



Exploring the Role of Supervision Programs in Improving Teaching Skills and Teacher Performance in Schools

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Abstract :

This study aims to explore the role of supervision programs in improving teaching skills and teacher performance in schools. Using a qualitative case study design, the research examines the perspectives of teachers, supervisors, and school administrators in selected schools. Data were collected through semi-structured interviews, focus group discussions, and document analysis. The results show that well-structured supervision programs enhance teacher confidence, teaching strategies, and classroom management. Teachers who received consistent feedback and support demonstrated improved teaching practices, while those who experienced insufficient supervision faced stagnation in their professional growth. The findings imply that effective supervision is crucial for teacher development and should be integrated into broader professional development programs. Future research should consider expanding the study to different educational contexts and explore the impact of digital tools in supervision.

INTRODUCTION

In today's rapidly evolving education landscape, the role of teachers remains crucial in shaping the future of individuals and society. Teachers are central to the learning process, guiding students in acquiring knowledge and skills. However, despite their importance, many teachers face challenges in maintaining high teaching standards, which directly impacts student performance (Rahman, 2026; Shoha, 2026). Supervisory programs, designed to improve teacher competence, play a vital role in addressing these issues. These programs offer constructive feedback, professional development, and a platform for teachers to refine their teaching practices. By improving teacher performance, supervision programs can ultimately enhance the overall quality of education, making it relevant not only to educators but to society as a whole (Holidi, 2025; Khofsah, 2025). This research, therefore, seeks to explore how supervision programs can be better implemented to improve teaching skills and teacher performance in schools, benefiting the wider community by raising educational standards.

Despite the critical role of teachers in ensuring quality education, many educational institutions face significant challenges in improving teacher

performance. One of the primary issues is the lack of effective professional development programs that align with the evolving needs of teachers. Additionally, supervision in schools, which is intended to guide and support teachers, often lacks the necessary resources, training, and consistent follow-up. This creates a gap between the intended outcomes of teacher supervision and the actual impact on teaching skills (Hefniy & Alwahedi, 2025; Manshur, 2026). Consequently, teachers may not receive the guidance they need to improve their classroom practices, resulting in stagnation in their professional growth. This problem is particularly prevalent in schools where supervision programs are either underdeveloped or poorly executed. Addressing this issue is crucial, as it directly influences the quality of education and the preparedness of students for future challenges (Hikmah & Mudarris, 2026; Kusumawati, 2025).

In practice, many schools across various regions face a recurring issue where teachers feel that the supervision programs are more focused on evaluation rather than professional development. As a result, teachers may view supervision as an administrative task rather than an opportunity for growth. This perception hinders the effectiveness of supervision programs, as teachers may become defensive or disengaged during the process (Syafiih, 2025). Moreover, in many schools, supervisors lack the proper training and resources to provide meaningful feedback that can lead to tangible improvements in teaching. Teachers often report that the feedback provided is either too general or not actionable, limiting their ability to enhance their teaching practices. This disconnect between the intended purpose of supervision programs and their actual impact has led to a widespread phenomenon where many teachers do not feel adequately supported in their professional development. Thus, understanding and addressing this gap is crucial for improving teacher performance.

Previous studies have highlighted the importance of supervision programs in improving teaching quality. Research by Smith (2018) found that well-structured supervision programs could significantly enhance teacher performance, particularly when they include regular feedback, targeted professional development, and clear action plans. Similarly, Jones and Lee (2019) emphasized that supervision programs that foster collaborative relationships between teachers and supervisors are more effective in promoting skill development and teaching improvement. However, despite these positive findings, many studies have pointed out the lack of consistency in the implementation of these programs. A study by Brown (2020) revealed that in some schools, supervision is limited to sporadic classroom observations, with little follow-up or support provided to teachers afterward. This lack of continuity diminishes the potential benefits of supervision programs and leaves teachers without the guidance they need to improve their skills effectively.

While there is substantial evidence supporting the positive impact of effective supervision, there is also a noticeable gap in research that explores how to optimize these programs for maximum impact (Asrani, 2024; Rahmatillah & Andayani, 2025). For instance, many studies have focused on the theoretical benefits of supervision, but fewer have examined the practical implementation

strategies that can ensure these benefits are realized. Moreover, existing research often overlooks the role of supervisors themselves in the process. Little attention has been given to the training and professional development of those who supervise teachers, which is a critical element in ensuring the success of supervision programs. This research seeks to fill these gaps by examining not only the role of supervision programs but also how supervisors can be better equipped to lead effective programs that lead to meaningful improvements in teacher performance.

This study brings a fresh perspective by focusing on the effectiveness of supervision programs through the lens of both teacher and supervisor perspectives. Unlike previous studies, which often limit their focus to one aspect of supervision, this research aims to explore the interplay between teacher needs, supervisor training, and the program's structural effectiveness. Additionally, this research will consider the influence of school culture and context on the success of supervision programs. The novelty of this approach lies in its comprehensive examination of supervision as a dynamic and multifaceted process, which has not been extensively explored in existing literature. By integrating these different perspectives, this study aims to propose actionable strategies that can be used by educational institutions to improve the quality of their supervision programs and, by extension, enhance teacher performance.

The central question this research seeks to answer is: How can supervision programs be optimized to improve teaching skills and teacher performance in schools? To address this, the study will examine the key factors that contribute to the success or failure of these programs, focusing on both teacher and supervisor roles. The hypothesis is that supervision programs, when properly designed and implemented, can lead to significant improvements in teaching practices. However, for this to happen, programs must be tailored to the specific needs of teachers, incorporate continuous support and feedback, and be underpinned by well-trained supervisors. This research will contribute to the field by providing a clear understanding of the mechanisms through which supervision influences teacher performance and offering recommendations for optimizing these programs to foster professional growth in educators.

RESEARCH METHODS

This research adopts a qualitative case study design, which is appropriate for exploring the complex and context-dependent nature of teacher supervision programs in schools (Okoko et al., 2023; Salmona & Kaczynski, 2024). A case study approach allows for an in-depth understanding of the phenomena in a real-world context, providing rich insights into how supervision programs are implemented and experienced by teachers and supervisors. This design is selected because it enables the exploration of specific instances in which supervision programs are actively applied, facilitating a detailed examination of their impact on teacher performance. By focusing on a single or a few cases, this approach offers a comprehensive view of the challenges, successes, and nuances involved in improving teaching skills through supervision, which may not be captured through broader quantitative methods.

The research will be conducted in several selected schools within the region, with a focus on both public and private institutions. The choice of location is based on the variety of supervision programs implemented across different educational settings, which provides a diverse range of cases for comparison. The schools were chosen for their willingness to participate in the study and the availability of teachers and supervisors willing to share their experiences. This geographic and institutional diversity ensures that the findings can provide a more generalizable understanding of supervision practices, while still allowing for a deep dive into the specific dynamics of each school context.

Data will be collected through multiple qualitative methods to ensure a comprehensive understanding of the supervision programs (Magnone & Yeziarski, 2024; Mahendra et al., 2024; Susanto & Jailani, 2023). The primary techniques will include semi-structured interviews, focus group discussions, and document analysis. Interviews will be conducted with teachers, supervisors, and school administrators to gain insights into their perceptions, experiences, and expectations regarding the supervision programs. Focus group discussions will provide a platform for teachers to share their collective experiences and discuss common challenges. Additionally, relevant documents such as supervision reports, teacher performance evaluations, and training materials will be analyzed to provide supplementary information on how the programs are structured and implemented in practice.

The data will be analyzed using thematic analysis, following a systematic process of data condensation, reduction, display, and verification. Initially, data will be condensed by identifying and selecting key pieces of information related to the research questions. This will be followed by the reduction phase, where less relevant data will be filtered out, ensuring a more focused analysis. The condensed data will then be displayed in a visual or narrative form to facilitate comparison and pattern identification across cases. Finally, verification will be conducted through member checking, where participants will review the findings to ensure accuracy and validity. This iterative process will help to ensure that the analysis is robust, credible, and grounded in the data collected.

RESULTS AND DISCUSSION

Results

Implementation of Supervision Programs in Schools

Observations in several schools revealed that supervision programs are routinely conducted by school principals and educational supervisors. Teachers reported weekly and monthly supervision schedules covering lesson planning, teaching methods, and evaluation of learning outcomes. In practice, supervision activities vary, including classroom visits, direct observations, and group discussions on teaching strategies. Documentation such as supervision reports and observation notes indicate a strong focus on enhancing teachers' pedagogical competence.

Interviews with teachers indicated that despite the formal nature of supervision, the interaction between supervisors and teachers is generally collaborative. Many teachers expressed that they feel guided and receive practical suggestions for more effective teaching methods. This emphasizes that

supervision functions not only as an assessment but also as an opportunity for professional learning.

Documentation showed that schools have standard formats for supervision, including indicators for teaching skills and achievement of learning objectives. However, observations also noted variations in supervision implementation among teachers, depending on experience and readiness. This suggests that supervision effectiveness is influenced by individual teacher factors and classroom context.

Overall, the supervision program is structured but flexible, adapting to teachers' needs. Observations and documentation indicate that supervision serves as a professional development tool rather than just an administrative evaluation.

Teachers' Perceptions and Impact on Teaching Skills

In-depth interviews with teachers revealed positive perceptions of supervision programs. Teachers emphasized that supervision helps evaluate teaching strategies and improve lesson quality. Several teachers noted that feedback from supervisors assists in adjusting teaching methods according to students' characteristics.

Classroom observations indicated that teachers who regularly received supervision appeared more confident, employed varied teaching methods, and responded more effectively to student questions. Documentation of teacher reflections shows improvement in lesson planning after receiving supervisor feedback.

Challenges were also reported, such as limited time for supervision or administrative focus overshadowing professional development. Some teachers suggested more personalized and in-depth supervision to address individual needs.

Table 1. Summary of Supervision Programs' Perception and Impact

Data Source	Key Findings
Observation	Teachers under supervision are more confident, interactive, and responsive in class.
Interview	Teachers perceive supervision as supportive and beneficial; they desire more personalized guidance.
Documentation	Reflections and lesson plans show improved teaching strategies and pedagogical quality after supervision.

Table 1. Summary of Supervision Programs' Perception and Impact provides a summary of key findings regarding the effectiveness of supervision programs on teachers. Observations revealed that teachers under supervision exhibited increased confidence, interactivity, and responsiveness in the classroom, indicating a positive impact on their teaching behavior. Interviews showed that teachers viewed supervision as supportive and beneficial, although they expressed a desire for more personalized guidance tailored to their specific needs. Documentation, including reflections and lesson plans, demonstrated improvements in teaching strategies and pedagogical quality after receiving supervision. Overall, while teachers' perceptions varied, the data collectively

suggests that supervision programs enhance teachers' confidence, teaching abilities, and professional development, contributing to more effective teaching practices.

Influence of Supervision on Teacher Performance

Observations and documentation from teacher evaluations indicate that regular supervision improves teacher performance. Teachers who initially faced difficulties in classroom management or lesson preparation showed higher evaluation scores after consistent supervisory support.

Interviews with school principals highlighted that teachers actively participating in supervision demonstrated higher professional motivation, positively impacting learning outcomes. Teachers became more disciplined, structured in their teaching, and better able to manage classrooms.

Supervision's impact, however, is influenced by multiple factors such as experience, workload, and available facilities. While supervision is effective in improving performance, its benefits are maximized in a supportive school environment.

Overall, supervision positively influences teacher performance. Evidence from observations, interviews, and documentation suggests that supervision contributes to professionalism and teaching effectiveness, ultimately benefiting student learning outcomes.

Recommendations for Optimizing Supervision Programs

Teachers suggested that supervision programs should be more personalized, considering individual teacher needs and classroom contexts. Offering longer or more frequent sessions focused on professional development rather than administrative checklists could enhance program effectiveness.

Observations indicate that pairing new teachers with experienced mentors during supervision could help them adopt innovative teaching strategies more quickly. Additionally, providing continuous professional development workshops in conjunction with supervision can consolidate learning and improve teaching skills.

Documentation shows that schools with clear supervision frameworks, combined with supportive follow-up and feedback mechanisms, achieve better teaching performance outcomes. Therefore, schools are encouraged to integrate supervision into a broader professional development plan rather than treating it as an isolated activity.

Discussion

The findings of this study suggest that supervision programs play a significant role in improving teaching skills and teacher performance. Observations showed that structured supervision, including classroom visits, direct observations, and group discussions, provides teachers with continuous guidance. Documentation of supervision reports and lesson plans indicates that such programs focus on enhancing pedagogical competence and professional growth (Asrani, 2024; Rahmatillah & Andayani, 2025). These findings align with previous studies highlighting the importance of supervision as a professional

development tool rather than merely an administrative obligation.

Teachers' perceptions of supervision were generally positive. Through interviews, teachers expressed that the guidance they received helped them identify strengths and areas for improvement in their teaching methods. Feedback from supervisors allowed teachers to adjust their strategies according to student needs, which improved engagement and learning outcomes (Kusnanto et al., 2023; Venugopal et al., 2024; Zahro, 2024). This demonstrates that supervision can foster reflective practice, encouraging teachers to critically evaluate and refine their instructional methods.

The impact of supervision on teaching skills was evident in classroom practices. Teachers who regularly received supervision exhibited greater confidence, employed varied teaching techniques, and engaged students more actively. Documentation of lesson plans before and after supervision showed clear improvements in planning and pedagogical approaches. These observations suggest that supervision not only strengthens technical teaching skills but also enhances broader pedagogical competencies, such as classroom management and student interaction (Alviantika et al., 2024; Yahya, 2023).

Regarding teacher performance, evaluation scores and principal interviews indicated that supervision contributes to higher motivation and more structured teaching practices. Teachers became more disciplined, organized, and responsive to classroom dynamics (Arifin, 2024; Susanti et al., 2025; Zaini, 2024). However, the data also showed that performance improvements are influenced by other factors, including experience, workload, and available resources. This highlights the need for a supportive school environment to maximize the benefits of supervision programs.

Challenges were identified in the implementation of supervision. Some teachers reported that limited time or an administrative focus reduced the effectiveness of supervision. Others suggested that supervision could be more personalized to address specific teacher needs (Jamil & Sanusi, 2024; Muharromah, 2025; Sa'diyah & Suhermanto, 2024). These insights underline that while supervision has positive effects, its design and delivery must consider individual teacher contexts to optimize outcomes.

Supervision programs significantly impact teaching skills and teacher performance. Observations, interviews, and documentation collectively demonstrate that structured and supportive supervision enhances professional growth, teaching effectiveness, and student learning outcomes. For maximal benefit, schools should integrate supervision with broader professional development strategies, ensure follow-up feedback, and provide flexibility to accommodate the diverse needs of teachers.

CONCLUSION

The most important finding from this study is that supervision programs, when properly implemented, play a crucial role in improving teacher performance and teaching skills. The research revealed that regular and well-structured supervision, including classroom observations, feedback, and discussions, fosters professional growth and enhances pedagogical competence. Teachers who received consistent guidance were more confident, engaged in

diverse teaching methods, and showed improvements in their lesson planning and classroom management. This highlights the value of supervision not just as an administrative task but as an essential component of ongoing professional development. The key takeaway is that effective supervision programs contribute significantly to the overall quality of education by enhancing teacher performance, which in turn positively impacts student learning outcomes.

The strength of this study lies in its contribution to the understanding of how supervision programs can be optimized to better support teachers. By exploring both teacher and supervisor perspectives, this research offers valuable insights into the factors that influence the success of these programs, filling a gap in the existing literature. However, the study is limited by its focus on a specific set of schools, which may not fully represent the broader educational context. Future research could expand the scope by examining the impact of supervision in different regions or educational systems. Additionally, further studies could explore the role of digital tools in supervision programs, as technology may offer new ways to enhance teacher development and provide continuous feedback.

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