The Relationship between Teaching Supervision with Teachers' Motivation in Secondary Schools

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Abstract – *This article discusses the relationship between teaching supervision and teachers' motivation. In the context of this study, the elements of the quality of teaching supervision is supported by three factors, namely, the factor of knowledge, interpersonal skills, and technical skills. Past studies have shown that all three of these factors play an important role in determining the effectiveness of supervision carried out in an effort to help raise the level of teacher motivation. Therefore, correlation test has been conducted to determine the relationship between the two variables. The study conducted on 261 secondary school teachers showed a significant relationship between the teaching supervision and teachers' motivation. Moreover, the analysis also found that there was a significant difference in the teachers' motivation on teaching supervision according to gender. In addition, there are also significant differences in the teachers' motivation on teaching supervision according to teacher's position (school administrator and teachers).* **Copyright © 2015 Penerbit Akademia Baru - All rights reserved.**

Keywords: Motivation factor, learning supervision, secondary school

1.0 INTRODUCTION

Repeated educational research studies indicate that there is an ongoing decline of supervision in schools throughout the globe today. Numerous studies have indicated that today's education systems in countless nation-states around the globe are facing a number of education-related challenges that are making it difficult for them to achieve educational goals and objectives than ever before. Supervision is directed towards both maintaining and improving the teaching learning process of the school [2]. In the words, supervision is an organized behavior system, which has the function of interacting with the teaching behavior system for the purpose of improving the learning situation of the students [3].

The purpose in the implementation of learning supervision is to assist the school management in seeing the effectiveness of teaching and learning in the classroom. The results from the implementation of teaching 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.

Lack of supervision has apparently made some teachers no longer regard teaching as a desired career and ever take it for granted. To make the matter worse, teachers who fall under this category do not mind about improving their teaching, school performance and report in school whenever they like and do school duties unenthusiastically [4]. Teaching supervision in the

classroom enables school administrators to identify the strengths and weaknesses of teaching and learning for teachers and students at the school from time to time[5,6]. The effectiveness of learning has to be seen to what extent of its effectiveness [7]. To ensure the implementation of teaching supervision is successful, strategic planning should be done by school administrators.

According to supervisors should seek to help those being supervised realize their possibilities and usefulness. The supervisor must also watch the teacher's work, ask the teacher questions about why the teacher used certain teaching methods and provide information on the best teaching practices, enabling educators to improve [8]. Malaysia's education system has developed a policy that implementation of the curriculum is the primary responsibility of teachers in each school. While the implementation of supervision practices in the classroom during teaching is the main task of teachers in schools led by principals and headmasters. Work is allowed for aided by the school administrator of the school's senior assistant teacher. Teaching supervision practices are intended to help the management of education in the school to see the effectiveness of teaching and learning in the classroom. Strategic planning and close cooperation between the school administrators and teachers, reports outcome of supervision will be used to improve the quality of teaching reference and instructional management at their respective schools.

The reports of teaching supervision in the classroom in each school can serve as a very important information for designing a variety of in-house training of teachers, particularly in terms of pedagogy, skills, ways of planning lessons, discuss techniques, the use of time in the classroom, preparation of teaching aids, delivering the lesson, the teacher student interaction, student control and construction of classroom climate as possible.

1.1 Teachers' Motivation

What is motivation, and why is teacher motivation important? The term motivation carries varying definitions and dimensions in literature on the topic. Motivation is the willingness, drive or desire to engage in good teaching which is furthermore acted upon good teaching and here it is also mean adherence to professional conduct and efforts to help students learn as best as the teacher knows[9]. Thus, job satisfaction, self-efficacy, and personal achievement are dynamic components of teacher motivation that both drive and are driven by teacher motivation in a virtuous cycle. When convinced of the effectiveness of improved teaching methods, the motivated teacher will also utilize these methods as part of their effort to help students learn as best as they knows how.

Teachers' motivation also means a variable used to describe the organizational factors that create interest, stimulate, maintain and direct the behavior of a career goal. Work motivation means work done by an employee to achieve the goals set. It is the desire, the will and the desire to do something good. Generally, people perform and do some work for some purpose [10,11,12].

Research on teaching supervision, teacher's motivation and instructional leadership is a phase in the process of the administration of the school and the emphasis is on achieving the goals of teaching [13]. The implementation of quality of supervision will have a positive impact on teaching skills, increase the motivation of students and improve the learning performance [14]. According to, Supervisor and teacher at the school need for creativity, freedom and power, throwing ideas and makea decision. Furthermore, teachers should be given the freedom and

authority to establish goals and direction for the school of their own, according to their potential in school teaching service [15].

The rationale is that each school is different in terms of location, the number of citizens, background socioeconomic status of the school community and the school environment is different. For teachers in Alberta, Canada have found that motivation among teachers was closely with students' achievements, work orientation, recognition of the school administrators and stimuli from the school administrator from time to time[16]. Realizing the teaching supervision practices on teaching process can build motivation among teachers, the importance of an empirical study conducted on the practice of teaching supervision and its impact on the motivation of teachers [17]. Studies also need to look at what level of efficiency, implementing instructional leadership practices of supervision in secondary schools. Thus, the findings will be beneficial to the respective party to set up supervisory assistant teaching in the classroom in every school throughout the country.

1.2 The Importance of Teaching Supervision

In whatever context, supervision is meant for improvement of work performance. Supervision should be used to reinforce effective teaching methods and encourage teacher's growth and professional development. Today, different people views supervision in different lens [18]. In a broad sense, supervision as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills necessary to effectively accomplish the job at hand [19]. Basically, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers.

Measure of the quality of teaching supervision for this study are based on the elements and pre requisites that must be held accountable within an individual supervisor, a knowledgeable, interpersonal skills, and technical skills as well as clinical supervision model based on the importance of pre observation, the actual observations, and post-observation as recommended in the supervision model development[20].

These three factors are complementary in achieving enough quality of teaching supervision [17]. The first aspect that needs to be mastered by every supervisor is aspect of knowledge. In this case, the principal as a supervisor at the school must understand the schools' direction without any exception. They also need to understanding of the methods and the development of teacher education and pedagogy alternative supervision practices that could help to break the cocoon of practice habits at school. In addition, supervisors also need to know what behavior that will leave an impact on teacher and study the forms of interpersonal behavior which can be used to promote a more positive relationship orientation and lead to change [19]. Next, the supervisor should have technical skills to do the planning, assessment, observation, and evaluation of teaching improvement. As a function of development, these three competencies are complementary.

Each supervisor must have knowledge and skills to ensure the development of teachers and the effectiveness of the process supervision [20]. To carry out effective supervision, school administrator must have extensive knowledge in their respective fields and are able to translate this knowledge into practice supervisory skills. Knowledge and skills in supervision for the purpose of uncovering human potential, leadership, communication, coordinate and facilitate change, curriculum development, and as a facilitator for the development of human resources

[15]. Through the opportunities available, teachers can collaborate and share ideas with colleagues and explains the key to success for administrators is the ability to understand the perceptions of teachers [21].

2.0 METHODOLOGY

The sample of the study involved about 261 teachers in selected secondary schools in Labuan and Seremban. A simple random sampling method was applied in order to select four secondary schools. The main objective of the study was to identify the difference on teachers' motivations towards the learning supervision according to their gender and position. Besides that, the study also intend to investigate the correlation between teachers' motivation and teaching supervision. Therefore, the hypothesis related to the study were as follows:

H01: There is no significant different between teachers teaching motivation in implementation of teaching supervision according to gender.

H02: There is no significant different between teachers teaching motivation in implementation of teaching supervision according to teacher's position.

H03: There is no significant difference between the relationship of teaching supervision and teachers motivation.

H04: There is no relationship between teaching supervision and teachers motivation.

The assessment of teachers' motivations towards learning supervision was measured by using questionnaire developed based on literature. The questionnaire encompasses of items that related to the teachers perceptions on their motivation and teaching supervision. 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. The variations in respondents' answer provided by Likert scale is very important [22]. However, it is 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[23]. Hence, for the purpose of the study, the researcher was 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. An Independent Sample t-test and correlation analysis has been applied in order to achieve the objectives of the study.Last hypothesis was tested using multiple linear regression. The data gathered for this study was highly reliable since the overall Cronbach's alpha equal to 0.983.

3.0 RESULTS AND DISCUSSION

About 261 completed questionnaires were collected from the study. Respondents of the study consists of 77 (29.5%) male and 179 (68.6%) female. Majority of the respondents were Malay 216 (82.8%) and the rest was Chinese 8 (3.1%), Indian 6 (2.3%) and others 28 (10.7%). The

distributions of respondents' age group was mostly equally distributed. Majority of the respondents were having between 2 to 20 years teaching experience. 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.

The dependent variable for the study was teachers motivation towards the teaching supervision. Whereby the independent variables wereImplementation of teaching supervision practices (X1), School environment (X2), Integrated management of co-curricular and academic activities (X3), Implementation of teaching supervision reporting (X4) and Rewards to teachers (X5) which as shown in Table 2. Through this context, an aspect of knowledge which related to teachers motivation were asked using eight items. Table 3 showed the summary of descriptive statistics teachers motivation towards the teaching supervision variable. Mean score for each item fall between 3.64 to 3.76. This results shows that the mean score for teachers motivation are high for each items. The overall mean score for this variable is 3.666.

Table 1: Respondents' demographic profile

Demography Information		Frequency	Percentage (%)
Gender	Male	77	29.5
	Female	179	68.6
	No Information	5	1.9
Ethnicity	Malay	216	82.8
	Chinese	8	3.1
	Indian	6	2.3
	Others	28	10.7
	No Information	3	1.1
Teaching experience	Less than 1 year	14	5.4
	2 - 5 years	35	13.4
	6 - 10 years	86	33.0
	11 - 15 years	84	32.2
	16 - 20 years	35	13.4
	More than 20 years	6	2.3
	No Information	1	0.4
Position	Administrator	32	12.4
	Teachers	226	86.6
	No Information	3	1.1
	Total	**261**	**100.0**

Table 2: Teaching supervision practices dimension

Dimension	N	Mean	Std. Deviation	Total mean score
1. Implementation of teaching supervision practices(X1)	261	3.6665	.60577	
2. School environment (X2)	260	3.7107	.49416	
3. Integrated management of co curricular and academic activities(X3)	261	3.7689	.51181	3.617
4. Implementation of teaching supervision reporting (X4)	261	3.5912	.61309	
5. Rewards to teachers(X5)	261	3.3473	.71598	

Table 3: Teachers motivation towards teaching supervision

Item	N	Mean	Std. Deviation	Total mean score
1. Implementation of teaching supervision is well planned	259	3.71	0.744	
2.Implementation of teaching supervision increase teacher motivation	260	3.67	0.723	
3. Teachers are ready to be supervised	260	3.76	0.684	
4. Teachers are positive towards the teaching supervision	259	3.74	0.758	
5.The school administration willing to give support for the implementation of teaching supervision	260	3.67	0.739	
6.The school administration is motivated to implement the teaching supervision	260	3.66	0.807	3.666
7. The school administration shows high commitment to share teaching skills during the implementation of teaching supervision	260	3.69	0.828	
8. The school administration implemented a friendly approach during the teaching supervision session and it boosts teachers motivation	259	3.64	0.802	

3.1 Hypothesis Testing

H01: There is no significant difference between the relationship teachers teaching motivation in implementation of teaching supervision according to gender.

One-way variance analysis has been used to test the first hypothesis which stated that there is no significant different between teachers teaching motivation in implementation of teaching supervision according to gender. According to the test, there is no significat difference on teachers motivations towards teaching supervision according to gender at 0.05 significant level (Table 4). The mean score for each group showed a very small difference among the two groups, that is only 0.137. Thus, it can be concluded from this study that gender factor among teachersdo not have any difference on their teaching motivation in learning supervision. Therefore, the administrators (principals and school principal assistants) can use the same approach while implementing the training of teaching supervision among male and female teachers.

Table 2: Mean score and independent t-test of teachers motivation according to gender

Variables	N	Mean	Std. deviation	Independent t-test p-value	mean difference
Male	77	3.789	0.540	0.074	0.137
Female	178	3.652	0.597		

H02: There is no significant different between teachers teaching motivation in implementation of teaching supervision according to teacher's position.

Another one-way variance testing has been used to test whether There is no significant different between teachers teaching motivation in implementation of teaching supervision according to teacher's position.The analysis showed that there is a significant difference between teachers teaching motivation in implementation of teaching supervision according to teacher's position at 0.05 significant level (Table 5). The mean score among the administrators are higher than the ordinary teachers. It can be seen that the motivation among ordinary teachers lower and the administrators must take into consideration on what ordinary teachers feels when implementing the teaching supervision sessions.

Table 3: Mean score and independent t-test of teachers motivation according to teachers position

Variables	N	Mean	Std. deviation	Independent t-test p-value	mean difference
Administrators	32	3.445	0.738	0.003	0.284
Teachers	225	3.729	0.549		

H03: There is no significant difference between the relationship of teaching supervision and teachers motivation.

Table 6 shows the relationship between teacher's motivation and teaching supervision. The findings clearly show that there is a significant difference among these two variables. In this case, it was found that the entire teaching supervision domain has strong correlations, that is $r = 0.715$, $p < 0.05$. Therefore, it can be concluded that both variables (i.e. teacher's motivation and teaching supervision) having a strong relationship among each other's in determining the quality of teaching supervision.

H04: There is no relationship between teaching supervision and teachers motivation.

A multiple regression analysis was conducted to identify the difference between relationships of all the independent variable under study. The results were summarized in Table 7. Table 7 showed there is a difference between the relationships between the entire independent variables factor towards teachers motivation. The results showed that *Integrated management of co curricular and academic activities, X3* contributed to highest variance (54.2%), followed by *implementation of teaching supervision reporting,X4 (53.2%),implementation of teaching supervision practices,X1 (51.1%), rewards to teachers,X5(50.0%) and school environment,X2 (39.8%).*The relationship among those five independent variables was significant. Hence, it is concluded that factors of teaching supervision plays an important role in influencing the teacher's motivation.

Table 4: Relationship between teachers' motivation and teaching supervision

Variables	*X1*	*X2*	*X3*	*X4*	*X5*	*Y (Motivation)*
X1	1	0.652**	0.634**	0.740**	0.685**	0.714**
X2	0.652**	1	0.705**	0.569**	0.623**	0.631**
X3	0.634**	0.705**	1	0.733**	0.609**	0.736**
X4	0.740**	0.669**	0.733**	1	0.717**	0.729**
X5	0.685**	0.623**	0.609**	0.717**	1	0.707**
Y (Motivation)	0.714**	0.631**	0.736**	0.729**	0.707**	1

**P<0.01

Table 5: Regression result on the relationship between motivation and teaching supervision

Variables	*F*	*R2*	*B*	*SE*	*Beta*	*t*	*Sig.*
X1	269.679	0.511	0.684	0.042	0.715	16.422	0.000
X2	170.167	0.398	0.742	0.057	0.631	13.045	0.000
X3	305.285	0.542	0.834	0.048	0.736	17.472	0.000
X4	293.659	0.532	0.690	0.040	0.730	17.136	0.000
X5	258.061	0.500	0.575	0.036	0.707	16.064	0.000

4.0 CONCLUSSION

Supervision is indeed very important for enhancing the teaching performance among the teachers in school. Teaching aspects of supervision practices in the class room at school should be continued revised to be relevant from time to time. It runs in parallel with the development of the national education system and the current progress of the development of education curriculum in Malaysia. From the study, it was statistically proven that the teacher's motivation towards the teaching supervision were different across to gender and teacher's position. These factors coincide with the findings that asserting that leadership and effective supervision can nurture teacher [24]. Therefore, to make an effective supervision, the supervision skills should be part of their soul that acts as supervisor. Different background of teachers should also be exposed to a different way of teaching supervision training. As for example, different teaching experience of teachers should be trained in a different module in order to have a successful teaching supervision among the teachers.

Besides, the supervision is related to the steps of supervision process. There are three primary steps towards the implementation of teaching supervision that is (i) pre-supervision session, (ii) during the teaching supervision session and (iii) post-supervision session. All these three steps involved the collaborations and discussions among the school administrators and teachers. The administrators should aware and concern on the outcome of each steps so that they can aim for the success of the teaching supervision objectives [25].

Teacher's motivation work closely with student achievement, work orientation, recognition of the school administrators and stimuli from the school administrator from time to time. On the other hand, low teacher motivation leads to negative educational outcomes whichalso results in absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices and poor preparation which willalso distract the teachers from teaching duties. It is also proven that teacher motivation in Zambia, Papua New Guinea, and Malawi found that low motivation results in high attrition rates, constant turnover, lack of confidence, varying levels of professional commitment, and a feeling of helplessness to either improve student outcomes or teachers own situations [26].

Therefore, supervision by school administrators can help teachers to improve the quality of teaching so that they become more effective. With the supervision of school administrators, teachers can see more clearly what is actually happening in the classroom. Weaknesses can be improved and good teaching practices can be strengthened[27].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.

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