



Teaching and learning supervision by school management, attitude of teachers and competency of teaching

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Abstract

This study aimed to identify teaching and learning supervision by school management, the attitude of teachers and competency of the teaching of secondary schools teachers in Kubang Pasu, Kedah. Specifically, the study focused on the implementation of teaching and learning supervision, attitude of teachers and competency of teachers and differences in attitudes towards demographic teaching experience. The sample involved were 82 teachers. The instrument used was a set of questionnaire containing 66 items on teaching and learning supervisory dimension attitudes, and competency of teaching. Data were analyzed using descriptive statistics and statistical inference, mean, standard deviation, ANOVA and Pearson correlation. The results showed that the level of teaching and learning supervision in schools as a whole is high. However, there was no significant relationship between teaching and learning supervision with an attitude and competency of teaching. In addition, the findings also indicated that there is a difference in attitude with teaching experience. Overall results showed a positive relationship between moderate and weak teaching and learning supervision with an attitude and competency of teaching. In conclusion, if the implementation teaching and learning supervision are high then the attitude and competency of teaching can be improved.

Keywords: Teaching and Learning Supervision; Attitudes of Teachers; Competency of Teaching

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1. Introduction

The Ministry of Education of Malaysia (MOEM) has made it clear that every school requires monitoring, evaluation and improvement in the field of education for the implementation of education conducted in accordance with the planning cycle to make Malaysia an international education and providing education in the 21st century (MOEM, 2013). Therefore, through the Professional Circular No. 3/1987 KP (BS) 8591 / vol. 11 (77), dated 11 November 1987, all principals/headmasters are required to carry out supervision of the teaching and learning in classrooms of their respective schools (School Division, MOEM, 2010), this measure is intended to ensure that all teachers implement the service of teaching and learning with the best quality and professionally (Ahmad Kamal et al., 2015; Mardhiah and Rabiatal, 2016; Vijayaamalar and Suhaida, 2013). Teaching and learning supervision must be premised on the supervisory system and not find fault with the teacher (Sullivan and Glanz, 2005). The supervisor must equip themselves with knowledge of supervision (Mardhiah and Rabiatal, 2016), in order to improve the competency of teaching.

1.1. Background research

National Education Act (1996), the implementation of the teaching and learning supervision of teachers in schools to ensure that teachers in a standard teaching and learning in the classroom more effectively and ensure its quality can be improved from time to time. So teaching and learning supervision of teachers in the classroom is a method that is best for evaluating the effectiveness of teaching in schools (Abebe, 2014; Ebmeier, 2003). However, there are studies by international and national scholars such as Abebe (2014), Anusuya (2013), Hamdan and Ali (2011), Dollansky (1997), Glickman et al. (2004), Hamdan and Rahimah (2011), Mardhiah and Rabiatal (2016), Pajak (2001), Rafisah (2010) and Vijaamalar and Suhaida (2013), which state that the implementation of the teaching and learning supervision of the teachers failed to run effectively because of the issues of supervisors do not efficiently perform supervision, negative responses towards the objective of teacher supervision and less interested in the teaching and learning of their services are supervised. However, there is also a view among scholars of education stating that the implementation of the teaching and learning supervision in the classroom can have a direct impact on school improvement in the teaching profession. Zepeda and Ponticell (1998), also share a similar opinion that the implementation of the teaching and learning supervision of teachers in the classroom can improve teaching and learn at the school.

This clearly shows that the importance of the supervision carried out as instructed in the Circular Bil. 3/1987 to monitor teachers' teaching competency. Accordingly, (Ebmeier, 2003; Hallinger, 2005; Leonard, 2013; Mohd Munaim, 2011), states that supervisors should carry out the task of supervision on an ongoing basis in order to assist teachers in the classroom, as well as to increase the teachers motivation with constructive feedback. Thus, it is undeniable that the supervisory process will help the school to assess the competency of teachers in terms of skills knowledge, and behavior of teachers against the teaching and learning in the classroom (Holand and Garnam, 2001). In addition, supervision also helps teachers to improve the efficiency of teaching so that teachers are more confident and able to cope with the problems of student learning (Ebmeier, 2003). As a result, teachers can increase the competency of teaching in the classroom with the ability to deliver instructional content in a systematic and orderly manner, using simple language for

students of all levels of ability, giving clear explanations and examples, emphasizing the important contents of the lesson by linking the content with students experience and also to be also to use teaching tools better to effectively explain specific concept in the lesson (Mat Rahimi and Mohd Yusri, 2015). As a consequence, this study was to identify elements of the teaching and learning and the level of supervision of teaching competency of teachers in secondary schools as well as the supervisory relationship with the attitude and competency of teaching.

2. Methodology

This study was conducted to review the impact of the teaching and learning supervision of school management, attitudes of teachers and competency of teaching by applying the theories and model development supervision.

2.1. Study population

In this research. The study population is secondary schools in Kubang Pasu, Kedah. The respondents were teachers, while school administrators were excluded. Simple random sampling was used to select samples based on the equation Krejic and Morgan (1970). A total of 82 respondents was selected.

2.2. Research instrument

The survey method using questionnaire was conducted. According to Mohd Najid (2003) questionnaire that is well formed will make the process of collecting data and analyzing the data to be easier. This research instrument had been established based on the questionnaires extracted from Confidence in Principal, Ebmeier (2003), Active Principal Supervision and Qualities of an Effective Supervision have been obtained from questionnaires Dollansky (1998). While the instrument for attitude was taken from Scale of Teachers Attitude Towards Inclusive Classroom (STATIC) obtained from questionnaires by Cochran (1998), while the questionnaires used to measure teachers teaching competence of the questionnaire was quoted Coker's (1982). Details of the items and the reliability of the instrument are shown in the table.

Table 1.1. Teaching and Learning Supervision Instrument

Dimension	Item
Knowledge	Believes the principal as a school administrator. Have a high level of trust against a principal. Satisfied with school leadership and professional. There are various ways in open communication between teachers and management. Decisions made by the administration is very fair and predictable. Has a broad knowledge of effective teaching. Has knowledge of supervisory techniques. I can help improve teaching in the classroom.
Interpersonal Skills	Always give support in my efforts to become a better teacher.

Technical Skills	<p>Like to help me in improving the quality of teaching in the classroom.</p> <p>Very attentive in helping me improve teaching techniques</p> <p>Very concerned about the continuous improvement of myself as a professional workforce.</p> <p>Having a good relationship with teachers and reliable.</p> <p>Easy to be consulted.</p> <p>Be open and always doing continuous improvement.</p> <p>Focusing on the needs of teachers.</p>
	<p>Help me design a learning unit.</p> <p>Observation conference held before the supervisory process.</p> <p>Using the adequate time to supervise to ensure the reliability of the sample on behavior while teaching.</p> <p>Conference held after the supervision to respond as soon as possible after each visit.</p> <p>Respond to the needs of experienced teachers and new teachers.</p> <p>Facilitate the exchange of ideas and information between teachers voluntarily.</p> <p>Provides detailed report about supervision to me.</p> <p>Reflexology session as a follow-follow process supervision.</p>

Table 1.2. Attitude of Teachers Instrument

<p>Systematic supervision do not charge me</p> <p>My supervisor skilled supervision process.</p> <p>Supervision is useful in the process of achieving curriculum goals as planned.</p> <p>Supervision can not help me in building confidence while teaching.</p> <p>Suggestions given by supervision helps improve the quality of teaching.</p> <p>Supervision is necessary to ensure my teaching objectives achieved.</p> <p>Supervision is to find flaws and errors teacher.</p> <p>Supervision should be carried out by teachers each year.</p> <p>Supervision is important to look at the strengths and weaknesses of my teaching.</p> <p>Supervision should only be carried out by teachers who lack experience or problematic.</p> <p>The new teacher should be regularly supervised teaching than teachers who have long preached.</p> <p>I am not satisfied with the supervision carried out.</p> <p>The supervisor encouraged me to diversify teaching methods.</p> <p>Supervisor acts as an effective counselor in my teaching.</p> <p>With supervision, I gain new teaching methods of supervisors.</p> <p>Supervisors can help me solve problems related to teaching and learning are facing.</p> <p>I really need the supervisory process in the classroom to assess my ability in the teaching process.</p> <p>Supervision does not help me obtain additional information regarding the content of the lessons taught title.</p> <p>Supervision can help me make the teaching and learning in the classroom.</p> <p>Supervision can create a sense of satisfaction in my work done.</p>	
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Table 1.3. Competency of Teaching Instrument

Section	Item
Teaching Strategies Techniques, and Methods	Use a variety of teaching techniques Using a different strategy focused questions and Develop and demonstrate problem-solving skills. Set transitions and sequences in different directions, logical and appropriate Changing teaching to accommodate the needs of students identified Demonstrate the ability to work with individuals, small groups and large groups. The structure of time uses to facilitate student learning. Using a variety of resources and materials. Provide experiences that allow students to move beyond the principle and generalizing learning school.
Communication With Students.	Provides communications experience for student groups Using a variety of communication skills verbal and nonverbal working with students. Giving instructions and explanations. Encourage students to ask questions. Using the questions that lead students to analyze, synthesize and think critically. Receiving students' views changed and/or ask students to extend or elaborate answers or ideas. Demonstrate good listening skills. Provide feedback to students about their cognitive performance.
The Participation of Students	Maintain an environment where students are actively involved, working on the task. Implement effective classroom management for positive student behavior (discipline). Using positive reinforcement pattern with students. To assist students in finding and correcting errors and inaccuracies. Developing student feedback skills assessment, and self-assessment.

Table 1.4. Cronbach Alpha Reliability Assessment Instrument

Dimension	Num. Item	Value Alpha	Source
Supervision PdP			
Knowledge	8	.94	Ebmeaier (2003)
Interpersonal skills	8	.95	and
Technical skills	8	.92	Dollansky (1998)
Attitude	20	.89	Cochran (1998)
Teachers Teaching competency	22	.89	Coker's (1982)

To produce a good questionnaire, the renovation process carried out by taking into account the suitability of the study according to local conditions (Hamdan and Mohd Ali, 2011). Then the questionnaire was submitted for supervision established for review of the legality of the contents based on the instruments built and referenced. To expedite the process of data collection questionnaire was sent by the researchers directly to the relevant schools through the school office by getting the help of a school clerk to distribute it to the respondent. The respondents were given one week to be filled in a questionnaire given. After a week, all questionnaires were collected by the researcher through the help of the clerk.

There are 8 parts, namely Part A on respondents demographic profile. Part B, C and D related to teaching and learning supervision by school management. Whereas Part E is related to the attitude towards supervision and Part F, G and H are related to the teachers' teaching competency. All items constructed total of 66 items are as shown in Table 1.5.

Table 1.5. Item Number Distribution

Section	Variables Review	No. items	Number of Items
	Variable		
B	knowledge	1,2,3,4,5,6,7,8	8
C	Interpersonal skills	9,10,11,12,13,14,15,16	8
D	Technical skills	17,18,19,20,21,22,23,24	8
	Variables Mediator		
E	The attitude of teachers	25,26,27,28,29,30,31,32,33,34,34 35,37,38,39,40,41,42,43,44	20
	The Dependent Variable		
F	Teaching Strategies, Techniques And Methods	45,46,47,48,49,50,51,52,53	9
G	Communication with	54,55,56,57,58,59,60,61	8
H	students Student involvement	62,63,64,65,66	5
TOTAL			66

Each questionnaire was constructed based on the rating given the occasional Likert scale of 5 rating score of 1 to 5 (Baker, 1988). According to Mohd Najib (2003), Likert Scale is used and the respondent should mark the answers in accordance with the scale of an extreme angle to the other extreme by a degree of agreement of respondents to the questions posed. The grading scale is shown in table 1.6.

Table 1.6. 5 Likert Scale Ratings

scale	ranking
1	Strongly disagree
2	Do not agree
3	Disagree
4	Agree
5	Strongly Agree

A pilot study

A pilot study was conducted and the level of reliability of the instrument is shown in Table 1.7.

Table 1.7. Results Analysis Reliability Assessment Instrument

Section	variables Review variable	Number of items	Cronbach's Alpha
B	knowledge	8	.80
C	Interpersonal skills	8	.85
D	Technical skills	8	.86
variables Mediator			
E	The attitude of teachers	20	.86
The dependent variable			
F	Teachers teaching competence	22	.82

Cronbach Alpha value of under 0.7 Means Which Have Low Consistency (Cresswell, 2012)

3. Findings

A total of 82 respondents composed of 17 male teachers and 65 female teachers responded and managed to return the questionnaires distributed. The information of the respondents is shown in Table 1.8.

Table 1.8: Characteristics of the Respondent Demographics Profile

Demographic Characteristics of Teachers		frequency	percent
Gender	Man	17	20.7
	Woman	65	79.3
Age	Less than 25 yrs	1	1.2
	26 to 35	10	12.2
	36 to 45	32	39.0
	46 to 55	39	47.6
Teaching experience	1 to 3 years	2	2.4
	4 to 9 years	10	12.2
	10 to 15 years	25	30.5
	more than 15 years	45	54.9
Observation In Schools Done By	principals only	7	8.5
	senior assistant	21	25.6
	senior teacher	38	46.3
	chairman of the committee	4	4.9
	rest	12	14.6
Satisfaction with Supervision	very satisfied	7	8.5
	satisfied	64	78.0
	less satisfied	8	9.8
	not satisfied	3	3.7

3.1. Elements of Teaching and Learning Supervision by School Management.

Three-dimensional teaching and learning supervision studied is are knowledge, interpersonal skills, and technical skills. Table 1.9 shows the mean of the elements teaching and learning supervision in the secondary schools.

Table 1.9. Elements of the teaching and learning Supervision by School Management

Dimension	Mean	Standard deviation	Phase
Knowledge	3.81	.50	High
Interpersonal skills	3.97	.60	High
Technical skills	3.70	.58	High

Based on this analysis, it was found that the mean dimension of interpersonal skills is at the highest level ($M = 3.97$, $SD = .60$). This indicates supervisors have interpersonal skills in supervising teachers teaching and learning in the classroom. While the knowledge dimension ($M = 3.81$, $SD = .50$), followed by the dimensions of the technical skills ($M = 3.70$, $SD = .58$). The three dimension in the teaching and learning supervision are shown high values in the classroom.

3.2. Competency of Teaching Level

The findings of this section are based on teachers competency of teaching consisting of three dimensions of teaching strategies, techniques and methods, communication with students and student involvement.

Table 1.10. Competency of Teaching Level

Dimension	Mean	Standard deviation	Phase
Teaching strategies, techniques and methods	4.01	.38	High
Communication with students	4.12	.38	High
The involvement of students	4.08	.41	High

The results in Table 1.10 shows the dimensions of communication with students having the highest mean value of 4.12 ($SD = .38$), while the dimensions of student engagement obtain a mean value of 4.08 ($SD = .41$) and dimensions of teaching strategies, techniques and methods of obtaining a mean of 4.01 ($SD = .38$). Overall findings showed that all three dimensions of teaching competency are high.

3.2.1. *There was no significant difference between attitudes and teaching experience.*

Referring to Table 1.11, ANOVA test was found to be not significant, $F(3, 78) = .37$, ($p > .05$). This shows that there are differences in the mean, then it can be stated that the first null hypothesis is accepted that there were no significant differences in attitudes based on teaching experience.

Table 1.11. The difference in the mean attitude by teaching experience

Teaching experience	N	Mean	sd	DK1	DK2	F	P
1 to 3 years	2	3.55	.00	3	78	.37	.77
4 to 9 years	10	3.64	0.43				
10 to 15 years	25	3.60	0.32				
more than 15 years	45	3.52	0.42				

* Significant at the significance level of $P < .05$

3.2.2. There was no significant relationship between knowledge and attitudes.

Table 1.12 shows that there is a positive correlation between a low and a significant knowledge and attitude. This proves that knowledge has a low correlation ($r = .463$, $p < 0.01$) were statistically with attitude. These results successfully reject H_0 and accept H_a . This indicates that the supervisor had low knowledge and contribute to a low attitude towards teaching and learning supervision in the classroom.

Table 1.12. Relationship between Knowledge and Attitude

	Knowledge	Attitude
Knowledge	1	.463 **
Attitude	.463 **	1
Sig. (2-tailed)	.000	

* Significant is the level of 0.01 (two-tailed)

3.2.3. There was no significant relationship between interpersonal skills and attitude.

Table 1.13 shows that there is a positive correlation between moderate and interpersonal skills with an attitude. This proves that interpersonal skills have a moderate correlation ($r = .540$, $p < 0.01$) were statistically with attitude. These results successfully reject H_0 and accept H_a . Moderate positive correlation and significant show simple interpersonal skills supervisors can cause moderate attitude towards teaching and learning supervision in the classroom.

Table 1.13. Relationship between Interpersonal skills and attitude

	Interpersonal skills	Attitude
Interpersonal skills	1	.540 **
Attitude	.540 **	1
Sig. (2-tailed)	.000	

* Significant is the level of 0.01 (two-tailed)

3.2.4. There was no significant relationship between technical skills and attitude.

Table 1.14 shows that there is a positive correlation between a low and a significant technical skills and attitude. This proves that the technical skills of the available data have a low correlation ($r = .494$, $p < 0.01$) were statistically with attitude. These results successfully reject H_0 and accept H_a . Low positive correlation

and significant showing low technical skills contributed to a low attitude toward teaching and learning supervision in the classroom.

Table 1.14. Relationship Between Technical Skills and Attitudes

	Technical skills	Attitude
Technical skills	1	.494 **
Attitude	.494 **	1
Sig. (2-tailed)	.000	

* Significant is the level of 0.01 (two-tailed)

3.2.5. There was no significant relationship between knowledge and teaching competency.

Table 1.15 shows that there is a weak positive relationship between knowledge and competency of teaching. This proves that knowledge has a weak correlation ($r = .260$, $p < 0.05$) were statistically with the competency of teaching. These results successfully reject H_0 and accept H_a . The weak link shows poor knowledge supervisors contributes to the poor competency of teaching during the teaching and learning supervision in the classroom.

Table 1.15. Relationship Between Knowledge and Competency of Teaching

	Knowledge	Competency of Teaching
Knowledge	1	.260 *
Competency of Teaching	.260 *	1
Sig. (2-tailed)	.018	

* Significant is the level of 0.05 (two-tailed)

3.2.6. There was no significant relationship between interpersonal skills and competency of teaching.

Table 1.16 shows that there is a positive correlation between the low and interpersonal skills with the competency of teaching. This proves that interpersonal skills have a low correlation ($r = .351$, $p < 0.01$) were statistically with the competency of teaching. These results successfully reject H_0 and accept H_a . Low positive relationship and interpersonal skills supervisor showed significantly contributed to the current competency of teaching during the teaching and learning supervision in the classroom.

Table 1.16. Relationship between Interpersonal Skills with Competency of Teaching

	Interpersonal skills	Competence of Teaching
Interpersonal skills	1	.351 **
Competency of Teaching	.351 **	1
Sig. (2-tailed)	.001	

* Significant is the level of 0.01 (two-tailed)

3.2.7. There was no significant relationship between technical skills and competency of teaching.

Table 17.1 shows that there is a weak positive relationship between technical skills and competencies of teaching. This proves that technical skills have a weak correlation ($r = .255$, $p < 0.05$) were statistically with the competency of teaching. These results successfully reject H_0 and accept H_a . A weak positive relationship and showed significantly poor technical skills contributed to the poor competency of teaching.

Table 1.17. Relationship between Technical Skills and Competency of Teaching

	Technical skills	Competency of Teaching
Technical skills	1	.255 *
Competency of Teaching	.255 *	1
Sig. (2-tailed)	.021	

* Significant is the level of 0.05 (two-tailed)

4. Discussion

The findings show that teaching and learning supervisory element in the study were at high level. The results parallel findings and Rabiatul Mardhiah (2016) relating to the supervision of the teaching and learning in the classroom with the teacher self-efficacy showed teaching and learning supervision element is high. This finding is also consistent with the findings Anusuya (2013), Hamdan and Rahimah (2011), Hamdan and Ali (2011) and Rafisah (2010), which also shows the overall mean of the elements of the teaching and learning supervision of teachers in the classroom are at high level. Results also shows that respondents had a high response to the elements of knowledge, interpersonal skills and technical skills that supervisors have the knowledge and skills in implementing teacher-supervision. Teachers have a positive attitude towards the implementation of the supervision and confident that the supervisor can actively guide, support and motivate the teachers in the implementation of the teaching and learn in the classroom (Glickman et al., 2004; Vijayaamalar and Suhaida, 2013). In addition, the teaching and learning supervision element which can tap the potential of high schools in teaching presentations, effective communication and contribute to developing the potential of teachers towards excellence in their profession (Abebe, 2014; Norlela and Mohd Munaim, 2011). In line with this statement, Anusuya (2013) argues that the element of supervision exercised teaching and learning are meeting all aspects of the supervisory process in the classroom. Therefore the supervisory process can improve the competency of teachers supervised (Hamdan and Mohd Ali, 2011; Mat Rahimi and Mohd Yusri, 2015; Shahril, 2005; Wan Shafira 2011; Zainuddin, 1998).

The findings show that the teachers in the school have a high level of teaching competence and able to create a conducive learning atmosphere using various approaches and teaching techniques (Abdul Rahman, 2010; Bandura, 1997; Shamsudin and Kamarul Azmi, 2011). To enhance the competency of teaching, teachers preparing and learning strategies that prevent the delivery of information while teaching can fully optimize (Mardhiah and Rabiatul, 2016; Mat Rahimi and Mohd Yusri, 2015). The findings show that teachers have teaching strategies, techniques and methods of good communication with students are high and the level of

student involvement is also high due to the high competency of teaching and attract students to follow the teaching and learning in the classroom. The findings also conclude that competent teachers teaching effectively based on students level of abilities (Mohd Yusri and Aziz, 2014; Mat Rahimi and Mohd Yusri, 2014; Yusri 2012; Shahril, 2005).

ANOVA analysis test was also used to examine differences between attitudes and teaching experience. The results showed no significant difference in the mean teaching experience of teachers, $F(3, 78) = .37, (p > .05)$. The highest mean score ($M = 3.64, SD = .43$) dominate the overall demographics of teaching experience. Eventhough there is no significant difference of teaching experience and the attitudes towards supervision, results of the analysis also showed that only 12% of teachers like to be supervised while 87.8% of teachers do not like to be supervised. This finding is consistent with findings of past studies by Nazaruddin (1992), who found that only 80% of teachers do not like to be supervised while 20% of teachers like to be supervised. Consistent with these findings Vijayaamalar and Suhaida (2013), it indicate that principal focused more on the field of school management task rather than the implementation of the teachers teaching and learning supervision. Therefore, more a program on the teachers attitude towards supervisions need to be developed in order to increase awareness among teachers and school administration about the importance of supervision.

It also illustrated that teachers' attitudes also influence the level of satisfaction with the supervision of the teaching and learning executed. The findings show that only 8.5% of the teachers are very satisfied with their supervisory functions, while 3.7% of them are dissatisfied with supervision. Instead, 78% of teachers are satisfied with supervision and only 9.8% are less satisfied with the teacher supervision. The level of satisfaction with supervision is assessed through observations conducted by principals, assistant principals, head of departments and super senior teacher. The findings are in line with the findings by Rafisah (2010) found that teachers' attitudes toward teaching and learning supervision give a different perception of the teaching and learning supervision is done. In parallel with these studies Rohayati et al. (2012), in his study examined the relationship between the competency of teachers, school infrastructure support and attitude towards information and communication technologies in teaching shows that there is a significant relationship between attitudes of teachers with teaching methods applied. Likewise, according to Ahmad Kamal, Abd and Zuraidah (2015), Bitty et al. (2010), Hallinger (2008, 2011) and Anusuya (2013) teaching and learning supervision contribute positively to the attitude of the teacher.

Overall, the study revealed that knowledge, interpersonal skills, and technical skills has a correlation with the attitude and competence in teaching. Knowledge shows a low correlation with the attitude ($r = .463$), followed by interpersonal skills showed a moderate correlation with the attitude ($r = .540$) and technical skills exhibited low correlation with the attitude ($r = .607$) compared to the quality of the courses showed a moderate correlation ($r = .494$).

This study also showed that there was a direct relationship between poor and teaching knowledge and competency ($r = .260$). Similarly, the correlation between technical skills and competency of teaching is ($r = .255$). Relations between the two elements, namely the teaching and learning supervision is significant ($p < .05$). The findings showed that very weak connection only contributes to the competency of a teaching. The findings also demonstrate that the element of knowledge and technical skills in the teaching and learning supervision fewer influence teachers competency. Perhaps this indicate that, if the teaching of teachers is high,

the level of teaching competency of teachers does not show a very significant increase. But the study also estimated to be affected by other factors such as overall supervisor experience, educational background supervisor, work culture and so on that contribute to teachers' competency.

Similarly, the correlation between interpersonal skills demonstrated low correlation and significant ($r = .351$) with the competency of teaching. Thus, this finding is consistent with findings by Mohd Yusri and Aziz (2014), relations with the instructional leadership competencies that teachers show a positive relationship between the two variables. This study also supports studies by Agih (2015) conducted an experimental study of the effect of the negotiating team on the efficacy of teaching lessons. Consulting team is formed by principals of teaching in order to improve the effectiveness of teaching. The study involved 1203 teachers from 34 schools showed supervisory practices such as teaching consultation shows a significant improvement in the teaching of teachers. The comparison showed teaching and learning supervision correlation of teachers in the classroom are more likely to use interpersonal skills against the elements, elements of knowledge and technical skills. When evaluated the correlation of the knowledge and technical skills of both approaches in the teaching and learning supervision, was found to have a weak positive relationship of elements interpersonal skills. This suggest that the supervisor has the knowledge and skills to contribute significantly to the competency of teaching.

5. Conclusion

Based on the findings, the results show teaching and learning supervision of teachers in the classroom, attitudes of teachers and competency of teaching are at high level. The results also showed that there were significant differences in the mean of teaching experience with the teaching attitude. Overall, this study clearly shows that the teaching competency of teachers has a relationship with the teaching and learning supervision in the classroom. It is also suggested that the interviewed should be conducted to the teachers to understand more of the reason behind their poor attitude towards supervision.

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