

**UNIVERSITI TEKNOLOGI MARA**

**THE RELATIONSHIP BETWEEN  
TEACHERS' PERCEPTION ON  
INSTRUCTIONAL SUPERVISION  
AND PRINCIPAL TRUST**

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Dissertation submitted in partial fulfillment of the  
requirements for the degree of  
**Master of Education**  
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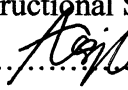
**Faculty of Education**

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## **AUTHOR'S DECLARATION**

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## **ABSTRACT**

The purpose of this study was to identify the relationship between teachers' perception of instructional supervision and principal trust in secondary schools in Selangor. Four secondary schools from Petaling Perdana district were selected for the study. Data were collected using questionnaire. The questionnaire was distributed to a total of 300 randomly selected teacher respondents. However, only 208 questionnaires had been returned and were able to be used for analysis. Data were analysed using descriptive and inferential statistics. The findings revealed that the level of five dimensions of instructional supervision namely purpose, collaboration, continuity, feedback and instructional improvement were at high level. Among these dimensions, purpose was identified as the highest mean score. In addition, findings indicated that professional growth plan was the most frequent model being applied by principals. The findings also indicated that the level of principal trust was at high level. There was a strong and significant relationship between instructional supervision and principal trust. Implications for practice suggest how principals as instructional supervisor have a duty to supervise and monitor instruction regularly. In addition, this study has implications to the role of principal and teachers to enhance the process of instructional supervision, thereby producing successful schools. Based on the findings, this study also provides recommendations for improvement of practices and future research.

## **ABSTRAK**

Kajian ini bertujuan untuk mengenalpasti hubungan antara persepsi guru terhadap penyeliaan instruksional dan kepercayaan terhadap pengetua di sekolah menengah Selangor. Empat buah sekolah dari daerah Petaling Perdana telah dipilih dalam kajian ini. Data kajian diperolehi dengan menggunakan teknik soal selidik. Soal selidik telah ditadbirkan secara rawak kepada 300 responden guru dan sejumlah 208 soal selidik telah dipulangkandan boleh digunakan untuk analisis. Data telah dianalisa dengan menggunakan statistik deskripsi dan inferensi. Dapatan kajian menunjukkan bahawa kelima-lima dimensi penyeliaan instruksional iaitu tujuan, kolaborasi, kesinambungan, maklumbalas dan peningkatan instruksional berada pada tahap tinggi. Dimensi tujuan mendapat skor min tertinggi. Sebagai tambahan, dapatan kajian mendapati pelan pembangunan professional merupakan model yang paling kerap digunakan oleh pengetua. Dapatan kajian juga menunjukkan kepercayaan terhadap pengetua berada pada tahap tinggi. Terdapat hubungan yang signifikan di antara penyeliaan instruksional dan kepercayaan terhadap pengetua. Implikasi untuk amalan mencadangkan pengetua sebagai penyelia instruksional bertanggungjawab untuk menyelia dan memantau guru dengan kerap. Dapatan kajian ini juga mempunyai implikasi terhadap peranan pengetua dan guru-guru dalam usaha untuk meningkatkan proses penyeliaan instruksional seterusnya melahirkan sekolah yang cemerlang. Berdasarkan dapatan kajian juga, beberapa cadangan telah dikemukakan untuk penambahbaikan dalam amalan dan kajian pada masa depan.

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