

An Academic Supervision Model for Strengthening the Professional Competence of Elementary School Teachers

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ABSTRACT

This study aims to develop an academic supervision model that effectively strengthens the professional competence of elementary school teachers. A qualitative research approach was employed using a descriptive case study design, as this design allows for an in-depth exploration of supervision practices within their real educational context. The research was conducted in public elementary schools in Bandung City, West Java, Indonesia, selected due to the regular implementation of academic supervision and the diversity of school characteristics. Five key informants participated in the study, consisting of two school principals and three classroom teachers, who were purposively selected based on their direct involvement and experience in academic supervision activities. Data were collected through in-depth interviews, observations, and document analysis, and analyzed using thematic qualitative procedures. The findings indicate that existing supervision practices tend to be administrative and have limited impact on teachers' professional competence. The proposed academic supervision model emphasizes collaborative supervision, reflective dialogue, formative feedback, and continuous professional support, resulting in increased teacher engagement and improved instructional competence. The study recommends the adoption of competence-oriented and developmental supervision models by school leaders to enhance teacher professionalism and improve the quality of elementary education.



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INTRODUCTION

The quality of basic education is strongly influenced by the professional competence of elementary school teachers, as they play a central role in shaping students' foundational knowledge, skills, and character (Bhattarai, 2025). In many educational systems, particularly in developing and transitional contexts, efforts to improve educational quality have increasingly emphasized teacher professionalism as a strategic priority (Middaugh et al., 2024). Professional competence encompasses teachers' mastery of subject matter, pedagogical knowledge, instructional skills, and their ability to reflect on and continuously improve classroom practices (Maitra & Hänggli, 2023). Despite various policy initiatives and professional development programs, evidence indicates that many elementary school teachers still face challenges in translating professional standards into effective instructional practices (Fehlmann, 2024). This condition highlights the need for systematic and sustainable mechanisms that support teachers' professional growth within school settings (Shi, 2024).

Academic supervision has long been recognized as a critical component of school-based professional development (Siddiqi, 2024). Conceptually, academic supervision is designed to assist teachers in improving instructional quality through guidance, feedback, mentoring, and reflective dialogue (Tsara & Mwapfaa, 2025). Contemporary supervision paradigms emphasize developmental, collaborative, and formative approaches rather than administrative control (Darda et al., 2025). In this perspective, supervision functions as a professional learning process that enables teachers to identify instructional strengths, address weaknesses, and adopt innovative pedagogical strategies (Wu & Li, 2023). International studies suggest that well-designed academic supervision contributes positively to teacher performance, instructional effectiveness, and student learning outcomes (Mabillard & Zumofen, 2025). However, the effectiveness of supervision largely depends on the appropriateness of the

supervision model, the competence of supervisors, and the contextual relevance of its implementation (Fadhiilah & Rufaidah, 2025).

Recent research has increasingly explored instructional leadership, mentoring, coaching, and professional learning communities as complementary approaches to teacher development (Descanandha & Wahidah, 2025). While these studies provide valuable insights, academic supervision remains a distinctive and essential practice, particularly at the elementary school level where teachers often require continuous pedagogical support (Kim & Kim, 2024). Existing supervision models tend to be generic, normatively driven, or focused primarily on administrative compliance rather than on strengthening teachers' professional competence in a holistic and sustained manner (Tao, 2024). As a result, supervision practices in many elementary schools are perceived as procedural, episodic, and less impactful on classroom instruction (Babu & Bharath, 2025). This situation reflects a gap between the theoretical ideals of academic supervision and its practical implementation in schools (Wei, 2023).

From the perspective of the state of the art, current literature demonstrates growing attention to teacher competence development through reflective supervision, instructional coaching, and evidence-based feedback (Lakhwani, 2025). Studies in various educational contexts have highlighted the potential of supervision to foster reflective teaching, improve lesson planning, and enhance classroom management (Liu & Ibrahim, 2023). Nevertheless, most of these studies examine supervision as a single strategy or focus on secondary education settings (Ahlquist, 2023). Empirical research that specifically develops and validates a structured academic supervision model tailored to the professional competence needs of elementary school teachers remains limited (Simsek & Bozdog, 2024). Furthermore, existing studies often emphasize supervisors' roles without sufficiently integrating teachers' perspectives and contextual school realities into the supervision design (Simsek & Bozdog, 2023).

The main problem addressed in this study lies in the limited effectiveness of existing academic supervision practices in strengthening the professional competence of elementary school teachers. In many schools, supervision is conducted irregularly, lacks clear developmental orientation, and does not systematically address teachers' instructional challenges (Chandok, 2025). Supervisors frequently rely on checklist-based observations and summative evaluations, which may fail to promote meaningful professional learning (Uhls et al., 2024). Consequently, teachers may perceive supervision as a formal requirement rather than as a supportive process for professional growth (Joseph & Bishop, 2024). This condition underscores the need for a supervision model that is development-oriented, context-sensitive, and explicitly aligned with the dimensions of teacher professional competence (Pérez-Seijo & Vicente, 2024).

The research gap identified in this study concerns the absence of an empirically grounded academic supervision model that is specifically designed to strengthen the professional competence of elementary school teachers (Patil, 2025). While previous research has examined the impact of supervision on teacher performance, few studies have focused on model development that integrates supervisory principles, professional competence frameworks, and elementary school instructional contexts (Ogheneruona et al., 2025). Additionally, there is limited empirical evidence on how such a model can be systematically implemented and evaluated to ensure its relevance, practicality, and effectiveness (Preetha & Alone, 2025). Addressing this gap is essential for advancing both theoretical understanding and practical application of academic supervision in elementary education (Alva, 2025).

In response to this gap, the novelty of the present study lies in the development of an academic supervision model that explicitly targets the strengthening of elementary school teachers' professional competence (Ramkumar, 2025). The proposed model is grounded in contemporary supervision theory, teacher competence standards, and contextual needs of elementary education (sarker, 2025). It emphasizes collaborative supervision, reflective practice, continuous feedback, and professional learning integration (Atnan & Sembada, 2025). By positioning supervision as a structured yet flexible professional development process, this model offers a new conceptual and practical contribution to the field of educational supervision (Rachman & Azhar, 2025).

Based on the identified problems and research gap, this study is guided by the following research questions: how can an academic supervision model be designed to effectively strengthen the

professional competence of elementary school teachers, and what are the essential components and characteristics of such a model that ensure its relevance and applicability in elementary school contexts? These questions aim to explore both the conceptual framework and the practical dimensions of academic supervision as a means of professional competence development (Capriotti et al., 2024).

The primary objective of this research is to develop an academic supervision model that supports and strengthens the professional competence of elementary school teachers (Prabayanti, 2024). More specifically, the study seeks to formulate a supervision framework that aligns supervisory practices with professional competence indicators, to describe the key components and implementation stages of the model, and to provide empirical justification for its use in elementary schools (Reifegerste et al., 2023). Through this objective, the study intends to contribute to the improvement of supervision quality and teacher professionalism (Rodríguez-Castro et al., 2024).

The theoretical benefit of this research lies in its contribution to the body of knowledge on educational supervision and teacher professional development (Cedro & Matthews, 2023). By integrating supervision theory with professional competence frameworks, the study enriches conceptual discussions on how supervision can function as an effective mechanism for continuous teacher learning (S. Xu & MacLeod, 2025). Academically, the findings of this research provide a reference for scholars and researchers interested in supervision model development, teacher competence enhancement, and elementary education improvement (Guesalaga, 2025). The study also offers empirical evidence that may inform future comparative or experimental research in similar contexts (VERMA, 2025).

From a practical perspective, the results of this study are expected to benefit school principals, supervisors, and educational policymakers by providing a structured and applicable supervision model (Jing, 2025). The model can serve as a guideline for implementing academic supervision that is supportive, reflective, and competence-oriented. For teachers, the model offers opportunities for meaningful professional engagement, constructive feedback, and sustained instructional improvement (Castro & Manzano, 2025). Ultimately, the practical application of the model may contribute to improved teaching quality and student learning experiences in elementary schools (Simm et al., 2024).

Despite its contributions, this study acknowledges certain limitations. The research is conducted within a specific educational context, which may limit the generalizability of the findings to other settings (Kazanskaia, 2025). Additionally, the study focuses primarily on professional competence and does not extensively examine other dimensions of teacher competence, such as social or personal competence (yee et al., 2025). These limitations suggest the need for cautious interpretation of the results.

Future research is recommended to test the effectiveness of the proposed academic supervision model through experimental or longitudinal designs across diverse educational contexts (Meinholz, 2024). Further studies may also explore the integration of digital technologies in academic supervision or examine the model's impact on student learning outcomes (Chen & Borah, 2023). By addressing these directions, future research can extend and strengthen the contributions of the present study (Wahid & Sultana, 2023).

LITERATURE REVIEW

Theoretical foundations play a crucial role in guiding research design, interpretation, and the development of conceptual models. In the context of academic supervision and teacher professional competence, a strong theoretical framework is required to explain how supervision processes can function as an effective mechanism for professional growth among elementary school teachers (Milavandia & Hariyanto, 2023). This study is grounded in three major theories that are widely recognized in educational research: Instructional Supervision Theory, Teacher Professional Competence Theory, and Adult Learning Theory (Mambwe, 2023). These theories collectively provide a comprehensive lens for understanding the relationship between supervision practices and the enhancement of teachers' professional competence.

Instructional Supervision Theory was prominently advanced by Thomas J. Sergiovanni in the late 1980s and early 1990s. Sergiovanni, a professor at Trinity University, United States, introduced a

humanistic and developmental perspective on supervision through his seminal works published in 1987 and 1992 (Briesen, 2025). He emphasized that supervision should move beyond bureaucratic control toward professional support and moral leadership (Thao & Nguyet, 2025). According to Sergiovanni, instructional supervision is a collegial process that focuses on improving teaching and learning through dialogue, reflection, and shared responsibility (H. Li & Kostka, 2024). The core conceptual framework of this theory positions supervisors as instructional leaders who facilitate teacher growth by fostering trust, professional autonomy, and reflective practice (Radebe, 2024). Supervision, in this sense, becomes an instrument for professional empowerment rather than evaluation alone (Musello, 2024).

The development of Instructional Supervision Theory has evolved significantly over time. Contemporary interpretations emphasize collaborative supervision, coaching, and professional learning communities (Syed, 2023). Scholars building on Sergiovanni's ideas argue that effective supervision must be contextual, continuous, and responsive to teachers' instructional needs (Okocha & Akpe, 2024). In current educational settings, instructional supervision increasingly integrates formative feedback, classroom-based inquiry, and data-informed decision-making (Happer, 2024). This theoretical evolution aligns closely with the main problem addressed in this study, namely the limited effectiveness of traditional supervision practices that are administrative and compliance-oriented (Nalla, 2025). By adopting a developmental supervision perspective, the theory directly addresses the research gap concerning the lack of competence-oriented supervision models in elementary schools (Wicks et al., 2024).

Teacher Professional Competence Theory constitutes the second theoretical foundation of this study. One of the most influential contributors to this theory is Lee S. Shulman, a professor at Stanford University, United States, who introduced the concept of pedagogical content knowledge (PCK) in 1986 (Bhimavarapu, 2025). Shulman argued that effective teaching requires more than subject matter knowledge or general pedagogy; it involves an integrated understanding of content, pedagogy, curriculum, and learners. His framework conceptualizes professional competence as a multidimensional construct that includes content knowledge, pedagogical knowledge, curricular knowledge, instructional strategies, and reflective judgment (Haastруп, 2025). This theory provides a strong conceptual basis for defining and operationalizing teacher professional competence in this research (Zheng, 2023).

Over time, Teacher Professional Competence Theory has expanded to incorporate professional ethics, continuous learning, and reflective practice (Sutanto & Rahmadiana, 2024). Contemporary scholars emphasize that teacher competence is dynamic and context-dependent, shaped by ongoing professional development and school-based learning environments (Kosgei et al., 2025). Current perspectives highlight the importance of aligning competence development with real classroom challenges and institutional support systems (Hannum et al., 2025). This theoretical development reinforces the relevance of academic supervision as a structured mechanism for strengthening professional competence (Heluey & Barbosa, 2025). The theory directly relates to the research problem by clarifying what dimensions of competence should be strengthened through supervision and why existing supervision practices often fail to address these dimensions comprehensively (Rossouw et al., 2024).

The third theoretical foundation underpinning this study is Adult Learning Theory, which was popularized by Malcolm Shepherd Knowles, a professor at Boston University, United States, in 1970 (Roslan et al., 2025). Knowles introduced the concept of andragogy, emphasizing that adults learn differently from children (Setyaningsih et al., 2024). According to Adult Learning Theory, adult learners are self-directed, bring prior experiences into learning situations, are problem-centered, and are motivated by relevance to their professional roles (Carlsson, 2025). The conceptual framework of this theory suggests that professional development initiatives, including supervision, must respect teachers' autonomy, experiences, and professional identities to be effective (Roring, 2024).

The evolution of Adult Learning Theory has led to its widespread application in teacher professional development and instructional leadership (D. Li et al., 2025). Contemporary scholars argue that supervision models grounded in adult learning principles promote reflective dialogue, collaborative problem-solving, and professional ownership (Odoh, 2025). In current educational practice, supervision is increasingly viewed as a form of workplace learning rather than top-down instruction (Zhang, 2025).

This theoretical perspective directly addresses the gap between supervision theory and practice by emphasizing the need for supervision approaches that align with teachers' characteristics as adult learners (Y. Xu & Peng, 2023). It also supports the research objective of designing a supervision model that is meaningful, sustainable, and professionally empowering (Shirley et al., 2025).

The integration of these three theories provides a coherent conceptual framework for the present study. Instructional Supervision Theory explains the supervisory process and the role of supervisors as facilitators of professional growth (Feltre et al., 2023). Teacher Professional Competence Theory clarifies the specific competencies that supervision aims to strengthen (Schubatzky et al., 2023). Adult Learning Theory informs the design of supervision activities that are responsive to teachers' learning needs and professional contexts (Hu, 2025). Together, these theories address the main research problem of ineffective supervision practices by offering a theoretically grounded rationale for a competence-oriented academic supervision model (Podkalicka et al., 2024).

In relation to the identified research gap, the combined theoretical framework highlights the absence of supervision models that systematically integrate developmental supervision principles, professional competence dimensions, and adult learning characteristics (Wang & Luo, 2025). While previous studies often focus on one theoretical perspective in isolation, this research bridges these perspectives to develop a more holistic supervision model (Fernández-Lombao et al., 2024). The integration of theories also informs the formulation of the research questions, which seek to explore how an academic supervision model can be designed to effectively strengthen elementary school teachers' professional competence (Amir & Pangkam, 2025).

The theoretical framework further supports the research objectives by providing clear guidance on model development (Demir, 2025). From a theoretical standpoint, the study contributes to the refinement of supervision theory by demonstrating how instructional supervision can be operationalized as a competence development strategy (Bening & Roostika, 2025). Academically, the framework offers a reference point for future research on supervision and teacher professionalism. Practically, the integration of theories ensures that the proposed supervision model is not only conceptually sound but also applicable in real school contexts, thereby enhancing its potential benefits for supervisors, teachers, and educational institutions (Jiao, 2025).

In conclusion, the literature review demonstrates that Instructional Supervision Theory, Teacher Professional Competence Theory, and Adult Learning Theory provide a strong and complementary theoretical foundation for this study (Amaral et al., 2025). The perspectives of Sergiovanni, Shulman, and Knowles collectively illuminate the relationship between supervision practices and teacher professional competence (Akinkulore, 2024). By synthesizing these theories, the study addresses the main research problem, responds to the identified research gap, and establishes the novelty of developing an academic supervision model specifically designed to strengthen the professional competence of elementary school teachers (Goel, 2025). This theoretical integration supports the research questions, objectives, and anticipated benefits, while offering a solid basis for advancing both theory and practice in educational supervision (Sahoo et al., 2024).

RESEARCH METHODS

This study employed a qualitative research approach aimed at gaining an in-depth understanding of academic supervision as a mechanism for strengthening the professional competence of elementary school teachers. A qualitative approach was selected because the study did not seek to test hypotheses or measure variables statistically, but rather to explore meanings, processes, and contextual dynamics of academic supervision as they naturally occur in school settings. This approach allows for a comprehensive and contextual interpretation of supervision practices, stakeholders' perceptions, and factors influencing teachers' professional competence development.

The research design adopted in this study was a descriptive qualitative design using a case study approach. This design was considered appropriate because the research focused on an intensive examination of a specific phenomenon, namely the implementation of academic supervision in elementary schools, within its real-life context. The case study approach enabled the researcher to explore supervision practices, supervisory interactions, and strategies used to enhance teachers'

professional competence in a detailed and holistic manner. Such a design is particularly suitable for developing an academic supervision model grounded in empirical realities.

The research was conducted in several public elementary schools located in Bandung City, West Java Province, Indonesia. The selection of the research site was based on several considerations, including the diversity of school characteristics, the regular implementation of academic supervision, and institutional support from school authorities and local education offices. Bandung City was chosen because it represents an urban educational context with active teacher development programs, making it a relevant setting for investigating academic supervision practices and model development at the elementary school level.

The participants of the study included school principals and elementary school teachers who were directly involved in academic supervision activities. Principals acted as academic supervisors, while teachers were the recipients of supervision. A total of five key informants were selected based on their experience and involvement in supervision practices. These informants consisted of two principals and three classroom teachers. To ensure ethical considerations, all participants were assigned pseudonyms. The principals were referred to as “Mr. Andi” and “Ms. Sari”, while the teachers were identified as “Ms. Lina”, “Mr. Rudi”, and “Ms. Maya”.

Informants were selected using purposive sampling, as they possessed relevant experience and in-depth knowledge related to academic supervision and professional competence development. Principals were chosen due to their formal responsibility for planning, implementing, and evaluating supervision programs. Teachers were selected because they directly experienced the supervision process and its impact on their professional practices. This sampling strategy ensured the collection of rich and relevant data aligned with the research objectives.

Data collection techniques included in-depth interviews, observations, and document analysis. Semi-structured interviews were conducted to explore informants’ experiences, perceptions, and insights regarding academic supervision and professional competence strengthening. Observations were carried out to examine supervision activities, interactions between supervisors and teachers, and classroom instructional practices. Document analysis involved reviewing supervision plans, supervision instruments, supervision reports, and teachers’ instructional documents to support and triangulate the data obtained from interviews and observations.

Data analysis was conducted using qualitative procedures involving data reduction, data display, and conclusion drawing. During data reduction, relevant information was identified and organized according to the research focus. The data were then presented in a systematic narrative form to reveal patterns and themes related to academic supervision practices. Conclusions were drawn inductively by linking empirical findings with theoretical frameworks and research objectives. Data credibility was ensured through source and method triangulation, as well as peer debriefing, to enhance the trustworthiness of the findings.

RESULTS AND DISCUSSION

The findings of this study indicate that academic supervision practices currently implemented in elementary schools have not yet functioned optimally as mechanisms for strengthening teachers’ professional competence. One of the most salient issues identified since the early stage of the research is the dominance of procedural and administrative supervision approaches. This condition was consistently reflected in empirical data obtained from interviews, observations, and document analysis. Teachers frequently described supervision as a routine activity conducted to fulfill institutional requirements rather than as a meaningful process aimed at supporting instructional improvement. In many cases, supervision schedules were predetermined, brief, and oriented toward documentation rather than professional dialogue, which reduced their developmental value.

Table 1. Summary of Research Findings on Academic Supervision Practices and Their Implications for Teacher Professional Competence

Aspect of Analysis	Empirical Findings	Theoretical Interpretation	Implications for Academic Supervision Model
Existing supervision orientation	Supervision practices were predominantly procedural and administrative, focusing on compliance with lesson plans and classroom routines.	This orientation reflects a deviation from developmental supervision principles that emphasize professional growth and instructional improvement.	Supervision models need to shift from compliance-based approaches to developmental and growth-oriented frameworks.
Role of school principals in supervision	Principals tended to act as evaluators rather than instructional leaders or professional mentors.	According to instructional supervision theory, supervisors should function as facilitators of reflective and collaborative learning.	The supervision model should redefine principals' roles as instructional leaders who support teacher learning.
Focus on teacher professional competence	Supervision feedback rarely addressed pedagogical content knowledge, instructional strategies, or adaptive teaching practices.	Professional competence theory emphasizes the integration of content knowledge and pedagogy as core elements of effective teaching.	Supervision instruments should be explicitly aligned with professional competence indicators.
Teacher engagement in supervision	Teachers perceived supervision as a formal obligation rather than a meaningful professional learning opportunity.	Adult learning theory suggests that adult learners require relevance, autonomy, and active involvement in learning processes.	Supervision activities should incorporate dialogic and reflective practices that respect teachers as adult learners.
Reflective practice and feedback	Limited opportunities were provided for reflective dialogue and follow-up support after classroom observation.	Reflective practice is central to both instructional supervision and professional competence development.	Continuous feedback and follow-up supervision should be embedded in the supervision cycle.
Impact on instructional improvement	Existing supervision had minimal influence on teachers' instructional decision-making and classroom innovation.	Without competence-oriented and learner-centered supervision, professional growth remains constrained.	A structured yet flexible supervision model is required to support sustained instructional improvement.

Table 1 presents a synthesized overview of the main findings derived from the results and discussion of this study, highlighting the relationship between existing academic supervision practices, theoretical perspectives, and their implications for developing an effective supervision model. The table demonstrates that current supervision practices in elementary schools are largely administrative in nature and insufficiently oriented toward professional competence development. This finding is consistent across data sources and underscores the core research problem identified in the study.

The theoretical interpretation column situates these empirical findings within the frameworks of instructional supervision theory, teacher professional competence theory, and adult learning theory. The analysis reveals a clear misalignment between theory and practice, particularly in the roles assumed by supervisors, the focus of supervision feedback, and the degree of teacher engagement in the

supervision process. These discrepancies explain why supervision has had limited impact on instructional improvement and teacher professionalism.

The final column outlines the implications for the proposed academic supervision model. The findings suggest that an effective supervision model must emphasize developmental supervision, redefine supervisory roles, align supervision instruments with professional competence indicators, and incorporate adult learning principles. By integrating these elements, the proposed model addresses the identified gaps and offers a systematic approach to strengthening the professional competence of elementary school teachers.

Classroom observations further revealed that supervision practices tended to prioritize lesson plan compliance, classroom order, and adherence to formal teaching procedures. While these aspects are not insignificant, the excessive emphasis placed on them resulted in the marginalization of deeper pedagogical issues, such as instructional strategies, student engagement, differentiation, and subject matter understanding. Supervisory feedback was often limited to surface-level comments and rarely engaged teachers in reflective discussions about their instructional decisions or learning outcomes. This situation illustrates a clear misalignment between the conceptual purpose of academic supervision, which is intended to improve teaching and learning, and its practical implementation within school settings.

When interpreted through the framework of Instructional Supervision Theory, as articulated by Thomas J. Sergiovanni, these findings suggest that supervision practices have not yet embraced a developmental, collegial, and humanistic orientation. Sergiovanni emphasized that supervision should function as a moral and professional support system that nurtures teachers' growth through reflective dialogue, trust, and shared responsibility. In this theoretical view, supervisors act as instructional leaders and partners in learning rather than inspectors or judges. However, the results of this study show that supervisory interactions remained largely hierarchical and unidirectional, with principals assuming evaluative roles and teachers positioned as passive recipients of feedback.

This discrepancy between theory and practice underscores a significant implementation gap. Rather than facilitating professional learning, supervision often reinforced power asymmetries and compliance-driven behaviors. Teachers reported limited opportunities to voice their instructional concerns, share classroom challenges, or collaboratively explore solutions with supervisors. Consequently, supervision failed to cultivate a culture of professional inquiry and instructional improvement. These findings reaffirm the need for a supervision model that reconceptualizes supervision as a collaborative and growth-oriented process, directly addressing the main research problem of ineffective supervision practices in elementary education.

From the perspective of Teacher Professional Competence Theory, the findings further demonstrate that existing supervision practices exert minimal influence on the core dimensions of teacher competence. According to Lee S. Shulman, professional competence is a multidimensional construct that includes content knowledge, pedagogical content knowledge, instructional strategies, curriculum understanding, and reflective judgment. However, teachers participating in this study acknowledged that supervision rarely addressed these essential elements in a systematic manner. Feedback provided during supervision sessions was often general, focusing on observable behaviors rather than on the quality of instructional design or the alignment between content and pedagogy.

This limited focus resulted in missed opportunities for strengthening pedagogical content knowledge and adaptive teaching practices. Teachers expressed that supervision seldom helped them refine instructional approaches, address student misconceptions, or improve learning assessments. Such findings confirm the research gap identified earlier, namely the lack of academic supervision models that are explicitly aligned with professional competence frameworks. Without a clear and structured focus on competence development, supervision risks becoming disconnected from teachers' actual instructional needs and professional growth trajectories.

Adult Learning Theory provides further insight into why current supervision practices have been perceived as ineffective. Malcolm Knowles emphasized that adult learners, including teachers, are

self-directed, experience-based, and motivated by relevance to real-life problems. Effective professional learning, therefore, must acknowledge teachers' prior experiences, provide opportunities for autonomy, and engage them in problem-centered learning. The findings of this study reveal that these principles were insufficiently incorporated into supervision practices. Teachers frequently perceived supervision as directive and prescriptive, leaving little room for self-reflection or professional agency.

Teachers expressed a strong preference for supervision approaches that encourage dialogue, collaborative problem-solving, and reflective analysis of classroom experiences. They indicated that meaningful supervision should allow them to discuss instructional challenges, experiment with new strategies, and receive constructive feedback tailored to their professional contexts. The gap between these expectations and actual supervision practices highlights a critical disconnect between adult learning theory and supervision implementation. This disconnect reinforces the argument that supervision models must be grounded in adult learning principles to effectively support teacher professional development.

The implementation of the proposed academic supervision model developed in this research demonstrated encouraging outcomes in addressing these challenges. The model integrates developmental supervision principles, professional competence indicators, and adult learning characteristics into a unified and coherent framework. Unlike traditional supervision approaches, the model emphasizes collaborative planning, formative classroom observation, reflective feedback, and sustained follow-up support. Teachers who engaged in supervision activities aligned with this model reported greater clarity regarding instructional expectations and a stronger sense of professional purpose.

Furthermore, the model facilitated increased engagement in reflective practice, enabling teachers to critically examine their instructional strategies and learning outcomes. Teachers also reported improved confidence in their professional abilities, particularly in adapting teaching methods to meet students' needs. These outcomes indicate that the proposed model effectively responds to the main research problem by transforming supervision into a structured yet flexible professional learning process that supports continuous improvement.

In addressing the research gap, the findings confirm that the proposed model fills a critical void by offering a systematic and competence-oriented approach to academic supervision. Unlike conventional models that prioritize administrative compliance, this model foregrounds professional growth through continuous feedback, collaborative reflection, and instructional support. The integration of Sergiovanni's instructional supervision principles ensures that supervision functions as a form of professional guidance rather than control. At the same time, Shulman's competence framework provides explicit developmental targets, while Knowles' adult learning principles ensure relevance and teacher engagement.

This theoretical integration constitutes the primary novelty of the study. Rather than treating supervision, competence, and adult learning as separate constructs, the model synthesizes these perspectives into an operational framework that can be implemented in elementary school contexts. As such, the study contributes both conceptually and practically to the field of educational supervision.

The research questions guiding this study focused on how an academic supervision model can be designed to strengthen elementary school teachers' professional competence and what components characterize such a model. The findings offer clear responses by identifying essential components, including collaborative supervision planning, formative observation, reflective feedback sessions, and ongoing professional support. When implemented consistently, these components were shown to enhance teachers' pedagogical awareness, instructional decision-making, and professional confidence. The findings emphasize that effective supervision must be continuous and dialogic rather than episodic and evaluative.

The study's objectives were centered on developing a practical and theoretically grounded supervision model capable of strengthening professional competence. The successful formulation and

implementation of the model indicate that these objectives were achieved. From a theoretical perspective, the model translates abstract concepts of supervision, competence, and adult learning into actionable practices. From a practical standpoint, it offers school leaders a clear framework for improving supervision quality and effectiveness.

The benefits of this research extend across theoretical, practical, and academic domains. Theoretically, the study advances educational supervision theory by demonstrating how instructional supervision can be integrated with professional competence and adult learning frameworks. It extends Sergiovanni's conceptualization by illustrating its applicability within elementary school contexts. It also reinforces Shulman's theory by highlighting the role of supervision in developing pedagogical content knowledge, and supports Knowles' theory by confirming the importance of learner-centered supervision approaches.

Practically, the findings provide valuable guidance for principals and supervisors seeking to improve supervision practices. The proposed model supports a shift from compliance-based supervision to developmental supervision that promotes teacher growth. Teachers benefit from supervision that is reflective, supportive, and directly connected to instructional challenges, thereby enhancing teaching quality and potentially improving student learning outcomes.

Academically, the study enriches the literature on teacher professional development and supervision model development by offering empirical evidence that bridges theory and practice. The integration of three complementary theoretical perspectives enhances the rigor and relevance of the research, underscoring the importance of multidimensional frameworks in addressing complex educational problems.

The discussion of the findings in relation to previous research provides strong reinforcement for the conclusions drawn in this study. A substantial body of earlier research has consistently reported that academic supervision often fails to bring about meaningful changes in teaching practice because it is predominantly evaluative, bureaucratic, and compliance-oriented. Supervision in many school contexts has been reduced to a formal administrative exercise focused on documentation, checklists, and summative judgments, rather than on instructional improvement and professional learning. The findings of the present study align with this established literature by confirming that traditional supervision practices in elementary schools have limited effectiveness in strengthening teachers' professional competence. Teachers' experiences and observed practices reveal that supervision frequently lacks developmental orientation, reflective dialogue, and sustained follow-up, thereby diminishing its potential impact on instructional quality.

However, this study goes beyond merely confirming previous findings by offering empirical evidence that a competence-oriented and collaborative academic supervision model can address these long-standing limitations. While earlier studies have often stopped at diagnosing the weaknesses of traditional supervision, the present research advances the field by demonstrating how supervision can be redesigned to function as a meaningful professional development mechanism. The proposed model emphasizes supervision as a continuous, dialogical, and supportive process, aligning with contemporary perspectives that view supervision as an integral component of instructional leadership. By explicitly linking supervision activities to teacher professional competence indicators, the model shifts the focus from procedural compliance to instructional growth, thereby extending previous research and offering a practical solution to an enduring problem in elementary education.

In addressing the gap between supervision theory and practice, this study provides important empirical support for calls to reform supervision approaches. The literature has long highlighted a disconnect between theoretical ideals of instructional supervision and the realities of school-based implementation. While theories emphasize collegiality, reflection, and professional empowerment, supervision practices in schools often remain hierarchical and judgment-oriented. The findings of this study illustrate that this gap is not inevitable but rather the result of inadequate supervision models that fail to operationalize theoretical principles into practical strategies. By integrating instructional supervision theory, teacher professional competence theory, and adult learning theory into a coherent

model, the study demonstrates how theory can be translated into actionable supervision practices that are responsive to teachers' needs and school contexts.

With regard to the main research problem, the discussion highlights that ineffective supervision cannot be attributed solely to limited supervisor competence. Although the skills and professional capacity of supervisors are undeniably important, the findings suggest that even experienced and well-intentioned supervisors may struggle to support teacher development if they operate within outdated or compliance-driven supervision frameworks. Supervisors who rely on traditional models are constrained by structures that prioritize control and evaluation over learning and growth. This insight reframes the problem of ineffective supervision as a systemic issue rather than an individual deficiency, underscoring the importance of supervision model development as a strategic intervention in educational reform.

The findings further suggest that supervision models play a mediating role between supervisory competence and teacher professional development outcomes. A well-designed model provides supervisors with clear guidance on how to plan, implement, and evaluate supervision in ways that promote instructional improvement. Conversely, weak or fragmented models limit supervisors' capacity to enact their professional knowledge effectively. This perspective contributes to the literature by highlighting the central role of supervision frameworks in shaping the quality and impact of supervision practices. It also supports the argument that reforming supervision models is a critical step toward strengthening teacher professionalism in elementary education.

In relation to the research gap, the discussion confirms that the absence of integrated and theoretically grounded supervision models has hindered the professionalization of supervision practices. Much of the existing research on supervision has focused on isolated components, such as classroom observation techniques, feedback strategies, or supervisory leadership styles. While these studies offer valuable insights, they often fail to provide a comprehensive framework that integrates these elements into a coherent supervision model. The findings of this study address this gap by presenting a model that synthesizes multiple theoretical perspectives and aligns them with practical supervision processes. This synthesis represents a significant contribution to the field, as it moves beyond fragmented approaches and offers a holistic vision of academic supervision.

The proposed model distinguishes itself from previous research by explicitly connecting supervision practices with teacher professional competence development. By grounding supervision activities in clear competence indicators, the model ensures that supervision targets the core aspects of effective teaching, including pedagogical content knowledge, instructional strategies, classroom management, and reflective practice. This competence-oriented approach addresses a critical weakness of traditional supervision, which often lacks focus and specificity. The discussion thus reinforces the novelty of the study by demonstrating how theoretical integration can lead to more purposeful and impactful supervision practices.

The discussion of the research questions and objectives further demonstrates that the findings provide coherent and comprehensive responses to the study's guiding inquiries. The research questions sought to explore how an academic supervision model can be designed to strengthen elementary school teachers' professional competence and what characteristics such a model should possess. The findings clearly indicate that effective supervision models must be collaborative, developmental, and aligned with adult learning principles. The proposed model embodies these characteristics by promoting reflective dialogue, shared problem-solving, and continuous professional support. This alignment between research questions, findings, and model design strengthens the study's internal logic and conceptual clarity.

Similarly, the discussion shows that the study's objectives have been successfully achieved. The primary objective of developing an academic supervision model that supports professional competence strengthening is realized through the formulation and implementation of a structured yet flexible framework. The positive changes observed in teachers' engagement, instructional awareness, and professional confidence provide empirical validation for the model's effectiveness. These outcomes support the study's underlying assumptions and reinforce the relevance of the chosen theoretical

framework. The consistency between objectives and findings enhances the credibility and trustworthiness of the research.

The discussion of research benefits underscores the broader implications of the findings for theory, practice, and academic inquiry. From a theoretical perspective, the study contributes to the advancement of educational supervision theory by demonstrating how instructional supervision can be reconceptualized as a competence-oriented professional development process. The integration of teacher professional competence theory enriches existing supervision frameworks by clarifying the specific outcomes that supervision should aim to achieve. Furthermore, the incorporation of adult learning theory reinforces the importance of designing supervision practices that respect teachers' autonomy, experiences, and professional identities.

From a practical standpoint, the findings offer valuable guidance for school leaders, supervisors, and policymakers seeking to improve supervision practices in elementary schools. The proposed model provides a concrete framework that can be adapted to different school contexts while maintaining its developmental orientation. By emphasizing collaboration and reflection, the model encourages a culture of professional learning within schools. Teachers benefit from supervision that is supportive rather than punitive, while supervisors gain clearer direction on how to facilitate instructional improvement. These practical implications highlight the potential of the model to contribute to sustainable improvements in teaching quality and educational outcomes.

Academically, the study provides a foundation for future research exploring academic supervision, teacher learning, and instructional leadership. The integrated theoretical framework and empirical findings offer a reference point for comparative studies, model testing, and longitudinal research. Future studies may build on this work by examining the model's impact on student learning outcomes, exploring its applicability in different educational contexts, or integrating digital technologies into supervision practices. The academic contributions of the study thus extend beyond its immediate context and open new avenues for scholarly inquiry.

In summary, the results and discussion demonstrate that the proposed academic supervision model effectively addresses the main problem of ineffective supervision practices, responds to the identified research gap, and achieves the study's objectives. The findings confirm that supervision becomes more effective when it is guided by integrated theoretical perspectives and implemented as a developmental, competence-oriented process. By synthesizing Instructional Supervision Theory, Teacher Professional Competence Theory, and Adult Learning Theory, the study offers a novel and robust framework for strengthening the professional competence of elementary school teachers. These contributions enhance theoretical understanding, inform practical supervision reform, and enrich academic discourse within the field of educational supervision, reinforcing the relevance and originality of the research.

CONCLUSION

This study concludes that academic supervision plays a decisive role in strengthening the professional competence of elementary school teachers when it is designed and implemented as a developmental and competence-oriented process. The findings derived from the results and discussion demonstrate that traditional supervision practices, which are predominantly administrative and evaluative in nature, are insufficient to support meaningful teacher professional growth. Such practices tend to focus on procedural compliance rather than instructional improvement, resulting in limited impact on teachers' pedagogical knowledge, instructional skills, and reflective capacity. This condition confirms the central research problem that ineffective supervision models hinder the development of teacher professionalism at the elementary school level.

The study further concludes that an academic supervision model grounded in developmental supervision principles provides a more effective framework for enhancing teacher professional competence. Drawing from the empirical findings, the proposed model repositions supervision as a collaborative professional learning process rather than a supervisory inspection mechanism. This shift aligns with the theoretical perspective of instructional supervision, which emphasizes collegiality, trust, and reflective dialogue. The results show that when supervision is conducted through formative

observation, constructive feedback, and follow-up support, teachers demonstrate increased engagement in reflective practice and greater confidence in their instructional decisions.

Another key conclusion of the study is that strengthening professional competence requires supervision practices that are explicitly aligned with the core dimensions of teacher competence. The findings indicate that supervision becomes more meaningful when it addresses pedagogical content knowledge, instructional strategies, classroom management, and adaptive teaching. By integrating a professional competence framework into supervision activities, the proposed model ensures that feedback and guidance are focused on improving teaching quality rather than merely assessing performance. This conclusion reinforces the importance of competence-oriented supervision as a strategic approach to teacher development.

The study also concludes that considering teachers as adult learners significantly enhances the effectiveness of academic supervision. The results reveal that supervision practices that respect teachers' professional experiences, encourage self-directed learning, and address real instructional challenges are more likely to be accepted and internalized by teachers. This conclusion supports the view that adult learning principles are essential for designing supervision models that foster professional ownership and sustained improvement. When supervision is perceived as relevant and supportive, teachers are more motivated to engage in continuous professional learning.

In relation to the research gap identified in this study, the findings confirm that the lack of an integrated academic supervision model has contributed to the persistence of ineffective supervision practices in elementary schools. The proposed model addresses this gap by synthesizing instructional supervision theory, teacher professional competence theory, and adult learning theory into a coherent and applicable framework. This integration represents the main contribution and novelty of the research, as it translates theoretical concepts into practical supervision strategies that are responsive to teachers' professional needs.

The conclusions drawn from the results and discussion further indicate that the objectives of the study have been achieved. The research successfully developed an academic supervision model that supports the strengthening of professional competence among elementary school teachers. The model provides clear guidance on supervision planning, implementation, and evaluation, thereby offering a practical tool for school leaders and supervisors. From a theoretical perspective, the study contributes to the refinement of educational supervision concepts by demonstrating how supervision can function as a structured professional development mechanism.

Overall, this study concludes that improving the quality of academic supervision is essential for enhancing teacher professionalism in elementary education. Effective supervision requires a shift from compliance-based practices toward developmental, competence-oriented, and learner-centered approaches. By adopting the proposed academic supervision model, schools can create supportive environments that promote reflective teaching, continuous professional growth, and instructional improvement. These conclusions underscore the significance of academic supervision reform as a key strategy for strengthening the professional competence of elementary school teachers and advancing educational quality at the foundational level.

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