

**UNIVERSITI TEKNOLOGI MARA**

**SUPERVISORY BELIEFS AND PRACTICES OF  
INSTRUCTIONAL LEADERS:  
A CASE STUDY**

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## ABSTRACT

The purpose of the study was to examine supervisory beliefs and practices of Instructional Leaders in a secondary school in Kuala Langat. The descriptive study case study comprised 72 Instructional Leaders which involved 29 middle managers and 43 teachers. The study employed a mixed methods research design where data were collected using a questionnaire and semi-structured interviews. Three middle managers and three teachers were randomly selected for the semi structured interviews. The quantitative data were analysed using Statistical Package for Social Sciences (SPSS) version 17. Frequencies, percentage, mean, standard deviation and t-test were conducted from the data. The validity and reliability of the instruments was established through experts' opinions and a pilot study. The findings revealed between directive approach, collaborative approach and nondirective approach, middle managers take 53.6% of the time use directive approach to supervision while teachers stated middle managers take 87.1% of the time use collaborative approach to supervision. Findings also indicated middle managers and teachers have high level of implementing supervision practices. However teachers did have moderate perception towards implementing the evaluation stage. On the other hand, the finding indicated that there was no significant difference of supervisory practices between teachers' perception and middle managers' perception  $t(72) = 0.46$ ,  $p\text{-value} = 0.65$ . Through semi-structured interviews, the result revealed that middle managers and teachers faced problems like time constraint, the purpose of supervision and lack of facilities in school. In addition middle managers faced problems with senior teachers and teachers as they questioned the supervisor's credibility. Overall, the findings of this study imply that instructional leaders need to be aware of effective supervision practices as it can enhance the teaching and learning process. It may also serve as a platform to motivate instructional leaders to change the role of school head, middle managers and teachers in the way to enhance supervision practices in school. Based on the findings, future research may examine the real impact of supervisory practices on student learning outcomes. Further investigations on demographic characteristics, difference schools and intensity of the supervisory practices being carried out may be conducted in the future.

## ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengkaji kepercayaan penyeliaan dan amalan penyeliaan oleh pemimpin pengajaran seperti pengurus pertengahan dan guru di sebuah sekolah di Kuala Langat. Data kajian diperolehi dengan menggunakan soal selidik dan temuramah separa berstruktur. Soal selidik telah ditadbirkan kepada 72 responden iaitu 29 orang adalah pengurus pertengahan dan 43 guru. Tiga orang pengurus pertengahan dan tiga orang guru telah dipilih secara rawak bagi tujuan temuramah. Data telah dianalisa dengan menggunakan *Statistical Package for Social Sciences* (SPSS) versi 17. Frekuensi, peratus, sisihan piawai dan *t-test* telah dianalisa dari data yang diperolehi. Dapatan kajian menunjukkan pengurus-pengurus pertengahan menggunakan 53.6% daripada masanya dalam amalan direktif manakala guru-guru menyatakan pengurus-pengurus pertengahan menggunakan 80.7% daripada masanya kepada amalan kolaborasi dalam penyeliaan. Dapatan juga menunjukkan pengurus-pengurus pertengahan dan guru-guru mempunyai aras persepsi yang tinggi terhadap amalan penyeliaan. Walau bagaimanapun guru-guru menunjukkan persepsi yang sederhana terhadap pelaksanaan peringkat penilaian. Selain itu juga, dapatan menunjukkan tidak terdapat perbezaan pada amalan penyeliaan antara pengurus pertengahan dan guru  $t(72) = 0.46$ ,  $p\text{-value} = 0.65$ . Melalui temuramah separa berstruktur, dapatan kajian mendapati masalah penyeliaan yang dihadapi oleh pengurus pertengahan dan guru adalah kekangan masa, tidak faham fungsi penyeliaan dan kekurangan kemudahan di sekolah. Sebagai tambahan, pengurus pertengahan menghadapi masalah terhadap guru berpengalaman dan guru-guru pula mempersoalkan kredibiliti penyelia penyeliaan. Secara keseluruhannya, dapatan kajian ini mempunyai implikasi bahawa pemimpin pengajaran perlu sedar terhadap penyeliaan yang berkesan kerana ia dapat meningkatkan proses pengajaran dan pembelajaran. Ia juga boleh dijadikan sebagai platform memotivasikan peranan guru besar/pengetua, pengurus pertengahan dan guru-guru untuk meningkatkan amalan penyeliaan di sekolah. Berdasarkan dapatan kajian juga, kajian terhadap kesan amalan penyeliaan terhadap hasil pembelajaran pelajar. Kajian lanjutan terhadap ciri-ciri demografi, perbezaan sekolah dan keberkesanan amalan penyeliaan perlu dilakukan pada masa hadapan.

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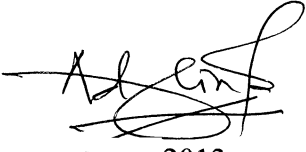
Finally, my deepest appreciation goes to my siblings and my parents who provided me the moral support, motivation and understanding on my postgraduate journey.

## DECLARATION

I declare that the thesis is never submitted to any academic or non-academic institutions. It was carried out in accordance with the regulation of Universiti Teknologi MARA. The thesis is a result of my own work and it is original, except for some of the quotations or references.

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