

The Morale of Supervision: The Impact of Technical Supervision Skills of Teaching and Learning on Teachers' Self-Efficacy

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Abstract: The Minister of Education Malaysia specifically issues Circular 3/1987, which notes that it is the responsibility of the principal or director to practice his position as a supervisor in the management of the teaching and learning process in the classroom. This is show that the importance of supervisory processes. However, oversight can be assigned to senior assistants in the case of any obstacle to its execution. The consistency of monitoring is frequently contested because of several issues and vulnerabilities. Recognizing the importance of supervisory processes to enhance teacher professionalism, this study was conducted to examine the influence of teaching and learning supervision and teacher self-efficacy. This research was conducted among 211 teachers who engaged in the teaching and learning supervision process in 13 primary schools chosen by the Jeli District Education Office, Kelantan. The questionnaire was used to gather data and information. The study also indicates that the dimension of professional supervision skills has the greatest effect on the instructor's self-efficiency. In brief, the evaluation of teaching and learning cannot be overlooked, because the findings of the study suggest that these factors have to do with the self-efficacy of the teacher, and cannot be discounted as a factor in the performance of the school.

Keywords: Technical supervisory skills, Teaching and learning supervision skill, Teacher self-efficacy, primary school teacher.

1. INTRODUCTION

A teacher is a vital resource of the school and its teaching skills are required to achieve good educational success (Ibrahim, Yusof, Yaakob & Othman 2019). Performance in this sense includes not only consistency during the process of teaching and learning, but also, in turn, the performance generated by it. Therefore, teachers should be informed not only of the subject matter but also of the techniques and the latest innovation in the art of teaching to make teaching effective and meaningful (Raman, 2020). To do the job of teaching properly, the supervisors or headteacher should learn the art, the technique, and the teaching skills properly. This cannot be achieved if people, organisations, and associations become unreliable and unsuccessful in their teaching duties. To resolve the question of insufficiency, each teacher needs to change his/her criteria, duty, mentality, belief, and behavior. Teachers must be monitored by supervisors to ensure that the consistency of teaching increases as compared to teachers who are not properly monitored. Headteachers are required to continue their instruction to develop their academic leadership, understanding,

and organizational skills to execute this effectively (Khun-Inkeeree *et al.*, 2020).

This applies in particular to the fact that existing changes in the national school system require educators who are pedagogically motivated, knowledgeable, and qualified to improve the teaching and learning process in the classroom. Teachers can work well, be successful, and have good teaching skills. Teachers and supervisors will recognize that the principle of continual improvement in the teaching field coincides with the Malaysian Education Growth Plan 2013-2015 framework, which must be addressed regularly with no deadlines to make sure that students can effectively cope with creativity, pressures, and problems (Ministry of Education, 2013). Research by Ibrahim and Amin (2014) has shown that the style of teacher leadership has led to teaching skills and efficacy of teachers. Mohd Faiz *et al.* (2020) further show management as a tool to successfully function as a team and work together to accomplish goals. The role of school administrators, in particular as teaching and learning supervisors, is therefore crucial to ensuring that the approach achieves the objectives and has the desired impact, thereby holistically optimizing the success of teachers and thereby ensuring that students learn in the classroom and schools as a whole. Nolan and Hoover (2011); Watkins, Callahan,

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and Visu (2019) identify supervision as an organizational function closely linked to teacher development, increased instructional performance, and quality of learning. Research by Glickman, Gordon, and Ross-Gordon (2014) complements this finding, stressing that performance monitoring is the result of the quality of supervision that includes knowledge, interpersonal and technical skills. If these three aspects are effectively implemented, the effectiveness of teaching and learning would be improved. Knowledge elements include schooling, androgynous training, teacher coaching, and other alternative supervisory approaches that can be addressed and replicated as principals must learn to coordinate and foster a symbiotic relationship.

2. LITERATURE REVIEW

2.1. Teaching and Learning Supervision

The teaching and supervision of learning theory, translated by Glickman *et al.* (2014) note that the requirements to be met by an instructional instructor have to do with supervisory powers and capabilities, including supervisory trust, and instructor approval. As a result, principals may either acquire professional experience or seek help through program advancement, job improvement, initiative research, or community building to promote supervisory skills. Such aspects should help the headteacher accomplish organizational goals, fulfill student standards, and eventually enhance student success (Glickman, *et al.*, 2014). The pre-requisite for headteachers to aid with teaching is an element that underlies the professional assurance of teaching and teaching oversight in the classroom. The basics were also suggested by scholars who suggest that master monitoring of professional skills should be tested by watching teachers in the classroom (Khun-Inkeeree, Dali, Daud, Fauzee, & Khalid, 2019). Besides, Khun- InKeeree *et al.* (2020) found that facets of teaching before supervision would be emphasized by those willing to devise more detailed and realistic strategies and guidance, constructive and beneficial control of the classroom learning environment, structured and expected by supervisors.

2.2. Malaysian Teaching Supervision

Looking back on the early history of supervision, school supervision has been conducted in Malaysia for a long time. Nevertheless, the job is all about the intake and appraisal of the Nazir (Inspectorate Division) as a teacher inspector, either in keeping with the National

Education Policy or vice versa. The assessment was carried out on instructional issues as set out in the 1952 Education Ordinance. However, in 1979, the Cabinet Committee announced that the Nazirites would act as consultants, assistants, and advisors to teachers and control the efficiency of school administration. Training should be upgraded and strengthened. However, the issue of teaching supervision remains a key focus of the Ministry of Education as set out in the Malaysian Education Development Plan of 2013-2025 (Ministry of Education, 2013). Teachers at school, therefore, based on these connotations, supervision should be carried out as set out in the Circular Letter of Circular Bills. 3/1987 (Ministry of Education, 1987) has been used to date. Some of the guidelines outlined in the circular are as follows.

Table 1: The Ministry of Education Circular 3/1987

Ministry of Education Circular 3/1987
<p>Guidelines of 3/1987 Circular</p> <ul style="list-style-type: none"> i. Teaching oversight is an essential role for the principal/principal to do. ii. Supervision is an important aspect of school administration, management, and governance. The principal/vice principal will then supervise the teaching in his classroom. iii. Principals/vice principals need to be informed in order to discuss the drawbacks and limitations of teaching in the classroom. iv. The supervision process should help teachers to implement teaching more effectively and to develop a more positive attitude towards the teacher.
<p>On the other hand, there are many features that the supervisor will take care of;</p> <ul style="list-style-type: none"> i. Planning the daily teacher's lesson. ii. Preparation and use of teaching aid. iii. The delivery of teaching to teachers. iv. Question and answer sessions between the teacher and the student. v. Teacher's communication with students during the lesson. vi. Time coordination is appropriate for educational activities.
<p>In the meantime, the features observed need to be implemented following the principles of implementation as outlined in the circular 3/1987 below (Ministry of Education, 1987);</p> <ul style="list-style-type: none"> i. The supervision of teachers in the classroom should be carried out by their respective school principals. ii. The supervision of the teaching that has been carried out requires to be documented and reported quickly and specifically for further reference. iii. Supervision should be organized and measured against the time, topic, and curriculum that the teacher teaches. iv. Principals who fail to perform supervision may seek the assistance of their subordinates, such as senior assistants, senior teachers, and committee chairmen. But remember that responsibility is entirely in the hands of the principal. v. The management of classroom instruction must be consistently taken into account of the training of supervised teachers, rather than merely searching for blame.

Sources: Ministry of Education (1987).

To improve the teaching performance of teachers in the classroom, the principals need to obtain information on the level of teaching performance of teachers. In the case of any shortcomings, this material will be used to improve the instruction of students. As a result, supervisory execution is often distanced from the real purpose of oversight, as it is presumed that supervisory ability is still compromised by a variety of risky causes, such as abuse, incompatibility, confusion, and discrimination (Mofareh, 2011). Unfortunately, the question of oversight has not yet been overcome. In this regard, supervision and the competence of the supervisor are essential in fulfilling the responsibility of implementing supervision so as not to create any conflict with the implementation of the supervision process in the classroom. In this way, the supervisor can focus on the research that needs to be done, such as the review of the textbook, the student training book, taking note of the teaching process of the teacher, and conducting pre-and post-supervision discussions (Darishah *et al.*, 2017).

2.2.3. Headteacher Supervisory Skills

Supervisory skills cover of several aspects, including motivational skills of teachers, leadership, teacher control, teacher achievement analysis, and teacher performance assessment (Khun-Inkeeree, *et al.*, 2020). All these skills are indirectly linked to improving teaching and improving student learning (Daud, *et al.*, 2018; Mohd Munaim & Norlela, 2011). In this respect, following the above, the supervisor must have the requisite competence components, such as intelligence, interpersonal skills and professional skills, in order to successfully exercise supervision (Glickman *et al.*, 2014). The results of Dollansky's (1998) research indicate that teachers ought to have a competent, professional, high degree of confidence and good partnership with superiors, and to conduct post-supervision and reflection conferences such that input is provided promptly after supervision. However, as identified by Glickman *et al.*, (2014), who defined

teacher development and the effectiveness of the supervision process depends on the level of knowledge and skill of the supervisor. Similarly, Hamidah, Jamal, and Sharifah (2016) suggested that if these three components are integrated into supervisory skills, the supervision process could improve the quality of the teaching of academic teachers in schools.

Figure 1 shows three basic skill elements highlighted by Glickman *et al.*, (2014), which is an element of knowledge, interpersonal and technical skills required by the supervisor to achieve high school supervision. Also, supervision is seen as a step towards ensuring that the Malaysian Ministry of Education achieves the goal of producing holistic and skilled students (Khun-Inkeeree, *et al.*, 2019). To better appreciate and help develop leadership, this recommendation is also consistent with Gordon's (2019) opinion, supervisors must communicate frequently with supervisors and students, and that dialogue will entail a meaningful discussion in philosophy, study, and experience. They improve governance, teaching, and learning at the intersection of theory, research, and practice. This means that that supervisors can effectively supervise with research, knowledge and skills. This is to ensure that the process of teaching supervision can bring about a change in the organization that leads to improvement (Sergiovanni, Starratt & Cho, 2014). Hartati and Purba (2019) found that the Principal Oversight directly affects the Organizational Commitment of Teachers and that the mobilization of the Teachers directly affects the Organizational Commitment of Teachers.

Budiyono, Lian, & Fitria (2020) also noted that supervision of the Principal had a positive and substantial impact on the performance of high school teachers, that the organizational atmosphere had a positive and substantial impact on the performance of high school teachers, and that the governance and organizational climate of the Principal School had an

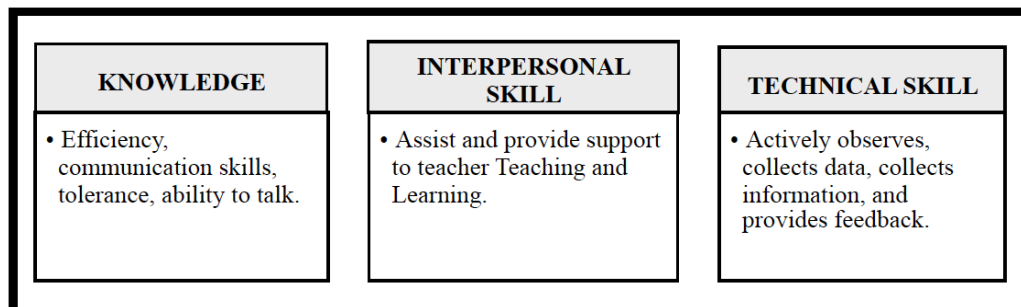


Figure 1: Adapted supervisory skills from Glickman *et al.*, (2014).

impact on the performance of high school teachers. According to Glickman *et al.*, (2014), the knowledge base and expertise required by the supervisor will be focused on a clinical surveillance model that involves a variety of specific process steps, such as pre-evaluation, real evaluation, and post-observation. In order to ensure the effectiveness of the supervision process, these processes have been suggested as part of a closely related and comprehensive development supervision model. In line with this critical point, Rekkeman (2015) explains that, in order to ensure effective supervision of aspects of the general knowledge possessed by the supervisor, the supervisor may be encouraged to translate that knowledge into the supervisory process.

2.3. Teacher Self Efficacy

The self-efficacy of teachers is described as the confidence of teachers in their ability to plan and carry out the actions required to effectively carry out professional tasks in a particular sense (Tschannen-Moran *et al.*, 1998; Tschannen-Moran & Hoy, 2001). Professional effectiveness standards influence a variety of facets of teaching-learning, including teacher, education, student and educator practice (Benevene *et al.*, 2018; Granziera & Perera, 2019; Krause, Pietzner, Dori, & Eilks, 2017). There is therefore a high risk of absenteeism, physical illness and burn-out for teachers with low self-efficacy (Zee & Koomen, 2016). Given the impact of teacher self efficacy on school life, factors contributing to the shedding of new light on school well-being should be identified (Yahya, Baharudin & Hamzah, 2018). Tschannen-Moran *et al.*, (1998) established four key origins of teacher self efficacy in line with Bandura's (1986) social-cognitive theory: vicarious experience; a sense of mastery; verbal persuasion; and physiological and emotional stimulation. Several studies have found that self-efficacy increases the social well-being of employees (Cansoy & Parlar, 2018, O'Malley & Gregory, 2011). In fact, literature suggests that teachers are aware of their emotional involvement in their work. More precisely, some scholars suggest that teachers consider the influence of school feelings and interactions on their instructional goals, perceptions and results (Fiorilli *et al.*, 2017). Several studies clearly show students who are generally more positive than pessimistic (Sutton & Harper, 2009).

The effect of positive emotions on self-efficacy can be read in the light of the theory that extends and constructs, stating that as much as people attribute to

themselves, more positive aspects of themselves can be built up. Around the same time, school is still full of negative emotions due to misbehavior or low degree of social approval by students (Fiorilli *et al.*, 2017; Frenzel *et al.*, 2016). Cognitive correlations of these issues and disagreements in school reverse teacher self efficacy, which reduces the confidence of teachers. In particular, teachers' emotions guide their practices and shape their identities independently of current classroom teaching experience (Gonzalez-Calvo, 2017). Passions, among other things, tend to be a critical stage in the personal life of teachers. Researchers have found, based on previous research, that teacher self-efficacy is a factor that differentiates the degree of teachers in schools (Jongkulin, Talip & Obedience, 2019). In Krause *et al.*'s study (2017), it was found that teachers with a high level of efficiency were open to new teaching techniques so that higher objectives could be set for their students. The findings of Hatlevik and Hatlevik (2018) further strengthen this critical finding, where most teachers with a high standard of self-efficiency are more likely to use the latest teaching techniques and methods in line with global development. In addition, Cansoy and Parlar (2018) study found that teachers with a high level of self-efficacy tend to challenge themselves and have a high degree of resilience to new or difficult teaching tasks.

2.4 Research Problems

Today's field of learning is confronted with a daunting future, a constant need for practical, systematic and comprehensive solutions, and teaching and learning standards are one of the key priorities for maintaining a global competitive environment for high-level students. The 2013-2025 MEDP included Malaysian Standards for Quality Education (MEQS) and was one of the teaching and learning dimensions (Ministry of Education, 2013). Nevertheless, the lack of experience and abilities of supervisors, assistants and principals working negatively impacted them and supervised students Hoque, *et al.*, (2020). In addition, the report by Darishah, *et al.*, (2017) states that the dimensions of information, leadership and professional skills among supervisors should be strengthened in the context of Malaysia's Ministry of Education. Management deficiencies in management areas should be noted and more emphasis should be placed on them. This is because, as Malaysia marches toward a high-income developed world target, creative people strive to provide quality education and classroom learning. However, due to poor supervision and learning, low efficacy of teachers is hindered and has

an impact on their performance in schools such as Hamdan and Nurlia (2009). Failure to give treatment and dedication can impact the entire supervisory process, as it will impact teachers, students and the classroom. Comparative research by Izham, Wei, Ahmad, Hanim, & Mansor (2013) showed that the supervisory activities carried out by Kuala Lumpur high school teachers were not very satisfied.

The responses of teachers have shown that supervisors prefer to find their mistakes instead of encouraging them to improve their performance. In order to solve the problem, teachers should use the correct, fair, consistent and structured process or program as a measure of success of the quality of targeted education. In addition, the report by Mardhiah and Rabiatul (2016) also noted that the supervisors had not been given specific instructions on the use of management mechanisms to improve student learning. In the event of a change in training and education activities, teachers should be aware that they are helped to improve their teaching standards. James and Balasandran (2012) also suggest that principals should be prepared to assess the effectiveness of the teaching and learning cycle and provide advice, feedback and student support. Moreover, Haryono, Amrullah and Surah (2020) also say that principals should play their positions as motivators for teachers in order to leverage the ability of teachers in order to inspire and develop their talents, knowledge and abilities.

In addition, Glickman, *et al.*, (2014) have shown in their research that educational observation has systematically helped teachers to improve teaching and learning in the classroom during the teaching and learning process. However, the lack of confidence, experience, oversight and management skills among principals has created uncertainty among students. Management tasks are also assigned to subordinates who are inexperienced in management and thus diminish the confidence of teachers in their superiors. Sarimah, Chia and Rohana (2011) have supported this issue through their research, which has shown that supervision of teachers is sometimes carried out by senior advisers, teachers and the head of the school board, as the heads have to attend meetings everywhere. In fact, head teacher often do not take supervision seriously, which means that some of the teachers have never been supervised. In addition, Hoque *et al.* (2020) found that most teachers said they wanted to use their own teaching program differently. From this finding, it can be concluded that teachers were comfortable using their own teaching techniques,

as they did not feel constrained by the prescribed educational framework of their superiors.

Perhaps what Hoque *et al.* has found, particularly among Malaysian teachers in urban areas, should be compared with those in rural areas, as suggested. Besides, Mofareh (2011) found that the teaching supervision process also showed that harassment, misunderstanding, insecurity, and prejudice were also involved when supervisors were not supervised and ignored. Such problems would be investigated to find a solution to the problem. Perhaps one of the reasons for this may be that not all teachers recognize their own teaching needs and are reluctant to provide guidance or assistance from others due to personal and professional inconsistencies. There is also a lack of confidence among the supervisors in the supervision of the classrooms. Bullying challenges, lack of expertise and poor assistant leadership skills need to be addressed through more comprehensive work to help school teachers address long-standing challenges (Darishah, *et al.*, 2017; Hoque *et al.*, 2020). However, assessment and pedagogical dimensions to guide, solve problems, and create constructive relations with teachers are professionally adapted to the development of the school organization (Nasser, Zakaria, & Mukhtar, 2018).

Curriculum guidance is directed at helping teachers and their teaching profession become independent. Nonetheless, this does not extend to all teachers regardless of their level of development; personal and technical abilities can differ (Hoque, *et al.*, 2020). The method will be tailored according to the needs of the teacher (Brunelle *et al.*, 1988). A recent study in Malaysia shows combined results, in which teachers' knowledge and technique are linked to positive supervisory attitudes while interpersonal skills are obstacles (Khun-Inkeeree *et al.*, 2019). It is also critical that monitoring is related to assessment to a more efficient streamlined method (Hvidston *et al.*, 2019). Indeed, in compliance with Circular Letter No 3/1987 KP (BS) 8591 / jld, the headmasters are required to take the teaching and preparation process in the classroom. 11 (77), dated 11 November 1987 (Ministry of Education, 1987) complies closely with the standards and procedures for the implementation of supervision.

However, this dimension of teaching and oversight, which may lead to shortcomings in interpersonal abilities, pedagogical skills, and the quality of teaching material in teachers (Khun-Inkeeree *et al.*, 2019), has

not been overarched by school administrators. The effect of teacher skill growth on teaching progress has, according to Ishak and Ibrahim (2018), been substantially stronger as teachers can enhance their skills in teaching subject matter and teaching strategies. This evaluation will be carried out and the findings will help to provide a simpler and more practical roadmap for the analysis of the education and teaching process. A thorough and systematic evaluation analysis by the headmasters should therefore, be undertaken to assess their abilities, in particular at the rural school in Jeli, Kelantan.

3. OBJECTIVES

In this study, three objectives have been formulated as follows:

- 1: Investigate influence between supervision knowledge and teacher self-efficacy.
- 2: Investigate influence between supervision interpersonal skill and teacher self-efficacy.
- 3: Investigate influence between supervision technical skills and teacher self-efficacy.

4. METHODOLOGY

This study was conducted based on a sample of Krejcie and Morgan (1970), 211 respondents from 13 primary schools in the rural district of Jeli, Kelantan. The Jeli District Education Office shall be responsible for all elementary schools in the districts. There are 13 primary schools in rural areas. In particular, there are 183 male teachers and 254 female teachers in rural areas. Referring to the sample formula for Krejcie and Morgan (1970), a total of 246 sets of questionnaires were distributed to the respondents, including 20% over-samples by selected school directors.

4.1. Instrument of Study

The questionnaire is divided into three major sections. Part A is used to collect personal information from teachers on four subjects, including class, age, teaching experience, and academic qualification. Parts B, for supervisory and part C for teacher efficacy.

Table 2: Instrument of Study

Part A	Part B	Part C
Demographic	Supervisory	Efficacy
Class, age, teaching experience, and academic qualification	Modification from Ebmeier (2003)	Modification from Ohio State Teacher Efficiency Scale (OSTES)

4.2. Translation of Questionnaire

This questionnaire has been developed in Western countries and must be translated back and forth to ensure its reliability and validity to address cross-cultural issues and misconceptions. The questionnaire is also a translation tool proposed by Brislin, Lonner, and Thorndike (1973) and has been translated from English to Malay to satisfy the needs of this research. Two English teachers with a Bachelor's degree in English as a Second Language Teaching English for the Second Language (TESL) have contributed to the localization of the instrument to be used. The questionnaire was translated from English to Malay by a teacher and translated into English by a teacher. After completion of the translation process, the instrument is reassessed to ensure that the translation is accurate. Ready-to-translate tools for accuracy and final validation are then forwarded to the supervisor.

4.3. Pilot Study

A pilot study in which the level of precision, accuracy, and relevance of the elements used in the questionnaire are checked to be conducted using the same sample of respondents that would not be included in the real research as the respondents (Mohd Majid, 2013). Similarly, the results of Chua (2011) showed that a pilot test was performed to assess the feasibility and efficacy of the device. Also, Fauzi, Kamal and Mohd Saifoul (2014) reinforced this conclusion by detailing four of the advantages of the pilot studies that allow researchers to test their hypotheses, adding new ideas that were not considered necessary before the pilot studies, conducting detailed research into statistical methods and data analysis, and enabling scientists to assess whether the study is feasible. A total of 30 sets of pilot studies have been distributed to rural schools in Kota Bharu District for this study.

4.4. Reliability

Based on the results of his study, Chua (2011) argued that a component is considered accurate when the instrument is consistent. The reliability test was conducted using the 64-bit version of the IBM Social

Sciences Statistical System (SPSS) and the alpha value of Cronbach was as follows. The alpha values of Cronbach for teaching and supervisory skill assessment are between 0.89-.91 of the three-dimension and the overall teacher self-efficacy is 0.85.

4.5. Study Procedures

The researcher must seek approval from the Awang Had Saleh Salleh Graduate School (AHSGS), Universiti Utara Malaysia, before gathering data and publishing the findings of the analysis. After registration, the researcher would need to seek additional approval from the Education and Study Preparation Division (EPRD) of the Malaysian Ministry of Education, which serves as an Ethical Committee that allows the applicability of the work to be carried out in the sense of the school environment. Once approved, a letter of approval was submitted to the Kelantan Department of State Education for permission to conduct questionnaires in specified schools in the Kelantan States. The researchers then contacted the school principal to tell them about the scope of the analysis to be carried out. Investigators have requested the help of senior assistants or associates in the school administration to assist the respondent in the delivery of the questionnaire to promote the process. During the questionnaire briefing session, the respondents were informed that the questionnaire had been completed and returned by one week. The respondents were therefore told that their input would be anonymous and would not adversely impact the respondents.

5. RESULTS

The results obtained were analyzed using Statistical Software for the Science Social System (SPSS 24.0). To clarify the background of the respondents and to answer the research concerns, the papers submitted refer to their race, a concise statistical analysis of the frequency, ratio, average and standard deviations. Statistics on inference, Pearson Correlation, and Stepwise Regression were also used to test differences and relationships between variables and the hypotheses of the study.

5.1. Respondent Profile

The sample consisted of 211 teachers from 13 rural primary schools in the Jeli district of Kelantan. A total of 246 sets of questionnaires were circulated and 211 sets of questionnaires were obtained for analytical purposes. The Krejcie and Morgan (1970) formula

established the number of respondents involved and informed them of the gender, age, teaching, and academic qualification (Table 3-6)

5.1.1. Demographic

Table 3: Respondents Gender Distribution

Gender	Numbers	Percent (%)
Male	59	28.0
Female	152	72.0
Total	211	100.0

5.1.2. Respondents Age

Table 4: Respondents Age Distribution

Teacher's Age Range	Numbers	Percent (%)
25-29 Years	5	2.4
30-34 Years	11	5.2
35-39 Years	58	27.5
40-44 Years	83	39.3
45-49 Years	31	14.7
50-55 Years	20	9.5
56-60 Years	3	1.4
Total	211	100.0

5.1.3. Teaching Experience

Table 5: Teaching Experience Distribution

Teaching Experience	Numbers	Percent (%)
1 - 5 Years	54	25.6
6 - 10 Years	114	54.0
11 - 15 Years	40	19.0
16 - 20 Years	3	1.4
Total	211	100.0

5.1.4. Academic Qualification

Table 6: Academic Qualification Distribution

Academic Qualification	Numbers	Percent (%)
Diploma	21	10.0
Bachelor Degree	168	79.6
Master Degree	22	10.4
Total	211	100.0

5.1.5. Descriptive Statistics Analysis

Table 7: Likert Scale Classification of Questionnaire Items

Items	Mean Value	Scale Description
1	4.01 to 5.00	High
2	3.01 to 4.00	Medium
3	2.01 to 3.00	Low
4	1.00 to 2.00	Low

(Source: Nunnally & Bernstein, 2014).

5.1.6. Supervisory Skills Level

Table 8: Supervisory Skills Analysis of Supervisors at Primary Schools District of Jeli District, Kelantan

	N	Mean	Standard Deviation (SD)
Supervisory Skills	211	4.13	0.38
Knowledge	211	4.15	0.38
Interpersonal Skills	211	4.22	0.45
Technical Skills	211	4.03	0.43

The data analysis of the level of supervisory skills in primary schools in the rural district of Jeli is shown in Table 8. The results showed that supervision skills of

supervisors at Jeli District Rural Schools were high (M = 4.13, SP = 0.38) with the highest level of interpersonal skills (M = 4.22, SP = 0.45), followed by knowledge dimensions (M = 4.15, SP = 0.38) and technical skills dimensions (M = 4.03, SP = 0.43). The data analysis of the self-efficacy levels of teachers in the primary schools of the Jeli district rural area is shown in Table 8. The results showed that the level of teacher self-efficacy in the Jeli district rural school was moderate (M = 3.91, SP = 0.33) with the highest classroom management effectiveness dimension (M = 3.98, SP = 0.38) followed by the dimension student engagement effectiveness (M = 3.90, SP = 0.36) and instructional strategy effectiveness (M = 3.87, SP = 0.38). The findings of this study show that the self-efficacy level of rural primary school teachers in the Jeli district is high.

5.1.7 Model Development

The model development divided into two: measurement model and structural model.

Measurement Model

The three constructs of Supervision were assessed (Figure 2) based on the measurement model, i.e. internal consistency, convergence validity, reliability of indicators based on external loading values, and discriminant validity.

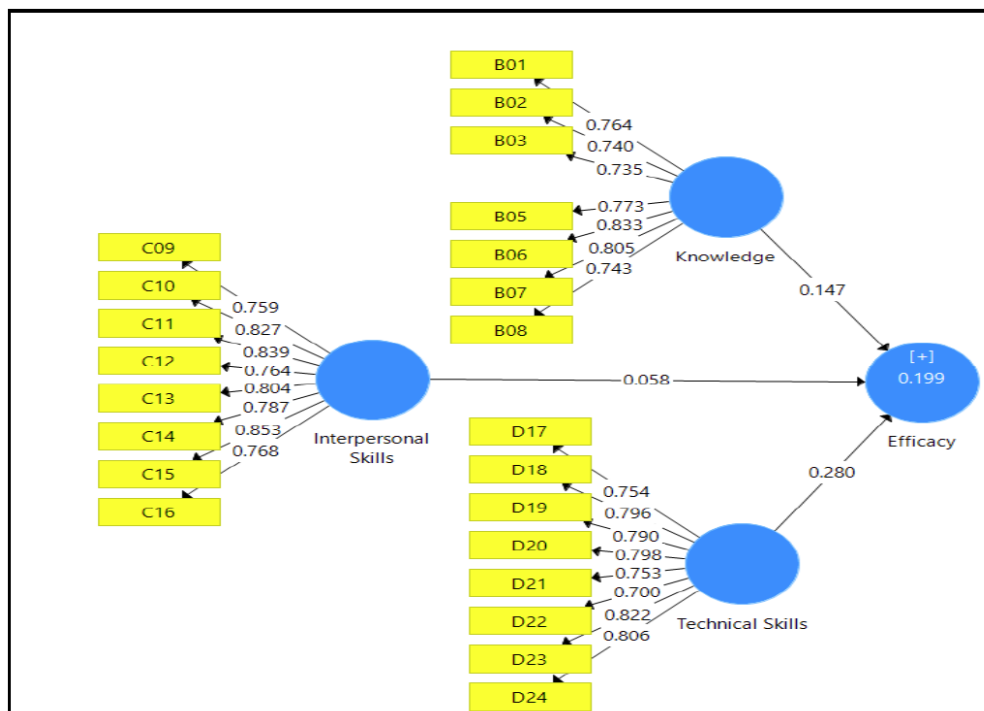


Figure 2:

Internal Consistency

Table 9: Internal Consistency and Cronbach's Alpha

Constructs	Cronbach's Alpha
Efficacy	0.878
Interpersonal Skills	0.92
Knowledge	0.889
Technical Skills	0.907

Constructs, Outer Loading, Composite Reliability (CR) and Average Variance Extracted (AVE)

Table 10: Constructs, Outer Loading, Composite Reliability (CR) and Average Variance Extracted (AVE)

Constructs	Items	Loading	CR	AVE
Knowledge	B01	0.764	0.911	0.595
	B02	0.74		
	B03	0.735		
	B05	0.773		
	B06	0.833		
	B07	0.805		
	B08	0.743		
	Interpersonal Skills	C09		
C10		0.827		
C11		0.839		
C12		0.764		
C13		0.804		
C14		0.787		
C15		0.853		
C16		0.768		
Technical Skills	D17	0.754	0.925	0.606
	D18	0.796		
	D19	0.79		
	D20	0.798		
	D21	0.753		
	D22	0.7		
	D23	0.822		
	D24	0.806		
Efficacy	E08	0.666	0.902	0.505
	F12	0.694		
	F13	0.72		
	F14	0.682		
	F15	0.733		
	F16	0.713		
	G19	0.695		
	G21	0.76		
G24	0.729			

Table 10 shows the Constructs, Loading, Composite Reliability (CR) and Average Variance Extracted (AVE). The value of Outer Loading of all items is between 0.666 and 0.853. Next, the Composite reliability for each construct in the supervision and efficacy are as follows; Knowledge (0.911); Interpersonal Skills (0.934); Technical Skills (0.925), Efficacy (0.902), which was found above 0.7; and AVE was reported greater than 0.5. Therefore, this indicates the model of this study had achieved the required internal consistency (Hair *et al.*, 2017).

Discriminant Validity

Table 11 of the Fornell-Larcker criterion indicates that the value of the AVE square root in the first-order construct is higher than the value of all the constructs below it. The AVE square root value refers to the highlighted value, while the unhighlighted value refers to the correlation value in the construct. The cause of the AVE squares is higher than the value of the correlation between the constructs. This shows that the discriminatory validity of the first order construct was achieved in this study based on the Fornell-Larcker criteria (Hair *et al.*, 2017).

The results of the Heterotrait-Monotrait Criteria (HTMT) are shown in Table 12. The total value of the correlation between each construct is less than 1.00 and this shows that all constructions differ from each other (Hair *et al.*, 2014)

Structural Model

The structural model analysis shows that it meets the measurement model assessment criteria using the Smart-PLS 3.0 software analysis procedure (Figure 3).

There was significant influence between the constructs Technical Skills to Efficacy, $p < 0.05$, and $T (2.388)$ or > 1.96 (Imam & Hengky, 2015) (Table 13). The results of the others constructs were not significant; Knowledge to Efficacy, $p > 0.05$, and $T (1.313)$ or < 1.96 ; Interpersonal Skills to Efficacy, $p > 0.05$, and $T (0.544)$ or < 1.96

6. DISCUSSION

Teachers are constantly inspired, empowered, guided, and trained by the headteacher that enables teachers to develop their teaching resources, strategies, and techniques to acquire knowledge that enhances their school objectives (Niku & Syamsul Hadi, 2020). These technical teaching skills contribute to improving teachers' performance, in particular in the

Table 11: Discriminat Validity

	Efficacy	Interpersonal Skills	Knowledge	Technical Skills
Efficacy	0.711			
Interpersonal Skills	0.377	0.801		
Knowledge	0.392	0.772	0.771	
Technical Skills	0.428	0.736	0.714	0.778

Table 12: Heterotrait-Monotrait (HTMT)

	Efficacy	Interpersonal Skills	Knowledge	Technical Skills
Efficacy				
Interpersonal Skills	0.399			
Knowledge	0.409	0.853		
Technical Skills	0.464	0.799	0.794	

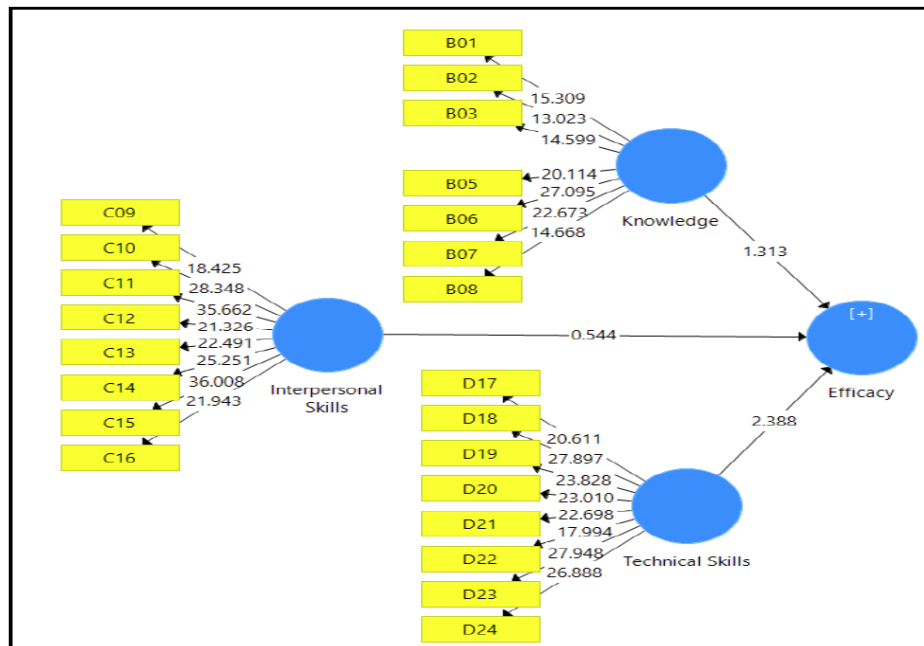


Figure 3:

Table 13: T-Statistics and P-Values of Variables

	T Statistics	P Values	Result
Interpersonal Skills -> Efficacy	0.544	0.587	Not Significant
Knowledge-> Efficacy	1.313	0.19	Not Significant
Technical Skills -> Efficacy	2.388	0.017	Significant

areas of teaching and interaction of classroom management. During the learning phase, the headteacher can develop appropriate behavior patterns

of supervision under teaching supervision. In an education collaboration aiming at better teaching efficacy, effective contact with teachers and

supervisors during the observation period of the learning process or with the appropriate partner term is envisaged (Murtiningsih, Kristiawan, & Lian, 2020). Moreover, the headteacher is considered as a coaching expert, he/she is a boss with the know-how that connects people with technical expertise and advice that increases teacher and student potential (Hartati & Purba 2019). A simple technical experience is also required as a supervisor. This is how it improves teachers' teaching skills. This supervisory professional capacity is important as the work undertaken by Budiyo *et al.*, (2020) has shown that the influence of each factor on teacher output is 78.6%, the effects on student achievement are 84.1% and the influence of teacher management and the organizational environment is on teachers. It shows that teacher supervision is a crucial factor in improving teacher efficacy and performance. As a result, school heads should attend more and more training and upgrading courses to ensure that their feedback given to teachers after the observation is a useful input. The supervision process should help teachers more effectively implement their teaching and develop a more positive attitude towards the teacher.

Furthermore, Daud, *et al.*, (2018) find that teachers value the school concept, who work as administrators using a range of management resources, who are bosses and who are thoroughly familiar with effective teaching methods. Their technical leadership capabilities, incorporating their teaching and job experience with pupils, teachers, and the school environment, were helpful to their attempts to provide teachers they encountered with positive guidance. Supervisors can improve schooling in the classroom utilising related supervisory approaches. Supervision is an activity that contributes to the growth and develops thinking capabilities in the classroom, according to Hartati and Purba (2019). Supervision is an operation that offers teachers the opportunity to improve education, provide training and help, and strengthen teacher learning strategies in the classroom either independently or in the classroom. The results from Vangrieken, Meredith, and Kyndt (2017) also support the results of the study. They recommended that teachers be able to exchange practices and mature in their environment since they are one of the most important components in education development. Leaders should also create and maintain a harmonious working environment to regularly promote collaboration and mutually beneficial communication factors (Mohd Faiz *et al.* 2020).

The analyzes found that the teacher's self-efficacy of the three control factors (technical skills, perception, and interpersonal skills) was impaired only by the technological competencies of $p < 0.05$ and $T (2.388 > 1.96)$. This finding is similar to Darishah *et al.*, (2017) who show that the technical skills of supervisors have to do with the elements necessary for the autonomy of teachers. Technical supervision principles are important since poor technical skills also contribute to poor teaching and student performance. On the other hand, Arsaythamby and Mary (2013) find that the technical skills engaged in clinical observation have a huge effect on the effectiveness of teachers and instructors. Sundus *et al.* (2020) agreed to use professional implementation expertise to improve teacher engagement and training abilities through educational visits to test and analyze schools. Principles that also serve as teacher mentors will also serve as individuals that can help teachers develop their teaching skills without harm. Studies by Haryono, Amrullah, and Surah (2020), on the other hand, find that 1) the leadership of the headteacher would inspire, (2) The head of the school will be able to serve as a solution to the problem, (3) The headmaster of the school should be able to act as the allocator of resources, (4) The principal of the school will assist with developing working conditions, (5) The expertise and abilities of teachers can boost instructor performance by offering inspiration, knowledge, and training for the instructor. Both these considerations should improve teacher management strategies, where appropriate, to enhance self-efficacy and success in the classroom more efficiently. The guidance of teachers is also an effort to guide teachers to improve their teaching quality by training, actual education and rationally altering their learning outcomes (Siahaan, 2020). Hoque *et al.* (2020) discovered, however, that the teachers employed their own teaching methods repeatedly. From their observation, teachers can be considered confident to adopt their own teaching methods, as they are not bound by their supervisors' recommended teaching process.

This allows them to try new methods individually without being influenced by their teacher and thereby improve their teaching effectiveness. Teachers also believe that observation does not affect their efficacy. For some teachers, therefore, Hoque *et al.* comments are valid, however, they cannot claim that they are correct for all teachers. That is why in the supervision circular 3/1987, not revised or still used by the Ministry of Education (1987), most teachers still have to be

certainly watched to encourage and improve their teaching skills and sense of confidence in the classroom. On the other hand, a study by Daud *et al.*, (2018) found that high school teachers are not aware of mentors, and many did not receive teaching support, particularly the involvement of students in the classroom. When teachers cannot improve the involvement of students in the classroom, teaching efficiency is troubling. Teachers also do require training input from the supervisors who are skilled and qualified teachers. The values of school leaders offer training and encouragement for learning. Mohd Faiz *et al.*, (2020) also show that management is an important operation, works as a team, and aims as a group. This is also necessary to ensure that the program achieves the goals and maintains the benefit of commitment, thus increasing the importance of student teaching both in schools and in classrooms. The headteacher will then acquire the professional expertise required to prepare, assess, track, and examine progress in education. The three competencies are clear and interrelated (i.e. information, interpersonal and technological skills) (Khun-Inkeeree *et al.*, 2020). Moreover, supervisors as corporate administrators need to pay attention to teachers who view instruction and training as a mechanism that does not lead to their professional growth as teachers. The integrity and self-efficacy of teachers are inversely related to the level of student achievement and leads to total organizational efficiency (Cansoy & Parlar (2018). As a result of good governance, the development of education and learning experience in schools can often be improved through partnerships between educators and administrators with students, partnerships with teachers, and teacher-student relations. Supervision would therefore, make your day-to-day activities more optimistic and more successful. In other words, supervisors, head teachers, or principals should contribute to improving the effectiveness and professionalism of teachers themselves by providing adequate supervisory knowledge (Dimiyati, Supriyati & Akbar, 2019). Besides, Darishah, *et al.*, (2017); Khun-Inkeeree *et al.*, (2020); Mardhiah & Rabiatal (2016) also gave similar advice, noting that lack of expertise, organizational and technological experience at the monitoring level contributed to incompleteness and loss of effectiveness. This level of expertise and ability will also assess the efficacy of supervisory procedures, including the confidence of superiors, the monitoring of teaching and the successful oversight of superiors, to obtain positive outcomes in teacher instruction (Ebmeier, 2003). On the other hand, teachers can be

easily distracted without proper training in teaching and learning. According to Irmayani *et al.* (2018); Tobari *et al.*, (2018), there is a shortage of zeal for the accomplishment of the learning services activities of teachers; (2) there are teachers who have not yet established programs of any high quality; (3) collaboration, empathy, and commitment to the learning needs of subordinates. Finally, proposals for effective preparation and training courses generated directly by the Ministry of Education, based on the results of this report, must be submitted to enable the correct and productive use of such methods.

7. CONCLUSION

The findings of the study will help stakeholders such as the Ministry of Education, Inspectorate, State Education Department, District Education Office, students, and teachers to recognize and take the best and most effective steps for the advancement of teacher preparation and education in the country. The National Education Act of 1996 shows that teaching and learning oversight in schools is directed at ensuring that teaching and reading practices are successfully enforced and strengthened over time. The supervisor 's responsibility in that regard is necessary to ensure that the supervisory process is carried out following the procedures and specifications laid down. Effective supervision will therefore also explicitly boost performance in classrooms (Khun-Inkeeree *et al.*, 2019). It cannot however be achieved without professional practical instruction, corporate communication expertise, and supervisory experience for instructor and headteacher. Accordingly, the findings of this study have shown that headmasters should improve their professional skills by underlining that, before supervision, constructive and beneficial management of the learning environment and organized and planned supervision of teachers. Hoque *et al.*, (2020) stated that behavioral evaluation practices except for a positive approach have little impact on the actions of teachers.

It indicates that when teachers are not adequately motivated by oversight, the outcome would be more cynical, so teachers would feel resentful about the discipline process because they will not accept oversight from the core. Nonetheless, monitoring is not used as a shifting tool. Therefore, the mindset of teachers will change before supervision is performed. Instructional supervision impacts the actions of teachers as educators continue to be led in classrooms by some and the instruction is meant to aid teachers in

teaching. Many teachers are mainly new teachers who are seeking advice from other teachers. Their administrators are also trying to develop their abilities. Alternatively, Budiyo *et al.* (2020) showed that oversight of a principal affecting the performance of secondary school teachers has been both constructive and important, and the interpersonal atmosphere affects the performance of secondary school teachers and the elementary management of school and organisation. Teachers must also be identified and regularly supervised to fulfill the standards set by the Education Ministry.

Furthermore, the results of this report may also have implications for the long-term progress of the Malaysian Ministry of Education, State Departments of Education, Head Teachers, Supervisors, and School Teachers. This research was conducted to combine leadership and teaching skills with self-efficacy and to examine the impact of education and learning factors on rural primary school teachers' autonomy in rural areas. Operational supervisors should be accountable for teachers who see teaching and instruction as a process that will not hinder their professional development as teachers. Improved training and teacher self-performance are reversely related to the rate of student achievement and contribute to improved organizational progress. Throughout the follow-up phase, the instructor will develop improved methods to monitor the instruction given (Daud *et al.*, 2018).

The goal of developing a high impact teaching and learning management strategy is not accomplished by eliminating these professional supervisory skills. It is hoped that the findings of this study will help boost Malaysia's overall education quality and create incentives for internationally renowned citizens. Hartati and Purba (2019) said that the head of the school is the educational planner, the director of the education center, the president, and activator of the educational institution as the creator of an educational work environment. The training seeks to improve the commitment of teachers in terms of improving the incentive for success, ensuring that teachers work according to job responsibilities, are willing to face risks, innovative, good managing time, and work hard to meet school organisation's objectives. Khun-Inkeeree *et al.* (2020) stated that this would not be feasible without the participation of professional headteachers, organizational capabilities, and constructive contact with managers and students. The research also suggested that the facets of teaching before supervision, positive and effective management

of the classroom environment and the structured and planned oversight of teachers will be addressed by those who may establish systematic and realistic policies and guidance.

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