



## **Teaching and Learning Supervision, Teachers' Attitude towards Classroom Supervision and Students' Participation**

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This quantitative study aims to identify the supervisory performance in the elements of teaching and learning supervision in secondary schools in the Kubang Pasu district, Kedah. Theory of classroom teaching and learning supervision by Glickman (2004) is the basis of the study. Research instruments are adapted and modified from teaching and learning supervision by Ebmeir (2003), while teacher's attitude towards supervision was taken from the questionnaire by Ramin (2014) and teacher's teaching competency instruments were taken from the questionnaire by Sayer (1992). The research instrument involved a set of questionnaire consisting of 23 items. The respondents of the study involved 120 teachers in secondary schools in Kedah. The data were analyzed using descriptive statistics and inferential statistics. The results of the analysis showed that there was no significant relationship between the elements of confidence in the classroom teaching and learning supervisor, supervisor support towards teaching with student participation. However there is a significant positive relationship between confidence in the supervisor, supervisor support towards teaching with teacher attitude towards supervision. The findings of this study can be used as a guide for educators to improve classroom teaching and learning supervisory performance in order to improve the teaching profession in the school.

**Keywords:** teaching and learning supervision, teacher's attitude, students' participation, teaching, learning, classroom supervision

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## **INTRODUCTION**

The implementation of supervision in teacher's classroom teaching and learning at secondary and lower secondary level is mandatory so as to guide teacher's teaching in the classroom, as well as to enhance teachers' motivation through constructive feedback (Vijayaamalar & Suhaida, 2013). Therefore, it is undeniable that the supervisory process can help the school to evaluate the competence of teachers in terms of skills, knowledge and behavior of teachers towards teaching and learning in the classroom through the involvement of students (Gurnam & Chan, 2010). In addition, supervision also helps teachers improve their teaching proficiency so that teachers are more confident and able to overcome the problem of student learning (Gibson & Dembo, 1984). As a result, teachers can improve classroom teaching competence with the ability to deliver teaching content systematically and in a structured manner, using language that is easy to understand by students at all levels of ability, providing clear explanations with appropriate examples, emphasize on the essential contents of teaching by linking teaching contents to the students' existing experiences as well as being able to use the teaching aids better to explain the concept of teaching more effectively so that pupils can engage during teaching and learning (Mat Rahimi & Mohd Yusri, 2015).

### **Problem Statement**

Qualified teachers are important in implementing effective teaching in the classroom (Abebe, 2014; Ahmad Kamal, Abd. Rahman & Zuraidah, 2015; Anusuya, 2013; Ayob Jantan, 2005; Hamdan Said & Mohd Ali Sukor, 2011; Mat Rahimi & Mohd Yusri, 2015). However, the quality of teachers' teaching is often affected by the lack of teachers' proficiency due to lack of teaching and learning supervision in the classroom (Mohd Yusri, 2012; Mohd Munaim Mahmud, 2013; Mofareh, 2011; Mohammed Sani, 2013; Pajak, 2001; Mukoro & Pupu, 2013). Literacy findings revealed that the quality of teachers' teaching and learning was affected due to the lack of diversification of teaching, low teaching efficiency and not being able to attract students to study (Hallinger, 2011). The implication of teachers' teaching effectiveness remains worrisome as reported by the Quality Assurance Inspector (2009-2011).

Many studies at the international level and at the national level have been conducted to examine the relationship between teacher teaching efficiency and supervision (Shamsudin Mohamad & Kamarul Azmi Jasmi, 2011). Findings by Hendricks (2008) in South Africa revealed that teachers did not perform well because they did not follow the curriculum guide while teaching and did not understand the prescribed policies. Meanwhile, the findings in Malaysia show that teachers' knowledge of concepts, values, lesson content, and learning outcomes is less consistent with the Yearly Teaching Plan provided, the respondents of the study were found to be confused between the content of the lesson and the teaching title, and they only used the teacher-centered technique (Sharifah Zainon Syed Lani, 2002; Lubis, 2008). So it is found that 50% of teacher's teaching and learning are not satisfactory (Akademi Kepimpinan Pengajian Tinggi (AKEPT), 2011). Unsatisfactory teaching is because teaching does not involve pupils completely and when a teacher is only a passive lecture in delivering subject content (PPPM, 2013-2025).

In this regard, the question of the teachers' teaching effectiveness in Malaysia is no different from Western countries. The effectiveness of teachers' teaching is still not achieving the expected standard of professionalism (JNJK, 2010). This suggests that teachers do not have a good level of teaching competence in teaching (Mat Rahimi & Mohd Yusri, 2015). Thus, the effectiveness of teacher's teaching can be enhanced if the implementation of classroom teaching and learning supervision is strengthened to guide and improve teacher teaching (Musfah, 2011). However, until now, the implementation of classroom teaching and learning supervision of teachers in the classroom has not been implemented as best as it has been reported by JNJK since 2010. This is because the supervisor does not understand the supervisory process and does not apply the basic knowledge of the supervisory process as directed by the Ministry of Education (Ahmad Kamal et al., 2015). Therefore, this issue needs to be examined in order to resolve the issues rose. If not overcome, it is feared to be a challenge in the current education world.

### **The Theory of Teaching and Learning Supervision**

The teaching and learning supervision theory adapted from the Development Supervision Model "Development Supervision" by Glickman *et al.*, (2004, p. 11), explains that the pre-requisite to be fulfilled by a supervisor in conducting teaching and learning supervision is related to supervisory knowledge and skills which include confidence to supervisors, supervisor support towards active teaching and supervision that functions as a development. Therefore, in order to facilitate knowledge in supervision, supervisors need to acquire the knowledge either directly or seek help through curriculum development, professional development, action research or group development. These aspects can help supervisors achieve organizational goals and meet the needs of teachers and the end result can improve student learning (Glickman, 2004).

The stated pre-requisite element that is confidence in supervisor and supervisor's support for teaching is the element that is the basis in determining the effectiveness of implementing teaching and learning supervision in the classroom. The basics have also been suggested by scholars who state that knowledge and skills can determine the quality of supervision highlighted by a supervisor in order to guide the teachers' teaching (Olivia & Pawlas, 2004; Wiles & Bondi, 2004; Lovell & Bondi, 1996; Alfonso, Firth & Nerville, 1981).

### **Purpose of Study**

Generally, this study was conducted to examine the confidence in teaching and learning supervisors, supervisory support for teaching, teachers' attitude towards supervisors and student participation in teaching and learning. It is hoped that with the implementation of this study, a model can be developed. So the validation aspect of the constructs and the compatibility of the study data with the formed model will be emphasized.

### **Study Hypotheses**

*H<sub>01</sub>*: There is no significant relationship between confidence in supervisors (CiS) with student participation (SP).

- Ho2:* There is no significant relationship between confidence in supervisors (CiS) with teacher attitude towards supervision (AtS).
- Ho3:* There is no significant relationship between teacher attitude towards supervision (AtS) with student participation (SP).
- Ho4:* There is no significant relationship between supervisor support towards teaching and learning (SS) with student participation (SP).
- Ho5:* There is no significant relationship between supervisor support towards teaching and learning (SS) with teacher attitude towards supervision (AtS).

## **METHOD**

### **Research Design**

This study uses a quantitative approach using questionnaires. This study was conducted to identify the relationship between confidence in supervisor, supervisor support towards teaching, teacher attitude towards supervision and student participation. This research had received an approval from university ethical committee. After receiving the approval, a letter from the university graduate school was asked to proceed with data collection.

### **Sampling Technique**

The data collection process was carried out in the selected population of school teachers in the Kubang Pasu District in Kedah. A total of 120 teachers from 10 schools in urban and rural areas were involved in the sample study using stratified random sampling techniques and determination of sample size using Krejic and Morgan (1970).

### **Research Instrument**

The questionnaire used in this study was taken from Ebmeier (2003) for confidence variables towards supervisor and supervisor support for teaching. The questionnaire of teacher attitude towards supervision was taken from Ramin (2014) and the student participation variables were taken from the Sayer (1992) questionnaire. The item details are shown in the table below.

Table 1  
Details for Confidence in Supervisor and Supervisor Support towards Teaching

Details	Items
Confidence in Supervisor	I have confidence in the Supervisor I am satisfied with my confidence in the supervisor. I am satisfied with the ability shown by the supervisor. I am satisfied with the professional leadership shown by the supervisor. There is space for open communication between teachers and supervisor. The decision made in the supervision is fair.
Supervisor Support towards Teaching	My supervisor is very supportive in my quest to be a good teacher. The supervisor really helped me to try to improve teaching in the classroom. My supervisor honestly cares about helping to improve teaching techniques. I really believe the supervisor really cares about improving me as a professional. I am very confident that the supervisor really cares about improving me as a professional.

(Source: Ebmeier, 2003)

Table 2  
Details for Teachers' Attitude towards Supervision

Details	Items
Teacher's Attitude towards Supervision	Supervisor is more towards finding teachers' weaknesses. Supervision done is trustworthy. The supervision is aimed at sharing shared responsibilities between teachers and supervisors. Supervision is performed with the aim of control rather than upgrading. Supervision is an examination and not a cooperation process. Supervision creates excitement for teachers. Supervision focuses heavily on teachers.

(Source: Ramin, 2014)

Table 3  
Details for Students' Participation

Details	Items
Students' Participation	Maintain an environment where students are actively involved, working together on a task. Implementing an effective classroom management system for positive student behavior (discipline). Use positive reinforcement patterns with students. Help students find and correct mistakes and inaccuracies. Develop student feedback, self assessment and assessment skills.

(Source: Sayer, 1992)

### Data Analysis

The data were analyzed using descriptive statistics method to describe the respondents' information using SPSS 22.0 software. While Partial Least Squares Equation Modeling (PLS-SEM 3.0) was used to test inferential statistics.

**FINDINGS**

The study finding and discussion are based on research objective specified. The respondents of the study involved 120 teachers in secondary schools in Kedah.

Table 4  
Distribution of Respondents by Gender, Age, Teaching Experience (n=120)

Profile	Factor	Number	Percentage
Gender	Male	40	33.3
	Female	80	66.7
	<b>Total</b>	<b>120</b>	<b>100.0</b>
Age	26 to 35	21	17.5
	36 to 45	40	33.3
	46 to 55	59	49.2
	<b>Total</b>	<b>120</b>	<b>100.0</b>
Teaching Experience	1 to 3 years	4	3.4
	4 to 9 years	19	15.8
	10 to 15 years	30	25.0
	More than 15 years	67	55.8
	<b>Total</b>	<b>120</b>	<b>100.0</b>
Supervised by	Principal only	11	9.2
	Senior Asistant	38	31.7
	Senior Teacher	52	43.3
	Panitia Head	12	10.0
	SIC+	7	5.8
	<b>Total</b>	<b>120</b>	<b>100.0</b>

**Analysis and Result Finding**

*Evaluation of Assessment Model*

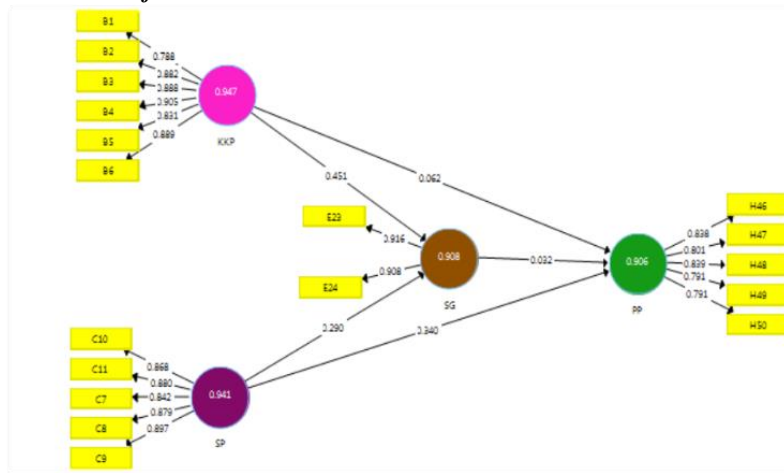


Figure 1  
Analysis Result of Assessment Model

Table 5  
Composite Reliability and Cronbach's Alpha

Construct	No. of Indicator	Composite Reliability	Cronbach's Alpha
Confidence in Supervisor (CiS)	6	0.947	0.933
Supervisor Support towards Teaching and Learning (SS)	5	0.941	0.922
Teachers' Attitude towards Supervision (AtS)	2	0.908	0.797
Students' Participation (SP)	5	0.906	0.871

Table 5 shows the constructs and the number of indicators used to evaluate two aspects namely (1) internal consistency based on alpha cronbach values and (2) composite reliability. The results of the analysis showed that the alpha cronbach value and the composite reliability value for the four study constructs were above 0.7, indicating good internal consistency (Hair et al., 2014).

Table 6  
Evaluation of Assessment Model

Construct	Indicator	Loading	CR	AVE	Convergent Validity (AVE > 0.5)
Confidence in Supervisor (CiS)	B1	0.788	0.947	0.748	YES
	B2	0.882			
	B3	0.888			
	B4	0.905			
	B5	0.831			
	B6	0.889			
Supervisor Support towards Teaching (SS)	C7	0.868	0.941	0.763	YES
	C8	0.880			
	C9	0.842			
	C10	0.879			
	C11	0.897			
Teachers' Attitude towards Supervision (AtS)	E23	0.916	0.908	0.831	YES
	E24	0.908			
Students' Participation (SP)	H46	0.838	0.906	0.660	YES
	H47	0.801			
	H48	0.839			
	H49	0.791			
	H50	0.792			

**Indicator is valid as convergent if loading value factor >0.5**

**Note:** CiS and SS are dimensions for teaching and learning supervision construct, AtS is the dimension for Teacher's Teaching Competency, CR = Construct Reliability, AVE= Convergent Validity

Table 6 shows the results of the convergence validity rating that is the value of AVE has reached its stated level (Hair et al., 2014; 2017). From the convergent validity value analysis, the value of AVE for the constructs of this study was accepted, that is

confidence in the supervisor (AVE = .748), while the supervisor's support for teaching showed the value (AVE = .763). Student participation recorded the value (AVE = .660) and the teacher's attitude toward supervision recorded the value (AVE = .831). These four constructs are rated based on the assessment of the first order.

Table 7

Fornell-Larcker Criterion Analysis

Construct	CtS	SP	AtS	SS
Confidence in Supervisor (CiS)	<b>0.865</b>			
Students' Participation (SP)	0.336	<b>0.812</b>		
Teachers' Attitude towards Supervision (AtS)	0.667	0.286	<b>0.912</b>	
Supervisor Support towards Teaching and Learning (SS)	0.744	0.406	0.625	<b>0.873</b>

**Note:** AVE square root value (bolded). Other value is the correlation value

Table 7 shows the results of the Fornell-Larcker Criterion analysis achieved through the discriminant validity that exists between the constructs. The AVE square root value ( $\sqrt{\text{AVE}}$ ) is greater than the value of other construction correlation beneath it or its control. This shows that each construct differs from the value of the other constructs.

### Structural Equation Model Assessment

Structural Equation Model Assessment was conducted to determine collinearity (correlation) and to assess the significance and relevance of the relationship. Table 8 shows that the variables for confidence in supervisor (CiS) and the supervisor support for teaching (SS) have Variance Inflation Factor value of less than 5 (VIF <5) on student participation variable (SP). While the teacher's attitude toward supervision (AtS) and the supervisor's support towards teaching (SS) also show the value of Variance Inflation Factor less than 5 (VIF <5) on student participation variable (SP). Thus, this finding shows no correlation between the study variables.

Table 8

Construct Correlation Assessment

Relationship	VIF
CiS → SP	2.630
CiS → AtS	2.237
AtS → SP	1.930
SS → SP	2.399
SS → AtS	2.237

\*VIF < 5 = No Correlation

### Structural Model Assessment

The results of the structural model analysis are shown in Figure 2 which meet the criteria of the Evaluation of Assessment Model based on the Partial least Squares Structural Equation Modeling (PLS-SEM) analysis procedure with the help of Smart-PLS 3.0



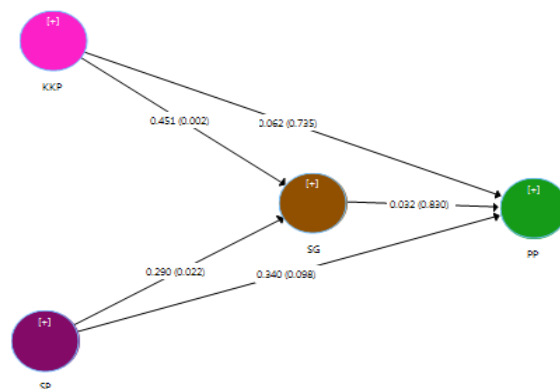


Figure 2  
Result of Hypothesis Model Analysis

Table 9  
Assessment of Significance and Relevance of Relationships in Structural Model

Hypothesis	Relationship	Std. Beta	T value	P value	Result
<i>Ho1</i>	CiS → SP	0.062	0.339	0.735	Not Significant
<i>Ho2</i>	CiS → AtS	0.451	3.159	0.002	Significant
<i>Ho4</i>	AtS → SP	0.032	0.214	0.830	Not Significant
<i>Ho5</i>	SS → SP	0.340	1.656	0.098	Not Significant
<i>Ho6</i>	SS → AtS	0.290	2.304	0.022	Significant

Note: \*p<.05

The analysis of the significance of the relationship between the variables is shown in Table 9 in the order of the hypothesis tested. The analysis showed that there was a significant correlation between the confidence level ( $p < 0.05$ ) and the insignificant relationship at the confidence level ( $p > 0.05$ ).

*Ho1*: There is no significant relationship between confidence in supervisor (CiS) with student participation (SP).

Based on the analysis, there was no significant relationship between confidence in supervisor and student participation ( $\beta = .062, t = .339, p = .735$ ). Hence the findings show that H1 failed to be rejected. Hence, confidence in supervisor does not increase teachers' teaching competence towards student participation in the classroom.

*Ho2*: There is no significant relationship between confidence in supervisor (CiS) and teachers' attitude towards supervision (AtS).

Confidence in supervisors shows a significant relationship with teachers' attitude towards supervision ( $\beta = .451, t = 3.159, p = .002$ ). This finding demonstrates that confidence in supervisors has a positive influence on teachers' attitude towards supervision. So *Ho2* was denied.

*Ho3:* There is no significant relationship between teacher attitude toward supervision (AtS) and student participation (SP).

Teacher attitude toward supervision showed no significant relationship with student participation ( $\beta = .032$ ,  $t = .214$ ,  $p = .830$ ). The findings show that the attitude of the teacher to the supervision does not directly influence the attitude of the teacher with the involvement of students in the classroom. This analysis test shows that *Ho3* failed to be rejected.

*Ho4:* There is no significant relationship between supervisor support towards teaching (SS) and student participation (SP).

The supervisor's support for teaching showed that there was no significant relationship with the student participation in the classroom ( $\beta = .340$ ,  $t = 1.656$ ,  $p = .098$ ). *H4* is then accepted and rejected *H0*. This shows that supervisor support towards teaching does not involve the involvement of students in improving the teaching competence of teachers in the classroom.

*Ho5:* There was no significant correlation between supervisor support towards teaching (SS) and teacher attitude towards supervision (AtS).

Supervisor's support for teaching shows a significant relationship with teacher's attitude toward supervision ( $\beta = .290$ ,  $t = 2.304$ ,  $p = .022$ ). *Ho5* was rejected and *H0* accepted. This finding shows that supervisor support towards teaching gives a positive influence on teacher attitude towards supervision.

## DISCUSSION

The teaching and learning supervision theory has explained that a supervisor needs to have supervisory knowledge to determine the effectiveness in improving the teachers' teaching in the classroom (Glickman, 2004). The findings show that the confidence in the supervisor element has a significant relationship with the teachers' attitude towards the supervisor. This clearly demonstrates that supervisors have a high level of knowledge and skills in carrying out supervision that is to provide confidence in the teachers in their efforts to improve the teachers' classroom teaching (Anusuya, 2013; Hamdan & Rahimah, 2011; Mohd Munaim Mahmud, 2013). This finding illustrates that teachers are positive about the supervision performed on them and the teachers feel confident with supervisors who can guide and support them to improve teaching in the classroom (Glickman, Gordon & Ross-Gordon, 2004; Vijayaamalar & Suhaida, 2013). Hence, teachers' positive attitude towards supervisors can have a positive impact in enhancing the potential of teaching tasks as well as demonstrating communication effectively in the direction of excellence in teaching professionalism (Abebe 2014; Norlela & Mohd Munaim, 2011). This statement supports the findings of Mardhiah and Rabiatul (2016) which is the element of confidence in the supervisors is in keeping with the supervisory aspect in the classroom that contributes to positive attitude towards supervisory. Therefore as stated by Hamdan and Mohd Ali (2011), Mat Rahimi and Mohd Yusri (2015), Shahril (2005), Wan Shafira (2011) and Zainuddin (1998) that the

supervisory process is expected to increase the teachers' teaching competence in schools.

In addition, the findings also show that the supervisory support element has a significant and positive relationship to the attitude of the teacher. This finding also explains the support of supervisors towards teacher teaching in the classroom and creates a positive attitude in the teachers, where teachers are able to provide co-operation during supervision (Shamsudin & Kamarul Azmi, 2011). The supervisor's support in teachers' teaching can encourage teachers to improve teaching techniques in the classroom by creating an effective learning environment by using a diverse and systematic approach (Abdul Rahman, 2010; Mat Rahimi & Mohd Yusri, 2015). When supervisors can support teachers' teaching, teachers will be more motivated to intensify teaching strategies, techniques and teaching methods as well as to create active student participation in the classroom (Mohd Yusri & Aziz, 2014; Mat Rahimi & Mohd Yusri, 2014; Yusri 2012; Shahril, 2005).

This study also found that teachers' attitude toward supervision did not influence the level of student participation in the classroom. This finding is also supported by Anusuya's study (2013) which found that 20% of teachers liked the supervision. This is because teachers' attitude toward supervision does not influence the involvement of students in the classroom while teachers are supervised. The findings also explain that teachers' attitude toward supervision does not affect the participation of students in the classroom while teachers are being assessed by supervisors (Abdul Ghani & Anandan, 2012; Aniza & Zaidatol Akmaliah, 2013; Bitty et al., 2010; Davarajoo, 2012; Hallinger, 2008, 2011; Jawi, Yusof & Usang, 2013).

In this study, confidence in the supervisor, the supervisor's support for the teaching and the attitude of the supervisor did not influence the element of teacher's teaching competence which is the participation of students in the classroom. This is because confidence relationship with supervisor, supervisor support in teaching and teacher attitude towards supervision shows low correlation with element of teacher's teaching competence which is student participation in classroom. This finding explains that low CiS, SS and AtS relationships contribute to low teacher teaching competence (Ahmad Kamal Ariffin, Abd. Rahman Idris and Zuraidah Abdullah, 2014; Alimuddin Mohd Dom, 2006). This shows that the confidence in the supervisor and the knowledge gained from the supervisor's support for the teaching less influenced the teachers' teaching competence (Anuar Ahmad, Siti Haishah Abd Rahman & Nur Atiqah Abdullah, 2009). In conclusion, this finding shows that high frequency of supervision will result in high improvement of teacher's teaching competence. It is estimated that the results of the study analysis are influenced by other factors such as supervisory experience, supervisory expertise, supervisory frequency and so on which contributes to the teaching competence of teachers especially towards the participation of students in the classroom (Berhane, 2014; Bitty Salwana, Ahmad Basri, Ramlee, & Mohammed Sani, 2010).

In addition, the study analysis also succeeded in developing a structured model of teaching and learning supervision that demonstrates the relationship between confidence in the supervisor (CiS) and supervisor support towards teaching (SS) with teacher

attitude towards supervision (AtS). So in this study it can be concluded that the implementation of classroom teaching and learning supervision requires the element of confidence in the supervisor and the supervisor's support in teaching. This is because successful execution of classroom supervision is often associated with teacher attitude towards supervision which leads to the effectiveness of teacher teaching in the classroom. The level of effectiveness of teacher teaching depends on the teacher's teaching competence that determines the achievement of students in school because of the ability of teachers to diversify teaching techniques (Ahmad Kamal et al., 2014; Mat Rahimi & Yusri, 2015). Thus the supervision of teachers in the classroom is more likely to use the element of confidence in the supervisor and the supervisor's support of the teaching rather than the elements of knowledge and other technical skills to influence the attitude of the teacher to the supervision. When looking at confidence relationships with supervisors and supervisor support towards teaching, both approaches in the supervision have a weak positive relationship with the involvement of students in the classroom. This shows that the implementation of supervision does not contribute significantly to student participation in the classroom.

### **CONCLUSION**

The overall findings of this empirical study have reinforced the arguments of scholars in the field of education that the teacher's teaching competence for the element of student participation in the classroom during the supervised teacher was not influenced by the supervisory element. Even the effectiveness of teacher's teaching depends on the process of implementing classroom supervision on teachers. However, the performance of the supervision depends on the attitude of the supervisor. This has been proven by the development of structured model which shows the relationship between supervisory elements that is confidence in the supervisor, supervisor's support to teaching, teacher's attitude toward supervision with element of teacher teaching competency that is student participation. The classroom teaching and learning supervisory structure developed is in line with the development supervision theory by Glickman (2004) underlying this study. The findings show that in the classroom supervision process, especially on the teaching competence of teachers, there are external factors affecting the teachers' teaching competence in schools. This clearly shows that teachers in secondary schools in the Kubang Pasu District are unsure of the supervisors and have not received supervisory support for teaching fully to improve teaching competence, especially in the participation of students in the classroom. If teachers are not able to increase student participation in the classroom then teachers' teaching effectiveness is worrisome. Hence, proper efforts need to be made to strengthen the supervisory implementation method through confidence elements in the supervisors and supervisor support towards teaching in order to produce excellent teachers and good teaching competencies in the classroom.

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