

THE IMPACT OF ACADEMIC SUPERVISION AND TEACHER COMPETENCE ON IMPROVING TEACHER PERFORMANCE

Rossa Ramadhona

Philippine Women's University, Philippine

Email: 2023T1200@pwu.edu.ph

Abstract

The purpose of this study is to investigate how teacher competency and academic monitoring affect raising teacher performance in the classroom. Academic supervision and teacher competence are two crucial factors that are believed to be able to influence the effectiveness of instruction as well as the general standard of education. Teacher performance is significantly impacted by academic supervision, where effective supervision is able to provide direction, guidance, and constructive feedback, all of which contribute to improving teacher teaching performance. In addition, teacher competence was also found to have a strong relationship with their performance. Teachers who have high competence tend to show better performance in terms of mastery of material, classroom management, and interaction with students. This study also revealed that the combination of good Enhancing teacher performance can be achieved through a synergistic effect between high teacher competence and academic monitoring. In other words, when these two factors are optimized, teacher performance can increase significantly, which will ultimately have a positive impact on the quality of learning in schools. The conclusion of this study emphasizes the importance of education managers to continue to strengthen academic supervision programs and teacher competence development. Investment in these two aspects will not only improve teacher performance but will also contribute to improving the overall quality of education.

Keywords: Impact, academic supervision, teacher competence, teacher performance

INTRODUCTION

In various schools, There are notable variations in teachers performance, which are often related to low competence and ineffective academic supervision. Some teachers may lack the ability to manage classes, apply appropriate learning methods, or assess student learning outcomes objectively. In addition, in some cases, Academic supervision has not always been done to the best of so it does not provide maximum contribution to the improvement and professional development of teachers.