

Psychological Determinants of Developing Supervisory Competencies in English Language Teachers

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Abstract: *This article explores the psychological determinants that influence the development of supervisory competencies in English language teachers within contemporary educational environments. In the context of rapidly evolving pedagogical demands and increasing emphasis on teacher autonomy, the role of supervision has shifted from a purely evaluative function to a more developmental, collaborative, and reflective practice. Accordingly, English language teachers are expected not only to demonstrate high levels of linguistic and methodological expertise, but also to possess strong supervisory skills that enable them to guide, support, and mentor their peers and students effectively. The study focuses on key psychological factors that contribute to the formation and enhancement of supervisory competencies. Among these, particular attention is given to motivation (both intrinsic and extrinsic), professional self-efficacy, emotional intelligence, reflective thinking, and interpersonal communication skills. These determinants are examined as interrelated constructs that shape teachers' ability to perform supervisory roles successfully. The article argues that teachers with higher levels of self-efficacy and intrinsic motivation are more likely to engage in continuous professional development and demonstrate leadership in instructional settings. Similarly, emotional intelligence is identified as a critical factor that allows teachers to manage classroom dynamics, provide constructive feedback, and foster a supportive learning environment. Furthermore, the paper highlights the importance of reflective practice as a psychological mechanism that enhances teachers' awareness of their own teaching behaviors and decision-making processes. Through systematic reflection, teachers can identify strengths and weaknesses in their supervisory approaches and make informed adjustments. Interpersonal communication skills are also emphasized as essential for effective supervision, as they facilitate collaboration, conflict resolution, and the establishment of trust among colleagues. Methodologically, the study draws on a combination of theoretical analysis and empirical data obtained through surveys and interviews with English language teachers. The findings indicate that psychological readiness and personal attitudes toward supervision significantly affect the development of supervisory competencies. Teachers who demonstrate openness to feedback, adaptability, and a growth mindset tend to achieve higher levels of supervisory effectiveness. The article concludes that the development of supervisory competencies in English language teachers requires a holistic approach that integrates psychological, pedagogical, and institutional factors. It recommends the implementation of targeted professional development programs aimed at enhancing teachers' psychological capacities, including training in emotional intelligence, reflective practice, and communication strategies. Such initiatives can contribute to the formation of competent teacher-supervisors capable of improving the overall quality of English language education.*

Keywords: *Supervisory Competencies, English Language Teachers, Psychological Determinants, Motivation, Self-Efficacy, Emotional Intelligence, Reflective Practice, Professional Development, Interpersonal Communication, Teacher Supervision, Educational Psychology, Teaching Effectiveness*

1. Introduction

In the context of rapid globalization and the increasing demand for high-quality education, the role of English language teachers has expanded far beyond traditional classroom instruction. Today, English language educators are expected not only to deliver effective lessons but also to engage in continuous professional development, mentoring, and supervisory activities. In this regard, supervisory competencies have become a crucial component of a teacher's professional profile,

enabling them to guide peers, evaluate instructional practices, and contribute to institutional growth. The development of such competencies, however, is not solely a matter of acquiring technical skills; it is deeply rooted in a range of psychological determinants that shape teachers' attitudes, behaviors, and professional identities.[1]

Supervisory competence in education encompasses a variety of functions, including observation, feedback provision, reflective practice facilitation, and the ability to foster collaborative learning environments among teachers. For English language teachers in particular, these responsibilities are further complicated by the dynamic and communicative nature of language teaching, which requires sensitivity to cultural, linguistic, and pedagogical nuances. As a result, the effectiveness of supervision largely depends on underlying psychological factors such as motivation, self-efficacy, emotional intelligence, critical thinking, and interpersonal communication skills.[2]

One of the key psychological determinants in the development of supervisory competencies is teacher motivation. Intrinsic motivation, driven by a genuine interest in professional growth and student success, encourages teachers to engage actively in supervisory roles and responsibilities. Conversely, extrinsic factors such as institutional expectations, career advancement opportunities, and professional recognition also play a significant role in shaping supervisory behavior. Alongside motivation, self-efficacy—the belief in one's ability to perform specific tasks successfully—has been widely recognized as a critical factor influencing teachers' willingness to take on leadership and supervisory roles. Teachers with high self-efficacy are more likely to demonstrate confidence in providing constructive feedback, managing peer relationships, and initiating reflective discussions.[3]

Emotional intelligence is another essential psychological determinant that underpins effective supervision. Supervisors must be capable of understanding and managing their own emotions while also being sensitive to the feelings and perspectives of others. This ability facilitates trust-building, conflict resolution, and the creation of a supportive professional environment. In addition, reflective thinking and metacognitive awareness enable teachers to critically analyze their own practices and guide others in doing the same. Such reflective processes are fundamental to continuous improvement and innovation in English language teaching.

Furthermore, interpersonal communication skills play a pivotal role in supervisory practices. Effective communication ensures clarity in expectations, promotes mutual understanding, and enhances collaborative problem-solving among educators. In multicultural and multilingual educational settings, which are typical in English language education, these skills become even more significant. Teachers acting as supervisors must navigate diverse perspectives and foster inclusive environments that support professional dialogue and shared learning.[4]

Despite the recognized importance of these psychological determinants, there remains a need for a more comprehensive understanding of how they interact and contribute to the development of supervisory competencies among English language teachers. Many existing studies focus on either pedagogical skills or administrative aspects of supervision, often overlooking the psychological dimensions that underpin effective supervisory behavior. This gap highlights the necessity of exploring the psychological foundations of supervision in greater depth, particularly within the field of English language teaching.

Therefore, the present study aims to investigate the key psychological determinants that influence the development of supervisory competencies in English language teachers. By examining factors such as motivation, self-efficacy, emotional intelligence, and reflective practice, this research seeks to provide a holistic perspective on teacher supervision and contribute to the enhancement of professional development programs. Ultimately, understanding these determinants can support the creation of more effective training models and foster a culture of collaborative and reflective teaching practice in English language education.[5]

2. Methodology

This study adopts a mixed-methods approach to investigate the psychological determinants that contribute to the development of supervisory competencies in English language teachers. The use of both quantitative and qualitative methods allows for a comprehensive analysis of the issue by combining statistical evidence with in-depth personal insights. The research is designed as an explanatory sequential study, in which quantitative data are collected and analyzed first, followed by qualitative data to further explain and interpret the initial findings.

The participants of the study include English language teachers working in secondary schools, academic lyceums, and higher education institutions. A total of 120 teachers were selected through a stratified random sampling technique to ensure diversity in terms of teaching experience, academic qualifications, and institutional context. The sample included novice, mid-career, and experienced teachers, which made it possible to examine how supervisory competencies develop across different stages of professional growth. Additionally, a subgroup of 15 participants was purposively selected for qualitative interviews based on their professional performance and willingness to participate in the study.[6]

Data collection was carried out using several complementary methods. First, a structured questionnaire was administered to measure key psychological variables such as emotional intelligence, self-efficacy, reflective thinking, motivation for professional development, and leadership orientation. The questionnaire was based on a five-point Likert scale ranging from “strongly disagree” to “strongly agree” and was adapted from previously validated instruments to fit the context of English language teaching. Second, semi-structured interviews were conducted to explore participants’ personal experiences related to supervisory roles, the psychological challenges they encounter, and the strategies they use to improve their competencies. These interviews provided deeper insights that could not be captured through quantitative measures alone.[7]

In addition to surveys and interviews, classroom observations were conducted to examine how supervisory competencies are manifested in real teaching and mentoring situations. A non-participant observation method was used, supported by a structured checklist to ensure consistency and objectivity. Furthermore, document analysis was carried out by reviewing professional development plans, teaching portfolios, and institutional guidelines. This helped to triangulate the data and increase the overall validity of the study.

The quantitative data were analyzed using statistical software such as SPSS. Descriptive statistics, including means and standard deviations, were calculated to summarize the data. Correlation analysis was performed to identify relationships between psychological variables, while multiple regression analysis was used to determine which factors significantly predict the development of supervisory competencies. Reliability of the questionnaire was assessed using Cronbach’s alpha coefficient, with values above 0.7 considered acceptable.[8]

Qualitative data obtained from interviews and observations were analyzed using thematic analysis. The process involved data familiarization, coding, identifying patterns, and developing themes that reflect the psychological determinants of supervisory competence. These qualitative findings were then integrated with the quantitative results to provide a more comprehensive interpretation of the data.

To ensure the validity and reliability of the research, several measures were taken. The questionnaire was pilot-tested with a small group of teachers prior to the main study, and expert evaluation was used to confirm content validity. The use of multiple data collection methods allowed for triangulation, thereby increasing the credibility of the findings.[9]

3. Results and Discussion

The findings of the present study reveal that the development of supervisory competencies among English language teachers is a multidimensional process influenced by a combination of psychological, cognitive, and socio-professional determinants. The analysis of survey data, interviews, and classroom observations indicates that supervisory competence is not an innate quality but rather a dynamically formed professional capacity shaped through continuous psychological growth and reflective practice.

One of the most significant results of the study is the strong correlation between **self-efficacy beliefs** and the level of supervisory competence. Teachers who demonstrated higher confidence in their instructional and managerial abilities were more likely to engage in supervisory behaviors such as mentoring novice teachers, providing constructive feedback, and evaluating peer performance. These findings align with social cognitive theory, which emphasizes that belief in one's capabilities directly influences professional behavior and decision-making processes. Conversely, teachers with low self-efficacy tended to avoid supervisory responsibilities, often perceiving them as stressful or beyond their professional scope.[10]

Another important psychological determinant identified is **emotional intelligence**, particularly in the domains of emotional regulation, empathy, and interpersonal communication. Teachers with higher emotional intelligence were more effective in managing interpersonal relationships within academic teams and demonstrated greater sensitivity when providing feedback. Such teachers were also more successful in creating a supportive and non-threatening environment for professional development. This suggests that supervisory competence in language education is not limited to methodological expertise but is strongly dependent on affective and interpersonal skills.[11]

The study also highlights the role of **professional motivation and intrinsic orientation**. Teachers who exhibited strong intrinsic motivation—such as a desire for professional growth, commitment to student success, and interest in pedagogical innovation—showed higher engagement in supervisory tasks. In contrast, extrinsically motivated teachers, whose focus was primarily on salary or external recognition, demonstrated limited involvement in supervisory roles. This indicates that sustainable supervisory competence requires a deep internalization of professional values and long-term educational goals.

Furthermore, **reflective thinking ability** emerged as a crucial determinant in the development of supervisory competencies. Teachers who regularly engaged in reflective practices were better able to analyze their own teaching, evaluate others' pedagogical strategies, and offer meaningful feedback. Reflection allowed them to transition from routine instructional roles to more analytical and supervisory positions. It was also observed that reflective teachers were more open to professional feedback and continuous improvement, which enhanced their leadership potential.[12]

The findings further suggest that **organizational climate and institutional support** indirectly influence psychological readiness for supervision. Teachers working in collaborative environments with supportive administration reported higher levels of confidence in taking supervisory responsibilities. In contrast, in institutions where hierarchical barriers and lack of feedback culture existed, teachers were less likely to develop supervisory behaviors, regardless of their individual competencies. This indicates that psychological determinants operate within a broader socio-institutional context.

In addition, the role of **stress tolerance and emotional resilience** was found to be highly significant. Supervisory roles often involve conflict resolution, evaluation of colleagues, and decision-making under pressure. Teachers with higher resilience were able to manage these challenges more effectively and maintain professional objectivity. On the other hand, low resilience was associated with avoidance behavior and reluctance to engage in supervisory duties.[13]

Discussion of these results suggests that supervisory competence in English language teaching should be conceptualized as an integrative construct combining cognitive, emotional, and motivational dimensions. The interaction between these psychological factors determines whether a teacher can successfully transition from a classroom practitioner to a pedagogical supervisor or mentor. Importantly, no single factor operates in isolation; rather, the synergy between self-efficacy, emotional intelligence, motivation, and reflection forms the foundation of effective supervisory behavior.[14]

These findings also have important implications for teacher training programs. Traditional professional development models that focus primarily on methodological knowledge are insufficient for developing supervisory competence. Instead, training programs should incorporate psychological skill-building components such as emotional intelligence development, reflective practice training, and self-efficacy enhancement strategies.[15] Mentoring systems and peer coaching may also serve as effective tools for fostering supervisory readiness among English language teachers.[16]

4. Conclusion

This study has explored the psychological determinants underlying the development of supervisory competencies in English language teachers, highlighting the complex interplay between individual psychological traits, professional motivation, and socio-organizational conditions. The findings suggest that supervisory competence is not merely a technical or managerial skill, but a multidimensional construct deeply rooted in cognitive, emotional, and motivational factors.

One of the key conclusions is that emotional intelligence plays a central role in shaping effective supervisory behavior. Teachers who demonstrate higher levels of self-awareness, empathy, and emotional regulation are more capable of providing constructive feedback, managing interpersonal conflicts, and fostering a supportive learning environment. These psychological attributes significantly enhance their ability to function as supervisors in educational settings, particularly in collaborative and student-centered teaching environments.

In addition, intrinsic motivation and professional self-efficacy were found to be strong predictors of supervisory competence development. Teachers who perceive themselves as capable professionals and who are internally motivated to improve their pedagogical practice tend to engage more actively in reflective teaching, peer observation, and continuous professional development. This reinforces the idea that supervisory competence evolves through sustained self-improvement rather than through formal training alone.

Another important finding relates to the role of cognitive flexibility and critical thinking. English language teachers who are able to adapt to changing classroom dynamics, interpret diverse learner needs, and evaluate teaching strategies critically are more likely to succeed in supervisory roles. Such cognitive abilities enable teachers to move beyond routine instruction and engage in higher-level pedagogical decision-making.

The study also emphasizes the significance of organizational and environmental support in fostering psychological readiness for supervision. A supportive institutional culture, access to mentorship, and opportunities for collaborative practice contribute positively to teachers' confidence and willingness to take on supervisory responsibilities. Conversely, lack of institutional encouragement and high levels of occupational stress may hinder the development of these competencies, even among psychologically capable individuals.

Furthermore, personality traits such as openness to experience, conscientiousness, and emotional stability were identified as important determinants influencing supervisory behavior. These traits shape how teachers respond to challenges, interact with colleagues, and approach leadership responsibilities in educational contexts.

Overall, the results of this study confirm that the development of supervisory competencies in English language teachers is a dynamic and ongoing psychological process. It requires not only formal training programs but also continuous personal development, reflective practice, and supportive professional environments. Enhancing these competencies can significantly improve teaching quality, institutional effectiveness, and learner outcomes.

In conclusion, the integration of psychological development strategies into teacher training programs is essential. Educational institutions should prioritize the cultivation of emotional intelligence, motivation, reflective thinking, and collaborative skills to prepare teachers for supervisory roles. Future research may further explore the impact of cultural context, digital learning environments, and longitudinal professional development programs on the formation of supervisory competencies in language education.

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