

Factors Associated to Teachers' Motivation towards the Implementation of Learning Supervision in Secondary School

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Abstract- The purpose of the study was to identify the motivational factors on teachers towards the implementation of learning supervision in secondary school. The assessment of teachers' motivations towards learning supervision was measured by questionnaires developed based on literature that encompasses of 48 items in related to the related domain. The participants of the study were 65 teachers from two secondary schools in Raub, Pahang. The result of the study suggests that there are about five factors that may involve in measuring the teachers' motivations towards the learning supervision in school that is (i) Systematic reporting on learning supervision, (ii) Environmental support and (iii) Training on learning supervision, (iv) Well planned on academic and co-curricular activities and (v) Support and encouragement. Thus, any changes in our educational system that can promote to the higher levels of teacher motivation should be improved to ensure the objective of learning in school can be achieved.

Index Terms- Motivation factor, secondary school, learning supervision, factor analysis.

I. INTRODUCTION

Malaysia's education system has set a policy that the implementation of co-curricular is the "teachers' primary responsibilities" in every school. Meanwhile, headmaster and principal plays an important role in the implementation of learning supervision in classroom. But this role can be support or help by the second leader in line after the principal and the committee subject leaders (SPI. KPM Bill. 3 / 1987). The purpose in the implementation of learning supervision is to assist the school education management in seeing the effectiveness of teaching and learning in the classroom. The results from the implementation of learning supervision in school will help to stimulate teachers' growth and a means of helping teachers to achieve excellence in their teaching. Furthermore, this implementation will also help to improve the learning and teaching situation in the school with a proper plan from teachers and school administrators.

Educational activities need supervision and inspection to achieve educational objective. Supervision and inspection are good machineries to upgrade teachers into required standard. Teachers need supervision and inspection to work harder no matter their level of experience and devotion. Without supervision, teachers and school administrators will backslide rapidly in their performance. The main purpose of this study was

to identify the implementation of learning supervision level in secondary school throughout Malaysia. Hence, the results from this study shall help identify the actual planning side, implementation, reportage, teacher responses and post-mortem implementation. Apart from that, factors which influenced teachers' motivation on the implementation of learning supervision in school will be identified. The study presents the results of teachers' perception carried out on two secondary schools located in Raub, Pahang using a questionnaire based assessment. The outcomes of the study should assist in identifying particular instructional aspects that require adjustment and improvement, and aim to provide a better understanding on teachers' motivation towards learning supervision.

II. LITERATURE REVIEW

According to Ogunsaju (1983), supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups of people with the hope of obtaining their cooperation in order for the supervisors to be successful in their task of supervision. It is the practice of monitoring the performance of teachers involved, noting the merit and demerits and using befitting techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

Adepoju (1998) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Supervision in school therefore is a vital process and combination of activities that are concerned with the teaching and improvement of the teaching in the school framework. Improving the supervision of instruction in school is of great concern to Ministry of Education in Malaysia. According to Educational Act (1996), the main purpose of learning supervision is to ensure the level of teaching among teachers' meet the required standard. Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework.

Realizing on the importance of supervision in deciding the effectiveness of co-curricular management implementation, most schools have made the supervision process as one of the main task which undertaken by the administrator (Rahimah, 1986; Hussein, 1993; Hamsah, 2003; Aminuddin, 2005). But the

question whether the teacher understands and prepares being supervised by their teaching. For administrator on the other hand, supervision implementation are carried out by using proper steps and approach (Hamdan and Lim, 2007). If learning supervision was implemented by the administrators according to the scheduled time, the arise issue whether the supervision gives impact on the teachers' motivation and thus have an impact on students' achievement (Halimah, 2006).

Research by Lim Yeong Chying (2007) against 120 teachers from six technical secondary school in Penang finds teachers were lack of exposures towards concept and purpose of supervision. Therefore, recommended teachers to be given exposure on this matter which will be implemented continuously in order to develop their potential and increase their professionalism. Hamdan and Lim (2007) in a study of 217 respondents consists of teachers in relation to their perceptions of supervision implementation among teachers in SJK Cina Zon Tiram, Johor has raised issues regarding the teacher's misunderstanding on the process and concept of supervision in school. According to them, the misunderstanding will create a negative perception by teachers and can be seen as a trick to them. If this happens, the instructional leadership role will be doubted and questioned. This matter can indeed happen because school administrator is the instructional leadership in school who had delegated the learning supervision implementation to the second leader line consists of senior assistant school.

According to a study conducted by Che Mohd Norazizul (2007) and Shafira Wan (2011) on the implementation of supervision practices among trainee teachers, he found out that there are a few of supervisor who practiced autocratic system when doing their supervision. He also found that there are supervisors who required their trainee teachers to teach according to their way of teaching. By right, the supervisor should encourage their trainees to teach in their own way since teaching is actually an art. The trainees should not be restricted with their supervisor teaching style and its up to them to implement any creative activities in order to achieve the objectives of teaching and learning in the classroom. Meor Ibrahim and Norziana (2008) on 92 trainee teachers from the Faculty of Education, Universiti Teknologi Malaysia 2007/2008 found that the supervision of teaching methods among teachers, the level of supervision practices among teachers by school counselors is only average. Therefore, this matter should be taken seriously in order to identify reasons for getting moderate level whereas the objective of supervision in schools is to produce the best quality of supervision.

According to Sullivan and Glanz (2000), the supervisors inability to practices effective supervision can lead stress and discomfort to the teachers. Supervisor should consist of experienced and skilled teachers. Supervisor skills and experienced can create an interest and satisfaction among the teachers who being supervised (Lovell and Wiles, 1983). Experience and skills will also raise confidence among the supervisors. According to Sergiovanni and Starrat (1998), supervisors need to nurture confidence from all the teachers who will be supervised. This statement is similiar to the assertion by Arrendondo et. al. (1995) saying that without trust from the teachers towards their supervisors, the objective of improving the experience and teaching skills in the school will be impossible to

achieved. It explained further by Sergiovanni and Starrat (1998), instructional leadership must identify the teachers' needs and provide training or course to them on the concept and objectives of supervisory implementation in schools. Teachers will feel more confident and motivated when they are given advance training courses for their professional development.

III. METHODOLOGY

The study surveyed the teachers in two secondary schools in Raub, Pahang. The main objective of the study was to identify the motivational factors on teachers towards the implimentation of learning supervision level in secondary school. The assessment of teachers' motivations towards learning supervision was measured by questionnaires developed based on literature. The questionnaire encompasses of 48 items in related to the factors that may contribute to teachers' motivation towards learning supervision. The questionnaire was divided into three major parts. Section A is related to the schools' background and Section B is the respondents' demographic profile. Meanwhile sections C are the items that evaluate the implementation of learning supervision in school. A five-point Likert scale for each item was used for the questionnaire. Choice of response were from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher measures of agreement of each item factor. Based on the Likert scale used, respondent are able to evaluate their perception towards the item factors asked to them. According to the literature, there are many measurement of Likert scale has been used by researcher and it is depend on the purpose of the research conducted. The range of Likert scale used is wider in order to provide an opportunity and freedom to respondents to give their perception towards statement tested. According to Sekaran (2006) the variations in respondents' answer provided by Likert scale is very important. Byrne (2010) however stated that if the numbers of response categories are wider and close to a normal distribution of data, the question of whether the data types are ordinal or interval can be ignored. Hence, for the purpose of the study, the researcher was be able to proceed the analysis using parametric tests method. All data that had been collected were analyzed by using *Statistical Package for the Social Sciences* (SPSS) Software. Factor analysis has been applied in order to investigate the implementation of different factors which may motivates the teachers' interest in teaching.

IV. RESULTS & DISCUSSION

There are about 65 completed questionnaires were collected. Respondents of the study consists of 21 (32.3%) male and 44 (67.7%). Majority of the respondents were Malay (87.5%) and the rest was Chinese (7.8%), and Indian (4.7%). The distributions of respondents' age group was equally distributed. Majority of the respondents were having bachelor degree and the teaching experience among the teachers were also equally distributed among each group. Table 1 shows the distribution of respondents under study based on their demographic informations. This result is important for the researcher to identify the respondents

behavior towards certain aspects pertaining to their demographic informations.

Factor analysis has been applied in order to investigate the different factors which may contribute to teachers' motivations towards the learning supervision. The Kaiser-Meyer-Olkin measures of sampling adequacy was calculated at 0.725, which considerably higher and satisfy. A scree plot was generated and indicate that the number of dimension lay between six factors only (Figure 1). Principal component extraction was used based on Kaiser's criterion, produce five factor components (Table 5). The sixth factors has been omitted due of having only two items which considerable not suitable to be constructed as single factor. Many of the communalities values indicate very high value (Table 5). Community values that below than 0.6 was omitted from the analysis. Furthermore, eigen values ranged from 7.567 for first factor to 1.256 for the ninth factor and the solution accounted for 78.15% of the total variance in the questionnaire. For the factor analysis, the components for each factor are defined in Table 6 . Therefore, variables were ordered and grouped accordingly (Table 6) and interpretative labels. Five factors suggested for the items domain were (i) Systematic reporting on learning supervision, (ii) Environmental support and (iii) Training on learning supervision, (iv) Well planned on academic and co curricular activities and (v) Support and encouragement.

The first domain is defined by six items. From the items obtained that falls under this domain, it seems reasonable to identify it is a *Systematic reporting on learning supervision* domain. In this context, the items in this dimension can be characterised under the implementation of systematic reporting on learning supervision in school. The second domain is defined

by nine items and it seems that the domain suits for representing the group of *Environmental support*. The nine items is suits to be grouped in this domain since it is related to the school environmental support towards the learning supervision in school. The third domain is defined by Training on learning supervision since most of the grouped items fall under this domain related to the issue of environmental support. The fourth domain is defined as *Well planned on academic and co curricular activities* since most the items fall under this domain that was related to the school administrative planning whether in academic or co curricular activity. The last domain that was been identified through the study was *Support and encouragement*. There are only three items grouped under this domain and all three items are related to the support and encouragement.

Despite of the possible limitations of the study, it has clear implication for future research. A major limitation that can be obtained from the study is that the strategy on data collection was not investigated directly on teachers' motivations towards learning supervision, but rather was based on the teachers' perceptions. Future research should too focus on an investigating involving the classroom observations by independent observers on the teachers. Besides that, it would be important in such of doing extensive analysis on the relations of motivational aspects towards learning supervision. The factor that significantly contributes to the teachers motivational factors on learning supervision are another possible analysis suggested for the future research.

The findings from the study could be beneficial to us in order to strengthen the understanding of the role of strategy use in learning supervision process without neglecting the factors that can contribute to the teachers' motivations.

V. FIGURES AND TABLES

Table 1: Respondents' Demographic Profile

Variable		Frequency	Percent
Gender	Male	21	32.3
	Female	44	67.7
	Total	65	100.0
Race	Malay	56	87.5
	Chinese	5	7.8
	Indian	3	4.7
	Others	0	0.0
	Total	64	100.0
Age	< 25 years old	2	3.0
	26-30 years old	15	22.7
	31-35 years old	13	19.7
	36-40 years old	11	16.7
	40-45 years old	14	21.2
	> 45 years old	11	16.7
	Total	66	100.0
Professional Qualification	Teaching Certificate	8	13.1

	Admin Diploma	17	27.9
	Bachelor Education	35	57.4
	No Certificate	1	1.6
	Others	0	0.0
	Total	61	100.0
Academic Qualification	SPM / STPM	0	0.0
	Diploma	3	5.8
	Bachelor Degree	43	82.7
	Master	6	11.5
	Philosophy Doctor	0	0.0
	Total	52	100.0
Teaching Experience	> 1 year	3	4.6
	2 - 5 years	12	18.2
	6 - 10 years	15	22.7
	11 - 15 years	14	21.2
	16 - 20 years	11	16.7
	> 21 years	11	16.7
	Total	66	100.0
Teaching Experience in Current School	> 1 year	8	12.1
	2 - 5 years	26	39.4
	6 - 10 years	14	21.2
	11 - 15 years	13	19.7
	16 - 20 years	4	6.1
	> 21 years	1	1.5
	Total	66	100.0

Table 2: Results of Kaiser – Meyer – Olkin (KMO) measure and Bartlett’s Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.725
Bartlett's Test of Sphericity	Approx. Chi-Square	3162.584
	df	1128
	Sig.	.000

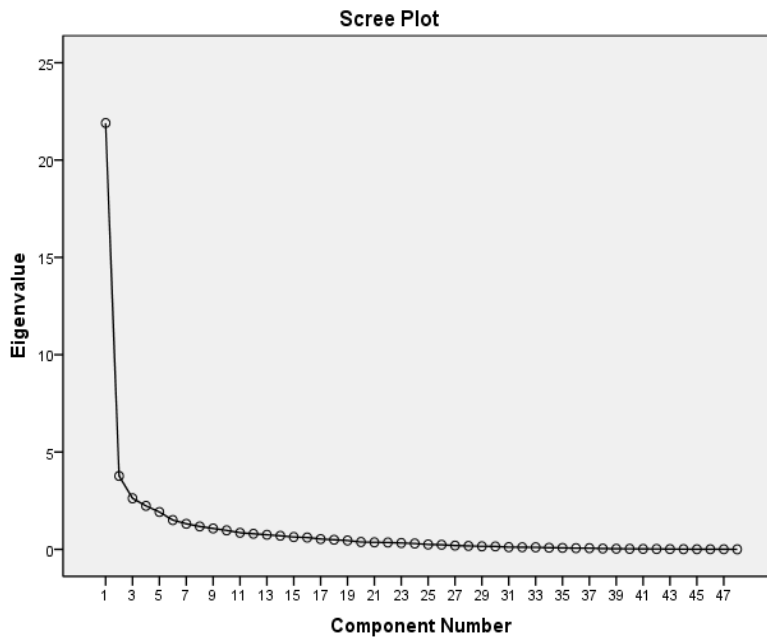


Figure 1: Scree Plot

Table 3: Total Variance Explained

Component	Initial Eigenvalues		Cumulative %
	Total	% of Variance	
1	21.900	45.626	45.626
2	3.769	7.852	53.478
3	2.622	5.463	58.941
4	2.234	4.654	63.595
5	1.919	3.999	67.593
6	1.504	3.133	70.727
7	1.313	2.736	73.463
8	1.177	2.452	75.915
9	1.073	2.235	78.151
10	.975	2.032	80.183
11	.854	1.779	81.962
12	.800	1.667	83.629
13	.748	1.557	85.187
14	.699	1.456	86.643
15	.633	1.319	87.962
16	.609	1.269	89.232
17	.530	1.104	90.335
18	.495	1.032	91.367
19	.456	.950	92.317
20	.378	.787	93.103
21	.359	.749	93.852

22	.351	.732	94.584
23	.327	.680	95.264
24	.302	.628	95.893
25	.250	.521	96.414
26	.236	.492	96.906
27	.194	.403	97.310
28	.180	.374	97.684
29	.156	.326	98.010
30	.151	.314	98.323
31	.114	.237	98.560
32	.111	.232	98.792
33	.105	.218	99.009
34	.085	.177	99.186
35	.077	.161	99.347
36	.063	.132	99.479
37	.062	.128	99.607
38	.043	.089	99.697
39	.030	.062	99.759
40	.029	.060	99.819
41	.022	.047	99.865
42	.019	.039	99.904
43	.014	.030	99.934
44	.010	.021	99.954
45	.008	.017	99.971
46	.006	.013	99.985
47	.004	.009	99.993
48	.003	.007	100.000

Table 4: Rotated Sums of Squared Loadings

Component	Rotated Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	7.567	15.764	15.764
2	7.382	15.379	31.143
3	6.929	14.435	45.578
4	6.557	13.660	59.238
5	3.145	6.552	65.790
6	1.652	3.442	69.231
7	1.630	3.397	72.628
8	1.395	2.907	75.535
9	1.256	2.616	78.151

Table 5: Items Component Matrix

	Component				
	1	2	3	4	5
A1			.709		
A3			.683		
A4					.799
A5					.789
A7			.733		
A9			.805		
A10			.770		

A11		.631		
B13	.646			
B15	.652			
B16	.669			
B19	.734			
B23	.661			
C26			.773	
C27				.626
C28		.730		
C30			.623	
C31			.627	
C33			.772	
C34	.634			
C35	.618			
C36	.626			
C37	.634			
D41	.761			
D42	.781			
D43	.778			
D44	.765			
D45	.822			
D46	.730			
D47			.683	
E50			.626	
E51			.674	

Table 6: Domain for each items after Factor Analysis

Domain 1		Systematic reporting on learning supervision		
1	0.761	D41	Supervision report were managed by curriculum committee systematically and excellently.	
2	0.781	D42	Supervision report were provided not more than 7 days for ensuring the quality of the information to be steady and accurate	
3	0.778	D43	Teachers were given training in execution report of a program	
4	0.765	D44	Documentation system of supervision report used ISO 1998-2000 quality system	
5	0.822	D45	PIBG (PARENTS AND TEACHERS ASSOCIATION) cared about the findings of supervision report	
6	0.73	D46	Post mortem meetings were organized systematically and results of the report were discussed	
Domain 2		Environmental support		
1	0.646	B13	Principal always concerned in creating conducive learning and teaching environment	
2	0.652	B15	Principal seeked for financial resources to strenghten the teaching and learning environment	
3	0.669	B16	School environment is peaceful, comfortable and safe	
4	0.734	B19	Good communication between teachers and school management	
5	0.661	B23	School has complete educational equipment	
6	0.634	C34	Teachers and PIBG were briefed on the school strategies and goals of the curriculum and academic program	
7	0.618	C35	School administrators always take care of the teachers and students welfare and safety for each academic and curriculum program	
8	0.626	C36	School administrators provides financial and infrastucture support	
9	0.634	C37	PIBG provides financial and infrastructure support	
Domain 3		Training on learning supervision		
1	0.709	A1	Teachers involved in the supervision training plan before carried out the supervision implementation at school	
2	0.683	A3	Teachers were being coached on the supervision method	
3	0.733	A7	Preparation of training supervision was implemented throughout the year	
4	0.805	A9	Satisfied with the training preparation before the implementation of supervision	
5	0.77	A10	Teachers are satisfied with the module training course in preparation for the teacher before being supervised	

- 6 0.631 A11 Teachers can obtain information and related guidelines on the Practice of Teaching Supervision easily
7 0.73 C28 Execution of curriculum and academic programme were implemented according to calendar that has been documented since the beginning of the year

Domain 4		Well planned on academic and co curricular activities	
1	0.773	C26	Teachers understand on the purpose of the learning supervision in school
2	0.623	C30	School administrators monitor the implementation of curriculum development and academic programs
3	0.627	C31	Teachers were happily involved with the planning of curriculum and academic programs
4	0.772	C33	All teachers and PTA were briefed on the objectives and goals of the curriculum and academic programs
5	0.683	D47	Teachers aware of the importance of supervision reports and presented in curriculum management meeting
6	0.626	E50	Principals explained the criteria of teachers who provide excellent teaching in the classroom
7	0.674	E51	Principal often remind the awards that will be gained by teacher if they give excellent services
Domain 5		Support and encouragement	
1	0.799	A4	Teacher are encouraged to share their teaching and learning skills among others
2	0.789	A5	Supervisory practices in teaching and learning among colleagues are encouraged by the school administrators
3	0.626	C27	Teacher knows and understands the importance of academic programs such as extra classes

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