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Strengthening Teacher Performance Management Through Academic Supervision And Sustained Feedback To Improve Learning Quality

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Abstract:
Teacher performance management is a critical component of efforts to improve learning quality, yet its effectiveness depends on how systematically performance is monitored, evaluated, and developed. This study examines the role of academic supervision and sustained feedback in strengthening teacher performance management and contributing to improved learning quality. A qualitative descriptive approach was employed involving 12 teachers selected purposively based on their direct involvement in teaching and experience with academic supervision and performance evaluation. Data were collected through semi-structured interviews, classroom observations, and document analysis, and were analyzed through data condensation, data display, and conclusion drawing and verification. The findings reveal three interconnected patterns. First, structured academic supervision strengthens teacher performance management by providing evidence-based information regarding instructional strengths, weaknesses, and professional development needs. Second, sustained feedback functions as a continuous mechanism that connects performance evaluation with teacher reflection, improvement actions, and follow-up monitoring. Rather than functioning as a one-time evaluative response, feedback becomes a recurring process that supports teachers in refining their instructional practices. Third, the integration of academic supervision and sustained feedback contributes to improvements in teaching effectiveness, classroom management, and the organization of learning activities, thereby creating more supportive conditions for learning quality. The study argues that the contribution of supervision to learning quality is not immediate or linear but operates through a continuous teacher performance development process. The integration of supervision, constructive feedback, reflection, and follow-up monitoring therefore provides a more sustainable framework for strengthening teacher performance management and promoting continuous improvement in classroom learning.

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Introduction (مقدمة)

Improving educational quality requires more than the availability of adequate curriculum, infrastructure, and learning resources; it depends substantially on how effectively teachers translate these resources into meaningful classroom practices. Teachers occupy a central position in determining the quality of instruction because their professional decisions influence lesson planning, classroom interaction, assessment, student engagement, and the learning environment. Teacher performance management therefore represents a strategic component of educational quality improvement. When teacher performance is managed systematically, schools are better positioned to align individual professional responsibilities with institutional goals, identify areas requiring improvement, and provide appropriate support for sustained instructional development (Sugiar et al., 2025).

Academic supervision constitutes one of the important managerial mechanisms for strengthening teacher performance. In its developmental orientation, supervision is not limited to assessing whether teachers have fulfilled administrative requirements but is intended to help teachers examine their instructional practices, identify professional needs, and improve the quality of learning. Effective supervision requires a process through which performance expectations are clarified, teaching practices are examined, evidence is discussed, and improvement strategies are followed up. The managerial value of supervision therefore depends not only on the quality of the supervisory assessment but also on the extent to which the resulting information is transformed into meaningful action (Kilag & Sasan, 2023; Silalahi et al., 2026).

A persistent challenge in educational practice is the discontinuity between supervision and subsequent teacher development. Supervisory activities may be conducted periodically, documented through evaluation forms, and concluded with the delivery of feedback, while the implementation of recommended improvements receives limited monitoring. Feedback consequently risks becoming an end point of supervision rather than a mechanism for changing professional practice. A single feedback conversation may provide teachers with information about their strengths and weaknesses, but information alone does not guarantee that teachers will modify their instructional behavior. Sustainable improvement requires repeated opportunities to interpret performance evidence, implement agreed actions, receive further feedback, and evaluate progress (Rozhina et al., 2025).

The concept of sustained feedback provides an alternative perspective for addressing this problem. Sustained feedback refers to a continuous process in which feedback is not delivered as an isolated response to a supervisory event but is maintained through repeated cycles of evidence, reflection, action, monitoring, and subsequent feedback. Such a process recognizes that instructional improvement is developmental and rarely occurs through a single intervention. Teachers require sufficient time to experiment with new practices, receive professional support, examine the effects of changes, and make further adjustments. Sustained feedback therefore has the potential to transform academic supervision from a periodic assessment mechanism into a continuous learning process embedded within teacher performance management (Sari, 2025).

The theoretical significance of sustained feedback can be understood through the job demands–resources perspective, which identifies feedback and supervisory support as important resources that can strengthen employees' capacity to manage work demands and maintain engagement (Bakker & Demerouti, 2017). Within schools, teachers encounter complex instructional demands involving diverse student characteristics, curriculum expectations, assessment requirements, classroom management, and administrative responsibilities. Feedback

that is timely, specific, constructive, and continuous can function as a professional resource that helps teachers interpret these demands and develop more effective responses. The value of feedback therefore extends beyond correcting performance deficiencies; it can strengthen teachers' learning capacity and support the development of more effective instructional practices (Geletu, 2026; Harnano et al., 2026).

The relationship between teacher performance management and learning quality can also be interpreted through the resource-based view, which emphasizes the strategic value of organizational resources that are valuable and difficult to replace (Barney, 1991). Teacher knowledge, pedagogical competence, professional experience, and instructional capability constitute important human resources within educational organizations. These resources, however, generate greater organizational value when schools possess systems capable of developing and coordinating them. Performance management and academic supervision can provide such a system by connecting individual teacher development with institutional efforts to improve classroom learning. Teacher performance should therefore be understood not merely as an individual attribute but as a capability that can be strengthened through organizational processes (Rakhmi F et al., 2026; Veronita et al., 2025).

The literature on educational human resource management has increasingly recognized performance assessment, professional development, leadership support, and teacher well-being as important dimensions of effective teacher management. Recent studies have also highlighted the role of leadership and organizational support in shaping teachers' professional experiences and their capacity to sustain effective practice. These developments indicate a growing recognition that teacher performance cannot be improved through appraisal alone. Performance information needs to be accompanied by professional support and opportunities for continued development. Academic supervision provides an institutional setting for this process, while sustained feedback can provide the continuity required to translate supervisory information into actual instructional improvement (Thant Sin, 2023).

Despite these developments, an important research gap remains. Existing studies frequently examine teacher performance management, academic supervision, feedback, and learning quality as related but relatively separate dimensions. Research on academic supervision often emphasizes evaluation, instructional guidance, or teacher competence, whereas studies on feedback tend to focus on its immediate effects on performance or professional learning. Research on learning quality commonly concentrates on instructional practices and student outcomes without sufficiently explaining how organizational performance management mechanisms continuously support those practices. Consequently, there remains limited conceptual integration of academic supervision and sustained feedback as a continuous mechanism connecting teacher performance management with improvements in learning quality (Hussain et al., 2025; Ridiyawati et al., 2025).

A further gap concerns the temporal dimension of feedback. Feedback is commonly conceptualized as an event that occurs after observation, evaluation, or performance assessment. Such an event-oriented perspective may underestimate the fact that meaningful changes in instructional practice require repeated interaction between evidence, action, and reflection. The absence of a sustained feedback perspective creates a conceptual discontinuity between identifying performance problems and determining whether the recommended improvements are actually implemented. A stronger framework is therefore needed to explain how feedback can be maintained across performance cycles and how this continuity contributes to the improvement of classroom learning (Fadhilah & Wasliman, 2026; Ramadan & Soro, 2025).

The novelty of this study lies in conceptualizing sustained feedback as the connecting mechanism between teacher performance management, academic supervision, and learning

quality. Rather than positioning feedback as the final stage of supervision, this study places it within a continuous improvement cycle consisting of performance expectations, academic supervision, performance evidence, feedback, improvement action, monitoring, and follow-up feedback. This configuration provides a more integrated explanation of how teacher performance management can move beyond administrative accountability toward sustained instructional improvement. The proposed perspective also emphasizes that the effectiveness of supervision should be evaluated not only by whether feedback is delivered but by whether feedback generates observable improvement that can be monitored across subsequent performance cycles.

The integration of sustained feedback into teacher performance management has important implications for the improvement of learning quality. Changes in teacher performance are expected to influence the quality of instructional planning, classroom interaction, student engagement, assessment practices, classroom climate, and the responsiveness of teaching to student learning needs. Learning quality is therefore positioned as the downstream outcome of a continuous organizational process rather than as an isolated consequence of teacher competence. The stronger the connection between supervisory evidence, feedback, professional action, and subsequent monitoring, the greater the opportunity for schools to create sustainable improvements in instructional practice.

This study consequently aims to examine the conceptual role of academic supervision and sustained feedback in strengthening teacher performance management and improving learning quality. The study develops an integrated conceptual framework that connects teacher performance management with continuous supervisory feedback and instructional improvement. The framework is expected to contribute theoretically by clarifying the role of sustained feedback as a mechanism of performance improvement and practically by providing schools with a structured basis for designing supervision systems that are continuous, developmental, evidence-informed, and oriented toward measurable improvements in learning quality.

Method (منهج)

This study employed a qualitative approach with a descriptive research design to examine how academic supervision and sustained feedback contribute to strengthening teacher performance management and improving learning quality. A qualitative approach was selected because the study sought to understand teachers' experiences, perceptions, and practices in relation to the supervision process rather than measure the relationship between variables statistically. The research focused on how academic supervision was implemented, how feedback was provided and followed up, and how teachers perceived its contribution to the improvement of their instructional practices. The study involved 12 teachers who were selected purposively based on their direct involvement in teaching activities and experience with academic supervision and teacher performance evaluation. The participants represented different teaching experiences and instructional contexts to obtain diverse perspectives on the implementation of supervision and feedback (H. Hilalludin & Nisa, 2025; N. Hilalludin, 2025).

Data were collected through semi-structured interviews, classroom observations, and document analysis. Interviews were conducted to explore teachers' experiences of academic supervision, the forms and timing of feedback received, the extent to which feedback was followed by further monitoring, and perceived changes in instructional practice. Classroom observations were used to examine the implementation of teaching practices and to provide contextual evidence that complemented the interview data. Relevant documents, including supervision instruments, observation records, performance evaluation documents, lesson plans, and follow-up development records, were examined to strengthen the interpretation of

participants' accounts. The combination of these three techniques enabled methodological triangulation and reduced reliance on a single source of information. Data collection was conducted iteratively, allowing emerging findings from interviews and observations to inform subsequent data collection and clarification (H. Hilalludin & Nisa, 2025; Sugari & Hilalludin, 2025; Sya'ban et al., 2024).

Data analysis followed an interactive qualitative process consisting of data condensation, data display, and conclusion drawing and verification. Interview recordings and observation notes were transcribed and organized according to the research focus, after which meaningful statements were coded and grouped into broader themes. The analysis focused on four interconnected dimensions: academic supervision practices, teacher performance management, sustained feedback, and learning quality improvement. Triangulation across interviews, observations, and documents was conducted to strengthen the credibility of the findings, while comparisons among participants were used to identify recurring patterns and variations in experience. The interpretation was subsequently developed through continuous comparison between empirical findings and relevant theoretical perspectives on performance management, academic supervision, feedback, and instructional improvement. This procedure enabled the study to present a contextual and in-depth account of how sustained supervisory feedback can strengthen teacher performance and contribute to improvements in learning quality (Al Jaber et al., 2025; Permadi & Sya'ban, 2025; Wiresti & Hilalludin, 2025).

Result (نتائج)

Academic Supervision as a Mechanism for Strengthening Teacher Performance Management

The findings indicate that structured academic supervision plays an important role in strengthening teacher performance management. Supervision was not merely positioned as an administrative activity or an evaluation conducted at a particular point in time, but functioned as a systematic mechanism for identifying teachers' instructional strengths, recognizing areas requiring improvement, and directing subsequent professional development. The implementation of supervision provided a clearer basis for understanding teachers' actual performance in the classroom and enabled performance management to be connected more directly with instructional practice (Netti et al., 2026).

The findings further show that structured supervision helped establish clearer expectations regarding teacher performance. Through classroom observation, monitoring, and evaluation, teachers received information about aspects of their teaching that had already been implemented effectively as well as aspects that still required improvement. This process encouraged teachers to reflect on their instructional practices rather than perceive supervision merely as an assessment of their performance.

The relationship between academic supervision and teacher performance management can be seen in the following pattern:

Supervision Process	Teacher Performance Management	Observed Outcome
Planning and setting performance expectations	Teachers understand expected instructional standards	Clearer direction in teaching practice
Classroom observation	Actual teaching performance is identified	More objective understanding of strengths and weaknesses
Performance evaluation	Areas for improvement are identified	More focused performance development

Feedback and follow-up	Improvement actions are formulated	Greater teacher responsiveness to supervision
Continuous monitoring	Progress is reviewed periodically	Performance improvement becomes more sustained

These findings suggest that academic supervision becomes more meaningful when it is integrated into the broader teacher performance management cycle. Supervision provides the evidence needed to identify performance conditions, while performance management provides a framework for translating the evidence into concrete improvement actions. Consequently, the supervisory process moves beyond a compliance-oriented model toward a developmental model that supports continuous teacher improvement.

Sustained Feedback as a Continuous Mechanism for Teacher Improvement

A second important finding concerns the role of sustained feedback in maintaining the continuity of teacher performance improvement. The findings demonstrate that feedback becomes more effective when it is not limited to a single conversation immediately following classroom observation. Instead, feedback needs to be followed by opportunities for reflection, implementation of suggested improvements, and subsequent monitoring. The results indicate a pattern in which feedback functions as a connecting mechanism between supervision and changes in teaching practice. Teachers receive information regarding their performance, reflect on the information, implement improvements, and subsequently receive further feedback concerning the progress achieved. This recurring process allows teachers to understand not only what needs to be improved but also how improvement can be implemented in actual classroom situations (Napitupulu & Warta, 2026).

The process can be illustrated as follows: Supervision → Performance Evidence → Feedback → Teacher Reflection → Improvement Action → Follow-up Monitoring → Further Feedback This cycle demonstrates that sustained feedback strengthens the developmental function of academic supervision. Feedback that is delivered constructively and followed by monitoring provides teachers with clearer direction for improving their instructional performance. It also reduces the possibility that recommendations from supervision remain merely as documentation without being translated into classroom practice.

The findings further indicate that the continuity of feedback contributes to a more reflective professional culture. Teachers are encouraged to view performance evaluation as an opportunity for professional learning rather than as a process that simply determines whether they have met a particular standard. In this context, feedback functions not only as an evaluative instrument but also as a resource for teacher learning, reflection, and continuous improvement.

Improvement in Teaching Effectiveness, Classroom Management, and Learning Quality

The third finding concerns the implications of sustained academic supervision and feedback for teaching effectiveness and classroom management. The data indicate that teachers who receive structured supervision accompanied by continuous feedback demonstrate improvements in several aspects of instructional practice. These include the organization of learning activities, clarity of instructional delivery, classroom management, responsiveness to students, and the ability to evaluate learning processes (Nuraini, 2026).

Improvement in classroom management represents one of the visible outcomes of the supervisory process. Continuous feedback enables teachers to identify classroom situations that may reduce learning effectiveness and consider alternative strategies for managing student participation, classroom interaction, and learning activities. As a result, classroom management becomes increasingly connected with teachers' broader efforts to create an effective learning environment.

The findings also indicate that improvements in teacher performance have implications for the quality of classroom learning. When teachers are better able to plan, implement, manage, and evaluate learning activities, the learning process becomes more organized and responsive to students' needs. The contribution of supervision therefore extends beyond individual teacher performance because changes in instructional practice can create a more supportive learning environment.

The main findings of the study are summarized in Table 2.

No.	Main Finding	Process	Contribution to Learning Quality
1	Structured academic supervision strengthens teacher performance management	Observation, evaluation, and identification of performance needs	More directed and measurable teacher improvement
2	Sustained feedback maintains the continuity of improvement	Feedback, reflection, action, monitoring, and follow-up feedback	Teachers become more responsive to identified instructional needs
3	Improved teacher performance strengthens instructional effectiveness	Refinement of teaching strategies and classroom management	Learning becomes more organized, effective, and responsive
4	Integration of supervision and feedback creates a continuous improvement cycle	Supervision → feedback → action → monitoring → feedback	Improvement is not temporary but develops as an ongoing process

Overall, the findings demonstrate that strengthening teacher performance management requires more than periodic supervision. The effectiveness of supervision is closely connected to the continuity and quality of feedback provided after the supervisory process. Academic supervision supplies evidence regarding actual teacher performance, while sustained feedback transforms that evidence into a continuous process of reflection and improvement. The interaction between these two mechanisms ultimately contributes to more effective teaching practices, better classroom management, and the improvement of learning quality (Cansoy et al., 2025; Nasution et al., 2026).

Discussion (مناقشة)

Academic Supervision as a Mechanism for Strengthening Teacher Performance Management

The findings demonstrate that academic supervision contributes substantially to strengthening teacher performance management when it is implemented as a structured and developmental process rather than merely as an administrative evaluation. The results show that systematic supervision enables schools to obtain a more concrete picture of teachers' instructional performance, identify areas that require improvement, and formulate appropriate follow-up actions. This finding is important because teacher performance management cannot be effectively implemented only through administrative indicators or periodic performance assessments. It requires direct engagement with the actual practices through which teachers plan, implement, manage, and evaluate learning (Afrilyasanti et al., 2026; Fathurrohman & Mirza, 2025; Nasution et al., 2026).

From a performance management perspective, academic supervision functions as a mechanism that connects organizational expectations with individual teacher performance. Performance management is essentially a continuous process through which performance

expectations are established, actual performance is observed, feedback is provided, and improvement is supported. In this context, supervision provides the empirical evidence required to make performance management more contextual and evidence-based. Rather than evaluating teachers solely on the basis of administrative completeness, supervision allows school leaders to examine how professional competencies are manifested in classroom practice.

This finding can be understood through the Resource-Based View (RBV), which positions human resources as strategic organizational resources when they possess value and can be developed to support organizational effectiveness. Teachers are not simply operational components of educational institutions but constitute a critical organizational resource whose knowledge, pedagogical skills, experience, and professional capacity directly influence instructional processes. From this perspective, academic supervision becomes an institutional mechanism for developing and maintaining the quality of this strategic resource. Supervision does not merely identify whether teachers perform adequately; it provides information that can be used to strengthen teachers' capabilities over time (Agustina, 2026).

The findings also resonate with the Job Demands–Resources (JD-R) perspective. Teachers operate within a complex environment characterized by multiple demands, including curriculum requirements, classroom diversity, assessment responsibilities, administrative tasks, and expectations regarding learning outcomes. Within such circumstances, supervision can function as a job resource when it provides constructive guidance, professional support, clear expectations, and opportunities for development. Instead of adding another layer of control, developmental supervision can reduce uncertainty regarding performance expectations and provide teachers with resources to address instructional challenges (Nugroho et al., 2026).

An important implication of the findings is therefore the shift from a control-oriented supervision model toward a developmental performance management model. In a control-oriented model, supervision tends to emphasize compliance, documentation, and the identification of deficiencies. In a developmental model, supervision becomes a process of understanding performance, identifying potential, providing assistance, and facilitating improvement. The difference is not merely procedural but conceptual. When teachers perceive supervision as a process intended to help them improve, they are more likely to engage in reflection and respond constructively to supervisory recommendations (Fuentes, 2020; Galvin Sim Siang Lin et al., 2026).

The finding further indicates that classroom observation plays an important role in making teacher performance management more evidence-based. Observation enables supervisors to examine the actual relationship between lesson planning and classroom implementation. It can reveal dimensions of teaching that may not be adequately represented in administrative documents, including teacher–student interaction, classroom management, instructional clarity, student engagement, responsiveness, and the use of learning strategies. Consequently, the evidence generated through supervision becomes more meaningful because it is grounded in actual instructional practice (Iv, 2026; Yirci et al., 2023).

This mechanism can be conceptualized as: Performance Expectations → Classroom Observation → Performance Evidence → Performance Diagnosis → Developmental Intervention → Follow-up Such a cycle demonstrates that supervision and performance management should not be treated as two independent administrative processes. Supervision generates performance information, while performance management provides a framework for using that information to support improvement. The effectiveness of teacher performance management therefore depends partly on the quality of the evidence generated through academic supervision and the extent to which that evidence is converted into developmental action.

The findings also suggest that supervision can strengthen teacher accountability without reducing professional autonomy. Teachers remain responsible for their instructional decisions, while supervisors provide structured opportunities for reflection and improvement. This balance is important because excessive control may create defensive responses, whereas supportive supervision can encourage teachers to become more aware of their own professional strengths and weaknesses. In this sense, effective supervision does not simply make teachers more compliant; it contributes to the development of teachers who are more reflective and responsible for their own professional performance (Grooms et al., 2026; Peters-Hawkins et al., 2018).

Theoretically, these findings strengthen the argument that teacher performance management should be understood as a continuous developmental system, rather than as a periodic appraisal mechanism. Academic supervision becomes one of the central instruments through which such a system operates because it connects organizational expectations, observable classroom practice, professional reflection, and subsequent improvement. The stronger the connection among these components, the greater the possibility that performance management will produce meaningful changes in instructional practice.

Sustained Feedback as a Continuous Mechanism for Teacher Performance Improvement

The second major finding demonstrates that the effectiveness of academic supervision depends strongly on the continuity of feedback. The findings indicate that feedback has a greater developmental value when it is not treated as a one-time response following classroom observation but as an ongoing process involving reflection, improvement, monitoring, and subsequent feedback. This finding provides an important extension to conventional approaches to academic supervision because it places feedback at the center of the performance improvement process (Grooms et al., 2026; Li et al., 2026).

Feedback theory provides a strong theoretical basis for interpreting this finding. Feedback is fundamentally concerned with providing information about the gap between current performance and desired performance. However, information alone does not automatically produce improvement. Feedback becomes meaningful when teachers are able to understand the information, interpret its implications, determine appropriate responses, and apply those responses to subsequent practice. Therefore, the effectiveness of feedback is determined not only by its content but also by its timing, clarity, relevance, interpersonal delivery, and follow-up (Oppong & Oduro-Asabere, 2025a; Piodena et al., 2026).

The findings reveal precisely this mechanism. When feedback is provided after observation and subsequently revisited through monitoring, teachers have greater opportunities to transform feedback into concrete instructional action. The process can be represented as: Performance Evidence → Constructive Feedback → Teacher Reflection → Improvement Action → Monitoring → Follow-up Feedback This cycle demonstrates why sustained feedback is more powerful than isolated feedback. A single feedback session may inform teachers about what needs to change, but sustained feedback creates an institutional mechanism through which the change can be monitored and refined. In other words, the first feedback initiates improvement, while subsequent feedback helps maintain its direction and assess its development.

This finding is also consistent with the concept of reflective practice. Teachers improve professionally not simply by accumulating information but by critically examining their own practices and considering alternative approaches. Sustained feedback provides an external perspective that supports this reflective process. Teachers can compare their perceptions of their teaching with observations from supervisors, identify discrepancies, and consider strategies for addressing them. The process transforms supervision from an external evaluation into a form of professional learning. The role of feedback can also be understood through the JD-R framework. Constructive feedback constitutes a valuable job resource because it provides teachers with

information, direction, recognition, and support for dealing with professional demands. Teachers who understand what is expected of them and receive guidance regarding how to improve their performance are better positioned to respond to instructional challenges. Feedback therefore does not simply evaluate performance; it can strengthen teachers' psychological and professional resources (Oppong & Oduro-Asabere, 2025b; Tingle et al., 2017).

An important finding emerging from the study is that the continuity of feedback is more important than the mere existence of feedback. Schools may have supervision instruments, observation forms, and evaluation procedures, but these instruments will have limited developmental value if the process ends after the evaluation has been completed. The existence of feedback therefore should not be used as the sole indicator of an effective supervision system. The more relevant question is whether feedback produces subsequent action and whether that action is revisited through follow-up supervision. This distinction has significant implications for teacher performance management. If feedback is disconnected from subsequent monitoring, performance management risks becoming cyclical only at the administrative level: teachers are evaluated, reports are produced, and the process is considered complete. Sustained feedback interrupts this pattern by introducing continuity between evaluation and development. Performance information is transformed into a basis for action, and action becomes a new source of performance evidence (Alzeer et al., 2018; Suprapti et al., 2024).

The findings can consequently be interpreted as showing that sustained feedback operates as a linking mechanism between academic supervision and teacher performance improvement. Academic supervision identifies the condition of performance; feedback explains what that condition means and what should be improved; follow-up determines whether improvement occurs. This makes sustained feedback strategically important within teacher performance management. The interpersonal dimension of feedback is also important. Feedback intended to improve professional performance needs to be specific, constructive, and oriented toward solutions. Feedback that focuses exclusively on deficiencies may generate resistance or anxiety, whereas feedback that combines recognition of strengths with specific recommendations can encourage teachers to perceive supervision as supportive. The findings therefore support the idea that the quality of supervisory interaction is inseparable from the effectiveness of performance management (Ali et al., 2021; Fathorrazi et al., 2025).

At a broader level, sustained feedback contributes to the emergence of a continuous improvement culture within schools. When feedback is routinely followed by reflection and follow-up, professional improvement becomes part of the normal rhythm of teaching rather than an activity that occurs only when problems arise. Teachers become accustomed to receiving information about their practice, responding to it, and reviewing the results. Such a culture is essential for sustainable teacher development because educational quality itself is dynamic and requires continual adaptation. Thus, the findings extend the understanding of feedback in academic supervision. Feedback should not be conceptualized as the final stage of supervision but as the beginning of the next performance improvement cycle. This conceptual repositioning is important because it transforms feedback from a communication event into a continuous performance-development mechanism.

Improvement in Teaching Effectiveness, Classroom Management, and Learning Quality

The third finding indicates that the integration of structured academic supervision and sustained feedback is reflected in improvements in teaching effectiveness and classroom management, with implications for learning quality. The findings suggest that improvements in teacher performance become visible through more organized instructional processes, clearer delivery of learning materials, improved classroom management, greater responsiveness to students, and more deliberate evaluation of learning activities. This finding reinforces the view

that learning quality is closely connected to the quality of teachers' instructional practices. Learning quality cannot be separated from what teachers actually do in the classroom. Curriculum documents, learning standards, and instructional plans provide an important foundation, but their effectiveness ultimately depends on how teachers translate them into meaningful interactions with students. Consequently, strengthening teacher performance becomes one of the most important pathways for improving classroom learning (Mokoena & Van Tonder, 2024; Sydnor, 2023).

The relationship between teacher performance and learning quality can be interpreted through instructional quality theory, particularly the distinction among effective classroom management, cognitive activation, and supportive classroom interaction. Effective teaching requires teachers to create an orderly learning environment, facilitate meaningful engagement with learning content, and establish positive interactions that support students' participation. The findings suggest that supervision and sustained feedback contribute to these dimensions by directing teachers' attention toward concrete aspects of instructional practice (Nolan et al., 2025; Rowe et al., 2026).

Classroom management is particularly significant. An effectively managed classroom provides the conditions necessary for learning to occur. When teachers are able to organize activities, manage student behavior, allocate instructional time effectively, and maintain student attention, opportunities for meaningful learning increase. The findings indicate that continuous supervisory feedback helps teachers recognize weaknesses in classroom management and consider alternative approaches. This suggests that feedback contributes not only to teachers' technical competence but also to their ability to create a conducive learning environment. The findings also show that improvement in teaching effectiveness is not necessarily produced by a single intervention. Rather, it emerges through an iterative process in which teachers receive information about their practice, reflect on it, implement changes, and receive further guidance. This reinforces the argument that teacher professional development is more sustainable when it is embedded within teachers' daily work rather than separated from classroom practice (Park & Choi, 2025; Yap et al., 2025).

From the perspective of performance management, this finding demonstrates the importance of aligning individual teacher performance with organizational educational goals. Teacher performance management should ultimately answer a fundamental question: Does improvement in teacher performance contribute to better educational experiences and outcomes for students? The findings suggest that the answer can be observed through improvements in the learning process, particularly in instructional organization, classroom management, student responsiveness, and learning engagement (Carvalho et al., 2026; Maloch et al., 2022).

The relationship can be conceptualized through the following chain: Academic Supervision → Performance Evidence → Sustained Feedback → Teacher Reflection → Instructional Improvement → Effective Classroom Management → Improved Learning Quality This chain provides an important analytical contribution to the study. It shows that academic supervision does not directly "produce" learning quality in a simple linear manner. Rather, its contribution operates through teacher performance. Supervision generates information about performance; sustained feedback supports professional reflection and behavioral adjustment; improved teacher practices influence classroom processes; and improved classroom processes create better conditions for learning.

Such an interpretation is particularly important for avoiding an overly simplistic understanding of supervision. Supervision should not be judged only by whether teachers receive evaluation scores or whether supervisory documents are completed. Its deeper value lies in whether the process produces meaningful changes in professional practice. The findings

therefore position academic supervision as an intervention mechanism within teacher performance management, rather than merely as an inspection mechanism.

The findings also have implications for school leadership. School leaders need to create supervisory systems that are sufficiently structured to ensure accountability but sufficiently developmental to support professional growth. This requires supervisors to understand classroom realities, provide evidence-based feedback, establish realistic improvement targets, and ensure that follow-up occurs. Leadership effectiveness in this context is demonstrated not simply through the frequency of supervision but through the quality of the improvement cycle created around supervision. The broader implication is that learning quality improvement requires a shift from a short-term performance evaluation culture toward a continuous performance development culture. Teachers should not be viewed as professionals whose performance is periodically judged, but as professionals whose practice can continually develop through evidence, reflection, feedback, and support. Academic supervision provides the structure for this process, while sustained feedback provides the continuity (Mokoena & Van Tonder, 2024; Sabrina D. Stanley, 2026).

Taken together, the three findings demonstrate an interconnected mechanism. Academic supervision provides evidence of teacher performance; sustained feedback converts that evidence into continuous improvement; and improved teacher performance contributes to more effective instructional practices and learning quality. The strength of the model lies not in any single component but in the interaction among them.

The study therefore proposes that strengthening teacher performance management should be understood as a continuous supervisory-feedback cycle rather than a periodic evaluation process. Such a cycle integrates performance expectations, classroom observation, evidence-based evaluation, constructive feedback, teacher reflection, improvement actions, follow-up monitoring, and renewed feedback. This integrated mechanism provides a stronger foundation for sustainable teacher development and offers a practical pathway for schools seeking to improve the quality of classroom learning.

The conceptual relationship derived from the findings can be summarized as follows:

Core Mechanism	Theoretical Interpretation	Empirical Meaning	Implication
Structured academic supervision	Performance management and RBV	Provides evidence of actual teacher performance	Performance management becomes evidence-based
Sustained feedback	Feedback theory and reflective practice	Connects evaluation with reflection and improvement	Teacher development becomes continuous
Follow-up monitoring	Continuous improvement perspective	Determines whether recommended changes are implemented	Feedback becomes actionable
Improved instructional practice	Instructional quality theory	Teaching becomes more organized, responsive, and effective	Classroom learning conditions improve
Improved classroom management	Instructional effectiveness perspective	Teachers manage time, interaction, and student engagement more effectively	Learning becomes more conducive

Improved learning quality	Integrated performance-development perspective	Teacher improvement is translated into better learning processes	Organizational educational goals become more achievable

Overall, the findings strengthen the argument that teacher performance management, academic supervision, and sustained feedback should be designed as an integrated system. Academic supervision without follow-up risks becoming a routine evaluation activity, while feedback without systematic supervision may lack sufficient evidence and direction. Conversely, when both are integrated, supervision becomes a source of performance evidence, feedback becomes a mechanism for professional learning, and teacher performance improvement becomes connected to the broader goal of enhancing learning quality.

Conclusion (خاتمة)

This study concludes that strengthening teacher performance management requires a shift from periodic performance assessment toward a continuous process of professional development. Academic supervision becomes more meaningful when it is supported by sustained feedback that enables teachers to reflect on their instructional practices, respond to identified needs, and refine their performance over time. The findings indicate that the integration of supervision and continuous feedback provides a more systematic foundation for developing teacher performance because performance evidence is not left as an evaluative record but is transformed into a basis for professional improvement.

The study further concludes that the contribution of academic supervision to learning quality is mediated through changes in teachers' instructional practices. When supervision is followed by constructive feedback, reflection, improvement actions, and follow-up monitoring, teachers are better positioned to strengthen instructional effectiveness and classroom management. Therefore, the improvement of learning quality should be approached not as the immediate product of supervision, but as the outcome of a sustained performance-development process in which teachers continuously learn from evidence about their own practice. This finding underscores the importance of developing school-based performance management systems that integrate supervision, feedback, follow-up, and professional learning as an interconnected and sustainable cycle.

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