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The Influence of School Heads' Supervision and Feedback on Teacher Self-Efficacy in Senior High Schools in Ghana.

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Abstract: The paper has looked at the effects of instructional supervision and feedback of the school heads on teacher self-efficacy in senior high schools within the Pru East District of Ghana. The research was informed by the issue of the role of school leadership practices in promoting teacher confidence and their teaching effectiveness. The study adopted a quantitative research approach with cross-sectional correlational survey design. The sample size was 135 teachers, and structured questionnaires were used to gather the data. The findings revealed that instructional supervision practices and quality of feedback had a statistically significant effect on teacher self-efficacy as well as effective predictors of teacher self-efficacy. This implies that supervision and feedback are important factors that determine the beliefs of teachers regarding their instructional abilities. The research comes to a conclusion that the supervision is effective, supportive and development-oriented and the supervision, together with the timely and constructive feedback, has a profound

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influence on teacher self-efficacy. School heads are also advised to enhance the instructional leadership practice by undertaking the act of classroom supervision frequently and giving feedback which is meaningful and supportive of professional development. The research paper adds to the body of literature as it presents empirical evidence based on a Ghanaian setting and gives practical implications of the research to make teaching more effective, using leadership practices.

Keywords: *Instructional supervision, feedback quality, teacher self-efficacy, senior high school, Influence.*

Introduction

Education has been a pillar of individual and societal growth, a source of economic, social, and technological progress (Grant, 2017; Nkansah et al., 2021). Teachers are the main component of any successful educational system, and their competency levels and their perceptions of their abilities play a large role in determining the learning results of students. One of the most important constructs in this respect is teacher self-efficacy, which refers to the conviction of the teachers in their ability to plan, organize and implement the instructional activities effectively (Bandura, 1986). The empirical evidence has always indicated that highly self-efficacy teachers are more resilient, innovation in instruction, and commitment in teaching which has beneficial effects on student achievement. Conversely, low self-efficacy is linked to poor classroom management, low motivation, and low instructional effectiveness (Ninković & KneževićFlorić, 2018).

Instructional supervision and school head feedback are some of the most important variables that influence teacher self-efficacy. Instructional supervision can be described as a system according to which school leaders provide professional development to teachers by giving guidance, overseeing instructional practice, and enabling ongoing improvement (DiPaola & Wagner, 2018). Supervision has been found to improve instructional competence and confidence of teachers, especially when the supervision is effectively conducted and includes mentoring, collaboration, and classroom observations. Feedback is closely connected with supervision and gives a teacher information about their performance and helps them to see the areas of improvement and their strengths. In case the feedback is prompt, specific, and constructive, it contributes to reflective practice and enhances teacher self-efficacy (Safeek & Hock, 2024). On the contrary, perceived punitive,

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vague, or overly critical supervision and feedback can lower the confidence of teachers, demotivate them, and deter professional development (Tutunaru, 2023).

In Ghana, the Ghana Education Service (GES) requires the school heads to offer continuous supervision and feedback to enhance the teaching and learning outcomes (Dzikum, 2015). In spite of this policy directive, the effectiveness of supervisory practices is still unbalanced especially in rural and resource limited districts like in Pru East. In such cases, teachers are prone to serious challenges, such as insufficient instructional materials (Asano et al., 2021), excessive student-teacher ratios (Akoto-Baako et al., 2021; Botchway et al., 2022; Oduwan& Francis, 2023), and professional development opportunities (Akyeampong, 2017; These contextual factors can affect the process by which supervision and feedback are provided and received, and it can be questioned whether they are effective in improving teacher self-efficacy or add to stress and demotivation.

Even though the literature has recognized the significance of supervision and feedback in teacher performance, there has been a scarcity of empirical evidence of how these leadership practices have specific effects on teacher self-efficacy, especially in the Ghanaian senior high school setting. The majority of the past research has paid attention to the performance of teachers or the leadership practices in general, rather than to the psychological aspect of teaching, including self-efficacy, and its direct impact on the supervision and feedback processes. Moreover, not many studies have concurrently tested the collaborative and independent impact of instructional supervision and feedback on teacher self-efficacy particularly in rural school districts such as the Pru East District.

This is an important gap since the relationship between supervision, feedback and teacher self-efficacy needs to be understood in a bid to enhance instructional leadership and educational outcomes. Supervisory practices can still be focused on compliance and not professional development unless there is clear empirical evidence to show otherwise, which can be detrimental to them. Thus, a specific study on the impact of supervision and feedback of school heads on the self-efficacy of teachers in senior high schools in the Pru East District is necessary.

The current study can fill this gap by contributing to the literature by giving context-specific empirical data on how instructional supervision and feedback influence the development of teacher self-efficacy. It is hoped that the findings will inform educational

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policy, enhance leadership practices, and facilitate the creation of more effective and supportive and teacher-centered supervision strategies that will improve the quality of instruction and learning outcomes among students. With the purpose of finding out the influence of School Heads' supervision and feedback on teacher self-efficacy in senior high schools, two hypotheses were formulated to guide the study, and these were:

Hypothesis 1 (H1): Instructional supervision practices of school heads have a significant positive effect on teacher self-efficacy in senior high schools in the Pru East District.

Hypothesis 2 (H2): Feedback quality provided by school heads has a significant positive effect on teacher self-efficacy in senior high schools in the Pru East District.

Literature Review

Theoretical Review

Social Cognitive Theory (SCT)

Social Cognitive Theory (SCT) is the major theoretical framework to explain teacher self-efficacy in this study, which has been developed by Bandura (1986). SCT is a theory of the entire process of human behavior and the focus on the theory is that behavior is not simply the outcome of environmental stimuli or internal motivational factors, it is the outcome of an ongoing and dynamic interaction between individual factors, environmental factors and behavioral patterns. This interaction is referred to as reciprocal determinism and implies that people create and are created by their surrounding as they both behave based on their own perceptions, inspirations and past experience. In this context, self-efficacy, or a personal conviction that he/she can successfully perform actions to accomplish intended results, is a key determinant of human performance that contributes to motivation, persistence and perseverance amidst challenges.

According to Bandura, there are four main sources of self-efficacy, including mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional experiences (Bandura, 1986). Experiences of mastery (or the ability to perform something successfully) are regarded as the most powerful source since the repetitions of successes make people more confident about their skills. In the learning setting, mastery experiences are realized in situations where the teachers are facilitated to perfect the lesson delivery, create meaningful learning tasks and attain positive student results. Vicarious experiences

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refer to the observation of peers or role models performing tasks effectively; teachers who observe others who are successful in their teaching methods have a feeling of confidence that they too can be able to replicate similar successes. Verbal persuasion The encouragement, direction and positive feedback of supervisors, mentors or colleagues. Such social reinforcement can support the assumption of teachers in their skills, particularly when it is obvious, accommodating, and aimed at the professional development. Lastly, self-efficacy is also affected by physiological and emotional conditions, including anxiety or stress or excitement, positive emotional conditions increase confidence, and a high level of stress or fear of failure can lead to a lack of faith in one own abilities.

Instructional supervision and school head feedback in the particular case of the senior high school are highly critical in the development of these sources of self-efficacy (San Roque & Valle, 2025). Structured supervision gives teachers the opportunity to participate in mastery experiences by trying out new instructional strategies and being guided on how to do better. Vicarious learning is done through mentoring, peer observation, and collaborative professional learning communities, which expose the teacher to various teachings. School head feedback serves as a form of verbal persuasion when it is timely, specific and constructive in that it enables teachers to know their strengths and areas of weaknesses. On the other hand, feedback that is inconsistent, over-critical, or punitive may increase stress as well as reduce the confidence of teachers and this is why the quality of supervision and feedback is very important in promoting self-efficacy.

SCT is especially applicable to the current study since it offers a powerful framework within which the interplay between environmental variables like practices by supervisors and the feedback systems and the teachers internal conviction in relation to their teaching behavior can be explained. High self-efficacy teachers tend to embrace new methods of teaching, persevere when faced with classroom problems, and establish effective and interesting learning conditions among students. On the contrary, educators who have low self-efficacy can exhibit low motivation, ineffective classroom management, and less effective instructional functioning, which eventually can influence student learning (San Roque & Valle, 2025).

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The rationale behind the use of SCT in the research is that it explains teacher development and professional behavior. Given that the study will analyze how the supervision and feedback of heads affect teacher self-efficacy, SCT also provides a theoretical framework that the mechanisms of influence can be interpreted. In particular, it describes the role of supportive and developmental supervisory practices in helping teachers to master the profession, reflect on learning, and gain confidence. Another important point that the theory makes that self-efficacy is not fixed but can be reinforced using structured interventions, thus it is a highly viable and practical model of educational research and policy. The use of SCT as the foundation of this study allows the research not only to investigate the connection between supervision, feedback, and self-efficacy but also to outline practical channels of enhancing teaching quality and professional development among senior high school teachers in the Pru East District.

Feedback Intervention Theory (FIT)

The theory of feedback intervention (FIT) as formulated by Kluger and DeNisi (1996) offers an elaborate explanation of how feedback affects individual performance, behaviour, and motivation. According to the theory, feedback influences performance through the process of guiding the individual on various levels of control which include task learning, task motivation and self-related processes. FIT differentiates between effective feedback that can be used to improve performance, and feedback that can accidentally destroy motivation or confidence. The theory states that task-oriented feedback, which is feedback that directly relates to the task, is clear-cut and the strategies are outlined on how to improve the task, is the best feedback to foster learning and improve performance. On the other hand, feedback that is unspecific, excessively negative, or centered on personal characteristics instead of the work is likely to distract people to reach higher performance and can also have a negative impact on motivation (Brown et al., 2019; Gude & Peek, 2019).

In the learning process especially when supervising teachers, FIT emphasizes the importance of feedback given by school heads. Task-oriented feedback enables teachers to know what they are doing well, which areas need improvement, and formulate specific plans which can be used to improve their teaching performance. Specific, constructive and actionable feedback is more likely to make teachers feel a sense of mastery, identify their

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strengths and engage in reflective practice that fosters professional development. This type of feedback does not only improve instructional competence, but also improves teacher self-efficacy, which is the belief in the capability to plan, organize, and execute teaching effectively. As an example, feedback with praise of useful teaching strategies and practical recommendations will motivate teachers to use new strategies with confidence, which, in turn, enhances their competence and professional efficacy (Gude & Peek, 2019).

The negative effects of poorly given feedback are also a point that the theory makes. Inconsistent, excessively critical, vague and overly focused on personal deficiencies are some of the ways through which feedback may result in frustration, lack of motivation, and low self-efficacy among teachers. When the teachers feel that the feedback is disheartening or punitive, they might lose the desire to learn new teaching techniques, reflective practices and take the advice of the school heads. This detrimental effect is especially high in the field of teaching when the level of confidence and self-belief is the decisive factor in teaching effectiveness and classroom management. FIT therefore throws light on the duality of feedback so as to show that it can either empower a teacher and improve his or her self-efficacy or inhibit professional growth and deteriorate the quality of instruction (Brown et al., 2019).

The feedback Intervention Theory is quite applicable to the current study due to the fact that, it offers a strong theory of analyzing how feedback quality and focus affects teacher self-efficacy in senior high schools within the Pru East District. The current research is concerned with the feedback of school heads as instructional supervision. FIT enables the researcher to examine not only the presence of feedback, but also how its nature, in terms of timeliness, specificity, constructiveness, and attention to teaching tasks, influences the confidence of teachers and their competence in teaching. Using the concept of FIT, the research will be able to evaluate the processes by which feedback leads to professional growth and self-efficacy as well as provide both theoretical and practical understanding of effective supervisory practice.

Moreover, FIT is consistent with modern conceptions of professional development, in which feedback is considered to be one of the primary inspirations of reflective practice and never-ending enhancement. Task-oriented and constructive feedback promotes teaching strategies that are critically evaluated by the teachers and those who test new

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teaching methods and work collaboratively with the supervisors and other teachers to enhance outcomes. Conversely, feedback done badly may establish an atmosphere of fear, rejection, and lack of self-confidence. FIT, consequently, gives a theoretical justification to study the nature, qualities, and impacts of feedback, with the highlight being the fact that the impact of feedback is dependent on how it is structured, communicated and perceived (Kluger & DeNisi, 1996).

Instructional Supervision Practices

Instructional supervision practices are the systematic activities and procedures that are carried out by school heads in order to control, direct, and enhance teaching and learning in schools. These are the main practices in guaranteeing the quality of instruction and improvement of teacher professional development. Instructional supervision generally involves classroom observation, lesson plan examination, tracking instructional execution, mentoring, coaching, and follow-up assistance with a view of enhancing the quality of teaching and student achievement (Glickman et al., 2001; Mestry, 2017). Traditionally, instructional supervision was more of an inspection based method to assess compliance with regulations and to identify areas of teaching weaknesses. Nevertheless, recent approaches focus on the transition to developmental and supportive supervision, in which the main aim is to promote professional growth of teachers and not just assess their performance (Gordon, 2019). This is a contemporary model whereby school leaders are seen as facilitators of learning and they direct teachers by practicing reflection and constant improvement. This transition indicates a wider perception that effective teaching can only be realized in a situation of cooperation, mentoring, and professional assistance as opposed to dictatorial control.

Classroom observation is one of the fundamental instructional supervision practices. Observing the classroom enables school heads to have a personal experience in the classroom on teaching techniques, classroom management, and student interaction. With systematic observation, the supervisors will be in a position to establish the strengths and areas that need improvement. Glickman et al. (2001) note that good classroom observation is not about accusation only but about positive analysis that can lead to significant feedback and professional help. Regular classroom observations allow teachers to develop continuously and make sure that their teaching methods are consistent with the goals of the

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curriculum. Another important component of instructional supervision is mentoring and coaching. Mentoring is the process of guiding and assisting teachers especially the less experienced ones and coaching is the process of enhancing particular teaching skills by means of special interventions. Studies show that mentoring and coaching are valuable to the development of teachers as they facilitate reflective practice and improve pedagogical understanding and confidence in the delivery of instructions (Hawkins & McMahon, 2020). By the practices, school heads will be able to assist teachers to overcome instructional challenges and embrace effective teaching strategies.

Instructional supervision is also concerned with monitoring instructional delivery and curriculum implementation. The role of the school heads is to ensure that the teachers follow the curriculum standards and they present the material effectively. This involves overseeing the lesson plans, evaluating how teaching approaches are applied in relation to the learning objectives, and to make sure that the instructional time is effectively used. Observation contributes to the consistency of teaching quality and makes sure that students get the desired experiences of learning (Manaseh, 2016).

Another important element of quality instructional supervision is the aspect of follow-up support. Following classroom observations and feedback, school heads will be expected to follow up on the progress of teachers so that they can be under the improvement recommendations. The follow-up activities can be in form of further observations, coaching or professional development workshops. Research has revealed that follow-up-free supervision is not very effective because teachers are not likely to bring about the proposed changes fully without follow-up (Gordon, 2019). Thus, follow-up is the key to maintaining improvement and strengthening learning.

One of the main peculiarities of contemporary instructional supervision is its collaborative character. Effective supervision is an active process, and instead of being a top-down process, both school heads and teachers should participate in the process. The teachers are invited to reflect on themselves, exchange experiences with other teachers and join professional learning communities. This teamwork strategy would help people feel that they have ownership of their professional growth and they would develop a good school culture, where trust, openness and mutual respect exist (Wanzare, 2012). Although there are positive impacts of instructional supervision, it may bring about negative impacts when

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not well implemented. Overly restrictive, dictatorial, or evaluation-based supervision can cause anxiety and resistance in teachers. These strategies may deter innovation, decrease motivation, and professional development (Okafor et al., 2024). Thus, the quality, method, and purpose of instructional supervision are not only important but also determine its efficiency. Instructional supervision practices are conceptualized as one of the independent variables in this study that affect teacher self-efficacy. Supervision that is professional development-oriented, supportive and structured can give teachers a chance to advance their teaching practice, develop confidence and increase their effectiveness in teaching. On the other hand, poor supervision can destroy the confidence of teachers and restrict their performance in the classroom. To conclude, instructional supervision practices are a set of activities aimed at enhancing teaching and learning activities. These are classroom observation, mentoring, coaching, monitoring and follow up support that all help in teacher development and instructional quality. Supervision is a collaborative, developmental and ongoing process and therefore a necessary component in the process of increasing teacher self-efficacy and overall educational outcomes.

Feedback Quality

The quality of feedback is the effectiveness, clarity, relevance, and usefulness of information given to teachers on their instructional practices. It is an essential element of instructional supervision and the key factor influencing the professional growth and instructional competence of teachers. The high-quality feedback usually includes the following features: promptness, specificity, constructiveness, clarity, and actionability, which allow educators to gain insight into their performance and make significant changes (Brown et al., 2019; Gude & Peek, 2019). In teaching, feedback is an intermediary between classroom observation and teaching reform. Giving teachers feedback right after classroom observations by school heads will enable them to start thinking about their teaching experience as the experience is still fresh and thus, more likely to improve. Hattie and Timperley (2007) state that effective feedback provides answers to three main questions: Where am I going? How am I doing? and What should I do next? These aspects make sure that the feedback is evaluative but also developmental and that it helps the teachers to move towards improved instructional practices. Specificity is one of the dimensions of feedback quality. Comments that point out specific strengths and

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weaknesses are more effective as compared to general or vague comments. As an example, rather than merely saying that a lesson was a good one, good feedback would indicate which particular teaching strategies worked and propose exact suggestions to improve weak points. This type of targeted feedback allows teachers to direct their attention towards specific areas of their teaching and, thus, enhance their teaching and classroom performance (Gude & Peek, 2019).

Constructiveness is another important factor. Constructive feedback focuses on how to improve the situation, as opposed to criticism and offers teachers practical recommendations about how to improve their performance. Evidence shows that feedback that is both strength-focused and improvement-oriented encourages a constructive learning process and makes teachers more inclined to enter the reflective practice (Brown et al., 2019). Conversely, negative or excessive feedback may demoralise teachers, demotivate them, and help them to grow professionally. The quality of feedback should also be determined with timeliness. Immediate feedbacks provided after observation are important as they mean that the teachers will be able to relate the feedback to the instructional practices immediately. On the other hand, delayed feedback can become irrelevant and less effective in terms of teacher improvement. Research has established that prompt feedback positively influences learning and performance due to the reinforcement of right practices and also corrects the weaknesses before they are developed to be a habit (Shute, 2008).

Moreover, the relevance and alignment of feedback with instructional needs of teachers have a great impact on its effectiveness. The feedback must be based on the context of the classroom, the subject matter and the level of experience of the teacher. Individualized feedback, which meets the needs of the individual teacher, will be more accepted and will be implemented than generic feedback, which does not have contextual relevance (Carless & Boud, 2018). Interactive nature of the feedback processes also constitutes part of the feedback quality. Contemporary strategies focus on dialogue and not the one-way communication where teachers interact with school heads to talk about feedback, ask questions and reflect on their practice. This participative strategy contributes to increased knowledge and cultivates a spirit of ownership of professional development (Winstone et al., 2022). When teachers engage in feedback discussions, they tend to internalize suggestions and put them into practical use in their teaching.

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Yet, the quality of feedback that is of poor quality can backfire. Unclear, inconsistent, too critical, and centered on personal qualities instead of teaching practices type of feedback can confuse, frustrate, and decrease self-confidence of teachers (Gude & Peek, 2019). This feedback may destroy the desire of teachers to experiment with new teaching methods or to reflect on practice. In others, it can even establish resistance to supervision thus restraining professional development.

The conceptualization of feedback quality in the context of this study is as a determining factor to teacher self-efficacy. Quality feedback boosts the confidence of the teachers since it gives them a clear direction on what to do to better the practice of instruction and strengthen their areas of strength. On the other hand, the feedback of low quality could reduce self-efficacy by raising doubt and lowering motivation. Thus, the quality of feedback used by school heads is not only related to the frequency of such feedback but to a great extent to its quality and presentation.

Concept of Teacher Self-Efficacy

Teacher self-efficacy is the perception of teachers that they have the ability to plan, organize and implement instructional activities that are effective in student learning. It is an important construct in educational psychology and has been largely identified as an effective predictor of teacher performance, quality of instruction, and student achievement. The idea is based on the Social Cognitive Theory that highlights that the beliefs held by individuals on their abilities affect their behavior, motivation, and perseverance (Bandura, 1989). Teacher self-efficacy in the educational setting determines how teachers undertake their work, cope with challenges in the classroom, and involve the students in the learning process.

Highly self-efficacy teachers are more confident in their capability to achieve good teaching experiences, classroom management and involve learners in effective learning experiences. They will embrace new approaches to teaching, different teaching methods and will not give up easily. Tschannen-Moran and Hoy (2001) identify three important dimensions involved in teacher self-efficacy; instructional strategies, classroom management, and student engagement. These dimensions demonstrate the confidence of

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teachers in the effectiveness of their providing of content, their ability to achieve a favorable learning environment and encourage students to engage in the learning process.

Teacher self-efficacy has a significant impact on teacher motivation and persistence, which is one of the most significant attributes of teacher self-efficacy. With high self-efficacy beliefs, teachers are better off and are also ready to work hard in order to enhance their teaching methods despite the challenges they may encounter due to factors like inadequate resources or varied student needs. They also prefer to see problems as chances to develop, but not as a barrier, and it contributes to their adaptability and success in the changing classroom setting (Klassen & Tze, 2014). On the other hand, low self-efficacy teachers might develop self-doubt, lack motivation, and avoidance of difficult teaching scenarios, which will have a detrimental impact on teaching quality and student achievement.

Teacher self-efficacy is also an important factor in classroom management, as well as student engagement. Educators who have confidence in themselves to be able to control the classroom have a higher chance to provide clear guidelines, maintain discipline, and provide a favorable learning atmosphere. These teachers are also better placed to deal with disruptive behavior and make sure that learners are not distracted and focused on learning activities. Moreover, when teachers possess high self-efficacy, they are more successful in interacting with students through interactive teaching strategies, facilitating their involvement, and modifying the instruction to students with varied learning needs (Zee & Koomen, 2016). The other significant attribute of teacher self-efficacy is the connection between teacher self-efficacy and instructional practices and professional development. Teachers who have high self-efficacy are more receptive to feedback, more ready to test new methods of teaching and more inclined to undergo continuous professional development. They are eager to get a chance to develop their skills and open to the advice of supervisors and co-workers. Conversely, educators who possess low self-efficacy might be opposed to feedback, professional growth and development opportunities and might stick to the old-fashioned teaching methods and restrict their growth and performance (Tschannen-Moran & Hoy, 2001).

Instructional supervision and feedback are also other factors that affect teacher self-efficacy. Supportive supervision also offers teachers a chance to enhance their instructional activities by observing, instructing, and mentoring them. Equally, quality feedback assists

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teachers to discover their areas of improvement and strengths, which increases their level of confidence and competence. Studies show that with regular, positive and task-oriented feedback, teachers have a greater chance of building greater self-efficacy (Zee & Koomen, 2016). On the other hand, ineffective feedback and poor supervision can destroy the confidence of the teachers and lower their belief in their ability to teach effectively. Within the framework of the current research, the teacher's self-efficacy is perceived as the dependent variable, which is determined by the quality of instructional supervision practices and feedback. It reveals the confidence of teachers in their skills to organize classrooms, communicate with students, apply effective learning strategies, and evaluate student learning. Positive outcomes in terms of high levels of self-efficacy should be expected in case of supportive supervision and high-quality feedback whereas low levels might be linked to insufficient supervision and bad feedback practices.

Influence of Instructional Supervision on Teacher Self-Efficacy

There is empirical evidence that strongly indicates that instructional supervision has a strong contribution to teacher self-efficacy, which is the perception that teachers have about their potential to support the learning of students and manage the classroom instruction. Self-efficacy among the teachers is an important factor that determines the quality of instructions because the motivation, persistence and readiness to embrace new teaching strategies is influenced by teacher self-efficacy. Studies have shown that the quality, nature and method of supervision significantly affect the effect of supervision on teacher self-efficacy. Esllera and Escala (2024) discovered that structured supervision practices, such as classroom observation, mentoring, and coaching, have a great impact on the confidence and instructional performance of teachers. In their research, they found that the more teachers have structured and conducive supervision, the more they tend to acquire a stronger sense of competence in the teaching roles. On the same note, Daigon and Alcopra (2024) proved that the use of pre-observation planning and post-observation feedback session types of supervision has a significant positive impact on the instructional abilities and self-confidence of teachers. These results point to the value of organized and well-coordinated supervision procedures in promoting teacher self-efficacy.

A positive correlation between instructional supervision and teacher self-efficacy was also observed by San Roque and Valle (2025), albeit in moderately positive terms, which means

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that good supervision leads to professional competence and confidence. Similarly, a study conducted by Quilala and Tantiado (2025) revealed that there was a high correlation between supervision and teacher efficacy, implying that effective and supportive supervision is empowering to teachers and improves the outcomes of the instructions. Such studies affirm the fact that supervision is a major element that will enhance teachers' belief in their abilities.

There are other empirical pieces of evidence to these findings. Tschannen-Moran and Hoy (2001) noted that the context of teacher self-efficacy is also affected by other things like leadership and supervisory support in schools. Teachers tend to be more likely to display increased levels of self-efficacy when they feel that the supervision is supportive and developmental. This implies that supervision gives teachers room to enhance their competencies and develop skills as time goes by. Moreover, instructional supervision also leads to self-efficacy since it offers mastery experiences, which are believed to be the strongest source of efficacy beliefs. According to Bandura (1986), good teaching experiences do make people confident in their abilities. In accordance with this, Glickman et al. (2001) concluded that the practices of supervision, which are oriented at the development of skills and the ongoing improvement, allow teachers to feel successful in their teaching profession, which enhances their self-efficacy. On the same line, Hattie (2009) established that good feedback and instructional guidance during supervision plays a significant role in improving the perceptions of competence among the teachers.

Participatory and collaborative forms of supervision have also been reported to have a positive impact on teacher self-efficacy. In a study by Ninković and KneževicFlorić (2018), supervision and self-efficacy are found to be mediated by teacher collaboration and supportive leadership practices. When teachers discuss their practice and reflect on it with their supervisors, they will gain a greater confidence in their skills. Similarly, Wanzare (2012) noted that participatory supervision that entails the inclusion of teachers in decision-making and reflecting practices, instil a feeling of ownership and professional development, thus promoting self-efficacy.

Besides, studies emphasize the power of psychological safety in supervision. Hoy and Tarter (2011) discovered that the supportive supervision provides a system in which, teachers feel safe to experiment with new teaching methods without the fear of criticism.

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This feeling of security promotes innovation and taking risks, which are crucial to professional development and building self-efficacy. On the same note, Leithwood and Jantzi (2006) have found out that the support, trust, and encouragement practices used in leadership can greatly enhance the confidence and commitment of teachers.

Even with these positive results, there are studies suggesting that not every type of supervision has an impact on teacher self-efficacy. According to Ninković and KneževicFlorič (2018), a perceived strict, controlling, or overly evaluative supervision may lead to decreased confidence and heightened resistance to professional advice in teachers. Equally, Okafor et al. (2024) also found that fault-finding and punitive supervision practices have an adverse effect on teacher morale and self-efficacy. These strategies can cause anxiety and make teachers avoid reflective practice and using new teaching strategies.

Tutunaru (2023) also highlighted that evaluative supervision whereby teachers are mainly concerned with criticism as opposed to improvement may destroy their confidence and decrease their motivation to do so. The findings indicate that the effectiveness of supervision is not only determined by its existence, but also quality and orientation. Developmental, supportive, and collaborative supervision have a higher likelihood of yielding positive results and authoritarian, as well as punitive supervision can have a negative impact.

To conclude, empirical research shows that there is a strong and consistent relationship between teacher self-efficacy and instructional supervision. Supervision is effective in boosting confidence, instructional competence, and professional development of teachers through the provision of guidance, support, and reflection. Nevertheless, the effects of supervision have been heavily dependent on the approach that is adopted, where supportive and developmental supervision practices have had positive effects and strict and evaluative practices have had adverse effects. Instructional supervision in the context of the study is conceptualized as one of the determinants of teacher self-efficacy in the senior high schools in the Pru East District. The impact of supervision practices on beliefs that teachers have of their potentials is critical in enhancing the quality of instructions and support successful teaching as well as learning outcomes.

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Influence of Feedback Quality on Teacher Self-Efficacy

School head feedback has been widely cited as one of the most important elements in teacher self-efficacy, which affects both their confidence and teaching performance. Positive feedback offers educators with practical advice on how to enhance their practice in teaching students, allows them to see their strengths and weaknesses, reinforces their conviction in their capability to effect positive learning outcomes (Brown et al., 2019; Safeek & Hock, 2024). Studies note that the feedback should be timely, specific, and task-oriented to have a positive influence on teacher motivation and performance (Gude & Peek, 2019; San Roque & Valle, 2025). When teachers get practical feedback, they can make better improvements and embrace new instructional methods, which further boosts their self-efficacy. The use of feedback in professional development has always been supported by empirical evidence. According to Daigon and Alcopra (2024), the post-observation feedback sessions greatly enhanced the confidence and the instructional competence of the teachers. On the same note, Tutunaru (2023) emphasized that teachers who get vague, uneven, or even harsh feedback are less motivated, become more stressed and less effective in the classroom. This reflects the need to provide feedback in a non-threatening, systematic way, which is congruent with the teaching requirements of the teacher.

Feedback also enhances the reflective practice and it is the key to the development of professional self-efficacy. Reflective feedback is actively used by teachers that evaluate their teaching approaches and modify their strategies to achieve better results (Hattie & Timperley, 2007; Esllera and Escala, 2024). Positive and constructive feedback will help the teachers to see their accomplishments, which will strengthen their faith in their teachings skills and the focused criticism will help them develop their profession without causing anxiety. San Roque and Valle (2025) also stressed that the combination of feedback and instructional supervision, especially in assessment and classroom delivery, improves teacher competence and confidence, and that the synergistic nature of supervision and feedback is important.

Moreover, research claims that consistent feedback, as opposed to periodic or single-use feedbacks, can lead to an effective teacher growth (Wanzare, 2012). Frequent feedback is an effective way to keep teachers informed about their strengths and areas where they need

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improvement in their teaching to sustain regular interaction with professional learning. The acceptance and implementation of recommendations are also enhanced by collaborative feedback strategies, in which teachers are observed to discuss feedback with their supervisors or peers and achieve greater instructional effectiveness (Glickman et al., 2001; Hoy and Tarter, 2011).

There is a significant effect of feedback on teacher self-efficacy especially in resource-limited or rural settings. Positive feedback can help address issues related with the scarcity of teaching materials or isolation among teachers and create feelings of competence and motivation in teachers (Leithwood & Jantzi, 2006). Regarding the Ghanaian environment, Mestry (2017) research indicates that the feedback practices of school heads play a vital role in teacher motivation and development of professional skills, especially when supervision and feedback are relevant to instructional improvement objectives. On the same note, Manaseh (2016) established that positive feedback reinforced the confidence and classroom performance of teachers in Ghanaian secondary schools. With the obvious advantages, there are also adverse effects of feedback in case it is used in a bad manner. Supervisors that are overly evaluative, give unclear instructions, or use punitive strategies can compromise the teacher self-efficacy, lower motivation, and make them less willing to accept professional guidance (Ninković & KneževicFlorić, 2018; Okafor et al., 2024). That is why constructive criticism and the acknowledgement of strengths should be balanced in efficient feedback, and the focus should be on professional learning and development.

Although the literature identifies the relevance of feedback in promoting self-efficacy, most of the researches are carried out in urban or well-resourced settings, which restricts the transferability to rural settings like the Pru East District. There are not many studies on the interaction between feedback and instructional supervision in terms of their impact on teacher self-efficacy and even fewer studies give empirical evidence that is specific to senior high school teachers. The current research fills these gaps by examining the independent and concomitant influences of feedback and supervision on teacher self-efficacy in Pru East Senior High Schools, which provides context-specific findings that can be used to guide policy and teacher development initiatives and school leadership practices.

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Methodology

The study adopted a cross-sectional correlational survey design which is anchored on the quantitative research approach of the positivism research paradigm. The data collection of respondents at one time was employed as a cross-sectional design, and the relationship between variables was studied without control (correlational design) (Creswell & Creswell, 2017). This design was suitable in this study since it allowed the researchers to evaluate the relationship that existed between instructional supervision, feedback and teacher self-efficacy as they naturally existed in the school environment. The research was not aimed at manipulating the variables, instead it aimed at measuring and analyzing the existing conditions and perceptions in the teachers. The design facilitated the collection of data on a fairly large population of respondents through the survey aspect of the design using structured questionnaires. This allowed consistency in the responses and enabled the production of quantitative data which could be analyzed statistically. Bryman (2016) says that the survey design is good in the collection of standardized information that can be subject to analysis to determine the patterns and relationships within a population.

Population, Sample and Sampling Technique

The population in the study included all of the teaching staff inYeji Senior High Technical School, which is in the Pru East District, in the Bono East Region of Ghana. During the research, the school had 135 teachers who worked in various subject areas and departments. The whole population of 135 teaching staff in Yeji Senior High Technical School formed the sample in the study. The number of the population was relatively small, and it was manageable hence a census sampling was used. Census sampling is a sampling method in which all of the population members are taken into account in the study and is specifically relevant when the population is limited, reachable, and pertinent to the research aims (Etikan & Bala, 2017). The choice of census facilitated the capture of all the perspectives of all the teachers on instructional supervision, feedback and self-efficacy. Krejcie and Morgan (1970) argue that the small population should be represented in a population when it is small so as to be representative and exclude sampling error. Correspondingly, Zimano and Chilunjika (2019) recommends that a census method can be more valid and reliable in circumstances where the population is not too large and thus the method ensures that the entire spectrum of responses in the study setting is captured.

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Moreover, a sample size of 135 respondents is sufficient to use the analysis methods used in this research especially multiple linear regression. Green (1991) suggested that in testing individual predictors in regression analysis, a minimum of $N \geq 50 + 8m$ (m independent variables) is needed. In the current research, the sample size of 66 respondents would be the minimum required as two independent variables are involved in the research (instructional supervision and feedback). Thus, the sample size of 135 respondents surpasses this criterion, and it has enough statistical power to identify meaningful relationships between variables.

Data Collection Instruments

The main tool applied in the research was a structured questionnaire that aimed at gathering quantitative data on the teachers of Yeji Senior High Technical School. The questionnaire was constructed on the goals and conceptual framework of the study and was based on the existing literature on instructional supervision, feedback, and teacher self-efficacy (Esllera & Escala, 2024; Safeek & Hock, 2024). The questionnaire was divided into four parts: Section A - Demographic Data, Section B - Instructional Supervision Practices, Section C - Feedback Quality and Section D - Teacher Self-Efficacy. Section A was the demographic part where the following details were gathered: gender, age, teaching experience and academic qualification, and this was to put into perspective the responses. Section B - Instructional Supervision Practices assessed the perceptions of the teachers about the supervision practices used by school heads. It consisted of seven questions that dealt with classroom observation, lesson planning guidance, instructional monitoring, professional support, follow-up after observations, discussion of instructional goals, and facilitation of the improvement of teaching techniques. The answers were noted on a five-point frequency scale: Never (N), Rarely (R), Sometimes (S), Often (O), and Always (A). This scale enabled the researchers to measure the frequency and the all-inclusiveness of supervision practices. Section C - Feedback Quality evaluated the quality of feedback provided by school heads in terms of the level of clarity, relevance, timeliness and constructiveness. It had seven items, and the respondents were asked to respond to them depending on the level of their agreement through a five-point Likert scale Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The Likert scale was used to make sure that the answers were measurable in order to statistically

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analyze them and find out the impact of feedback on teacher self-efficacy. Section D - Teacher Self-Efficacy assessed the confidence of the teachers in carrying out the instructional activities, managing the classroom, engaging the students, motivational practices, adaptability, and evaluating student learning. It had seven items and the responses were also measured on a five-point Likert scale (SD–SA). This gave the opportunity to directly evaluate the dependent variable as per the objectives of the study.

Validity and Reliability

The questionnaire underwent content and construct validity tests in line with (Creswell & Creswell, 2017). Construct validity was guaranteed with the items being modified after other established instruments, such as Esllera and Escala (2024) to supervise and offer feedback to teachers and Safeek and Hock (2024) to monitor their own teacher self-efficacy.

The questionnaire was tested on a pilot study carried out on 15 teachers in a nearby senior high school with similarity to Yeji Senior High Technical School, thus determining reliability of the questionnaire, in line with (Bryman, 2016). In this research the alpha coefficients of Cronbach were: Instructional Supervision: 0.82, Feedback Quality: 0.85 and Teacher Self-Efficacy: 0.88.

Data Analysis Technique

The responses obtained on the questionnaire were interpreted by applying inferential statistical tests with the support of SPSS (Statistical Package for Social Sciences) version 23. In Objective 1, which tested the effect of instructional supervision on teacher self-efficacy, inferential statistics were applied. In particular, SPSS 23 was used to run simple and multiple regression analyses to establish whether instructional supervision predicted teacher self-efficacy to what extent. The independent variables were considered to be the supervision items whereas the teacher self-efficacy items were considered the dependent variable. The strength of the relationships, their significance, and direction were interpreted, using regression coefficients, R-squared, and p-values. In Objective 2, which aimed at establishing the effect of feedback on teacher self-efficacy, a similar inferential methodology was used. The quality of feedback was coded as independent variables and teacher self-efficacy was used as dependent variables. The application of regression

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analysis by use of SPSS version 23 helped the researchers gauge the predictive power of feedback on self-efficacy with results being interpreted in terms of magnitude, statistical significance, and direction of the effect. Lastly, the findings of the descriptive and inferential analysis were provided in tables, and narrative descriptions to improve on clarity and interpretation.

Ethical Consideration

Ethics was observed to the letter in the study. The school authorities were first informed and all the participants were well aware of the aim, goals and methods of the study. The study was voluntary and the respondents were assured of the option of dropping out at any time without any adverse consequences (Petrova et al., 2016). The confidentiality and anonymity of participants were maintained. The identities of the respondents were not revealed. All the respondents gave informed consent and the instructions were given in a clear way that made the respondents understand the nature of their participation (Petrova et al., 2016). Ethical considerations were maintained in line with Creswell and Creswell (2017).

Results

Table 1. Demographic Characteristics of the Respondents

Demographics Characteristics	Frequency (N)	Percent (%)
Gender		
Male	118	87.4
Female	17	12.6
Age		
20–29 years	45	33.3
30–39 years	58	43.0
40–49 years	21	15.6
50 years and above	11	8.1
Teaching Experience		
1–5 years	37	27.4
6–10 years	38	28.1
11–15 years	31	23.0
16 years and above	29	21.5
Teaching Experience		
1–5 years	37	27.4
6–10 years	38	28.1

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11–15 years	31	23.0
Academic Qualification		
Bachelor's Degree	80	59.3
Master's Degree	43	31.9
Others	12	8.9

Source: Field Survey (2026)

Table 1 presents the demographic characteristics of the respondents. The results indicate that out of 135 teachers, 118 (87.6%) were male and 17 (12.4%) were female, showing a fairly balanced gender distribution. In terms of age, the majority of respondents were between 30–39 years (43.0%), followed by those aged 20–29 years (33.3%), indicating a relatively young and active workforce. Regarding teaching experience, most respondents had between 6–10 years (28.1%) and 1–5 years (27.4%) of experience, with others distributed across higher experience levels, reflecting a mix of early-career and experienced teachers. In terms of academic qualifications, the majority held Bachelor's degrees (59.3%), followed by Master's degrees (31.9%), while a smaller proportion had other qualifications (8.9%). Overall, the table shows that the respondents are relatively well-qualified and represent diverse age and experience groups, enhancing the credibility of the study findings.

Results of the multiple linear regression analysis

This section presents the results of the multiple linear regression analysis conducted to examine the influence of instructional supervision practices and feedback quality on teacher self-efficacy in senior high schools in the Pru East District. Multiple regression was employed to determine the combined and individual predictive effects of the independent variables (instructional supervision and feedback quality) on the dependent variable (teacher self-efficacy). The regression results are presented in three stages: the model summary**,** which shows the overall fit and explanatory power of the model; the ANOVA table**,** which tests the statistical significance of the model; and the coefficients table**,** which indicates the magnitude, direction, and significance of the relationship between each independent variable and the dependent variable. These results provide empirical evidence to answer the study's hypotheses and assess the relative contribution of instructional supervision and feedback quality to teacher self-efficacy.

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Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.941[a]	.886	.884	.10650

The Model Summary provides an overview of the strength and explanatory power of the regression model. The multiple correlation coefficient (R) of 0.941 indicates a very strong positive relationship between the combined independent variables instructional supervision practices (SUP) and feedback quality (FBQ) and the dependent variable, teacher self-efficacy (TSE)**.** This shows that together, supervision and feedback are closely related to teachers' self-efficacy levels. The coefficient of determination (R^2) is 0.886**,** which means that approximately 88.6% of thevariancein teacher self-efficacy is explained by the two independent variables collectively. This suggests that the model has a high predictive power, and that instructional supervision and feedback are substantial contributors to teacher self-efficacy in senior high schools in the Pru East District. The adjusted R^2 value of 0.884 accounts for the number of predictors in the model and provides a more accurate estimate of the model's explanatory power. The closeness of the R^2 and Adjusted R^2 values confirms that the model is reliable and not overly influenced by the number of predictors. The Standard Error of the Estimate (SEE) is 0.10650, which represents the average distance that the observed values fall from the regression line. A smaller SEE indicates that the predicted teacher self-efficacy scores are very close to the actual observed values, highlighting the precision of the model. Overall, the results from the Model Summary suggest that the regression model is strong and reliable. Both instructional supervision and feedback quality together explain a significant portion of the variation in teacher self-efficacy, providing evidence that school heads' practices are influential in shaping teachers' confidence and instructional effectiveness.

Tale 3. ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.604	2	5.802	511.581	.000[b]
	Residual	1.497	132	.011		
	Total	13.101	134			
a. Dependent Variable: TSE						
b. Predictors: (Constant), FBQ, SUP						

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The ANOVAtable tests the overall significance of the regression model, indicating whether the independent variables instructionalsupervisionpractices (SUP) and feedback quality (FBQ) collectively have a statistically significant effect on teacher self-efficacy (TSE)**.** The results show that the F-value is 511.581 with a p-value of 0.000**,** which is less than the conventional significance level of 0.05. This indicates that the regression model is statistically significant, and there is a very low probability that the observed relationship occurred by chance. The regression sum of squares (11.604) represents the variation in teacher self-efficacy explained by the model, while the residual sum of squares (1.497) reflects the variation that is not explained by the model. The total sum of squares is 13.101**,** and the model accounts for a substantial portion of this total variation. These results confirm that instructional supervision and feedback quality together significantly predict teacher self-efficacy**.** In practical terms, this means that teachers' perceptions of their ability to manage classrooms, engage students, and implement effective teaching strategies are strongly influenced by how school heads supervise and provide feedback. The significant F-value also justifies the use of regression analysis, showing that the model fits the data well. In summary, the ANOVA results support the conclusion that school heads' instructional supervision practices and feedback quality have a meaningful and statistically significant impact on teacher self-efficacy in senior high schools in the Pru East District.

Table 4. Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.065	.137		-.473	.637
	SUP	.492	.053	.499	9.293	.000
	FBQ	.522	.058	.483	8.998	.000

The coefficientstable presents the individual contributions of the independent variables instructionalsupervisionpractices (SUP) and feedbackquality (FBQ) to the prediction of teacherself-efficacy (TSE)**.** The unstandardized coefficients (B) indicate the change in TSE for a one-unit increase in the respective predictor, holding the other variable constant. For SUP, the unstandardized coefficient B = 0.492 with at-value of 9.293 and a p-value of 0.000**,** which is less than 0.05. This indicates that instructional supervision practices have a statistically significant positive effect on teacher self-efficacy. In practical terms, a one-unit increase in effective supervision by school heads is associated with a 0.492 increase in

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teachers' self-efficacy scores. For FBQ**,** the unstandardized coefficient B = 0.522 with a t-valueof 8.998 and a p-valueof 0.000, also less than 0.05, suggesting that feedback quality significantly predicts teacher self-efficacy. Specifically, a one-unit increase in high-quality feedback from school heads corresponds to a 0.522 increase in teachers' self-efficacy scores. The standardized coefficients (Beta) provide insight into the relative strength of each predictor. SUPhasBeta = 0.499 and FBQhasBeta = 0.483**,** indicating that both variables have almost equal importance in predicting teacher self-efficacy, with supervision slightly stronger. Overall, the coefficients table confirms that both instructional supervision and feedback quality are significant predictors of teacher self-efficacy in senior high schools in the Pru East District. These findings emphasize the critical role that school heads play in enhancing teachers' confidence, instructional competence, and professional effectiveness.

Hypotheses Testing

This section presents the testing of the research hypotheses to determine whether the independent variables instructional supervision practices and feedback quality significantly influence teacher self-efficacy. The hypotheses were tested using multiple linear regression analysis at a 5% significance level ($\alpha = 0.05$). The results from Table 4: Coefficients were used to evaluate each hypothesis.

Hypothesis 1: The influence of instructional supervision practices on teacher self-efficacy

Hypothesis 1 (H1): Instructional supervision practices of school heads have a significant positive effect on teacher self-efficacy in senior high schools in the Pru East District.

From the regression analysis, the unstandardized coefficient for SUP was B = 0.492, with a t-value = 9.293 and a p-value = 0.000. Since the p-value is less than 0.05, the null hypothesis that instructional supervision has no effect on teacher self-efficacy is rejected. This indicates that instructional supervision practices significantly and positively predict teacher self-efficacy. In other words, teachers who experience regular, supportive, and structured supervision from school heads are more likely to exhibit higher confidence in their teaching abilities (Mestry, 2017; Manaseh, 2016). It also corroborates previous studies showing that effective supervision improves teachers' professional growth and instructional performance.

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Hypothesis 2: The influence of feedback quality on teacher self-efficacy

Hypothesis 2 (H2): Feedback quality provided by school heads has a significant positive effect on teacher self-efficacy in senior high schools in the Pru East District.

The regression results showed that the unstandardized coefficient for FBQ was B = 0.522, with a t-value = 8.998 and a p-value = 0.000. Given that the p-value is below 0.05, the null hypothesis that feedback quality has no effect on teacher self-efficacy is rejected. This demonstrates that feedback quality is a significant positive predictor of teacher self-efficacy. Teachers who receive timely, clear, constructive, and relevant feedback from their school heads are more confident in managing classrooms, motivating students, and applying effective teaching strategies (Kluger & DeNisi, 1996; Brown et al., 2019). The findings highlight that high-quality feedback is crucial in reinforcing teachers' professional competence and instructional effectiveness. Both hypotheses were supported by the regression analysis, indicating that instructional supervision practices and feedback quality jointly and individually have significant positive effects on teacher self-efficacy. These findings underscore the importance of school heads' roles in promoting professional growth, enhancing teaching competence, and fostering positive instructional outcomes in senior high schools.

Discussion of Findings

The influence of instructional supervision practices on teacher self-efficacy

The regression process showed that instructional supervision practices have a significant impact on the teacher self-efficacy. It means that the structured supervision is a positive predictor of the confidence and competence of teachers to handle instructional tasks. This result favours SCT that highlights that mastery experiences, vicarious learning, and conducive environmental conditions contribute to the mastery of self-efficacy (Bandura, 2023). School heads contribute to the development of a self-efficacy by offering teachers the opportunity to observe effective practices, mentoring, and reflection on the performance. This finding is supported by empirical research. According to Mestry (2017) and Gading (2024), supportive supervision empowers the professional skills and confidence of teachers. Manaseh (2016) in Ghana noted that classroom performance and motivation were enhanced by routine and effective supervision. All these findings

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emphasize the need to focus on developmental, not punitive supervision as provided in the Theory of Educational Supervision (Okafor et al., 2024).

The Effect of Feedback Quality on Teacher Self-Efficacy.

Likewise, the quality of feedback was also identified to be a significant predictor of teacher self-efficacy, which means that feedback of high quality, in a timely manner, and in a constructive way is a strong predictor of teacher self-efficacy. This finding is consistent with that of FIT that noted that the performance-oriented feedback motivates and the feedback approach that is focused on performance improvement increases self-efficacy (Kluger & DeNisi, 1996). These results can also be attributed to SCT in the sense that constructive feedback offers verbal persuasion, reinforces mastery experiences, and increases the belief of teachers in their skills. These findings are supported by empirical evidence. The researchers highlighted by Brown et al. (2019) and Safeek and Hock (2024) that instructional competence and motivation are enhanced by task-oriented and constructive feedback. As Daigon and Alcopra (2024) emphasized, post-observation feedback strengthens strengths and removes instructional gaps, which enhances confidence. On the other hand, inconsistent or critical feedback have the potential to diminish self-efficacy (Tutunaru, 2023), which highlights the essential importance of feedback quality in career growth.

Conclusion

The research study investigated how instructional supervision and feedback of the heads affect teacher self-efficacy in the senior high schools within the Pru East District. The results indicate that instructional supervision as well as feedback play a pivotal role in determining the confidence, motivation, and classroom performance of teachers. The regression analysis shows that instructional supervision and feedback have a very high effect in teacher self-efficacy that contributes significantly to the variance in teacher confidence and instructional effectiveness. This highlights the importance of a school administration in ensuring the development of a climate that facilitates teacher development, professionalism, and classroom quality. In conclusion, the research establishes that high-quality feedback given by school heads coupled with effective instructional supervision is a sure way of increasing the self-efficacy of teachers. Schools

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with a focus on structured supervision and positive feedback have greater chances to have teachers who are confident, motivated and who can provide quality teaching instruction.

Recommendations

Recommendations were made to School Heads, Educational Policymakers, Teachers and School Management Boards to enhance quality education in senior high schools in the Pru East District.

1. School heads should observe the practices of systematic and supportive supervision by making regular classroom observation, mentoring, coaching the teachers on pedagogical approaches, and reflective discussions whereby teachers critically review their teaching approaches. The supervision must be developmental and not evaluative and it should aim at strengthening the skills of teachers and not just pointing out the areas of weakness. Further, feedback must be prompt, clear, positive, and focus on enhancing teaching practices. The feedback should not be too harsh, too ambiguous, and too punitive, as these strategies can lower the motivation and self-efficacy of the teachers.
2. The educational policymakers must be keen on enhancing the professional growth of the school leaders by establishing and executing specific training programs that improve instructional leadership and feedback capabilities. The policymakers ought to make sure that the regulations and structures assist the school heads in exercising developmental supervision as opposed to implementing bureaucratic or purely evaluation models, thus providing an environment that will help in the development of teachers and enhance teacher performance.
3. Teachers should actively use supervision and feedback as the means of professional development, and take feedback as a positive instrument and not as criticism, which will contribute to maintaining motivation and enhancing classroom performance.
4. The school management boards must endorse and institutionalize continuous supervision and feedback practices through the provision of resources, training workshop organization to the school heads and keep track of the effectiveness of the leadership practices. The boards are also encouraged to advance accountability practices that are used to reward quality supervision and feedback practices with the

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aim of promoting the culture of ongoing professional growth and high teacher self-efficacy.

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