supervisory Monitoring $\rightarrow$ Teacher Self-Efficacy	0.195	<0.001	0.048	0.108

Table 4 presents the structural model results, indicating that all hypothesized relationships are statistically significant ($p < 0.001$). Supervisory feedback significantly predicts supervisory monitoring ($\beta = 0.670$, $f^2 = 0.448$), indicating a large effect size. It also significantly predicts teacher self-efficacy ($\beta = 0.367$, $f^2 = 0.204$), indicating a medium effect size.

In addition, supervisory monitoring significantly predicts teacher self-efficacy ($\beta = 0.291$, $f^2 = 0.154$), also indicating a medium effect size. The indirect effect of supervisory feedback on teacher self-efficacy through supervisory monitoring is significant ($\beta = 0.195$), indicating a small indirect effect. These results suggest that supervisory monitoring partially mediates the relationship between supervisory feedback and teacher self-efficacy. Collectively, all hypotheses (H1–H4) are supported.

Table 5. Collinearity, Explanatory Power, and Predictive Relevance

Constructs	Full Collinearity VIF	R ²	Q ²
1. Supervisory feedback	1.984		
2. Supervisory monitoring	1.897	0.448	0.445
3. Teacher Self-Efficacy	1.525	0.358	0.360

Table 5 presents the collinearity assessment, explanatory power, and predictive relevance of the model. The full collinearity VIF values are below the recommended threshold, indicating no issues of multicollinearity and suggesting that common method bias is not a serious concern in the study. The model demonstrates moderate explanatory power, as supervisory feedback explains a substantial proportion of variance in supervisory monitoring, while supervisory feedback and supervisory monitoring jointly explain a reasonable level of variance in teacher self-efficacy. In addition, the Q^2 values are greater than zero, indicating that the model has acceptable predictive relevance.

Table 6. Model Fit and Quality Indices

Model fit and Quality indices	Coefficients
1. APC	0.442, $P < 0.001$
2. ARS	0.403, $P < 0.001$
3. AARS	0.399, $P < 0.001$
4. AVIF	1.738
5. AFVIF	1.802
6. Tenenhaus GoF	0.504

Table 6 summarizes the model fit and quality indices. The significant values of APC, ARS, and AARS ($p < 0.001$) indicate satisfactory explanatory power and structural model fit. In addition, AVIF and AFVIF values below the recommended threshold confirm the absence of multicollinearity. The Tenenhaus GoF value suggests a strong overall model fit, indicating that the proposed model adequately represents the data structure and relationships among constructs. Overall, the results indicate that the structural model is statistically robust, with acceptable levels of collinearity, explanatory power, predictive relevance, and model fit. These findings suggest that the model is suitable for explaining the relationships among supervisory feedback, supervisory monitoring, and teacher self-efficacy.

Discussion

The structural model results revealed that all hypothesized relationships were statistically significant ($p < 0.001$). Supervisory feedback significantly predicted supervisory monitoring and teacher self-efficacy, while supervisory monitoring significantly predicted teacher self-efficacy. Furthermore, supervisory monitoring significantly mediated the relationship between supervisory feedback and teacher self-efficacy. These findings suggest that supervisory feedback can contribute to teacher self-efficacy both directly and indirectly through sustained supervisory monitoring.

Supervisory Feedback and Supervisory Monitoring

The significant positive effect of supervisory feedback on supervisory monitoring ($\beta = 0.670$, $p < 0.001$) indicates that constructive and informative feedback is associated with stronger monitoring practices. This finding suggests that feedback can initiate a continuing supervisory process in which school heads follow up on teachers' performance, provide guidance, and assess progress after feedback has been provided. The large effect size ($f^2 = 0.448$) further indicates that supervisory feedback has a substantial influence on supervisory monitoring in the proposed model. This finding emphasizes that effective feedback is not merely an evaluative activity but can serve as a basis for continuing supervision and professional support. This result is consistent with Adedeji (2026), who emphasized that supervisory feedback and follow-up supervision are important components of effective supervision that can enhance teacher performance.

Supervisory Feedback and Teacher Self-Efficacy

Supervisory feedback significantly and positively predicted teacher self-efficacy ($\beta = 0.367$, $p < 0.001$), with a medium effect size ($f^2 = 0.204$). This finding indicates that teachers who receive constructive supervisory feedback may develop stronger confidence in their ability to perform instructional tasks. Feedback can provide teachers with information about their strengths, areas for improvement, and ways of enhancing their classroom practices. From an instructional perspective, feedback can help teachers recognize successful practices while identifying specific areas requiring improvement. When feedback is constructive, specific, and developmental, it may provide teachers with clearer expectations and greater direction regarding their professional responsibilities. This may contribute to stronger perceptions of competence and instructional capability.

Supervisory Monitoring and Teacher Self-Efficacy

Supervisory monitoring also significantly predicted teacher self-efficacy ($\beta = 0.291$, $p < 0.001$), with a medium effect size ($f^2 = 0.154$). This finding suggests that regular observation, follow-up, progress checking, and continuing instructional support may contribute to teachers' confidence in their professional capabilities. Monitoring can provide teachers with opportunities to receive clarification, assistance, and reinforcement as they implement instructional practices. Rather than functioning solely as a mechanism for accountability, developmental monitoring can provide continuing support that enables teachers to recognize their progress and address instructional challenges. This finding is consistent with studies indicating that supportive leadership practices can improve teacher confidence and school outcomes (Özdoğru et al., 2025; Zhang et al., 2025).

Mediation of Supervisory Monitoring

The significant indirect effect of supervisory feedback on teacher self-efficacy through supervisory monitoring ($\beta = 0.195$, $p < 0.001$, $SE = 0.048$) demonstrates that supervisory monitoring functions as a mediating mechanism in the relationship between supervisory feedback and teacher self-efficacy. The finding indicates that supervisory feedback does not influence teacher self-efficacy only through the immediate provision of comments, suggestions, or evaluations. Its influence is also transmitted through continuing monitoring and follow-up. Because the direct effect of supervisory feedback on teacher self-efficacy remained significant ($\beta = 0.367$, $p < 0.001$), the results indicate partial mediation.

Supervisory monitoring may function as a mediator because it provides the follow-through necessary to transform feedback into an ongoing developmental process. Feedback provides teachers with information about their performance and areas for improvement, whereas monitoring provides opportunities to determine whether the feedback has been understood and applied. Through follow-up observations, progress checks, discussions, and instructional assistance, school heads can reinforce recommended practices and address difficulties encountered during implementation. In this way, monitoring connects the information provided through feedback with teachers' subsequent experiences of support, improvement, and professional competence.

The mediating relationship can also be understood through Social Cognitive Theory, particularly Bandura's concept of self-efficacy. From this perspective, teachers' beliefs about their capabilities can be strengthened through experiences that provide evidence of competence, support, and successful performance. Supervisory feedback can provide teachers with information that guides improvement, while continuous monitoring enables school heads to provide reinforcement, clarification, and assistance during the implementation of recommended practices. As teachers receive continuing support and experience progress in their instructional practices, they may develop stronger beliefs in their ability to perform their professional responsibilities effectively.

The mediation finding also supports a developmental view of instructional supervision in which supervision extends beyond evaluation and involves continuing guidance and professional support. Feedback may have greater developmental value when it is accompanied by systematic follow-up. Monitoring ensures that recommendations are not simply communicated but are revisited, supported, and evaluated over time. The result therefore suggests that the effectiveness of supervisory feedback may depend partly on the extent to which school heads sustain the supervisory process after feedback has been provided. This finding is comparable with Yang and Du (2024), who emphasized the importance of indirect mechanisms in understanding factors associated with teacher self-efficacy.

From an instructional leadership perspective, the mediation result has important implications for school heads. Supervisory systems should not treat feedback as the final stage of supervision. Instead, school heads should establish a continuous cycle of feedback, monitoring, support, and improvement. After providing feedback, school heads may conduct follow-up observations, discuss teachers' progress, provide coaching or mentoring, and offer additional instructional resources when necessary. Such practices can help translate feedback into actual instructional improvement while providing teachers with continued opportunities to develop their professional capabilities.

Overall, the mediation finding demonstrates that supervisory monitoring is an important pathway linking supervisory feedback to teacher self-efficacy. Teachers may develop stronger confidence not only because school heads provide feedback but also because the feedback is reinforced through sustained monitoring and developmental support. Strengthening the feedback-monitoring process may therefore help school heads create a supportive instructional environment in which teachers receive continuous guidance, opportunities for improvement, and reinforcement of their professional capabilities.

Ethical Considerations

The study adhered to ethical standards in conducting educational research and protected the rights, privacy, and welfare of the participating public school teachers. Prior to data collection, the researcher secured the necessary institutional and administrative clearances, including approval and endorsement from the Department of Education, Division of Zamboanga City, Philippines, and permission from the administrators of the selected public schools. Before participation, the researcher explained the purpose and nature of the study, the procedures involved, the voluntary nature of participation, and the respondents' right to decline or withdraw from the study at any time without penalty or adverse consequences. Informed consent was obtained from all respondents before the questionnaire was administered. The confidentiality and privacy of the respondents were maintained throughout the study in accordance with applicable data privacy principles, including the Data Privacy Act of 2012 (Republic Act No. 10173). No personally identifying information was included in the research dataset or report. Respondents were assigned codes for data organization and analysis to protect their identities. Information obtained from the respondents was treated confidentially and used

solely for academic and research purposes. The collected data were securely stored and accessed only for purposes directly related to the study. The researcher ensured that participation was free from coercion and that respondents were not subjected to physical, psychological, or emotional harm. The questionnaire contained items focused on respondents' professional perceptions and experiences regarding supervisory feedback, supervisory monitoring, and teacher self-efficacy and did not request sensitive personal information. Ethical principles of respect, fairness, confidentiality, voluntary participation, and academic integrity were observed throughout the research process.

Conclusion

This study examined the role of supervisory feedback and supervisory monitoring as predictors of teacher self-efficacy using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings revealed that supervisory feedback significantly and positively predicts both supervisory monitoring and teacher self-efficacy. Likewise, supervisory monitoring was found to have a significant positive effect on teacher self-efficacy. Importantly, supervisory monitoring partially mediates the relationship between supervisory feedback and teacher self-efficacy, indicating that feedback becomes more effective when supported by continuous monitoring practices. These results suggest that supervisory feedback functions not only as a direct predictor of teacher self-efficacy but also as an indirect predictor through its influence on monitoring processes. Overall, the study concludes that effective supervision, characterized by constructive feedback and continuous monitoring, plays a critical role in predicting teachers' confidence in their instructional capabilities.

Recommendations

Based on the findings, it is recommended that school leaders strengthen supervision by integrating timely, constructive feedback with continuous monitoring to support teachers' professional growth and enhance self-efficacy. Teachers are encouraged to actively engage with feedback and apply it to improve instructional practices. Educational institutions may also provide capacity-building programs to enhance supervisory competencies, while policymakers may reinforce supervision frameworks that emphasize both feedback and monitoring. Future research may explore additional factors influencing teacher self-efficacy and examine these relationships across different educational contexts.

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