

The Interplay among Self-efficacy, Perceptions of Instructional Supervision, and Teaching Performance: A Case of Iranian EFL Teachers

Afsaneh Baharloo*

Ph.D. Candidate of TEFL, Shiraz University, Shiraz, Iran

Saeed Mehrpour

Associate Professor of TEFL, Shiraz University, Shiraz, Iran

Abstract

This study aimed to investigate the relationship between language teachers' perception of instructional supervision and their self-efficacy. In addition, it intended to delve into the interplay among self-efficacy, perception of supervision, and teaching performance of Iranian EFL teachers. Employing a mixed-method design, the researchers collected the data, using questionnaires and observation. A total number of 116 EFL instructors teaching at language institutes in Shiraz participated in the quantitative phase of the study. Making use of purposive sampling, the researchers asked 46 of the participants to cooperate in the second phase of the study in which data was collected through classroom observations. In order to analyze the collected data, the researchers utilized descriptive statistics, Cronbach's alpha, Pearson correlation, multiple regression analysis, and code-recode agreement techniques. The findings of the study revealed a significant positive relationship between teachers' self-efficacy and their perception of instructional supervision ($r = 0.22, p < 0.05$). Moreover, the participants' teaching performance was significantly correlated with their self-efficacy ($r = 0.64, p < 0.05$) and their perception of supervision ($r = 0.10, p < 0.05$). In addition, further investigation of the data revealed that teachers' self-efficacy was the only variable that made a significant unique contribution to their teaching performance ($\text{Beta} = 0.43, p < 0.05$).

Keywords: EFL teachers, self-efficacy, supervision, teaching performance

* Ph.D. Candidate of TEFL, Shiraz University, Shiraz, Iran

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Email: baharloo.afsaneh1@yahoo.com

1. Introduction

Foreign language teaching is an intricate, multi-faceted world which involves several stakeholders. Language learners are taught and directed by teachers who are supposed to be trained and knowledgeable enough to provide the learners with necessary pieces of information through applying appropriate teaching skills and techniques. Teachers' sense of self-efficacy is an important factor expected to influence their teaching behavior. Self-efficacy refers to a delicate construct that reflects one's beliefs about their capability for accomplishing a task successfully. In fact, the sense of self-efficacy is an individual's perception of his/her potentials for success. Therefore, this sense is affected by a person's self-esteem, confidence, past accomplishments, and other people's appraisals or reprimands.

The term self-efficacy was originally coined by Bandura (1986). He defines self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p.71). Bandura (1997) claims that an individual's self-efficacy can be developed through four main sources: mastery experience, vicarious experience, verbal or social persuasion, and arousal or emotional state. Mastery experience is self-achieved through passing courses, asking experts for information and advice, and first-hand experience or self-discovery learning. However, vicarious experience is the outcome of watching others performing an activity. Verbal or social persuasion refers to the encouragement or discouragement provided by environmental social agents such as supervisors, teachers, parents, friends, and peers. The last source refers to the state caused by affective and psychological variables such as excitement, stress, and anxiety, which challenge one's feelings and affect their emotional state.

In addition, the educational hierarchy requires that the teachers be observed by professional supervisors who must be skilled and experienced enough to help the teachers be on the right track by providing them with supportive advice on choosing the most efficient methodological treatment. Some scholars believe that teacher supervision appeared as a profession in language education and started to develop in the last years of the past century since language teaching became a growing commercial enterprise which requires appropriate systematic care and attention to develop well (Baily, 2006). Therefore, this educational business called for supervisors to examine the situations and ensure if the customers get the right service in return of their time and money. In other words, supervisors are supposed to monitor and evaluate teachers, instructional materials and programs. In general, supervisors exist because there is a need for quality control mechanisms in the commercial world of language teaching (Baily, 2006; Nunan, 1999a, 1999b).

Even the term ‘private cold war’ has been suggested to describe the relationship between supervisors and teachers (Blumberg, 1980). Baily (2006) states that some colorful nicknames have been used to point to supervision. Some people have referred to it as the ‘reluctant profession’ (Mosher & Purpel, 1972). In addition, titles such as ‘snoopervision’ and ‘managing messes’ have also been other names used to refer to supervision. Kayaoglu (2007) thinks that to some teachers “even the mere mention of the term supervision is enough to evoke unpleasant feelings mixed with indignation at the disturbing condition” (p. 15). These ideas suggest that some people do not think of supervision as an opportunity that can lead to the growth of the teacher and improvement of instruction. They think that supervisors ignore teachers’ expertise and impede their creativity.

Considering the importance of teachers’ perception of instructional supervision and their self-efficacy as significant psychological traits, this study investigated these as independent variables in relation to teachers’ teaching performance as the dependent variable. In other words, the primary concern of this study is to examine how teachers’ perception of instructional supervision and their self-efficacy interact with each other to affect their teaching performance.

2. Literature Review

In respect of the increasingly important concerns existing in the field of language teaching, many researchers have stepped in to investigate teaching-related issues. Some of those studies are devoted to the investigation of language instructors’ personality constructs that may affect their teaching performance or their students’ academic success. Self-efficacy and perceptions of supervision are two of such concerns investigated by several researchers. Some of those studies are presented here.

Considering the importance of personality traits in language learning, Kirmizi (2015) conducted a study to investigate the interplay among language learners’ self-efficacy, self-concept, self-regulation and academic achievement. He collected data from 130 higher education EFL learners enrolled in English Language and Literature department in Turkey. Results of correlation and regression analyses revealed that all of the investigated variables were highly correlated, and self-efficacy made the greatest contribution to the predication of learners’ academic success. It is deciphered that developing individuals’ sense of self-efficacy can bring about significant and long-lasting results that can affect their general performance as well.

In order to investigate the relationship between instructional supervision and professional development, Tesfaw and Hofman (2014) studied a sample of 200 teachers in Ethiopia. They also delved into teachers’ satisfaction with and attitudes toward supervisory practices. The results of their

study revealed a significant relationship between teachers' attitudes toward supervision and their perceived professional development. In addition, a significant relationship was observed between teachers' satisfaction with supervisory practices and their professional development. Their study implies that instructional supervision can motivate teachers to develop professionally provided that teachers hold positive attitudes toward supervisory practices.

In addition, Rahmani, Hasani and Parhoodeh (2014) carried out a study to investigate Iranian EFL teachers' attitudes toward educational supervision. Employing a 25-item questionnaire and classroom observations, they collected data from 74 language teachers in Kermanshah. The results of their study showed that the teachers holding fewer than 5 years of teaching experience had positive attitudes toward the supervision. They thought that supervision could help them improve their teaching. However, more experienced teachers, who had between 5 to 10 years of teaching experience, did not generally approve of the educational supervision and even regarded it as a barrier to academic freedom. These teachers tended to ignore the feedback provided to them by the supervisors.

Similarly, Tshabalala (2013) conducted a case study to investigate 48 qualified teachers' attitudes toward instructional classroom supervision in Nkayi District in Zimbabwe. The researcher used semi-structured interviews to unfold the participants' points of view. The investigation of the collected data revealed that the teachers perceived supervision positively in general. However, in spite of their positive attitudes toward instructional supervision, they thought that supervision had to be practiced more effectively to improve the quality of teaching.

Highlighting the impact of cultural issues on individuals' self-efficacy, Lastrapes and Negishi (2011) investigated the self-efficacy of a group of pre-service teachers. In order to collect the necessary data, the researchers employed three instruments: a questionnaire on culturally sensitive teaching efficacy, a self-assessment inventory on cultural sensitivity, and reflective journal blogs. The study was an urban-field experience. The teachers were provided with opportunities to practice teaching and work with learners from diverse cultures. The two questionnaires were used to gather quantitative data. They were administered to the pre-service teachers as pretests at the beginning of the program, and as posttests at the end of it. Besides, the reflective journal blogs provided the supplementary qualitative data. The analysis of the collected data revealed that the participants' levels of self-efficacy and cultural sensitivity increased significantly as the result of teaching to culturally diverse learners.

In addition, examining teachers' efficacy beliefs about their teaching capabilities, Eslami and Fatahi (2008) carried out a study. They studied Iranian EFL teachers' perceptions of teaching efficacy in terms of their perceived English language proficiency level and their personal capabilities to become an

EFL teacher. The results of their study revealed that the participants' self-reported proficiency was significantly correlated with their perceived efficacy. Besides, it was found out that the more efficacious the teachers felt, the more interested they were to use communicative-based strategies. Thus, the results imply that teacher educators and supervisors must care about developing teachers' language proficiency as well.

Moreover, Caprara, Barbaranelli, Steca, and Malone (2006) carried out a study to examine 2,000 teachers' self-efficacy beliefs as predictors of their job satisfaction, and students' academic achievement. They used self-report questionnaires to collect data from the participants from 75 Italian junior high schools. The results of the study revealed that the teachers' personal efficacy beliefs significantly affected their job satisfaction and students' academic achievement. Hence, teachers' sense of self-efficacy could be considered as determinants of their job satisfaction and their students' academic achievement.

In another study, Cheung (2006) studied the general teacher efficacy levels of 725 in-service teachers in Hong Kong. The researcher administered the Chinese version of the Teachers' Sense of Efficacy (C-TSE) Scale to the participants. The findings of the study revealed a significant correlation between teachers' years of teaching experience and their general efficacy levels. However, educational level did not show any effect on the efficacy of these participants. In addition, it was found out that female teachers displayed greater levels of efficacy than male teachers.

Reviewing the related literature accentuates the importance of the variables under the study for interested researchers. However, it should be noted that, to the best of the researchers' knowledge, no previous research has been conducted to study language teachers' perception of instructional supervision and their self-efficacy in relation to their teaching performance. In fact, not much research has been devoted to the investigation of the interaction of these variables. It is worth mentioning that the present study is innovative in a sense that it fills the existing gap and synthesizes several research concerns in a single study. Therefore, this research was planned to delve into the interplay of language teachers' perception of supervision, their self-efficacy, and their teaching performance in an Iranian context. As a result, this study aimed to seek answers to the following research questions:

1. Is there a significant relationship between teachers' perception of educational supervision in relation to their professional development and their self-efficacy?
2. How do teachers' perception of instructional supervision and their self-efficacy interact with each other to affect their teaching performance?

3. Method

This study applied a mixed-method design. A combination of qualitative and quantitative data could provide a more reliable and comprehensive picture for the interpretations of the results.

3.1 Participants

Since this study benefited from a mixed-method design, the researchers were required to collect data in quantitative and qualitative phases, respectively. In the first phase of the study, data were collected from 116 language teachers through convenient sampling procedures. The participants were 46 male and 70 female instructors teaching English at language institutes in Shiraz. Although random selection could increase the generalizability of the findings, it was not adequately practical for this study due to time limitation. According to Ary, Jacobs, and Sorensen, (2010), “it is very difficult, if not impossible, to list all the members of a target population and select the sample from among them” (p. 154). However, the researchers collected qualitative data from 46 teachers in the second phase of the research through purposive sampling. Ary et al. (2010) define purposive sampling as a kind of nonprobability sampling in which “sample elements judged to be typical, or representative, are chosen from the population. The assumption is that errors of judgment in the selection will counterbalance one another” (p. 156). Based on the teachers' cooperation in the previous phase and their willingness to cooperate more, as well as the levels that they taught, the participants were purposefully selected for the second phase. The researchers decided to observe adult intermediate to advanced level classes in order to improve the homogeneity of the data collected in the second phase. However, it should be mentioned that the criterion for terminating data collection in this phase was data saturation which requires researchers to collect data “until no new information is forthcoming” (Ary, et al., 2010, p. 464).

3.2. Instruments

In order to collect the data from the participants, three instruments were utilized in the present study. The first instrument was Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Development Questionnaire developed by Hismanoglu and Hismanoglu (2010). It consisted of 44 items and employed a 5-point Likert-type format in which the choices ranged from strongly agree to strongly disagree. The choices were given numerical values from 5 to 1 which manifested the degree of the respondents' preferences for the items of the questionnaire. As a matter of fact, the numerical value 5 was assigned to strongly agree, 4 to agree, 3 to not decided, 2 to disagree, and 1 to strongly disagree. In addition, it should be noted that this questionnaire included seven subcategories investigating teachers' experience, educational leadership and humane relations, the

curriculum and teaching methods/techniques, the students, teaching materials and activities, classroom management, and assessment.

In fact, Hismanoglu and Hismanoglu (2010) established the content validity of this instrument through the review of five university professors working in North Cyprus. In addition, they reported a reliability index of 0.88 for the questionnaire. According to Dörnyei and Taguchi (2010), reliability indexes should be equal to, or greater than, 0.70 to be accepted.

However, the present researchers further investigated the content validity and reliability of this instrument. They asked three university professors to provide them with their comments on the thoroughness and appropriateness of items. Based on the reviewers' recommendations, slight changes were applied. In addition, using Cronbach's alpha, the present researchers estimated the reliability of the instrument. The reliability coefficient was 0.966 which showed that this questionnaire was highly reliable. Moreover, Cronbach's alpha was estimate for each subcategory of the questionnaire. Table 1 reports the reliability coefficients.

Table 1

Reliability reports of Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Development Questionnaire

	<i>Cronbach' alpha</i>
The complete scale	0.966
Subcategory 1: Developing teachers' experience	0.952
Subcategory 2: Educational leadership and human relations	0.773
Subcategory 3: The curriculum and teaching methods/techniques	0.879
Subcategory 4: The students	0.760
Subcategory 5: Teaching materials and activities	0.691
Subcategory 6: Classroom management	0.796
Subcategory 7: Assessment	0.852

The reliability coefficients reported in Table 1 showed that all the questionnaire subcategories enjoyed acceptable reliability and the questionnaire could be regarded as a reliable instrument.

The second instrument used to collect the quantitative data was Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk (2001). This questionnaire was available in two forms: a long form including 24 items, and a short form consisting of 12 items. Since the researcher intended to gather the most possibly comprehensive data from the participants, the long form was employed. The questionnaire was a 9-point

Likert scale including nine columns of numerical codes for which the following notations were used for every other column: nothing, very little, some influence, quite a bit, a great deal. Having run factor analysis to assess the construct validity of the questionnaire, Tschannen-Moran and Woolfolk reported three main subcategories for the long form of the questionnaire: efficacy in student engagement, instructional strategies, and classroom management. In addition, they estimated the reliability coefficient of the instrument which appeared to be 0.94, implying that it was a highly reliable scale.

However, the researchers also investigated the issues of validity and reliability through employing experts' reviews and Cronbach's alpha coefficient in the present study. Three university professors majoring in TEFL were asked to examine content of the questionnaire. The reviewers were thoroughly familiar with the construct of self-efficacy and its sources. They all approved of the Teachers' Sense of Efficacy Scale; as a result, no modification was required. Having investigated the content validity of the questionnaire, the researchers utilized Cronbach's alpha to estimate its reliability. The general reliability index of the instrument was 0.885. In addition, the reliability of each subcategory was also investigated. Table 2 reports all the calculated reliability coefficients.

Table 2

Reliability reports of Teachers' Sense of Efficacy Scale

	<i>Cronbach' alpha</i>
The complete scale	0.885
Subcategory 1: Efficacy in student engagement	0.791
Subcategory 2: Efficacy in instructional strategies	0.818
Subcategory 3: Efficacy in classroom management	0.862

Considering all the reported reliability indexes, the researchers judged this questionnaire as an adequately reliable instrument.

The third instrument used in the study was an observation scheme developed by the present researchers to make a more meaningful and systematic record of the participants' teaching performance. In order to develop this scheme, the researchers examined the items included in several observation schemes used by observers at different institutes. In addition, the researchers were also inspired by some items and aspects included in the questionnaires used in this research. The developed scheme consisted of 20 sections which were the manifestation of five major themes: methodological aspects of teaching, teachers' knowledge and skills, students' role, human relations, and the connection between classroom activities and the real world.

In fact, this scheme helped the researchers quantify the qualitative data collected through observation.

In order to improve the content validity of this instrument, three university professors, who were experts in the field, examined the scheme and provided the researchers with valuable comments to apply. In addition, a colleague, who had worked as an observer at a language institute, investigated the scheme and commented on its appropriateness. Based on the reviewers' recommendations, some modifications were made.

3.3 Data Collection Procedures

The quantitative data collection for this study began in the summer of 2014 which was followed by the qualitative data collection which ended in the winter of 2015. The researchers took the necessary measures to plan and conduct the study by attending to some formal requirements. Thus, permission for observing classes was sought from the administrators of three language institutes in Shiraz. After meeting the formal requirements, the researchers started the first phase of the main data collection through administering the questionnaires to the participants in person. It should also be noted that the teachers' consent was obtained before collecting data. In fact, the teachers were ensured of the confidentiality of their responses. In order to counterbalance the order effect of the questionnaires, the researchers reversed the order of the questionnaires when administering them to half of the participants. Having collected and examined the questionnaires, the researchers negotiated with the teachers for the time to observe their classes. Negotiated observations were planned to reduce the effect of the observer's presence. Using the Observation Scheme and field-notes, the researchers did their best to make a systematic record of what went on during observations.

3.4 Data Analysis

At first, the data collected in the quantitative phase through the questionnaires were analyzed using SPSS 19. In order to gain more meaningful overview of the collected data and to seek answers to the research questions, the researchers ran descriptive statistics, Pearson correlation, and multiple regression analysis. Moreover, the researchers utilized Cronbach's alpha to estimate the reliability coefficient of the two questionnaires. In addition, intra-rater reliability was used to enhance the dependability of the results obtained from the qualitative data.

4. Results and Discussion

The results obtained from the analysis of the collected data regarding the two independent variables (perceptions of supervision and self-efficacy) and the

dependent variable (teaching performance) as well as their interactions are presented in what follows. At first, descriptive statistics were run to come into a general picture reflecting some pieces of information in regard to the participants' scores on the questionnaire examining Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Development. Table 3 reports those results.

Table 3

Descriptive statistics for the participants' scores on the questionnaire of Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Development

	Minimum	Maximum	Mean	Std. Deviation
16	98.00	219.00	175.73	26.94321

As Table 3 shows, the mean score of the 116 teachers' responses to the questionnaire examining their perceptions of supervision is 175.73. As stated earlier, the inventory of Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Development includes 44 items that are arranged in a five-point Likert format, and all the items of the questionnaire are positively in line with the intended construct. Therefore, a perfect score on this scale is assumed to be 220. It is obvious that a score of 175 out of 220 almost represents a high value. Considering the minimum score (98) and the maximum score (219), one notices a wide range for the scores representing language teachers' perceptions of educational supervision in relation to their professional development. In addition, Table 4 provides a general overview of the participants' self-efficacy.

Table 4

Descriptive statistics for the participants' scores on Teachers' Sense of Efficacy Scale

	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	116	118.00	214.00	168.8103	18.34212

Table 4 shows the results of descriptive statistics for the participants' scores on the scale used to measure their self-efficacy. The indexes reported in Table 4 reveal a wide range of self-efficacy levels among the participants since the minimum score is 118 and the maximum figure is 214. In addition, the average score and the standard deviation are 168.8103 and 18.34212, respectively. As a matter of fact, the mean score of 168.8103 is regarded as an index above the mediocre level on a questionnaire for which the highest

possible score is calculated to be 216 since this scale includes 24 items arranged on a nine-point Likert format.

In addition, the researchers delved into further statistical analysis of the collected data to determine any possible relationship between each pair of the independent variables and to ascertain the strength and direction of any linear relationship, Pearson correlation analysis was conducted. Having explored and checked the reasonable normality of the data through Kolmogorov-Smirnov statistic, the researchers ran correlation analysis. The results are reported in Table 5.

Table 5

Pearson correlation between variables

		<i>Self- efficacy</i>	<i>Perceptio n of Supervision</i>
Self-efficacy	Pearson Correlation	1	.223*
	Sig. (2-tailed)		.016
	N	116	116
Perception of Supervision	Pearson Correlation	.223*	1
	Sig. (2-tailed)	.016	
	N	116	116

Regarding the first research question, the researchers found a significant relationship between the participants' perception of instructional supervision and their self-efficacy based on the results reported in Table 5. ($r = 0.223$, $p < 0.05$). As a matter of fact, the reported correlation coefficient unfolds two pieces of information. First, it signals a positive direction for the observed relationship between the two variables, indicating that the teachers with more positive attitudes toward educational supervision are generally expected to show greater levels of self-efficacy as well. Second, the correlation index implies that the reported relationship tends to be small according to Cohen's (1988) interpretations of correlation coefficients used to determine the strength of the relationships. Cohen claims that a correlation index which ranges from 0.10 to 0.29 is considered to be small. Besides, the coefficient of determination for this relationship appears to be 0.04 which can be multiplied by 100 to express the percentage of variance. The result of this computation indicates that the two correlated variables ($r = 0.22$) only share 4 percent of their variance. In other words, there is not much overlap between the intended variables.

In fact, this finding is supported by what Dipaola and Hoy (2008)'s claim. They believe that “any experience or training a supervisor provides that

helps teachers succeed in the day-to-day tasks of teaching will give the teachers a foundation for developing an increased sense of efficacy" (p. 110). Therefore, the more helpful comments and feedback a supervisor provides a teacher with, the more positive attitudes the teacher builds toward educational supervision. In addition, the teacher's sense of self-efficacy is also expected to grow as a result of the received supportive comments and acquired helpful knowledge provided through the supervisory process.

Supporting the result obtained in the present study, Weasmer and Woods (1998) also believe that "negative perceptions of the principal may inhibit the development of perceived self-efficacy" (as cited in Spearing, 2013, p. 87). Besides, the the finding is also in line with Cagle and Hopkins' (2009) idea about the significant positive impact that supervision can have on teachers' self-efficacy. Therefore, they believe that administrators and supervisors who recognize such impact and are aware of the power of teachers' self-efficacy do their best to plan and "facilitate programs that help develop and cultivate these self-efficacy beliefs" because they have realized that "these highly qualified teachers are also highly motivated, persistent, and resilient teachers" (p. 30).

In addition, this study shares some common results with that of Qureshi" (2015) who conducted a case study to investigate the relationship between 40 in-service teachers' self-efficacy and their perception of teacher education programs in Pakistan. The result of her study revealed a significant positive relationship between the teachers' self-efficacy and their perception of in-service teacher education program, implying that teacher education programs can bring about changes in the participants' sense of self-efficacy. Qureshi also claims that "the existence of positive relationship between teacher-education and teachers' self-efficacy suggests that teacher education can play an important role in building teachers' beliefs in their own capabilities to be change agents" (p. 98).

Moreover, the finding of the present study is in agreement with the results reported in Spearing's (2013) study in which he planned to examine 152 teachers' perceived self-efficacy and their perception of principal supervision and support. The result of his data analysis revealed a significant positive relationship between teachers' self-efficacy and principal support ($r = 0.16$, $p < 0.05$). In addition, a significant correlation was reported to exist between teachers' perceived self-efficacy and their perception of principal supervision ($r = 0.32$, $p < 0.01$). In fact, the observed relationship is well depicted in the conceptual model of principle influence on teacher efficacy proposed by Spearing and illustrated in Figure 1.

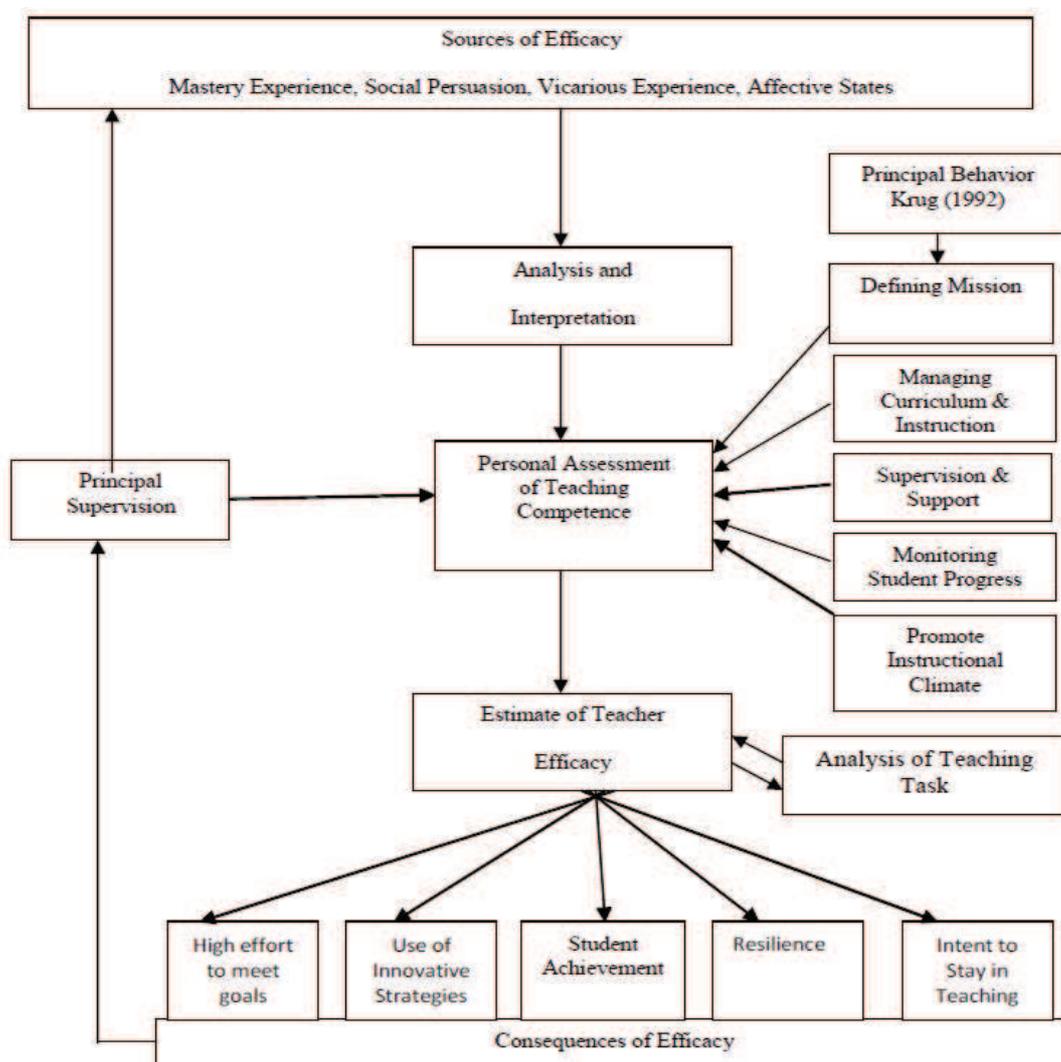


Figure 1. Conceptual model of principal influence on teacher efficacy

As Figure 1 shows, supervisory processes play an important role in teachers' sense of self-efficacy. In other words, the supervision and support that teachers receive are very influential in the development of their self-efficacy. Therefore, if teachers hold positive attitudes toward supervision, implying that they find supervisors' guidelines and support to be helpful and beneficial, their sense of self-efficacy will be expected to grow.

Besides, Beh-Afarin and Dehghan Banadaki (2013) conducted a study which led to similar findings. They investigated the effect of supervision on 50 language teachers' self-efficacy. The results of their study revealed that clinical supervision had a statistically significant effect on the participants' sense of

self-efficacy implying that these two variables are likely to correlate significantly.

Similarly, several other scholars have also accentuated the relationship which tends to exist between effective supervision and teachers' self-efficacy (Coladarci & Breton, 1997; Chester & Beudin, 1996). They believe that teachers who are provided with helpful guidelines from their supervisors feel more efficacious.

Moreover, the researchers ran multiple regression analysis to investigate the interaction among the independent and dependent variables under the study. Table 6, Table 7, and Table 8 report the results obtained from the regression analysis.

Table 6

Correlation matrix of all variables

		<i>Perfor mance</i>	<i>Self- efficacy</i>	<i>Supervisio n</i>
Pearson Correlation	Performance	1.000	.641	.101
	Self-efficacy	.641	1.000	.301
	Supervision	.101	.301	1.000
Sig. (1-tailed)	Performance	.	.001	.018
	Self-efficacy	.001	.	.021
	Supervision	.018	.021	.
N	Performance	46	46	46
	Self-efficacy	46	46	46
	Supervision	46	46	46

Table 7

Model summary

Model Summary					ANOVA
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate	b
1	.769 ^a	.591	.538	5.13513	Sig. .000 ^a

a. Predictors: (Constant) Self-efficacy, Supervision

Table 8.

Multiple regression coefficients

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
(Constant)	61.376	8.375		6.330	.000
Self- efficacy	.305	.044	.431	4.674	.000
Supervision	.018	.023	.084	1.581	.564

a. Dependent Variable: Performance

The results presented in Table 6. signal the existence of three significant relationships observed between variables. The reported indexes imply that self-efficacy and teaching performance ($r = 0.64$, $p < 0.01$), perception of supervision and teaching performance ($r = 0.10$, $p < 0.05$), self-efficacy and perception of supervision ($r = 0.30$, $p < 0.05$) were the variable pairs which were significantly correlated.

In addition, the R Square value reported in Table 7. is 0.59 which can be expressed as a percentage. This value implies that this model explains 59% of the variance in teaching performance. Moreover, the value presented in the sig. column of the ANOVA box of the Table confirms the statistical significance of the result.

In order to know the probable contribution of each of the independent variables to the prediction of the dependent variable, one should refer to the Beta values reported in the Standardized coefficients column of Table 8. In fact, using the Beta values, one can compare the contribution of each independent variable to the prediction of the dependent variable. As Table 8 shows, the largest Beta coefficient is 0.43 which belongs to self-efficacy. This result indicates that self-efficacy makes the strongest contribution to explaining the dependent variable. The next Beta coefficient is 0.08 which belongs to the teachers' perception of supervision. However, the values reported in the sig. column imply that only self-efficacy makes statistically significant contribution to the prediction of the dependent variable ($p < 0.05$).

As a matter of fact, the results obtained in this study are consistent with some of those in previous studies. However, it is worth mentioning that to the best of the researchers' knowledge, no previous research was conducted to study the interplay of all the variables investigated in the present study.

In fact, the result of this study is congruent with that of Kimizi (2015), who studied the interplay of a number of variables. Employing regression analysis, Kirmizi also found that the learners' self-efficacy made the strongest unique contribution to the prediction of their academic achievement. In other words, it was revealed that the learners' degree of self-efficacy was the most important predictor of their academic achievement. Employing a theoretical framework of Albert Bandura's model, Iroegbu (2015) also found a significant positive relationship between job specific self-efficacy and work performance.

In addition, Ereno and Nunez (2014) studied the interplay of self-efficacy, organizational commitment and job performance. Using regression analysis, they came to know that faculty members' self-efficacy made the only significant contribution to the prediction of their performance.

Moreover, the results of the research conducted by Eslami and Fatahi (2008) also highlight the contribution of teachers' self-efficacy to their overall teaching performance. In fact, their study revealed that teachers with higher levels of self-efficacy were more inclined to use communicative-based strategies. In other words, the result of their study indicates that teachers' self-efficacy and their teaching performance are closely related. Along similar lines, Judge, Jackson, Shaw, Scott, and Rich (2007) who studied the interplay of self-efficacy, intelligence, task experience, and job performance uncovered that self-efficacy made the unique significant contribution to the prediction of job performance.

Similarly, Stajkovic and Fred (1998) also found a significant positive relationship between self-efficacy and work performance. Partially akin to the present study, Zellars, Donald and Taft (2002) conducted a study which revealed a significant positive relationship between teachers' self-efficacy and their ability to cope with work load.

The reported result about the significant relationship between teachers' perception of supervision and their self-efficacy matches that of Qureshi's (2015) study in which a significant positive relationship was reported to exist between teachers' self-efficacy and their perception of teacher education programs. In addition, this finding is supported by what Spearing (2013) reported in his study. Spearing found out that teachers' self-efficacy and principals' support, on the one hand, and teachers' self-efficacy and principals' supervision, on the other hand, are both positively correlated. Besides, the finding of the study conducted by Beh-Afarin and Dehghan Banadaki (2013) corroborates the outcome of the present study. In fact, Beh-Afarin and Dehghan Banadaki reported that supervision was observed to affect teachers' self-efficacy positively. It implies that when supervision promotes teachers' self-efficacy, it is likely to be approved of by the teachers. Therefore, the teachers' perception of supervision and their self-efficacy are expected to be positively correlated. In addition, the result obtained in Elliot, Isaac and Chugani's (2010) study also conveys a positive relationship between teachers' sense of efficacy and their attitudes toward mentoring activities.

As a matter of fact, the finding of this study is in line with the idea proposed by Cagle and Hopkins (2009) who claim that supervision is expected to have significantly positive impact on teachers' self-efficacy; therefore, the two variables are implied to have mutually positive relationship with each other. In other words, the more teachers gain from instructional supervision, the more their self-efficacy will grow; and, the greater their level of self-efficacy gets, the more positive attitudes they develop toward supervision. In

addition, some other researchers also confirm the existence of a positive correlation between teachers' self-efficacy and their perception of supervision by highlighting the reasonable relationship that one expects between these two variables (Dipaola & Hoy, 2008; Weasmer & Woods, 1998 as cited in Spearing, 2013).

Moreover, the observed significant relationship between teachers' perception of supervision and their teaching performance is in agreement with the result reported by Buregeya (2011) who uncovered a significant moderate correlation between supervisory practices and teaching performance. In other words, supervision and teaching performance were found to be directly correlated. In addition, this finding is further supported by the results of the study conducted by Kramer, Blake and Alba (2005). They found that instructors, who worked at schools with high level teaching performance on average, had better attitudes toward instructional supervision. In fact, Kramer et al. discovered a significant difference between the perceptions of teachers in high performance schools and the teachers' perceptions in low performance schools. The finding reported by Kramer et al. implies a positive relationship between teachers' performance and their perception of instructional supervision. According to Kramer et al., teachers in low performance school felt they were not motivated or encouraged by supervisory practices. Those teachers stated that they did not receive helpful feedback or support from supervisors. Akin to the result of the present study, Nampa (2007) also found that supervisory process had a significant positive impact on school teachers' performance. In addition, Gerumi (2002) also, discovered a significant positive relationship between teacher performance and instructional supervision.

5. Conclusion and Implications

To put it in a nutshell, it can be concluded from various reported research results that EFL teacher educators and supervisors should practice systematically well-planned programs that would nurture teachers' self-efficacy so that their teaching performance would also be positively affected. In addition, such supervisory process is expected to influence teachers' perception of supervision as well.

Moreover, teachers should receive the necessary assistance and mediation to become professionals who can seek the best solutions to classroom problems and overcome challenges. In other words, supervisory practices can develop teachers' sense of efficacy provided that supervision is systematically planned and practiced in an atmosphere of mutual trust. In addition, it is concluded that institute managers should care about the development of their teachers' self-efficacy since it is expected to significantly contribute to their teaching performance which can eventually affect learners' achievement and the success of the institute.

In addition, the findings of this research can be applied to teacher education programs which are supposed to train teachers who can succeed in their career. It is recommended that supervisors and teacher educators familiarize teachers with techniques that develop their self-efficacy so that they can overcome the multiple challenges of their profession.

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