



THE ROLE OF THE SCHOOL PRINCIPAL AS AN EDUCATIONAL SUPERVISOR IN IMPROVING THE QUALITY OF EDUCATION

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ARTICLE INFO

Article history:

Received: 19-05-2026

Accepted: 13-06-2026

Published: 08-07-2026

Keyword:

educational
supervision, school
principal,
educational quality,
teacher competence

ABSTRACT

This study analyses the role of the school principal as an educational supervisor in improving educational quality at *Ensino Secundário Geral Público No. 1 de Maliana*. A qualitative descriptive approach was employed, with data collected through in-depth interviews, observations, and document analysis involving the school principal, teachers, students, and education-concerned community members selected via purposive sampling. Data were analysed through reduction, display, and conclusion drawing. Findings reveal that the principal's supervisory role encompasses identifying learning obstacles, ensuring educational quality control, fostering an effective work climate, enhancing teachers' professional competence, and conducting comprehensive assessment and evaluation. Continuous supervision positively impacts learning quality, institutional discipline, and teacher professionalism. The study concludes that systematic and sustained educational supervision by the school principal significantly contributes to overall educational quality improvement. Consequently, supervision must be reinforced as an integral component of school leadership to achieve optimal educational outcomes.

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INTRODUCTION

The quality of education is intricately linked to the effectiveness of school leadership, particularly the principal's role in supervising instructional and managerial processes. Educational supervision is widely recognised as a strategic effort to improve teaching quality (Saihu, 2020), enhance teachers' professional competence (Handriadi et al., 2025), and ensure that educational activities are conducted in accordance with established standards (Usman et al., 2023). Through effective supervision, school principals are expected to guide teachers, identify learning problems, and create a conducive academic environment that supports continuous improvement in educational quality.

However, in practice, the implementation of educational supervision often faces various challenges, such as limited supervision intensity (Arif et al., 2023), insufficient follow-up actions (Veronika et al., 2024), and a lack of systematic evaluation of teaching and learning processes (da Costa et al., 2019) (Okafor et al., 2024). These conditions may lead to unresolved learning problems, weak discipline among teachers and students, and suboptimal instructional practices, which ultimately affect the overall quality of education. Therefore, the role of the school principal as an educational supervisor becomes increasingly important in addressing these challenges and ensuring effective, sustainable supervision.

Several studies emphasise that effective supervision enables principals to identify learning problems (Hasani et al., 2024), control and maintain educational quality (Siahaan et al., 2021), and support teachers' professional development through continuous guidance and evaluation (Ozcan, 2020). Supervision also plays a crucial role in fostering an effective and efficient work climate by clarifying teachers' duties and responsibilities, strengthening discipline, and promoting collaboration among school members (Okafor et al., 2024; Handriadi et al., 2025). Furthermore, systematic assessment and evaluation conducted through supervision contribute to positive changes in school performance (Okafor et al., 2024) and support continuous quality improvement (Taleb et al., 2021).

In the context of *Ensino Secundário Geral Público no. 1 de Maliana*, educational supervision has been actively implemented as part of the school's efforts to improve educational quality. Based on preliminary observations and stakeholders' perspectives, the school principal's supervision encompasses a range of activities,

including identifying learning problems, developing instructional materials, using teaching aids, aligning the curriculum, maintaining discipline, and evaluating educational activities (Da Costa, 2026). Nevertheless, an in-depth understanding of how the principal performs these supervisory roles and how they contribute to improving educational quality is still needed (da Costa et al., 2019).

Therefore, this study examines the role of the school principal as an educational supervisor in improving the quality of education at *Ensino Secundário Geral Público no. 1 de Maliana*. By employing a qualitative descriptive approach, this study seeks to provide a comprehensive understanding of supervisory practices, their implementation, and their impact on learning processes, teachers' professional competence, work climate, and overall educational quality. The findings of this study are expected to contribute both theoretically and practically to the development of educational supervision practices, particularly in secondary education contexts.

Based on the background of the problem above, this study aims to analyse the role of the school principal in educational supervision and the influence of teacher competence on improving the quality of learning at *Ensino Secundário Geral Público no. 1 de Maliana*.

METHOD

This study employed a qualitative, descriptive design to provide an in-depth description of the role of the school principal as an educational supervisor in improving the quality of education in *Ensino Secundário Geral Público no. 1 de Maliana*. The qualitative approach was chosen because the study focuses on understanding meanings, roles, and supervisory practices based on participants' experiences and perspectives within the natural context of the school environment. Qualitative descriptive research is appropriate when the objective is to explore social phenomena in depth and to capture participants' views and interpretations in real-life settings (Muzari et al., 2022). Furthermore, descriptive qualitative studies are widely used in educational research to examine leadership and supervisory practices as they naturally occur in schools (Altinok, 2024). In the context of educational supervision, a qualitative approach enables researchers to understand how principals perform supervisory roles, interact with teachers, and influence teaching practices and school quality (Susanti, 2024).

The research was conducted at *Ensino Secundário Geral Público no. 1 de Maliana*. The site was selected because the school actively implements educational supervision as part of its efforts to improve educational quality. The selection of the research site aligns with the view that qualitative research should be conducted in natural settings where the phenomenon under study occurs in its real context, allowing researchers to obtain an in-depth understanding of educational practices and processes (Hatch, 2023).

The research participants were selected using purposive sampling, namely the deliberate selection of informants based on their involvement, experience, and relevance to the research focus (Niam et al., 2024). The total number of participants in this study was five (5) individuals, consisting of:

1. One (1) school principal, who served as the key informant, given his central role as an educational supervisor responsible for planning, implementing, controlling, and evaluating educational quality.
2. Two (2) teachers, who acted as primary informants by providing information related to the implementation of supervision, the development of teachers' professional competence, the school work climate, and the impact of supervision on the teaching and learning process.
3. One (1) student, who functioned as a supporting informant by offering insights into discipline, learning implementation, and the influence of the principal's supervision on classroom activities.
4. One (1) community member with a concern for education, who served as an additional informant to provide external perspectives on the principal's supervisory role and its impact on educational quality.

The involvement of these diverse participants was intended to obtain comprehensive, in-depth data and to enable cross-source comparisons to strengthen the research findings.

Data were collected through in-depth interviews, observations, and document analysis. Interviews were conducted directly with all participants to gather information on the implementation of educational supervision. Observations were conducted to examine the teaching and learning process, discipline, and the schoolwork climate. Document analysis was used to review school records related to supervision programs, instructional administration, and educational evaluation. The use of multiple data collection techniques is consistent with qualitative research

principles, as it allows researchers to obtain rich and comprehensive data while enhancing the credibility of the findings through methodological triangulation (Donkoh & Mensah, 2023).

Data were analysed using qualitative descriptive analysis, following the stages of data reduction, data display, and conclusion drawing. The analysis process was conducted continuously from data collection until the completion of the study. This analytical procedure is widely used in qualitative research to systematically organise, interpret, and draw meaning from qualitative data, producing credible, well-grounded findings (Thorne, 2025).

RESULT AND DISCUSSIONS

The results of this study describe the role of the school principal as an educational supervisor in improving the quality of education at *Ensino Secundário Geral Público no. 1 de Maliana*. The findings were obtained through interviews and the analysis of the implementation of educational supervision at the school. Overall, the results indicate that the school principal plays a strategic role in identifying learning problems, ensuring educational quality, fostering an effective and efficient work climate, enhancing teachers' professional competence, and conducting assessment and evaluation of all educational activities. The results of this study are categorised into several sections as follows:

1. The Role of the School Principal in Identifying Learning Problems

The school principal, as an educational supervisor, plays an important role in assisting teachers and students in identifying various problems that arise during the learning process. Supervision covers aspects of discipline, instruction implementation, and curriculum effectiveness. This role contributes directly to improving the quality of the learning process and serves as a foundation for educational quality control at *Ensino Secundário Geral Público no. 1 de Maliana*. This aligns with Altinok's (2024) view that educational supervision aims to improve the quality of learning through continuous professional development for teachers. In addition, Sumarmi & Sudadi (2023) emphasise that supervision is a form of professional assistance provided to teachers to improve and enhance the quality of the teaching and learning process.

Mr D.A. (45 years old), a teaching staff member at Ensino Secundário Geral Público no. 1 de Maliana, stated that supervision plays a crucial role in advancing educational institutions. Through supervision, teachers and students can be assisted in identifying various problems they face during the learning process. Supervision concerns various conditions experienced by teachers and students, such as discipline, instruction implementation, and curriculum effectiveness, which constitute the main foundation for educational progress within an educational institution.

2. The Role of the School Principal in Controlling and Ensuring Educational Quality

The school principal carries out the supervisory function through activities aimed at maintaining, controlling, and ensuring the delivery of quality education. In its implementation, supervision focuses on the development of teachers' instructional materials, the use of instructional aids, curriculum alignment, and school administration. Joint evaluation conducted after supervision serves as a means of continuous improvement to enhance teachers' professionalism. This aligns with Sunaryo (2020), who emphasises that the school principal, as a supervisor, is responsible for overseeing and ensuring educational quality through both academic and managerial supervision. In addition, Sari et al. (2023) state that supervision accompanied by continuous evaluation is a strategic step in improving teachers' performance and professionalism.

Mr A.S., the Principal of Ensino Secundário Geral Público no. 1 de Maliana, stated that the school principal plays an important role in maintaining, controlling, and ensuring the delivery of quality education, including through supervision activities. In the implementation of supervision, aspects that need to be considered include the development of teachers' instructional materials, the teaching aids used in the learning process, the curriculum, and other aspects related to educational activities.

Furthermore, he emphasised that supervision can provide positive input for teachers, as joint evaluations are conducted after supervision to address and improve various shortcomings within the educational institution. In addition, school

administration also needs attention, since well-organised administration greatly determines the quality of an educational institution. Thus, supervision essentially involves attention to all aspects of education currently in place and those that will be in place at the educational institution.

3. The Role of the School Principal in Creating an Effective and Efficient Work Climate

Continuous supervision plays an important role in creating an effective, efficient work climate in the school environment. Through supervision, teachers and school staff are guided to gain a clearer understanding of their main duties and functions. This contributes to improved performance and the smooth implementation of educational activities at school. This finding is consistent with Usman et al. (2023), who state that supervision serves as a means of professional guidance to enhance the effectiveness of educational personnel. In addition, Manalu (2024) emphasises that continuous supervision can foster a conducive work climate and support improvements in professional performance in schools.

Mr S.M.P. (34 years old) stated that educational quality can be well developed when the control system is implemented properly. This indicates that supervision is a concrete step in creating an academic climate within an educational institution. Through supervision, staff members can be assisted in understanding and directing the implementation of their main duties more comprehensively, resulting in more effective and efficient work outcomes.

4. The Role of the School Principal in Enhancing Teachers' Professional Competence

The school principal, as a supervisor, plays an important role in enhancing teachers' professional competence, particularly in the use of various instructional methods. Supervision encourages teachers to develop creativity and innovation in the teaching and learning process, thereby enabling continuous improvement in the quality of learning. This is consistent with Lorensius et al. (2022), who state that educational supervision aims to assist teachers in improving their professional

abilities in planning and implementing instruction. In addition, Puspitasari et al. (2023) emphasise that effective supervision can motivate teachers to be more creative and innovative in selecting and applying instructional methods that meet students' learning needs.

Mrs D.G., a community member concerned with education in Maliana, stated that one of the roles of supervision is to assist teachers in improving their ability to use various instructional methods. Furthermore, she explained that the role of the school principal as a supervisor is to conduct supervision, including activities such as examining, controlling, and ensuring the establishment of educational quality within an educational institution.

Mr S.M.P. also emphasised that staff members in educational institutions need to receive training related to the field of education. Such training is important for broadening staff members' understanding of the various educational issues currently emerging. Teacher training is also considered very helpful in facilitating teaching and learning in educational institutions. Therefore, the school principal's supervision needs to be conducted more regularly so that the actual development of the educational institution can be comprehensively identified.

5. The Role of the School Principal in Assessing and Evaluating Educational Activities

The school principal also plays a role in conducting assessments of all educational activities, particularly those related to teachers' and students' discipline. Systematic assessment conducted through supervision encourages positive change and improves the quality of education at Ensino Secundário Geral Público no. 1 de Maliana. This is consistent with Saihu (2020), who states that supervision and evaluation are essential components in continuous efforts to improve educational quality. In addition, Khana et al. (2023) emphasise that assessments conducted by school principals through supervision can strengthen discipline and performance among school members, ultimately improving educational quality.

C.C., a student at Ensino Secundário Geral Público no. 1 de Maliana, stated that one of the roles of the school principal as a supervisor is to conduct assessments of all activities within the educational institution, particularly assessments of teachers'

discipline in the learning process, students' discipline, and other aspects related to educational activities taking place in the institution.

Through the assessment process, educational activities are expected to run normally and in accordance with shared expectations. This assessment is important because it can lead to positive, systematic changes, enabling the educational institution to move in a more positive direction.

CONCLUSIONS

Based on the results and discussion, it can be concluded that the school principal at *Ensino Secundário Geral Público no. 1 de Maliana* actively and strategically serves as an educational supervisor to improve the quality of education. The principal plays a crucial role in assisting teachers and students in identifying various learning issues related to discipline, instructional implementation, and curriculum effectiveness.

Furthermore, the school principal's supervision serves to control and ensure educational quality by monitoring lesson planning, the use of instructional media and methods, curriculum alignment, and school administrative management. Supervision also contributes to creating an effective and efficient work climate by clarifying the duties and responsibilities of school members, thereby supporting the smooth implementation of educational activities.

Additionally, educational supervision plays a crucial role in enhancing teachers' professional competence, particularly in developing more creative and innovative teaching methods. Systematic assessment and evaluation carried out through supervision encourage positive changes in teachers' and students' discipline and performance. Thus, it can be concluded that continuous educational supervision conducted by the school principal makes a tangible contribution to improving the overall quality of education at the school.

Recommendation

Based on the conclusions of the study, the following recommendations are proposed:

- 1) For the School Principal

The school principal is encouraged to continuously improve the quality and intensity of educational supervision in a planned, systematic, and sustainable manner, and to ensure concrete follow-up actions from supervision results to support continuous improvement in educational quality.

2) For Teachers

Teachers are expected to use supervision activities for reflection and professional development, particularly to improve pedagogical competence, creativity, and innovation in the teaching and learning process.

3) For the School

The school is advised to strengthen the supervision system by providing supporting programs such as training, workshops, and joint evaluation forums, so that supervision functions not only as control but also as professional guidance and development.

4) For Future Researchers

Future studies are recommended to examine educational supervision on a broader scale, with a larger number of participants and a wider range of research approaches, to obtain a more comprehensive understanding of the effectiveness of school principals' supervision in improving educational quality.

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