



INSTRUCTIONAL SUPERVISION PRACTICES ON TEACHER EFFICACY AND STUDENT ACHIEVEMENT IN MULTIGRADE SCHOOLS IN MASBATE

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ABSTRACT

The study examined the connection between instructional supervisory practices, teacher efficacy, and student performance in multigrade schools in Masbate Province Division. A descriptive correlational design was utilized in gathering data from 115 multigrade teachers and 58 multigrade school heads using a validated teacher efficacy and supervision assessment scale with student performance recorded as Mean Percentage Scores (MPS).

Results showed high overall teacher efficacy ($M = 4.39$, $SD = 0.35$), with the highest ratings in efficacy building ($M = 4.52$) and student engagement ($M = 4.45$), and the lowest in multigrade discipline management ($M = 4.28$). The overall MPS was 73.19, indicating movement toward mastery, with Filipino highest (75.80) and Science lowest (71.11). Spearman Rho analysis revealed a moderate positive correlation between instructional supervision and teacher efficacy. Meanwhile, there is a weak, negative relationship between instructional supervision and student achievement.

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Finally, the study recommends intensifying data-informed cycles to refine multigrade-specific professional development, as well as using technology-enabled coaching to enhance instructional practices in geographically isolated schools.

Keywords: *instructional supervision, teacher efficacy, student achievement, multigrade schools, Masbate*



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