

Research Paper

Supportive Supervision and Its' Effect on Teachers Teaching Performance, Mental Health and Students Academic Achievements

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ABSTRACT

In today's educational landscape, supportive supervision has emerged as a crucial mechanism for enhancing teachers' instructional abilities and overall school performance. It empowers teachers to carry out their responsibilities with confidence and minimal obstacles. Supportive supervision plays a key role in achieving educational objectives, particularly under initiatives like Mission PRERNA and the NIPUN Bharat Mission Program. launched in 2019 as part of Mission PRERNA, the supportive supervision program has yet to be comprehensively examined through systematic, evidence-based research. This study was undertaken to assess the impact of supportive supervision on teachers' instructional effectiveness, pedagogical skills and mental well-being. It aimed to analyze its influence on students' academic achievements. Data was collected using a self-designed, semi-structured questionnaire administered through Google Forms and telephonic interviews, with 315 teachers from various districts. Statistical analysis was conducted using SPSS 20.0. Findings revealed that 98 percent of the respondents had received supportive supervision at least once from an assigned departmental supervisor. Among them, 93 percent acknowledged its positive impact on their teaching performance. 73 percent of the participants indicated that supportive supervision contributed to improved mental health. The study also found that 85 percent of teachers experienced an increase in creativity, while 82 percent observed constructive changes in their attitudes. 81 percent reported enhanced interpersonal skills, fostering stronger relationships with both colleagues and students. The study concludes that supportive supervision proves highly effective when conducted by well-qualified supervisors following appropriate procedures. It emphasizes the necessity of a rigorous selection process for supervisors, assessing their knowledge, skills, experience, personality traits and psychological competence. This screening should be carried out by trained professionals,

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such as psychologists or clinical psychologists to ensure the effectiveness of the supervision process.

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Education plays a fundamental role in shaping a nation's future, and teachers are at the heart of this transformative process. The quality of teaching not only influences students' academic achievements but also determines the overall effectiveness of the educational system. In this context, supportive supervision has gained prominence as an essential tool for professional development, ensuring that teachers receive continuous guidance, motivation, and constructive feedback to enhance their teaching performance.

Supportive supervision refers to a developmental approach that focuses on improving teachers' pedagogical skills through regular mentoring, capacity-building programs and constructive feedback rather than punitive monitoring. Unlike traditional supervision methods, which often emphasize fault-finding and strict evaluation, supportive supervision fosters a collaborative environment where teachers feel encouraged to improve their instructional strategies and classroom management skills. This approach aligns with modern educational reforms, including Mission PRERNA and the NIPUN Bharat Mission, which aim to enhance foundational literacy and numeracy in primary education by equipping teachers with the necessary skills and support.

Many research suggests that when teachers receive continuous and structured supervision, it leads to improved teaching efficacy, better classroom engagement and enhanced student learning outcomes. Supervision also plays a crucial role in teachers' mental health, as consistent guidance and emotional support help reduce stress, burnout and anxiety associated with classroom challenges. When teachers feel supported in their professional journey, they demonstrate greater job satisfaction, creativity and positive behavioral changes, which ultimately benefit the learning environment.

Effective supportive supervision not only enhances teaching performance but also contributes to students' academic achievements. Teachers who receive regular guidance are more likely to adopt innovative teaching methodologies, foster interactive learning experiences and maintain a student-centered approach in the classroom. As a result, students develop better cognitive skills, improved motivation for learning and higher academic performance.

Despite its significance, supportive supervision remains an under-researched area, particularly in the context of Indian education. Although the program was introduced under Mission PRERNA in 2019, there is limited systematic, evidence-based research assessing its long-term impact on teachers' teaching effectiveness, mental well-being and student learning outcomes. Understanding how supportive supervision contributes to these aspects can help policymakers, education administrators and school leaders develop more structured and effective supervision models that address the needs of both teachers and students.

Meaning of Supervision and Supportive Supervision

Supervision is a structured professional relationship between a supervisor and a supervisee, designed to foster continuous improvement in knowledge, skills and overall job

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performance. It is an interactive process conducted in a respectful and constructive manner ensuring that professional goals are met effectively.

Supportive supervision is a specialized approach that emphasizes collaboration, open communication and problem-solving between supervisors and supervisees. Rather than merely assessing performance it encourages a team-oriented approach where feedback, mentoring and guidance help individuals grow both professionally and personally. This form of supervision ensures that tasks are carried out efficiently by using data-driven decision-making and performance monitoring.

Although both **supervision** and **supportive supervision** focuses on professional growth they differ significantly from **inspection**.

Difference Between Inspection and Supervision

1. Objective and Methodology

Inspection is primarily concerned with assessing and evaluating school performance aiming to identify areas that need improvement. It is often conducted as a one-time process with findings documented in a formal report while supervision is an ongoing process that not only monitors performance but also enhances it. It involves regular visits, constructive feedback and guidance to foster better teaching and learning conditions.

2. Execution and Expertise

Inspections are generally carried out by a single inspector who evaluates all aspects of the school system. Supervision is undertaken by a team of trained professionals and subject experts who provide specialized guidance tailored to the needs of teachers and students.

3. Impact and Perception

Inspection is often seen as a punitive process, focusing on identifying inefficiencies and shortcomings, leading to stress and anxiety among teachers whereas Supervision takes a constructive approach, providing leadership, motivation and support to teachers, promoting a collaborative and growth-oriented environment.

4. Professional Relationships and Authority

Inspectors often command respect due to their authoritative role, sometimes employing intimidation tactics while supervisors on the other hand earn respect through knowledge sharing, mentorship and mutual collaboration with teachers, students and school administrators.

The Model of Supportive Supervision

Supportive supervision is structured around key elements that ensure teachers receive adequate **mentorship, feedback and professional growth opportunities**. These elements include:

- **Goal setting and lesson planning**
- **Classroom observations and constructive feedback**
- **Professional development programs**
- **Commitment to continuous learning and mentorship**
- **Annual evaluations to measure progress**

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Beyond professional support, supportive supervision also plays a vital role in enhancing mental well-being, fostering resilience and reducing work-related stress. The effectiveness of supervision largely depends on the competency of the supervisor. A poorly trained or ineffective supervisor can lead to decreased motivation and increased challenges in the workplace.

Qualities of an Effective Supervisor:

An effective supervisor does clear and effective communication, minimizes misunderstandings and fosters strong professional relationships. Encourages open dialogue and active listening which helps to align teachers with institutional objectives. An effective supervisor understands teachers' challenges and provide both professional and personal help to create a supportive work environment. Recognizes their emotional struggles and offer flexible solutions can enhance overall job satisfaction. Supervisors are readily available to offer guidance and assistance, ensuring that teachers feel comfortable discussing concerns. A key role of supervisor is to boost morale by recognizing and rewarding teachers' efforts. Encouraging professional development and setting achievable goals fosters a positive work culture. Supervisors assist teachers in overcoming instructional challenges, promoting analytical thinking and creative solutions. Given the dynamic nature of education, supervisors adapt to change and prepare teams for unforeseen challenges. Effective supervisors lead by example, maintaining professionalism and trust while avoiding micromanagement. They emphasize on continuous learning ensures that teachers remain updated on innovative teaching methodologies and best practices. Supervisors treat all teachers with equitably fosters an inclusive and respectful workplace. Avoid favoritism and resolve conflicts impartially to strengthen team cohesion. Supervisors must recognize that skill development takes time and provide constructive guidance instead of criticism. A strong grasp of subject matter enables supervisors to provide accurate and insightful guidance to teachers.

Impact of Supervision on Teacher Performance and Student Learning

Teacher performance is a critical determinant of student learning outcomes. As noted by Gaur (2021), effective teachers possess the ability to plan, organize and implement instructional strategies that maximize student success. However, research has shown that many education system face challenges related to poor supervision, which can negatively impact learning outcomes (MacBeath, 2012).

Supervision in education is not a one-time event but a continuous process aimed at maintaining discipline in lesson planning, encouraging creativity and ensuring the use of effective teaching methods (Safitri & Mujiati, 2019).

Challenges in Implementing Supervision in Educational Institutions

The implementation of supervision in schools often faces several challenges:

- Insufficient resources and funding
- Lack of trained and competent supervisors
- Resistance from teachers due to negative past experiences with inspections
- Ineffective communication between supervisors and educators
- Limited infrastructure to support regular monitoring and training

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The effectiveness of supervision depends on several factors, including the quality of supervisors, teacher preparedness, institutional support, and the availability of necessary facilities (Milasari et al., 2021; Rahman, 2021).

Principles of Supervision

Supervision primarily aims to support teachers in enhancing their professional skills, ensuring they effectively facilitate student learning. This, in turn, fosters positive academic behaviors among students. School supervision should be carried out in an innovative and constructive manner that nurtures teacher initiative and encourages their active participation in creating a stimulating environment that fosters students' creativity in learning. The success of academic supervision largely depends on adherence to its fundamental principles. To achieve the intended goals of supervision, the Ministry of National Education outlines several key principles that supervisors must follow while executing their responsibilities (Batkunde, 2021). These principles include:

- **Beginning with Positivity:** Supervision should always start by highlighting strengths and positive aspects.
- **Collaborative Relationship:** The interaction between supervisors and teachers should be built on mutual cooperation and professional collegiality.
- **Objectivity:** Supervision should be conducted with an unbiased and fair perspective, ensuring assessments are evidence-based.
- **Respect and Human Dignity:** The process should be guided by respect for human rights and the individual dignity of teachers.
- **Encouraging Growth and Creativity:** Supervisors should focus on fostering teachers' potential, initiative and creativity.
- **Need-Based Approach:** Supervision should be tailored to meet the specific needs of teachers, ensuring relevant and meaningful support.
- **Ongoing Process:** It should be continuous and uninterrupted, avoiding disruptions to effective classroom instruction.

Taking into consideration the importance of supportive supervision, in 2019, the Department of Basic Education, Uttar Pradesh, launched the Mission Prerna program for primary schools. As part of this program, a supportive supervision model was introduced to strengthen the elementary education system. Three different cadres—Academic Resource Persons (ARPs), State Resource Persons (SRGs) and DIET Lecturers (DIET Mentors) were appointed to provide structured support to teachers.

ARPs were selected from government primary and upper primary schools in each block and three SRGS for each district to offer direct guidance to teachers in their schools. Since 2019, these supervisors have been consistently monitoring and mentoring teachers. The present study aims to examine the impact of supportive supervision on teachers and students within schools.

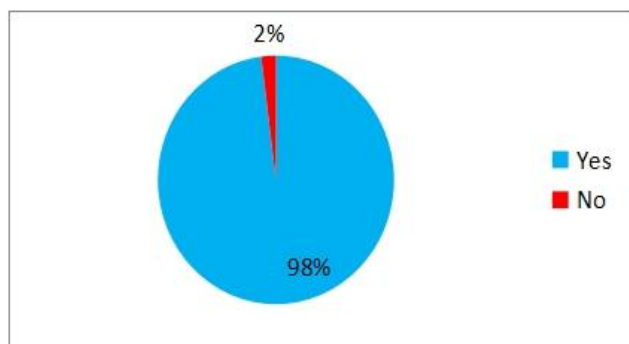
METHODOLOGY

The study aimed to investigate the impact of supportive supervision on teachers' teaching skills, mental well-being, and students' classroom performance. To gather data, a self-developed, semi-structured questionnaire comprising 25 items was designed to record teachers' responses. Data collection was conducted through Google Forms, face-to-face interviews and telephonic conversations.

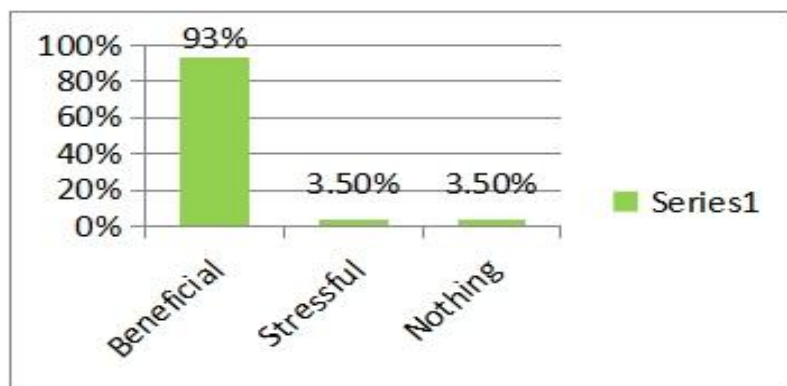
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A total of 315 teachers from various districts of Uttar Pradesh participated in this survey-based research. The collected data was analyzed using Microsoft Excel and SPSS 21.0.

The results indicated that 98% of the participants had received supportive supervision from ARPs, SRGs or DIET Mentors in their schools whereas 2% had not received any supervision. The responses from the 2% who lacked supervision were excluded from the final analysis.



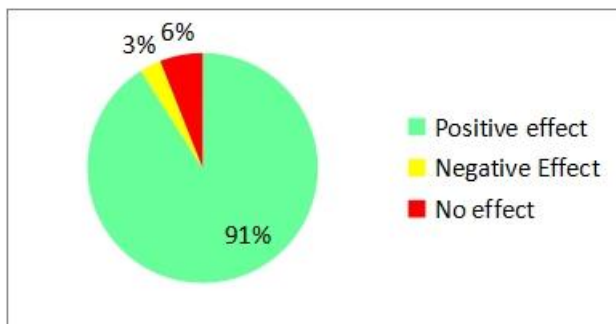
Teachers who received supportive supervision shared their insights and perspectives on its impact. A significant 93% of participants reported that they found the supervision beneficial, highlighting its role in enhancing their teaching skills, boosting confidence, and improving classroom management. They expressed that regular guidance and constructive feedback from supervisors helped them refine their instructional methods and adopt innovative teaching strategies. Whereas a small percentage (3.5%) found the process to be stressful, citing reasons such as excessive monitoring, pressure to meet expectations and occasional difficulties in adapting to suggested changes. Some teachers felt overwhelmed by the supervision process, particularly when they perceived it as evaluative rather than supportive. The overall findings suggest that supportive supervision plays a crucial role in professional development and positively influences teachers' effectiveness in the classroom.



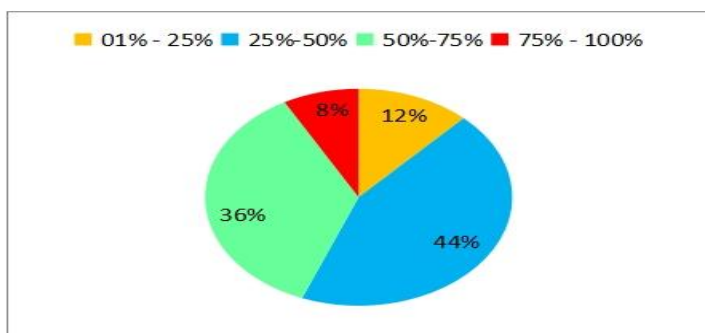
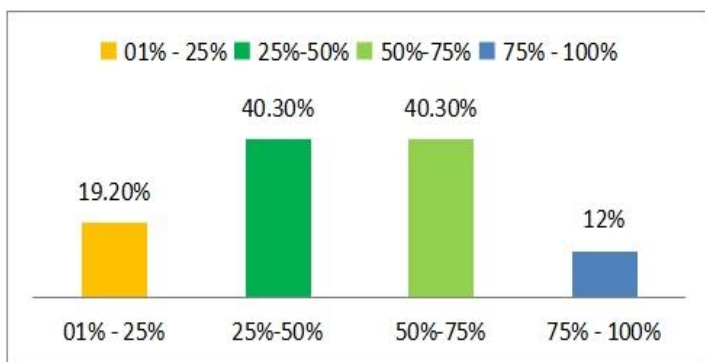
Among the 98% of participants who had received supportive supervision at least once from Academic Resource Persons (ARPs), State Resource Groups (SRGs) or DIET Mentors, a substantial 91% acknowledged its positive impact on their professional growth and the overall quality of education. These teachers emphasized that regular guidance, constructive feedback, and professional mentoring provided by supervisors helped them refine their teaching methodologies, improve lesson planning, and adopt more student-centered instructional approaches. Many reported gaining new pedagogical insights, better classroom management techniques, and increased confidence in their teaching abilities.

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The participants noted that supportive supervision fostered a collaborative learning environment, where teachers could share best practices, address challenges collectively, and receive timely assistance in implementing effective teaching strategies. This ultimately led to an enhanced learning experience for students, contributing to better engagement and improved academic outcomes.



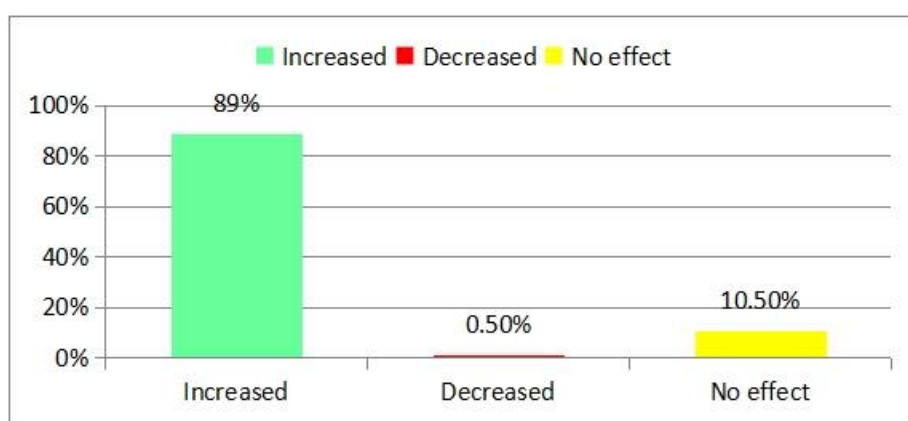
According to the responses gathered from another item in the questionnaire, 40.30% of participants stated that they successfully implemented between 25% and 50% of the guidance provided by their supervisors. An equal proportion (40.30%) reported incorporating 50% to 75% of the suggested teaching techniques into their instructional practices. 12% of teachers indicated that supportive supervision led to a substantial improvement, with them adopting 75% or more of the recommended strategies, resulting in a significant enhancement of their teaching skills. A smaller segment of participants, approximately 19%, expressed that supportive supervision had only a minimal impact, with them implementing less than 25% of the guidance provided. These findings suggest that while the majority of teachers benefited from and applied supervisory feedback to varying extents, a portion of educators experienced limited effectiveness, indicating the need for further exploration into the factors influencing the impact of supervision.



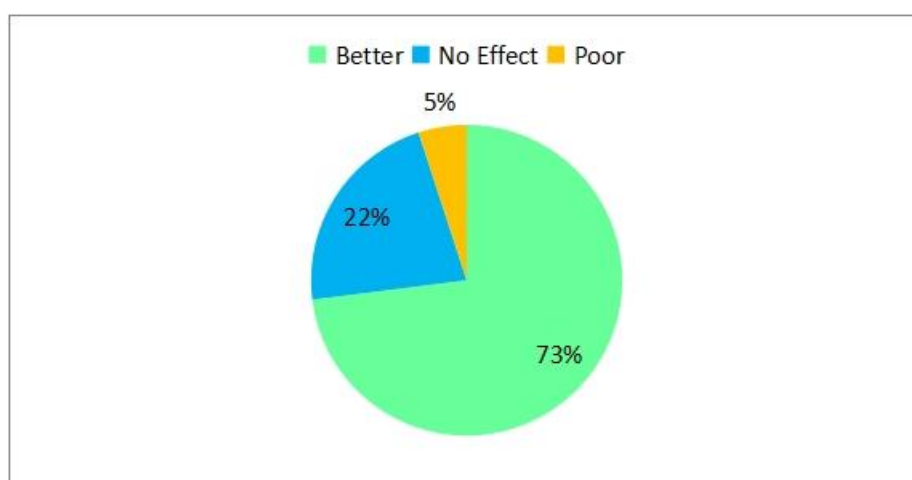
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Participants also highlighted that supportive supervision had a favourable impact on their students' academic performance. Approximately 44% of respondents noted that their students' learning outcomes improved by more than 50% after they incorporated supervisory feedback and refined their teaching methods. 36% of participants observed a significant enhancement, reporting that their students' academic achievements increased by over 75% due to the implementation of supervised teaching strategies.

89% of participants expressed the view that effective teaching techniques and enhanced professional skills not only boosted students' academic progress but also led to an improvement in student attendance levels within their classrooms. This suggests that well-supported teachers contribute to a more engaging and productive learning environment, encouraging greater student participation.

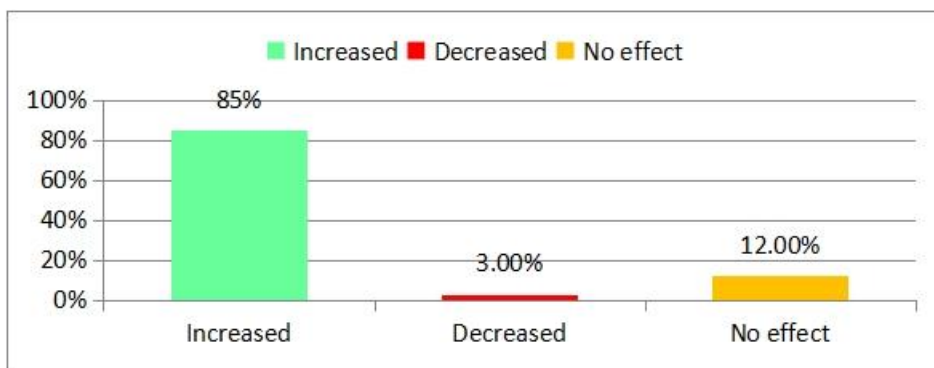


The majority of participants (73%) acknowledged that supportive supervision played a significant role in enhancing their mental well-being. In contrast, 22% of respondents stated that it had no noticeable effect on their mental health.

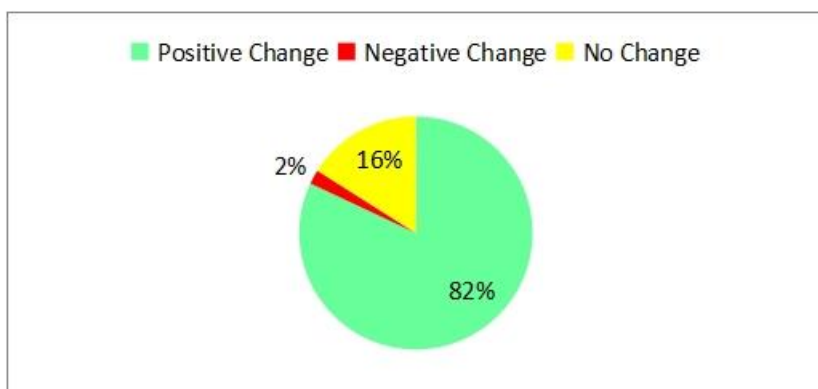


A total of 85% of participants indicated that supportive supervision had a positive influence on them by offering opportunities to foster creativity and incorporate innovative teaching strategies in their classrooms.

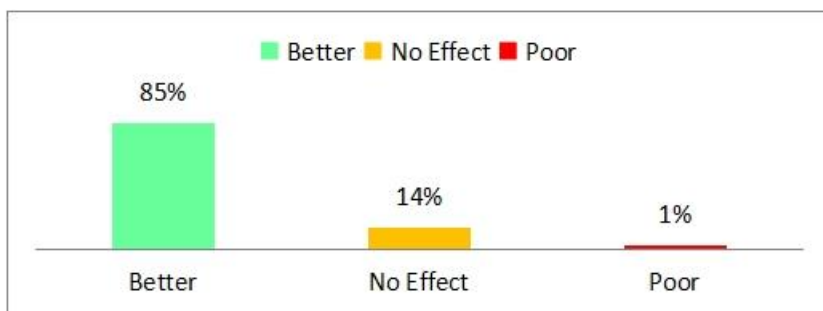
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Supportive supervision is not only aiding in the enhancement of teaching skills but also contributing to behavioural changes, as reported by 82% of the participants.



Eighty-five (85%) percent of participants reported that supportive supervision has also improved the quality of their interpersonal relationships with both colleagues and students.



The majority of participants recommended that supervision should be genuinely supportive in nature. They stressed the need for competent, knowledgeable and experienced supervisors who can effectively guide teachers. They emphasized that supervisors should possess balanced personality traits and demonstrate professional and respectful behaviour towards educators. Participants also highlighted the importance of showing respect to teachers as a key aspect of effective supervision. They also suggested increasing the frequency of mentoring sessions and incorporating problem-solving demonstrations to further improve the quality of supportive supervision.

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DISCUSSION

The significance of supportive supervision has grown considerably, serving as a crucial factor in improving teachers' instructional skills and enabling them to perform their duties effectively (Abdurahman, E., et al., 2024). This approach includes classroom observations, teacher assessments and engagement in professional development programs. The results indicate that supportive supervision has a direct positive impact on teachers' teaching abilities, mental well-being and overall professional growth. It indirectly enhances students' academic performance by improving the effectiveness of their teachers.

The quality of supportive supervision has been highly advantageous, providing teachers with opportunities to grasp new concepts and strategies more efficiently. Participants also shared that they feel at ease when receiving consistent guidance from competent supervisors. However, some respondents noted that certain supervisors should further develop their own supervisory skills, as effective supervision requires a high level of expertise and adaptability to cater to different teachers' needs.

CONCLUSION

The study concludes that supportive supervision, which includes classroom observations, professional development programs and teacher evaluations, plays a crucial role in enhancing teachers' effectiveness in government schools across Uttar Pradesh. The findings suggest that strengthening these supervisory practices can lead to greater improvements in teaching quality, ultimately resulting in better student learning outcomes.

Recommendations:

The study recommends that supervisors should be confident, experienced, knowledgeable, and competent individuals with well-balanced personality traits as they can effectively contribute to enhance teacher's performance and boosting student's academic achievements. It emphasizes the importance of school supervisors and administrators encouraging educators to continually assess their instructional approaches while providing opportunities for career growth based on insights gained from supervision. The study suggests that the government and school authorities should organize regular professional development workshops and maintain consistent monitoring, supervision and evaluation of teachers' activities. This approach would help in expanding teachers' knowledge and skills, offering constructive guidance and ultimately improving their overall performance, thereby supporting the achievement of school objectives and enhancing educational outcomes.

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Conflict of Interest

The author(s) declared no conflict of interest.

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