

The Impact of Internal Supervision on the Professional Development of Teachers: A Study Based on Tamil Medium Schools in the Piliyandala Education Zone

T. Amirthashelvi, S. Athirathan

Faculty of Education, University of Colombo, Sri Lanka.

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ABSTRACT

Internal supervision is one of the most essential activities for ensuring a quality learning-teaching process in schools. But this internal supervision is not a continuous process in Tamil medium schools in the Piliyandala Education Zone. Usually, the zonal-level supervision and school-level supervision are conducted annually (once a year). Further, only 20% of schools submit their annual Internal Supervision Reports (SEI). This research mainly reveals the influences and drawbacks of teachers' professional development. For this, Piliyandala zonal Tamil medium schools were selected, and the data were collected through a structured questionnaire and interview. Interviews were carried out with 10 principals and assistant principals in the Piliyandala zone. According to the Krejcie and Morgan chart, 147 teachers were selected, and data were collected from structured questionnaires. The internal supervisions were carried out on long time intervals; therefore, there is a delay for immediate guidance and reinforcement to the teachers to improve themselves. It also reduces the self-evaluation of the school because of the formal SEI reports. Even though there are positive findings in teachers' development through formal supervision. Teachers' professional development can be improved through formative guidance, developing a strong school-level internal supervision group, and raising awareness for reporting SEI, which will create the best quality education society.

Keywords: Internal Supervision, Professional Development, Teacher, Teaching Skills

BACKGROUND OF THE STUDY

The UNESCO (2015) report states that at least 250 million children lack basic reading and numeracy skills due to a lack of proper teacher training, highlighting the critical importance of teacher training and professional development activities. Similarly, the National Education Commission (2019) asserts that effective internal supervision, which provides instructional leadership for the holistic development of teachers, is not carried out in the majority of schools; this statement further strengthens the national-level significance of the background of this study. This research focuses on the Tamil medium schools within the Piliyandala Education Zone of the Colombo District, which demonstrate a clear need for strengthening the planning, organization, and implementation procedures of internal supervision activities.

The aforementioned data indicate a critical need to upgrade the quality of internal supervision processes. A lack of continuity is evident here, as internal supervision is conducted only once a term and external supervision only once a year. Furthermore, the school's quality standards (Performance Quality Indicators) are currently awaiting improvement. Education and training are the pillars that enhance professionalism; therefore, the principal must act as a facilitator who creates the necessary opportunities and environments for the professional advancement of teachers. Ultimately, education and training strengthen professionalism, transforming teachers into effective facilitators of learning.

Teachers, who are the backbone of school education, face various challenges in developing their effectiveness and ensuring quality standards. There are frequent allegations that school administration, management, and relevant departmental officials do not properly understand them, fail to treat them with dignity, and do not listen

to their constructive ideas. These issues are identified as threats to teacher education and professional advancement. Therefore, it is essential to investigate the extent to which efficient internal supervision is necessary to eliminate these barriers, empower teachers as agents of change, and create an exemplary school environment. Internal supervision is considered a potent tool for elevating the quality of school education and enhancing the professional competencies of teachers. However, in the Tamil medium schools of the Piliyandala Education Zone, this process faces various challenges in achieving its true objectives.

In the schools within the study area, the lack of planned and continuous internal supervision activities has been identified as a major problem. Due to the heavy workload and lack of adequate efficiency among the members of the supervision committee, guidance provided to teachers remains merely nominal. As a direct consequence, it is not possible to implement expected modern changes in teaching methods or achieve significant professional development. Furthermore, the absence of systematic supervision poses a major challenge to maintaining high levels of student learning achievement.

Supervision reports and self-assessment documents collected at the internal level are not systematically analyzed. Furthermore, they are not submitted to the Zonal Education Offices within the stipulated timeframes.

This research environment, characterized by such lack of continuity and inefficiency, necessitates an in-depth investigation into its impact or consequences on the professional development of teachers. If these conditions persist, the overall quality assurance of schools is bound to become questionable.

The primary objective of this study is to identify the setbacks in the professional development of teachers resulting from the lack of continuity and efficiency in school-based internal supervision activities, and to propose effective solutions to address these issues

Research objectives

To identify the current implementation methods of internal supervision processes within the schools.

To determine the impact of internal supervision activities on the teaching approaches and pedagogical methods of teachers.

To examine the influence of internal supervision on the classroom management skills of teachers.

To explore ways to organize and streamline internal supervision activities to enhance the professional development of teachers.

To recommend appropriate strategies to improve internal supervision processes in a manner that effectively supports the professional growth of teachers.

LITERATURE REVIEW

According to Isyas (2018), supervision is the professional empowerment of an organization's personnel. Beyond that, it involves identifying the wastage of physical, financial, and qualitative input resources and optimizing their effectiveness. Above all, it must focus on building renewable and viable human resource interactions and interpersonal relationships among the staff of the organization. Kumari (2019) revealed that a significant challenge in schools is that most principals are more preoccupied with general administrative tasks than with instructional leadership, leading to a neglect of teaching supervision. The study further highlighted that the existing internal supervision committees rarely engage in instructional oversight. Moreover, it noted a critical absence of post-observation discussions, which are essential for helping teachers identify their strengths and areas requiring further improvement. Lalithakumari (2022) states that principals serving in Type II and Type III schools within the Trincomalee Education Zone believe that instructional supervision is essential and functions as a key factor in the professional development of teachers. Accordingly, internal teaching and learning supervision committees have been established at the school level. However, these principals report that due to the necessity of handling extensive administrative duties, they are unable to engage directly in instructional

supervision to a satisfactory extent. Consequently, teachers in both categories of schools lack sufficient opportunities to identify their strengths and areas for pedagogical improvement. The author suggests that principals must work alongside the internal supervision committees to strengthen the oversight process. Furthermore, it is recommended that supervisors be provided with adequate training and that a mechanism to monitor the supervisors themselves be implemented. The study concludes by emphasizing the need for similar focus on supervision activities in schools of the same category across other education zones.

Educational supervision is a process that assists teachers in developing their capacity to manage learning, thereby enabling the achievement of effective and efficient educational objectives (Muraimaiya et al., 2014). It is believed that teachers, as pioneers of educational activities, can attain better performance in realizing high-quality, character-based learning through supervision. Instructional supervision is a systematic planning cycle and a method for assessing teacher professionalism through careful and meticulous observation. Through this process, teachers are expected to provide feedback to enhance the quality of professional competence. In instructional supervision, elements such as science, skills, personality, teacher well-being, personnel services, career guidance, professional development, and professionalism integrate a teacher's mindset with their vocation as an educator, leading them toward a more open and efficient approach (Aripin, 2020).

Supervisory support encourages teachers to enhance classroom teaching techniques by creating a learning environment that utilizes diverse and systematic approaches. When supervisors support teachers' instructional practices, teachers become more motivated to intensify their teaching strategies and methods, thereby fostering active student participation within the classroom (Mat Rahimi & Mohd Yusri, 2015). Supervision involves improving classroom management strategies, adhering to curriculum content, providing guidance, and designing effective disciplinary control measures (Egwu, 2019).

A school principal, who encompasses the diverse roles of leader, manager, and guide, must demonstrate significant concern and attention toward the professional development of their teaching staff. To enhance the educational quality of the school and ensure the holistic development of students, the principal should actively focus on the progress of teachers, ensuring their efficiency and effectiveness remain at a high level while acting as an identifier of their training needs. In this regard, it is expected that the principal facilitates higher education opportunities for teachers by providing necessary facilities and allocating time. Furthermore, when required, the principal should play an essential role in securing such academic advancement through formal recommendations (Kirubakaran, 2014). By conducting an instructional analysis to identify and clarify pedagogical issues, a principal can implement efficient teaching supervision that enhances both student learning achievements and the overall quality of education (Sudiyarto et al., 2017). In order to reduce the workload of teachers and ensure effective implementation, school principals and policymakers must implement various School-Based Professional Teacher Development (SBPTD) programs. Furthermore, the study emphasizes the necessity of focusing on creating conducive environments that encourage active participation from teachers, while simultaneously maintaining rigorous internal supervision to support these initiatives (Gunawardhana & Rasnayagam, 2024).

RESEARCH METHODOLOGY

The study area is located within the major urban centers of the Colombo district. The Piliyandala Zonal Education Office oversees a vast geographical area and a high number of schools, encompassing densely populated regions such as Moratuwa, Panadura, Kesbewa, Nugegoda, and Dehiwala. A significant observation in this region is that the considerable distance between the schools and the Zonal Education Office often acts as a barrier to frequent and consistent external supervision.

Table 2: Data Collection Methods and Analysis Techniques

Research Questions	Data Collection Tools	Nature of Data	Data Analysis Techniques
How are the procedures of internal supervision activities organized?	Questionnaire, Interview	Quantitative Qualitative	Tables Graphs Pearson's 'r' Test

What impact do internal supervision activities have on teachers' instructional approaches?	Questionnaire	Quantitative	Chi-Square Test, Thematic Analysis
What impact do internal supervision activities have on teachers' classroom management skills?	Observation Schedule, Questionnaire	Qualitative Quantitative	Percentage Analysis, Bar Charts, Pearson's 'r' Test, Ranking
To what extent are internal supervision activities effective in identifying teachers' professional development needs?	Interview	Qualitative	Thematic Analysis, Correlation Analysis

(Source: Compiled by the Researcher, 2025)

A Descriptive Survey Research Design was employed as the most appropriate framework to obtain robust results for the selected research topic. This design is highly suitable for describing the current status of variables and identifying the strength and direction of the relationships between them. Furthermore, a Mixed-Methods Approach was followed, integrating both qualitative and quantitative data for comprehensive data collection and analysis.

As a key component of this design, a quantitative approach was employed using questionnaires to collect data from teachers. Additionally, data from school principals were gathered through interviews to understand their specific practices regarding supervision procedures and the appointment of supervisory committees. This research design also facilitates the comparison of teachers' responses with the insights provided by principals, thereby ensuring the authenticity, validity, and reliability of the study's findings.

Data were analyzed using Excel and SPSS to calculate percentages and mean values. Interview responses were categorized into themes, with direct quotes from principals incorporated to substantiate findings. Furthermore, relevant documents were systematically reviewed. By cross-referencing statistical data from questionnaires with descriptive interview insights, the study employed triangulation to ensure overall validity and authenticity.

The data collection instruments for this study were categorized into primary and secondary tools. Questionnaires and interviews were utilized as the primary instruments to gather first-hand information. The secondary instruments comprised various documents, including internal supervision records, reports, and administrative files maintained at the school level. Additionally, the evaluation reports submitted to the Zonal Education Office following internal supervision activities—specifically the School Education Quality Index (SEQI) reports—were also subjected to systematic analysis as part of the study. There may be variations in the supervisory needs of experienced teachers compared to novice teachers. In this study, 84% of the participants possess more than 10 years of experience. Their extensive professional background has provided a substantial contribution to evaluating the effectiveness of internal supervision activities. In terms of educational qualifications, a substantial 79% of the teachers hold Bachelor's degrees, Master's degrees, or Postgraduate Diplomas in Education. This high level of academic attainment ensures that they approach supervision activities with a logical and analytical perspective. The mean values of the teachers' responses regarding whether the internal supervision arrangements and activities in the surveyed schools are implemented as planned are presented in the above table.

Furthermore, to strengthen these findings, the correlation between internal supervision arrangements/procedures and teacher professionalism is analyzed using the Pearson Correlation 'r' test.

Table 3: Correlation between Variables

		x1	Y
x1	Pearson Correlation	1	0.465**

	Sig. (2-tailed)		0.000
	N	100	100
Y	Pearson Correlation	0.465**	1
	Sig. (2-tailed)	0.000	
	N	100	100

Pearson's Correlation Coefficient was employed to determine the relationship between internal supervision arrangements and procedures (X1) and teachers' professional development (Y). According to the analysis, a correlation value of $r = 0.465$ was obtained, indicating a moderate positive relationship between the two variables. Furthermore, since the significance value (p-value) is less than 0.01, this correlation is considered statistically significant at a 99% confidence level. This finding confirms that when internal supervision arrangements and procedures are systematically followed in schools, teacher professionalism tends to improve to a certain extent. However, the reason for this correlation being at a moderate level, as stated by the teachers and principals in the study area, is that supervision activities are not conducted consistently or efficiently. If these processes are further streamlined, this positive correlation is likely to strengthen. Additionally, the Sig. (2-tailed) = 0.000 value indicates a negligible probability of error in these research findings.

Analysis of interview data reveals a discrepancy between principal perceptions and teacher feedback. While teachers indicated that internal supervision procedures are followed at a moderate level, principals maintained they are implemented at a high level. This variance may be attributed to the communication climate, levels of trust in administrative actions, and heavy workloads, which often lead to divergent views on supervisory consistency.

Table 4: The Impact of Internal Supervision on Teachers' Pedagogical Approaches

Evaluating the Impact of Internal Supervision on Teachers' Instructional Approaches							
S/No.	Very Low	Moderate	Neutral	High	Very High	Mean	Standard Deviation
Ability to provide comprehensive explanations of the subject matter to students.	0	10	35	47	8	3.53	0.784
Ease of preparing appropriate teaching aids and tools for the lesson	0	9	49	34	8	3.41	0.767
Ability to accurately assess and evaluate student learning outcomes.	0	25	22	45	0	3.36	0.948
Proficiency in utilizing modern instructional equipment in the classroom	0	35	21	39	5	3.14	0.964
Ability to integrate Information and Communication Technology (ICT) into teaching practices	4	11	38	37	10	3.38	0.951
Effectiveness in understanding student-specific issues and providing appropriate solutions	0	33	32	31	4	3.06	0.897

Clarity in presenting educational expectations to ensure student understanding	2	5	41	47	5	3.48	0.759
Conducting engaging lesson presentations and providing constructive feedback	0	8	40	42	10	3.54	0.784
Ability to complete the planned curriculum within the stipulated time frame	0	31	26	34	9	3.21	0.988
Implementing effective group-based learning activities to enhance classroom productivity	0	12	48	35	50	3.33	0.753

(Source: Compiled by the Researcher)

The findings confirm a positive correlation between internal supervision and the development of instructional competencies. Mean scores ranging from 2.98 to 3.54 indicate that teachers perceive current mechanisms as effective, transitioning from moderate to high utility. This suggests that as supervisory practices are strengthened, professional teaching standards improve correspondingly.

Table 5: Correlation Between Variables using Pearson's "r" Method

		x2	Y
x2	Pearson Correlation	1	0.576**
	Sig. (2-tailed)		0.000
	N	100	100
Y	Pearson Correlation	0.576**	1
	Sig. (2-tailed)	0.000	
	N	100	100

This study examines the relationship between internal supervision and teacher performance. The recorded mean scores align perfectly with the Pearson correlation coefficients, confirming that internal supervision serves as a significant predictor of instructional quality. These results demonstrate that systematic supervisory practices consistently enhance professional accountability and teaching standards.

Thematic analysis of interview data reveals that most principals identified significant gaps in current teaching practices despite internal supervision. They noted a lack of technology integration, with instruction remaining largely traditional. Furthermore, they highlighted deficiencies in student-centered learning and activity-based methods, while noting that continuous assessments and evaluations are not consistently conducted.

To address these shortcomings, principals reported that school-level professional development programs have been implemented to enhance teaching skills. These initiatives have been integrated with supervision activities, specifically designed to improve student attendance and academic achievement through targeted intervention projects.

Table 6: Determining the Correlation Between Variables Using Pearson's "r" Test

		x4	Y
x4	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	99	99
Y	Pearson Correlation	0.622**	1
	Sig. (2-tailed)	0.000	
	N	99	100

Pearson's Correlation Coefficient was calculated to determine the influence of internal supervision activities (X) on teachers' classroom management skills (X4) within the surveyed schools. The analysis yielded an r-value of 0.622, indicating a strong positive correlation between the two variables. This suggests that as internal supervision activities are systematically increased, teachers' classroom management skills also improve. Furthermore, the Sing. (2-tailed) value is 0.000, which is less than the significance level of $p < 0.01$. Therefore, this result is considered statistically highly significant, confirming a reliable relationship between the variables

The thematic analysis of the interviews conducted with school principals reveals that systematic internal supervision has a significant positive impact on classroom management. According to the principals, structured supervision activities have fostered better-organized classrooms and established formal classroom control among teachers.

Table 7: Interview Data Synthesis

Themes	Key Perspectives of Principals
Administrative Order	Consistent supervision leads to well-organized classrooms.
Learning Control	Systematic classroom control and enhanced student engagement.
Student Well-being	Identifying student needs and fostering positive behavioral changes.

(Source: Compiled by the Researcher)

The analysis conducted on the questionnaire data indicates a strong correlation ($r = 0.622$) between internal supervision (X) and classroom management factors (Y). These findings are further corroborated and validated by the qualitative insights gained through the interviews with principals.

Based on the data obtained from the questionnaires, internal supervision activities have exerted a significant positive impact on the key dimensions of teachers' professional development, specifically on teaching approaches $r = 0.576$ and classroom management $r = 0.622$. At the $p < 0.01$ significance level, these results confirm that the correlation is highly robust. This underscores that systematic and continuous supervision by the school administration serves as a primary determinant of teachers' professional competencies.

The synthesis of teacher questionnaires and principal interviews demonstrates that supervision has catalyzed improvements in classroom management and organizational skills. However, challenges highlighted by principals—specifically the lack of technological integration and systematic planning—remain critical barriers. These constraints prevent teachers from fully realizing the potential benefits of the internal supervision process.

Analysis reveals a significant professional disparity: while 70% of teachers hold high academic qualifications, only 50% have formal pedagogical training. In this context, internal supervision must evolve from mere oversight into a structured guiding process that helps teachers transform subject matter expertise into effective instructional methodologies.

FINDINGS OF THE STUDY

Analysis reveals that internal supervision frameworks require improvement, as shown by moderate agreement scores (3.12–3.24). Despite teachers' cooperative attitudes and reported professional growth, operational sub-components—including committee formation, systematic planning, and execution—average only 3.01. This lower score underscores a critical need to strategically strengthen these specific areas to maximize the effectiveness of the supervision process.

Despite positive findings, factors like administrative workloads and staff shortages hinder the full benefits of internal supervision. External challenges, including limited parental involvement and low socio-economic status, further obstruct progress. Ultimately, the success of these activities remains heavily dependent on the intrinsic motivation and personal initiative of the teachers themselves.

Heavy workloads and time constraints reduce internal supervision to a mere data collection exercise, hindering effective planning (Mean: 3.01). Since both staff quantity and qualifications are pivotal to organizational success, results from interviews and documentary analysis confirm that current shortages prevent supervision from meaningfully enhancing teachers' professional competencies.

In situations where there is a shortage of teachers in classrooms, the practice of one teacher supervising another cause significant resentment and frustration.

Supervisors must possess deep subject-matter expertise and advanced pedagogical qualifications, as their specialized knowledge directly determines feedback quality. A significant drawback in the researched schools is that supervisors often lack higher expertise than those they supervise, which undermines the overall effectiveness of the process.

Adequate physical resources, a conducive environment, and modern equipment are essential for teachers to reach their full pedagogical potential. However, environmental distractions and acute furniture shortages in the research area diminish instructional motivation and prevent supervisors from accurately assessing a teacher's true competency and effectiveness.

The lack of enclosed classrooms, modern equipment, and adequate furniture significantly hinders teachers' innovation. Additionally, prevailing poverty forces parents to prioritize livelihoods over educational involvement, resulting in a lack of supervision and support for children's learning at home.

Principal interviews reveal that supervisory committees systematically review lesson records, teacher notes, and student exercise books. The process also includes observing activity room utilization and primary-grade playground techniques. These procedures are structured strictly according to Ministry of Education Circular 2008/06, 'How Effective is Your School?'

Participants suggested that elevating standards for supervision and clinical mentoring would significantly improve the process. While internal supervisors offer intimate knowledge of the school environment, external supervisors introduce fresh educational trends and objective critiques. Integrating both perspectives is essential for a comprehensive and dynamic quality assurance system.

Scholars argue that systematic supervision encourages critical self-reflection, allowing teachers to adapt instructional methods to meet individual student needs. This study's findings align with that perspective, confirming that effective internal supervision catalyzes personalized teaching and reflective practice.

The mean score for adopting new technologies and innovative methodologies was a relatively high 3.27. As ICT use is consistently emphasized during observations, teachers have increasingly integrated multimedia, smartboards, and online resources. While teachers report professional growth, principals highlight a critical gap, noting that deeper pedagogical changes are still required for truly effective classroom integration.

Internal supervision's impact on classroom management yielded a mean score of 2.98, indicating moderate effectiveness. Responses suggest that current activities do not significantly improve the physical learning environment, instructional time management, or student-teacher discipline. Furthermore, there is limited evidence that supervision promotes diverse engagement strategies or cultivates mutual trust and respect, indicating that current practices have yet to fully optimize classroom dynamics.

The study recorded high mean scores (3.07–4.49) in time management, communication, and resource utilization. These results align with Rumana (2001), who posits that 'supervision is a stimulus for improving teachers' instructional performance.' This demonstrates that the internal supervision process has successfully cultivated professional accountability among the teaching staff.

Literature corroborates that technological facilities and systematic training are not sufficiently integrated into internal supervision. For a school to transform into a 'Learning Organization,' teachers must engage in continuous learning. This study confirms that internal supervision acts as a vital catalyst in fostering this collaborative learning environment.

The positive attitude observed among teachers indicates they perceive supervision as an opportunity for professional growth. Furthermore, the process has facilitated self-assessments of teaching methodologies, communication skills, and time management. Authentic professional development truly begins when a teacher engages in such critical self-reflection and self-inquiry.

Principal interviews indicate that supervision activities have fostered institutional transformation and a profound sense of accountability toward student progress. This shift has significantly strengthened the school's overall quality improvement.

RECOMMENDATIONS

Research data shows moderate approval ratings (3.13–3.24), indicating that while internal supervision structures exist, they require systematic enhancement and further improvement.

Proper preparation is fundamental; a termly supervision calendar must be formulated and shared with teachers in advance to reduce anxiety and foster cooperation. Additionally, a qualified supervisory committee—comprising the Principal, Vice-Principal, and HODs—should be established and trained in technical mentoring. Supervisors must possess superior pedagogical competencies and a deeper understanding of modern methodologies than those they evaluate.

Principals must ensure the supervisory committee utilizes standardized checklists and adheres to a predefined timeline. To address limitations in external supervision, integrating external evaluators is recommended. This provides an objective perspective on teacher development, ensuring an unbiased process aligned with broader educational standards.

Schools should institutionalize 'Pre-Observation Conferences' where supervisors and teachers collaboratively discuss objectives, methodologies, and potential challenges. This repositions the supervisor as a mentor rather than a critic. Furthermore, to ensure continuous growth, every subject must undergo at least one formal supervision per month.

Schools must foster an environment for teacher reflection and independent innovation. To achieve this, the school-based Teacher Development (SBTD) committee must efficiently conduct frequent, needs-based professional development programs. Executing these consistently and utilizing appropriate methodologies will ensure the continuous professional growth of the teaching staff

Schools must optimize classroom arrangements and resource allocation to facilitate effective learning. Additionally, supervisors must ensure that syllabi and lesson plans function as active roadmaps strictly aligned with specific learning outcomes, rather than remaining mere administrative documents.

Teachers must prioritize instructional techniques and student engagement through specialized training in diverse pedagogical strategies that address individual learning differences. During supervision, specific guidance should be provided on efficient time management while facilitating and leading group activities

Due to low research scores in technology usage, supervisors must mandate the integration of facilities like smart classrooms, computer labs, and multimedia projectors. To facilitate the transition from blackboards to digital presentations and videos, schools should develop a 'Digital Guidance Manual' to support teachers through this technological shift.

Despite high scores in communication, teachers need further soft-skill refinement to achieve professional excellence. Supervisors should ensure classroom language is clear and inspiring, encouraging two-way communication. This fosters a supportive environment where students feel confident to engage and ask questions without fear.

Effective time management is critical; supervisors should guide teachers to use a structured 'Time Allocation Chart' to pre-allocate durations for introductions, explanations, activities, and summaries. Furthermore, teachers must proactively maintain a quiet, conducive classroom environment optimized for learning.

Beyond providing textbooks and uniforms, schools must ensure classroom-based resources and learning aids are easily accessible. Supervisors should provide specific feedback on the effective use of these tools, while authorities must proactively manage the acquisition and distribution of quality instructional materials and equipment.

To enhance assessment, supervisors must ensure teachers evaluate learning at the end of every lesson and maintain accurate records of continuous formative assessments. Promptly communicating these results is vital, as immediate feedback serves as a key motivator to stimulate student interest and engagement

Supervisors should provide continuous guidance to develop teachers' ability to coordinate group activities effectively.

Supervisors should promote self-assessment by encouraging teachers to maintain a 'Reflective Teaching Journal.' Documenting instructional experiences allows educators to independently identify strengths and weaknesses, fostering a proactive approach to professional self-improvement before receiving formal feedback.

Establish a structured mentorship program pairing experienced educators with novices to foster professional skill exchange. Teachers should maintain 'Professional Portfolios' containing supervision reports, training records, and student progress data. Additionally, schools must systematically document all internal supervision and SBTD action plans. Finally, publicly recognizing excellence in innovative pedagogy and ICT integration will motivate staff toward continuous professional excellence.

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