MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

October 2018, VOLUME 6, ISSUE 4, 37-55

E-ISSN NO: 2289 – 4489

https://doi.org/10.22452/mojem.vol6no4.3

THE ART OF SUPERVISION: ROLE OF SUPERVISORY SKILLS IN DEVELOPING TEACHER CAPACITY

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ABSTRACT

This study seeks to identify the role of supervisory skills in building teacher capacity through instructional supervision. Data gathered in the study were analysed using the SPSS version 21.0 software which involved descriptive statistical method, mean and standard deviation. Data were also analysed using Structural Equation Modelling to look at the relationship between constructs supervisory skills and teacher capacity. For the purpose of the research, 390 respondents who are secondary school teachers in the state of Selangor, Malaysia were involved as sample of the study. The findings of the study indicate that in instructional supervision practices, the level of the supervisory skills construct is at high level. On the other hand, the level of teacher capacity is at moderate level. The findings of the SEM analysis also indicate that there is significant positive relationship between the supervisory skills construct and the construct of teacher capacity. The findings of the study will help the Ministry of Education and school administrators in particular, to focus on improving the practice of supervision in schools. This can be enhanced by focusing on building the prerequisite knowledge and skills of supervision in improving the quality of the implementation of classroom supervision. This is especially important in the attempt to help teachers strengthen their instructional practices by building teacher capacity. All in all, improving instructional practices and learning outcomes are vital as it is in line with the aspirations of the 21st century learning.

Keywords: Supervision, Supervisory Skills, Teacher Capacity, Secondary Schools, Malaysia

INTRODUCTION

In addressing the challenges of the 21st century, instructional leaders need to act as agents of change to provide conducive learning climate to students. This quality can be enhanced by utilising the talents and abilities of teachers in schools to improve educational performance, especially the quality of teaching and learning through the practice of instructional supervision (Glickman, Gordon, & Ross-Gordon, 2010). This quality improvement is crucial in order to create a competitive human capital.

Instructional supervision is aimed at improving the quality of teaching and learning and it involves the process of observing behaviour of teachers who have systematic way of working and have clear objectives related to students' learning outcomes (Fritz & Miller 2001, Blasé & Blasé, 2000). In the context of instructional supervision in Malaysia, the implementation of supervision is in line with the circular letter related to instructional supervision known as *'Surat Pekeliling Ikhtisas' (SPI) No. 3/1987* (MOE, 1987). In the SPI, it is stated that effective instructional supervision in school should be implemented by school administrators i.e. principals, senior assistants, Head of Department (Senior Subject Teachers) and head of panel. The SPI is aimed at ensuring that all teachers implement teaching and learning based on a standard professional quality (Mariani, Mohd Nazri, Norazana, Nor'ain, & Zabidi, 2016). To ensure smooth implementation of the process of instructional supervision in school, teachers need to clearly understand its aims, objectives, and the implementation procedures so that teachers and supervisors can work together to achieve the goals of instructional supervision (Zepeda, 2007).

Teacher capacity is an important dimension to ensure the effectiveness of teaching and learning in schools. The basic function of a school or educational organization is to promote learning process and to build human capital through teaching and learning process. Teachers who function as educational personnel also need instructional assistance as they are directly involved in the process of instructional improvement (Glickman et al., 2010). Therefore, the capacity of teachers should be enhanced to enable them to contribute optimally to the expected learning outcome. One aspect that plays an important role in teacher professional growth and learning is instructional supervision.

Instructional supervision is an ongoing process that helps to increase teacher capacity in the teaching and learning process through direct assistance as well as coaching and mentoring (Glickman et al., 2010). This is because instructional supervision helps to increase opportunity and school capacity to contribute more effectively towards students' performance (Sergiovanni & Starrat, 2007). Supervision carried out at schools usually focuses on the improvement and quality of education delivered to students (Mislinah, 2008; Harris, 2002). Therefore, in order to implement instructional supervision properly, a supervisor needs to have the right prerequisite skills as a supervisor, namely supervision knowledge, technical skills and interpersonal skills (Glickman et al., 2010).

While instructional supervision aims to help teachers improve the quality of teaching, however, in Malaysia the implementation of supervision has not yet been proven to increase teaching practices as intended. Therefore, the problem needs to be reviewed to find out what is happening in relation to the practice of instructional supervision in school today. The focus of the study is to find out the current level of instructional supervision practices implemented in secondary schools in Selangor. Supervision needs to be planned systematically and are geared towards the development of individual teachers, in line with organizational goals (Glickman et al., 2010). The objectives of the implementation of instructional supervision in schools need to be clear and the information should be disseminated to teachers in order to implement effective instructional supervision. To uphold the professionalism of teachers, the level of the implementation of instructional supervision of teachers should be excellent in order to help improve teachers' practices.

Instructional supervision provides support to teachers and helps increase their capacity to implement teaching and learning in the classroom. Teacher capacity related to teaching and learning needs to be increased and diversified so that they can increase students' motivation to study (Glickman, Gordon, & Ross-Gordon, 2007; Sergiovanni &

Starrat, 2007). The literature shows that there is a correlation between quality teachers and student achievement (Smith & Gorard, 2007; Darling-Hammond & Youngs, 2002). Therefore, instructional supervision implemented should help teachers to increase their capacity. Elements such as supervisory skills are important aspect which contribute towards the development of' teacher capacity. Therefore, this study aims to look at the role of supervisory skills in helping to build the capacity of teachers through instructional supervision.

A plethora of studies on instructional supervision have been implemented. Instructional supervision provides help for teachers to identify their weaknesses in delivering teaching and learning in the classroom and analyse those weaknesses so that they could be more effective. The question raised here is, how skilful are school leaders in their practice of instructional supervision in building teacher capacity. This study aims to identify supervisory skills of the supervisors and their relationships with teacher capacity building in secondary schools in Selangor.
Therefore, the study attempts to answer the following objectives:

- To analyse the level of supervisory skills as a prerequisite for supervisors in secondary school in Selangor;
- To analyse the capacity level of teachers in secondary schools in Selangor;
- To analyse the relationship between supervisory skills as a prerequisite with teacher capacity in secondary schools in Selangor.

Accordingly, the study seeks to test the following hypotheses:

H_1: There is a significant relationship between supervisory skills as a prerequisite in increasing the capacity of secondary school teachers in Selangor.

LITERATURE REVIEW

Generally, instructional supervision is linked to the ability of a school administrator (instructional leader) to evaluate and monitor the effectiveness of the implementation of teaching and learning practice by providing support, guidance and encouragement to teachers (James & Balasandran, 2013). Instructional supervision also aims to improve the quality of teaching practices while continuously improving the quality of student learning outcomes (Zepeda, 2007; Wiles & Bondi, 1980). Hence, in the attempt to provide quality teaching and learning practices it requires a high level of understanding and commitment from instructional leaders in school. Leaders' understanding and commitment are important to ensure the aims and objective of education, which is to enable learning to take place, are achieved (Glickman et al., 2010). In order to improve the capacity of teachers through effective supervision, it is important for each supervisor to have the right supervisory skills.

Supervisory Skills

To perform instructional supervisory duties, skills are nevertheless necessary. The skills needed include knowledge, interpersonal skills, and technical skills as the basis for competence in supervision (Glickman et al., 2010; Alfonso, Firth, & Neville, 1984). Every supervisor needs knowledge. In this case, the principals and supervisors in school need to have the right instructional leadership, and understand the policies and directions of the school so that they can achieve the school's desired goals. To help develop teachers, they also need to be knowledgeable about methods related to adult learning or andragogy and the development of teachers and how supervisory practices that can help improve the instructional supervision practices in schools.

Interpersonal skills are related to establishing human relationships and the ability to work with other individuals (Obakpolo, 2015; Zagenczyk, Scott, Gibney, Murrel, & Thatcher, 2010). Supervisors need to understand and motivate teachers so they will want a good performance at the end of the day, either as individuals or as group. Supervisors need to know how their interpersonal behaviour will affect teachers (Arman, Syamsul, & Darman,

2016; Ahmad Kamal, Idris, & Zuraidah, 2015). Supervisors also need to know the forms of interpersonal behaviour that can be used to promote more positive relationship orientation within the organization. Another skill that needs to be mastered is technical skills. Technical skills refer to the ability to make decisions and consider the important relationships with organizational goals (Dea, 2016; Wanzare, 2013). Supervisors need to be knowledgeable about the whole organization and know how to coordinate, plan, control the system of records and information within the organization, as well as knowledge needed to plan, assess, observe, and evaluate teaching improvements. Technical skills also refer to the specialized knowledge and skills needed to conduct supervision. These skills include the ability to use appropriate tools, procedures or techniques to carry out job-know-how work by specific fields (Donkoh & Baffoe, 2018; Enaigbe, 2009). The combination of these three skills enables supervisors or individuals to engage the entire organization as an entity and see the relationship between all sections, branches or units. These acquired skills will enable supervisors to see issues that arise critically and maturely.

A study conducted by Wanzare (2013) shows the six key skills and attributes that instructional supervisors should possess at the school level namely i) the ability to demonstrate leadership by example; ii) high integrity; iii) knowledge about delegating tasks; iv) knowledge of public relations; v) supervisory skills; and vi) efficiency in teaching subjects. In addition, the principal or headmaster, as a supervisor, should also be qualified and experienced teachers.

Oliva and Pawlas (2001) also note that instructional supervisors must be highly skilled in carrying out supervisory responsibilities, knowledgeable, having the right technical skills and technical responsibilities to meet the diversity of their supervisory duties. The skills needed for supervisors include: a) interpersonal skills, including communication skills, motivation, problem solving, and conflict management; (b) technical skills, which include ways to achieve goal setting, evaluation, planning, teaching observation, and research and evaluation; (c) information skills; (d) human relations skills, the ability to work with and through others; I administrative skills (influencing, recording); (f) the ability to manage changes; (g) self-awareness skills; and (h) conceptual skills, the ability to see larger representations, speculate, and the ability to think about changes.

School administrators, especially principals, need to be prepared to carry out role and responsibility in implementing instructional supervision. Training for instructional supervision should be included in the training program for future leaders. However, as stated by Oliva and Pawlas (2001, the training given to principals does not provide them with the reality of their duties as principal or headmaster. Most of the input given revolves around general leadership knowledge. Specific instructional supervisory skills and abilities can be obtained through on-the-job training; by involving themselves in planning various activities or writing a curriculum guide. The supervisors also play an important role in implementing operational strategies. They need to be equipped with the right concepts and skills so that they can act as a liaison officer between the administrator and teachers. In carrying out daily duties and responsibilities, supervisors face various issues related to communication, personal relationships, conflicts and dissatisfaction.

Teacher Capacity

Teacher capacity is known as teacher knowledge (Krim, 2009; Howard & Aleman, 2008). which refers to all the knowledge that a person needs to know or –o - that is, the knowledge, skills, character or attitudes, and beliefs needed to become a quality teacher, which enable teachers to perform their duties in teaching and learning effectively (Howard & Aleman, 2008; Durr, 2008; Grant, 2008; Hopkins, 2001; Lambert, 1998; Shulman, 1987). Capacity building aims to broaden the potential and capabilities of individuals, and emphasizes professional development (Krim, 2009; Harris, 2002). A teacher needs to have knowledge related to the subject that needs to be communicated and this knowledge needs to constantly grow and increase over time.

Therefore, the development of teacher capacity is also a continuous lifelong professional development activity that allows teachers to be flexible and adaptable to their practice. Teacher knowledge can be improved through formal learning, seminars or professional learning communities.

Capacity also involves professional capacity i.e. referring to skills in teaching or pedagogy, especially effective teaching. The skills possessed by an individual teacher is what distinguishes them from other individuals. These skills also involve teacher's ability to plan (DiPaola & Hoy, 2008). With either weekly, monthly or yearly planning, it enable the teachers to carry out lessons as planned. Teachers need to have knowledge of the subjects and pedagogical skills which are the various techniques in delivering the content of the subjects taught according to the ability of the students. Teacher capacity concept also emphasizes that a teacher needs to possess the necessary knowledge, skills and attitudes to become an effective educator as mentioned by Cochran-Smith, Feiman-Nemser, and McIntyre, (2008) (as cited in Krim, 2009). In order to be an effective educator, teachers need to acquire knowledge, skills, and attitudes to fill various roles and meet various professional responsibilities.

Capacity building or capacity development is an approach to the concept of individual competence development through; 1) Understanding barriers that limit the execution of the realization of their development goals, and 2) increase existing capacity so as to enable them to achieve measurable and sustainable results (Sergiovanni & Starrat, 2007). In the context of teacher capacity development, this development refers to all possible efforts to improve the teaching and learning competencies of teachers in the classroom that will ultimately improve student performance. Capacity and supervision enhancement (Sergiovanni & Starrat, 2007), is a re-acculturation process of the existing norms and practice in schools. To increase teachers' sense of responsibilities, they need to be given encouragement and guidance. This re-acculturation process will be more successful if teachers and supervisors collaborate in creating a learning community. Hence, capacity building in education involves the development of human resources especially teachers, systematic planning, organizational infrastructure that supports the function of schools as well as external agency support. All these aspects should be mobilized collaboratively to improve teacher capacity towards the improvement of teaching and learning process (Hopkins, 2001).

Teacher capacity development also involves the effectiveness and response of teachers towards change and unpredictable situations (Albright & Masturah, 2006). In order to build the capacity of teachers, there are three (3) key areas that need to be focused namely 1) training, policy and pedagogy, 2) infrastructure development, and 3) teacher welfare and empowerment (Egbo, 2011). In order to build teachers' capacity, teachers need to be provided with resources, materials and tools needed to teach effectively. Teachers will face problems if they are delivering 21st century education using the equipment and facilities of the 19th century. If the existing learning environment is not conducive for teachers and students, then to produce quality teaching would be a difficult task. Capacity for teaching and learning effectively involves teacher skills in planning i.e. planning teaching strategy for the term or the current year (DiPaola & Hoy, 2008). This capacity building involves the knowledge, skills, attitudes, social and adult resources of the school that can be used to promote student learning and development (Smylie, 1996). With such implications, effective schools require responsive teachers, social, cultural, and economic changes that affect the future of the students (and their own).

Teachers interpreted the same ideas in various ways, (Marzano, 2003) thus resulting in inconsistent teaching in the classroom in the same school and district. The enhancement of teachers' professional capacity is aimed at enabling teachers to convey a consistent and thorough school curriculum in line with state standards that provide students with high achievement in college and high-quality workplaces (Dana, 2009). Capacity building should also provide opportunities for teachers to develop their practices through interaction focused on other teachers and access resources with individual support. These practices require the support of administrators to overcome teachers who still interact traditionally (Egbo, 2011; Durr, 2008). If school leaders want to keep track of the gap between teachers, they need to develop the capacity of the teachers even if the teachers are highly qualified. Teacher capacity will usually increase in line with the improvement in education, certificates and experiences of each teacher (Durr, 2008). In order to increase teachers' capacity on par with the teaching of the 21st century,

appropriate infrastructure is essential. When teachers understand the current needs of education, and their capacity has been developed, they will be able to perform excellent teaching sessions (Egbo, 2011; Lambert, 1998).

Knowledge culture among educators in schools needs to be transformed and developed as an effort to improve teacher capacity and school performance (Zuraidah, 2016; Egbo, 2011). Instructional supervision and capacity building are the revised culture of existing norms in schools (Sergiovanni & Starrat, 2007). In order to enable teachers to undertake greater responsibility, they need encouragement and guidance. Reinventing a culture could be achieved if supervisors and teachers collaborate to create supportive networking within the organizations that strive towards developing a learning community. Teachers should be given the opportunity to develop their capacity in order to create and achieve the desired results (Treslan, 2008). Therefore, the bureaucratic affairs of the school must be changed in order to make mutual decisions and create a friendly environment that supports innovation (Sergiovanni & Starrat, 2002).

The conceptual framework of this study was developed based on two underlying theories, Supervision and Successful schools (Glickman et al., 2010) as shown in Figure 1 and Building Teacher Capacity (Egbo, 2011) in Figure 2. The conceptual framework of this study directly addresses the need for instructional supervision and for teacher capacity building. According to Glickman et al., (2010), to be effective, supervisors need to have certain set of skills as prerequisites for effective supervision. The prerequisites are basic knowledge, interpersonal skills and technical skills. At the same time, supervisors also need to be skilled in various aspects such as values, systems and strategic planning in order to ensure the goals of the school in curriculum management are achieved effectively and excellently.

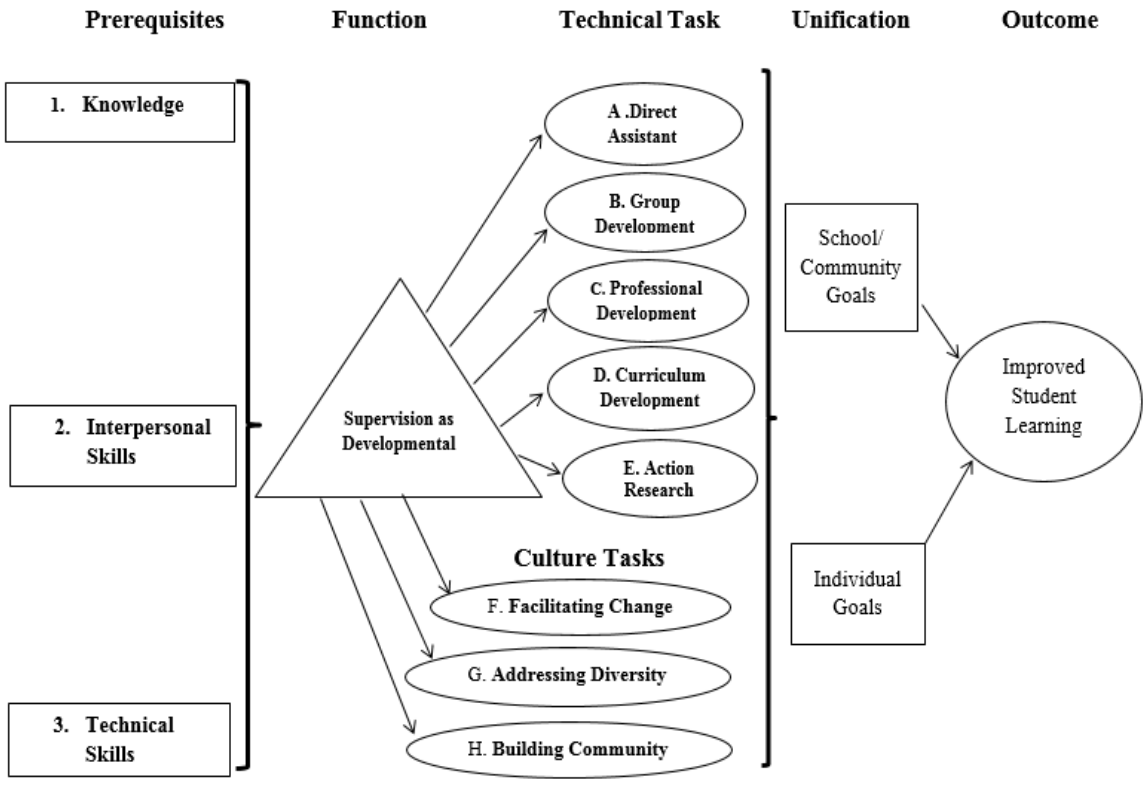

Figure 1. Supervision and Successful Schools (Source: Glickman et al., 2010).

Another important aspect to be addressed in schools is teacher development. In order to ensure teachers' teaching will always be relevant to the current context, teachers need to have the support from the organization to diversify and improve their competency in the classroom, and at the same time, have appropriate platform to discuss and find strategies to solve problems they face in the classroom (Egbo, 2011).

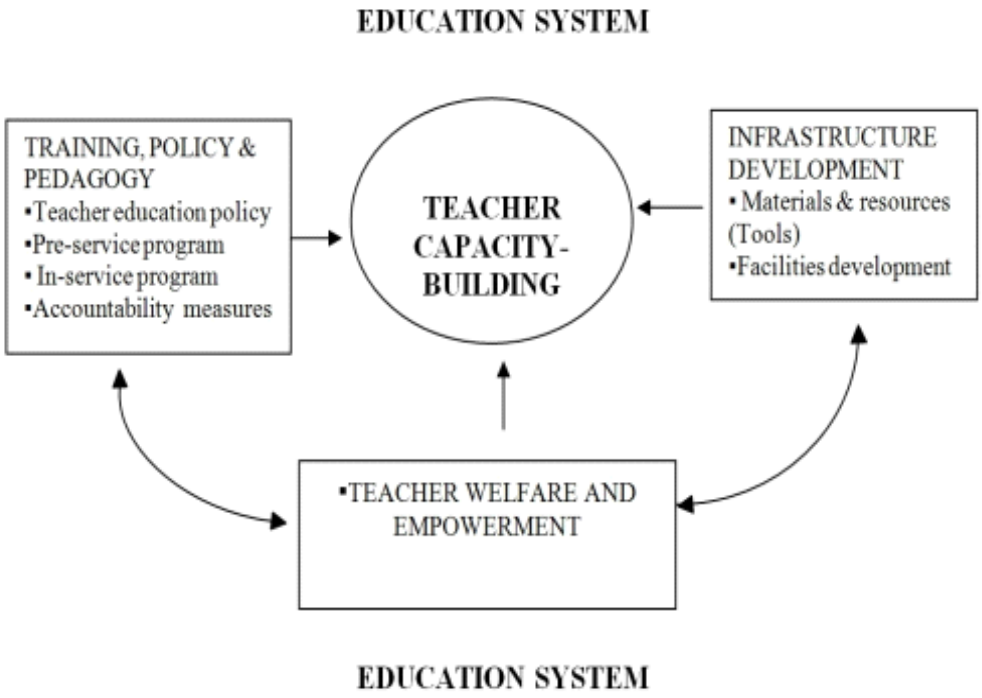

Figure 2. A Contextualised Model of Teacher Capacity Building (Source: Egbo, 2011)

METHOD

The study adopted a survey design as this is the best way to collect original data from large populations through sampling techniques (Vogt, 2007). A set of questionnaire was used as the instrument of this study. This method is popular among researchers in collecting data using quantitative research method (Creswell, 2005; Gay, Mills, & Airasian, 2012). This was also in line with the purpose of the study which sought to describe the supervisory skills that the supervisors need to have in order to implement instructional supervision practices in schools. The quantitative study which involves statistical analysis and relies on numerical evidence to examine relationships between variables (Burns & Grove, 2011) was employed because the study sought to investigate the relationship between supervisory skills and teacher capacity in the implementation of school based instructional supervision.

Sampling

This study was conducted in secondary schools in the state of Selangor, Malaysia. The population for the study comprised of secondary school teachers who were directly involved with instructional supervision during their service in schools. In total, this study involved 390 secondary school teachers selected through multi-stages sampling who have been supervised by school leaders.

Instrumentation

The instrument for this survey is a two-section questionnaire. The first section of the questionnaire consisted of 19 items in the construct of supervisory skills adapted from Hallinger's (1983) Principal Instructional Management Rating Scale (PIMRS). The second part consisted of 21 items for the construct of teacher capacity which was adapted from the themes in Krim's (2009) research, Critical reflection and teacher capacity. The questionnaire were measured on a 5-point Likert scale: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Moderately Agree (MA), 2 = Disagree (D) and 1 = Strongly Disagree (SD. This instrument had also undergone pilot study with Cronbach's Alpha reliability score .994 for supervisory skills and .971 for teacher capacity.

Data Collection Procedure

Having obtained permission from the Education Policy Planning and Research Division (EPRD), a letter was sent to school principals involved in the study to inform the school authority regarding collection of data for the study. Data collection procedures for the study were carried out in November and December. The selection of respondents in the school were based on their role as supervised teachers in the school, namely 2 senior assistants, 2 heads of field and 25 teachers in randomly selected schools.

Data analysis

Data collected for the study were analysed using descriptive and inferential analysis methods. The software used to analyse data is Statistical Package for the Social Sciences (SPSS version 21) and Analysis of Moments Structures (AMOS) through Structural Equation Modelling (SEM) which are suitable for descriptive statistics analysis (Creswell, 2005; Rosmah, 2013; Nik Mustaffa, 2016) related to the level of each variable i.e. supervisory skills and teacher capacity based on mean score and standard deviation.

RQ 1 and RQ 2 were analysed using descriptive statistics using means and standard deviation for the purposes of describing the levels of the different variables i.e. supervisory skills and teacher capacity. On the other hand, RQ 3 was analysed using AMOS Structural Equation Modelling for the purpose of analysing the relationship between constructs supervisory skills and teacher capacity. Interpretation of mean score at each level of this variable was obtained by finding the highest and lowest scores difference, (Shafinaz, 2016). The researcher have used interpretations of mean value modified from Nunally & Bernstein (1994). The interpretation of the level of mean value is as follows, mean value of 1.00 to 2.00 as very low, mean value of 2.01 to 3.00 as low, mean value of 3.01 to 4.00 as moderate and mean value of 3.67 to 5.00 as high.

FINDINGS

Level of Supervisory Skills as a Prerequisite for Being a Supervisor

In response to the research question (RQ 1) on the level of supervisory skills among the supervisors in the secondary schools in the state of Selangor, Malaysia, the level supervisory skills was measured based on 19 items in the construct of supervisory skills. Descriptive statistics were used to analyse data obtained from 390 respondents. Analysis of the supervisory skills level in secondary schools in the state of Selangor is as detailed in Table 1. The level for the construct of supervisory skills according to the teachers' perception is based on the mean score.

Table 1
Mean and Standard Deviation of Supervisory Skills

Supervisory Skills Dimension	Mean (M)	Standard deviation (SD)	Level
b1: assessment as a way of development.	4.08	.579	high
b2: evaluate teachers' academic objectives to align with school objectives	4.17	.534	high
b3: talk about data obtained during the visit	4.04	.616	high
b4: standardised instruments and processes are used to collect data while visiting the classroom	4.13	.582	high
b5: more than one source is used to evaluate teachers.	4.01	.709	high
b6: visit to teacher's classroom is carried out without advance notice.	3.06	1.133	moderate
b7: listen to justification or explanation of teacher prior in the classroom.	3.93	.600	moderate
b8: skills and ability to help teachers identify activities for teaching and learning sessions	4.05	.634	high
b9: help teachers identify weaknesses in teaching sessions in the classroom	4.09	.606	high
b10: help teachers improve their teaching in the classroom	4.13	.612	high
b11: help teachers improve the effectiveness of their teaching in the classroom.	4.10	.663	high
b12: encourage teacher professional development	4.15	.594	high
b13: Discuss with teachers in identifying in-service training to improve teacher performance	4.01	.677	high
b14: facilitating the teacher to get the appropriate material for teaching and learning	3.98	.636	moderate
b15: encouraging the exchange of ideas and materials among teachers.	4.07	.584	high
b16: promoting knowledge sharing for staff development to get the best practices	4.14	.560	high
b17: motivating teachers to make a difference and achieve their professional goals	4.08	.566	high
b18: encourage teachers to attend staff development activities in line with school goals	4.11	.611	high
b19: making the teacher feel that they are valuable	4.04	.657	high
Overall	4.02	6.39	high

Table 1 shows the analysis of the findings in the form of mean scores and standard deviation scores for each dimension and the overall mean score of supervisory skills dimension. Based on Table 1, the mean score of the overall supervisory skill according to teachers' is 4.02. This indicates that the level direct assistance provided by supervisors in these schools is at a high level (m = 4.02 and sd = .639). The mean score analysis for supervisors' skills constructs shows that 16 items out of 19 items have high mean scores of 4.01- 4.17. Item b2, using evaluation as a means of professional development, has the highest mean score (m = 4.17). Only three (3) items have

moderate mean scores between 3.–6 - 3.98. Item b6 has the lowest mean score (M = 3.06) that is classroom visit without giving prior notice. As a whole, according to teachers' perceptions, supervisors in secondary schools in Malaysia have a high level of supervisory skills.

Level of Teacher Capacity

The second research question (RQ 2) seeks to find the level of teacher capacity among secondary school teachers in the state of Selangor, Malaysia. The level of teacher capacity was measured based on 21 items in the construct of teacher capacity. Descriptive statistics were used to analyse data obtained from 390 respondents. Analysis of the direct assistance level in secondary schools in the state of Selangor is detailed in Table 2. The mean score is used to measure the level teacher capacity according to the teachers' perception.

Table 2
Mean and Standard Deviation of Teacher Capacity

Teacher Capacity Dimension	Mean (M	Standard deviation (SD)	Level of Teacher Capacity
f1: teacher's interest in exploring matters related to increased subjects.	3.94	.568	moderate
f2: teacher's knowledge related to the diversity of cognitive ability of students and the way they learn to improve	3.98	.517	moderate
f3: teachers are exposed to the influence of teaching and learning and how to deliver subject content	3.99	.554	moderate
f4: helping teachers understand educational goals.	3.97	.608	moderate
f5: involving teachers in evaluating teaching activities	4.06	.519	high
f6: plan suitable teaching to improve the quality of their teaching.	4.02	.550	high
f7: helping to diversify the teaching pedagogy in the classroom	3.93	.597	moderate
f8: provide opportunity for teachers to improve knowledge related to teacher practices	4.00	.588	high
f9: encourage teachers to adapt a more effective delivery strategy	4.00	.563	high
f10: making teacher learning sessions more interesting	3.95	.594	moderate
f11: improve teacher planning skills.	4.03	.531	high
f12: empowering teachers to effectively manage time on task in the classroom	3.99	.550	moderate
f13: help teachers evaluate the effectiveness of their teaching and learning process	4.02	.536	moderate
f14: helping to create an improved learning environment	4.00	.550	moderate
f15: help teachers identify and gain resources to improve their teaching in the classroom.	3.97	.544	moderate
F16: improving teachers' interpersonal skills	3.98	.532	moderate
f17: improve teacher interpersonal skills	4.00	.527	moderate
f18: improving teachers' accountability to what is happening in the classroom	4.03	.526	moderate
f19: change the attitude of the teacher towards classroom	3.96	.557	moderate

	learning session			
f20:	empowering teachers to manage classroom problems calmly	3.94	.614	moderate
f21:	encourage teachers to be fully responsible in carrying out their duties.	4.04	.549	moderate
Overall		3.99	.559	moderate

Table 2 shows the findings of the study in the form of mean scores and standard deviation for each item and overall mean for the construct of teacher capacity. The analysis indicates that the overall mean of teacher capacity according to teacher's perception is at a moderate level of 3.99. This shows that the level of capacity of secondary school teachers in Selangor is moderate (m = 3.99 and sd = .559). Teachers' capacity constructs contain 21 items. Out of the 21 items, 10 items, f5, f6, f8, f9, f11, f13, f14, f17, f18 and f21, have high mean value of 4.00-4.06. Item f21, encouraging teachers to be fully responsible in carrying out their duties, has the highest mean value of 4.04. Meanwhile, the mean value for the remaining 11 items is at a moderate level of 3.93-3.99. Even though these 11 items are in the moderate level, the mean value for the 11 items exceed 3.5. The overall mean value for the construct of teacher capacity is 3.99. Therefore, based on the overall mean value (3.99) and standard deviation (.599), it is concluded that the level of teacher capacity in secondary schools in Selangor, Malaysia, according to teachers' perceptions is at a moderate level.

Relationship between Supervisory Skills with Teacher Capacity

The third research question (RQ 3), which focuses on the significant relationship between supervisory skills as a prerequisite of supervision with teacher capacity. Therefore, the study seeks to answer the following hypothesis:

$H_{1:}$ There is a significant relationship between supervisory skills as a prerequisite with teacher capacity.

Structural Equation Modelling (SEM) was used to analyse the relationship between supervisory skills as a prerequisite of supervision with teacher capacity. The finding of the analysis of the Relationship between Supervisor Skills Construct and Teacher Capacity Construct is shown in Figure 3.

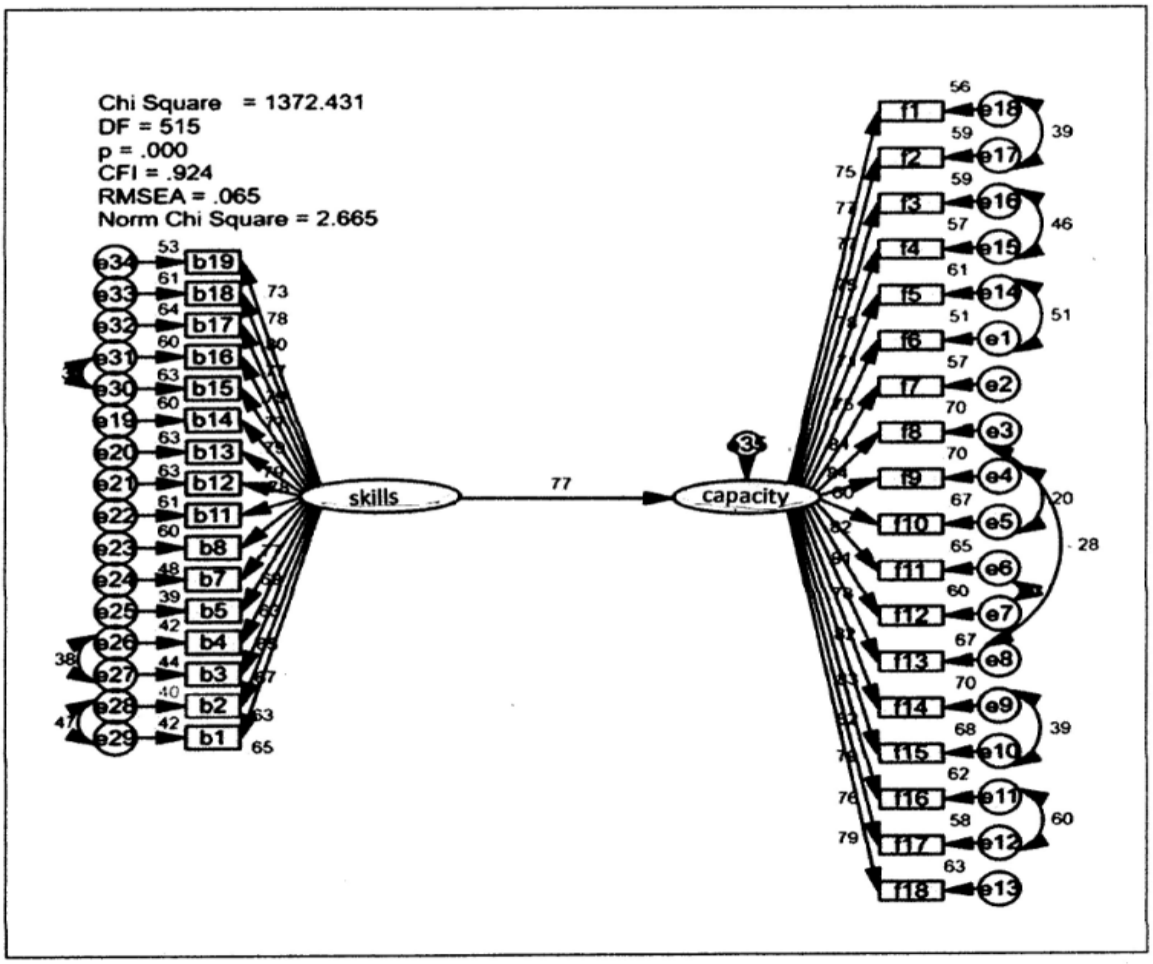

Figure 3. Relationship between Supervisor Skills Construct and Teacher Capacity Construct

Figure 3 and Table 3 show the relationship between supervisory skills construct and teacher capacity construct. The value of CFI=.924, RMSEA=.065, DF= 515. The result in Table 3 shows that the β value of the relationship between supervisory skills construct and teacher capacity constructs is .77, while the value of critical ratio (CR) is 4.999 which is of significant level. Thus, the result indicates that supervisory skills construct has significant relationship with teacher capacity at p = <.001. Whereas, the correlation between supervisory skills construct and teachers' capacity construct is as shown in Table 4. The result shows that the correlation between supervisory skills constructs with teacher capacity constructs are significant with the value of .77.

Table 3
The Relationship of Supervisory Skills Construct with Teacher Capacity Constructs

Variables		β Value	Critical Ratio (C.R.)	Significant Level	Result
SS	TC	0.77	4.990	***	Significant

Note: ***Significant at p<.001
Indicator:
SS = Supervisory Skills
TC = Teacher Capacity

Table 4
Correlation between Constructs: Supervisory Skills and Teacher Capacity

Construct	Path	Construct	Standardized Estimate	Result
Supervisors Skills	<-->	Teachers Capacity	.772	Significant

Based on the results obtained, it can be concluded that supervisory skills construct has significant relationship with teacher capacity. This finding shows that supervisory skills plays significant role in increasing the capacity of teachers in secondary schools in the state of Selangor. Therefore, H_1 is accepted as there is a significant relationship between supervisory skills as a prerequisite for supervision with teacher capacity.

DISCUSSION

The results of this study have shown that the hypothesis being tested related to supervisory skill as prerequisite of instructional supervision has a significant relationship with the capacity building of teachers in secondary schools in Selangor, Malaysia.

Supervisory Skills

The findings show that the level of supervisory skills as a prerequisite to being a supervisor in secondary school in Selangor is high. To be an effective instructional supervisor, one needs to have technical skills, knowledge, and interpersonal skills (Glickman et al., 2010). The findings also reveal that the level of teacher capacity in secondary schools in Selangor is moderate. Nevertheless, the relationship between supervisory skill and teacher capacity is found to be significant. The results of this study have shown that the hypothesis being tested related to supervisory skill as prerequisite of instructional supervision has a significant relationship with the capacity of teachers in secondary schools in Selangor, Malaysia.

This proves that instructional supervision is implemented to improve teacher capacity. It is found that when instructional supervision practice is implemented well, the capacity of secondary school teachers in Selangor will also increase. However, the level of teacher capacity is still moderate, indicating that teachers' perceptions of teachers' level of capacity are at moderate level. This seems to suggest that a lot of improvements need to be made to the practice of instructional supervision in schools to improve teacher capacity. The support and help from supervisor are very important to help teachers improve their competency, especially in relation to classroom practices.

In this study, it is proven that supervisory skills in conducting instructional supervision are important. The skills needed include knowledge, interpersonal skills, and technical skills as the basis for competence in supervision (Glickman et al., 2010; Alfonso, Firth, & Neville, 1984).

These three skills are necessary as supervisors need to interact with a variety of teachers to ensure that instructional supervision is implemented can help to develop teacher growth and further enhance teacher capacity. Teachers need help and principals as instructional leaders in school organization are the main source of assistance. School leaders play an important role as drivers, connectors, and problem solvers (Abdul Ghani & Aziah 2009).

In addition to planning for the development of individual teachers, principals as school leaders are also responsible for planning the development of the competency and capacity of all teachers to develop student learning quality (Hewton, 1988). The need for teacher training in the context of organization needs to be identified, designed, explained and disseminated to all teachers in the organization. The relationship between the dimensions of supervisory skills and teacher capacity is significant. If supervisors have high technical skills in conducting instructional supervision, the capacity of teachers in the organization will be improved.

The quality of school leadership is emphasized in Shift 5 of the Malaysia Education Blueprint 2013-2025 to ensure that high-performance leadership is placed in each school. The quality of school leadership is the second most important school-based factor in determining stud'nt's success, next to the quality of teachers. Therefore, school leaders need to have a National Professional Qualification for Educational Leaders (NPQEL) certificate.

The Ministry of Education has begun a move to provide supervisory training to future school leaders by putting supervision as one of the topics taught in modules for NPQEL participants (MOE, 2013). Although still limited, content related to supervision in the NPQEL course provides exposure to potential leaders about supervision as a preparation for them once they become school leaders.

Overall, teachers in secondary schools in Selangor who were involved in the sample in this study agreed that the level of supervisory skills involved is high and the supervisory skills are important in the practice of implementing instructional supervision of teachers in the classroom. However, the training provided to the principals does not equip them with the reality of their duties as instructional supervisors (Oliva & Pawlas, 2001). Hence, there are plenty of room for improving supervisory skills to enable supervisors provide the right amount of support in building teacher capacity.

Teacher Capacity

Based on the findings of the study, it is found that there were statistically significant and positive relationships between instructional supervision and teacher capacity. This proves that instructional supervision is implemented to improve teacher capacity. It is found that when instructional supervision practice is implemented well, the capacity of secondary school teachers in Selangor will also increase. However, the level of teacher capacity is still moderate, indicating that teachers' perceptions of teachers' level of capacity are at moderate level. This seems to suggest that a lot of improvements need to be made to the practice of instructional supervision in schools to improve teacher capacity. The support and help from supervisor are very important to help teachers improve their competency, especially in relation to classroom practices.

Teacher capacity consists of three (3) key elements namely knowledge, skills and attitudes (Krim, 2009; Howard & Aleman, 2008). Knowledge of subject-matter is a necessity for teachers to have. However, teacher capacity is not only limited to knowledge of the subject-matter. The current development of information and communication technology, artificial intelligence and the fourth industry revolution era requires teachers to grow in tandem with the explosion of the world of information. The capacity of teachers should be further enhanced to be relevant to the 21st century teaching and learning which requires teachers to diversify their teaching and learning approach to meet the need of the Z-generation. School leaders should encourage the development of professional learning groups in schools and sharing of information among teachers to improve teacher capacity (Zuraidah, 2016). Teachers should also be given a lot of space to reflect, to work in collaboration with their counterparts and to

appreciate their experience. Consequently, they should work together to support their team to improve and make changes according to what has been planned (Zuraidah, 2016). Teachers' capacity can be enhanced through teacher professional development programmes.

Teacher capacity distinguishes teachers from other professionals or other people (McDiarmid & Clevenger-Bright, 2008). When the capacity of teachers in schools is improved, schools can reduce school dependence on external capacity building. The development of teachers' competency in schools is a continuous process throughout the careers of educators. The development of teacher therefore should be implemented continuously. If teacher's capacity is not developed, teachers may become an obstacle to the implementation school transformation (McDiarmid & Clevenger-Bright, 2008). Teacher development can be carried out in the form of learning in the original place (in situ) which is to provide training to develop teachers at school level itself. High capacity will produce quality teachers. Studies have shown that teachers with a degree, higher qualification, and more experience are the most significant factor in the student achievement (McDiarmid & Clevenger-Bright, 2008). Therefore, the capacity of teachers should be developed so that teachers can provide the best practices in implementing teaching and learning.

In conclusion, capacity building of teachers in schools can be implemented continuously at the organization level or by way of learning from colleagues as all teachers are professionals in their field. Capacity development involves several levels namely i) individual, ii) committee or field, and iii) school. This diversity creates an ever-evolving organization who could collaborate for the benefit of teachers and students in schools.

Supervisory Skills and Teachers Capacity: The Relationship

The results of this study have shown that the hypothesis being tested related to supervisory skill as prerequisite of instructional supervision has a significant relationship with the capacity of teachers in secondary schools in Selangor.

In this study it is proven that supervisory skills in conducting instructional supervision are important. The skills needed include knowledge, interpersonal skills, and technical skills as the basis for competence in supervision (Glickman et al., 2010; Alfonso, Firth, & Neville, 1984). These three skills are necessary as supervisors need to interact with a variety of teachers to ensure that instructional supervision is implemented can help to develop teacher growth and further enhance teacher capacity. Teachers need help and principals as instructional leaders in school organization are the main source of assistance. School leaders play an important role as drivers, connectors, and problem solvers (Abdul Ghani & Aziah 2009).

In addition to planning for the development of individual teachers, principals as school leaders are also responsible for planning the development of the competency and capacity of all teachers to develop student learning quality (Hewton, 1988). The need for teacher training in the context of organization needs to be identified, designed, explained and disseminated to all teachers in the organization. The relationship between the dimensions of supervisory skills and teacher–capacity is significant. If supervisors have high technical skills in conducting instructional supervision, the capacity of teachers in the organization will be improved.

CONCLUSION

Supervisors should always support teachers in making improvements in their teaching and learning as teachers are the frontiers who will help to realise the national education mission in the creation of world-class human capital. Therefore, the importance of having the right supervisory skills should greatly be addressed. Additionally, collaborative and cooperative culture among teachers needs to be nurtured so that teachers' confidence in their ability to improve instructional practices can be enhanced. As teacher capacity increases, teachers will have more confidence in delivering teaching more effectively. This positive development will lead to improved teacher

efficacy in teaching and learning which ultimately leads to the achievement of students' learning outcomes and school improvements. Thus, it is pertinent to understand the practice of instructional supervision and its effect on improving the capacity of teachers in teaching and learning.

In general, the study provides empirical evidence in understanding instructional supervision as practiced in schools. This study is also useful in developing the body of knowledge to explore how supervisory skills as one of the key elements of instructional supervision provides an impact towards the development of teacher capacity. The findings of this study can be used by the Ministry of Education (MOE) to improve the guidelines of the implementation of supervision as outlined in the Circular No. 3/1987 regarding the implementation of instructional supervision in Primary and Secondary Schools.

In conclusion, instructional supervision is important in developing the competency and capacity of teachers. Therefore, transformation of the practice of supervision in schools should be implemented so as to produce positive impact on teachers. The findings of this study would enable the principal and school administrators to reflect on the current practice of instructional supervision practices as implemented in schools. The principals can then use the findings of the research to plan for further improvements related to instructional supervision practices in their organizations.

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