


# Effects of the Supervision Process on Teachers' Self-regulation



Brigita Rupar, Slovenian Association for Supervision

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# Research questions

Does the inclusion of primary school teachers in the supervision contribute

- to increased awareness of the essential tasks for achieving the objectives of the learning process? Which of the tasks do teachers attribute the greatest importance to and take the most time? What is their image of an effective teacher?
- to the development of self-reflection? How does reflexivity show in their thinking, feelings and behaviour? Is there any difference in the level of self-reflection among teachers who were involved in the supervision and others?



## Cont.

- Is the involvement in supervision related to the degree of emotional competence? How is EC reflected in their teaching practice?
- Is the involvement in supervision related with the use of active and direct methods to cope with stressful situations? What coping strategies do teachers use the most?

## 2 parts of the research

### **Quantitative part**

- 75 primary school teachers with experience of supervision
- 69 primary school teachers with no experience of supervision
- 4 measurement scales / questionnaires
- descriptive and multivariate statistics

### **Qualitative part**

- 2 focus groups of teachers with experience of supervision
- 2 groups with no experience of supervision
- qualitative methodology

# Research sample

## **Teachers with supervision experience**

- 75 primary school teachers
- 8 participants in 2 focus groups
- 1/2 of them (35) were included 1 year in supervision
- others two or more years

## **Teachers without supervision experience**

- 69 primary school teachers
- 9 participants in 2 focus groups

# Findings 1

Duties and responsibilities of teachers (Rupar, 2010)

Component	Supervision	N	M	SD	T	p
High level of cognitive processes	yes	74	4,58	0,366	3,262	0,001**
	no	65	4,35	0,465		
Social skills and health care	yes	73	4,30	0,424	2,606	0,013*
	no	63	4,06	0,632		

\* $p \leq 0,05$ ; \*\* $p \leq 0,01$



# Interpretation

- The greatest statistically significant difference between the supervisees and non-supervisees is on the component of higher mental processes (critical and creative thinking, problem solving)
- The second statistically significant difference appeared on the component social skills and health care
- Supervisees develop more complex thinking and life skills of pupils, they are more willing to help them in learning and personal problems, they are more able to distinguish between the essential and non-essential tasks.

## Findings 2

RRQ (Reflection – Rumination Questionnaire, Trapnell & Campbell, 1999)

Component	Supervision	N	M	SD	T	p
Reflection	yes	40	3,62	0,668	2,520	0,013*
	no	60	3,27	0,703		
Rumination (neg. part of reflection)	yes	40	3,14	0,508	0,286	0,775
	no	60	3,11	0,613		

\* $p \leq 0,05$ ;





# Interpretation

- Teachers who participated in the supervision, have demonstrated more in-depth reflection. They are more open to experience, know themselves better and processed information about themselves better. Such teachers are more oriented towards students, they have more interest to understand the deeper motives of behavior of pupils, they are more willing to help students. These teachers better recognize their tasks, which are essential for the progress of students. Supervisees are more open and sensitive to the feelings of pupils, they develop deep self-awareness, they are more critical to their practice.

## Findings 3

RRQ (t test – differences between male and female teachers)

Component	Sex	N	M	SD	t	p
rumination	male	10	3,54	0,362	2,471	0,015*
	female	92	3,08	0,572		
reflection	male	9	3,81	0,752	1,805	0,074
	female	93	3,37	0,689		
Σ r&r	male	9	3,62	0,384	2,385	0,019*
	female	88	3,20	0,507		

\*p ≤ 0,05;



# Interpretation

- Male teachers show a greater degree of unconstructive self-awareness. They are more focused on thinking about past events, they are more impulsive, have less fundamental positive beliefs of the world, more negative emotions and often lower self-esteem.

## Findings 4

ESCQ (Emotional Skills and Comptence Questionnaire, Taksić, 1998, 2001,2006)

Component	supervision	N	M	SD	t	p
Perception and understandig of emotions	yes	72	3,60	0,487	0,771	0,442
	no	63	3,53	0,535		
Naming and expressing of emotions	Yes	74	3,89	0,532	2,450	0,016*
	no	67	3,67	0,515		
Regulation of emotions	yes	69	3,83	0,347	1,377	0,171
	no	65	3,75	0,342		
Σ	Yes	66	3,79	0,357	1,660	0,099
	no	61	3,68	0,339		

\*p≤ 0,05;



# Interpretation

- Participants in supervision process showed a statistically significant greater ability to name and express emotions.
- More emotionally competent teachers are able to more accurately communicate their emotional needs. These teachers are more successful in distinguishing between honest and dishonest expression of emotions in students.
- Analysis of variance depending on work experience of teachers revealed that teachers with less practice are significantly better at coping with their emotions than teachers with more practice.

# Findings 5

Coping with stress (Lazarus and Folkman, 1984)

Component	Supervision	N	M	SD	T	p
Focus on the problem (proactive method)	yes	68	2,73	0,340	0,512	0,610
	no	59	2,71	0,278		
Regulation of emotions	yes	73	1,88	0,412	-0,380	0,704
	no	63	1,91	0,359		
Σ	yes	67	2,46	0,296	0,222	0,825
	no	57	2,45	0,225		



# Interpretation

- Supervision does not affect the choice of proactive method for coping with stress.
- Half of supervisees were included one year which is not enough to develop successful strategies to cope with stress.
- Response to stress depends on many factors, especially cognitive assessment of the event, personal competence, the school climate, school management approach. Supervision can not only affect the strategies to cope with stress.



Thank you for your  
attention!