

Students' Satisfaction towards the Lecturers' Supervision on Teaching Training

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Abstract

This study was made to analyze the students' satisfaction towards the supervision of teaching given by the supervisors. Up to this point, the previous studies done only show the problem faced and the students' attitude towards the instructional supervision. However, in terms of the supervision satisfaction, it is still lacking. The instrument of this study used the Student Satisfaction Questionnaire developed by Ladany, Hill and Nut (1996) and client satisfaction questionnaire-8 based on Larsen, Attkisson, Hargreaves and Nguyen (1979). A sample of 169 students was selected for this study. Descriptive analysis was performed to get the frequency, percentage, mean score, standard deviation and alpha Cronbach. The results show that the students gave high mean score towards the quality of supervision and it had helped them to be effective teacher trainees. Overall, the students were satisfied with the level of supervision given by the supervisors and mentor teachers. However, the result of the study did not represent the views of overall students towards supervision.

Keywords: Instructional supervision; student satisfaction questionnaire; teaching training; school supervision

1. Introduction

The Malaysia National Education Development Blueprint Master Plan (Pelan Pembangunan Pendidikan Malaysia -PPPM) 2013-2025 has been developed based on the policy and previous reports in facing the challenges in the 21st century focussing the method of development and improvement of the education system continuously..

The changes within the curriculum due to the current needs has caused the methods, strategies and teaching techniques to change. Therefore, the teachers are required and improve their teaching approaches parallel and appropriate to the current needs. Hence, the educators especially the teachers are the implementers of the policies and programs by Ministry of Education in accordance with the guidelines that have been set. The Ministry of Education of Malaysia plays the role in elevating the teaching profession by paying attention to the focus and the implementation of strategy, which are: i) improving the teacher candidate selection system through interviews and personality tests, ii) strengthening the teacher training, and iii) stabilizing the planning and management of human resources (Kementerian Pelajaran Malaysia, 2006).

This means that teachers are one of the vital elements that act as a determiner of the students' academic achievement. The effective teachers are also teachers who are knowledgeable and some of the factors that contributes towards the effectiveness of the teachers in their teaching practise. Teaching practise programs is an important component which the trainees trains them to fulfil the country's future needs (Buku Latihan Mengajar, 2010).

1.1 Problem statement and research objective

The effectiveness of teaching and learning of teacher trainees can be improved if only the supervisors and mentor teachers could understand the teacher trainees' needs during the supervision based on the subject taught. The information obtained from result of the supervisions by lectures would provide some kind of satisfaction for teacher trainees during teaching practise and thus, bringing them to greater achievements. The study by Kanno and Koeske (2010) had shown that there is a relationship between quality of supervision and students' satisfaction.

Nowadays, instructional supervisions among the supervisors and mentor teachers can be regarded as valuation. This is due to the supervision method that is done based on the supervision form as the device to measure the level of students' teaching skill by the supervisors and mentor teachers. Therefore, the supervisory assessment report does not describe the level of skills as expected and create dissatisfaction within the teacher trainees. This study is to determine the varieties of teacher trainees' satisfaction towards the supervision they received. In particular, the objective of this research is to determine the level of satisfaction of the students by towrds instructional supervision.

2. Literature review

2.1 Instructional supervision

Instructional supervision in this study's is referring to the supervisors and mentor teachers who supervise and guide teacher trainees before, during and after the teaching sessions. They have to observe and record the strengths and weaknesses of the teacher trainees as well as provide guidance and assistance based on clinical observation in order to improve the teaching quality. Apart from that, they can also give constructive input to help the teacher trainees in improving their personality and teaching professional. Therefore, positive support and prepare ways to give in a advise and conducive explanation can help the teacher trainees to improve the effectiveness of his or her teaching. Instructional supervision in classroom is not only meant for improving the professionalism and teacher's performance regarding the teaching and students' achievement, but also has become the basics of professional discussion between the supervisors and the teachers (Sullivan and Glanz, 2005).

2.2 School supervision

Wiles and Bondi (1997) explain that supervision within an educational organization involves three dimensional, which are administration, curriculum and teaching. However, instructional supervision is the main focus as it involves the effectiveness of the teacher in the process of learning and teaching in classroom. The supervision will help the teacher trainees to grasp the skills or knowledge that he or she thought. Effective teaching will help the student to develop well in intellect, social and personal aspects.

All these aspects mentioned require every teacher trainee to plan their teaching so that it is structured and focused to achieve the expected goals of teaching and learning.

Based on the Surat Pekeliling Ikhtisas, Kementerian Pelajaran Bil. 3/1987(the circular), the curriculum implementation should be conducted through the process and activities of teaching-learning by the teachers and the effectiveness of curriculum implementation in schools need closer and systematic supervision from the school. Hereinafter, through this professional circular, the aim of the supervision is stated as follows:

- i. Improving the professionalism of principals/headmasters and teachers in performing the schools' curriculum through the process of teaching-learning parallel to the philosophy, goals and objective of the nation's education system.
- ii. Share the knowledge and experience to expand the source of information to the principal/headmasters to improve the process of teaching-learning in his or her school. This source of information can also be used by the principals/headmasters as a basis to assess a teacher for the specific purpose.
- iii. To nourish, preserve and strengthen the professionalism relationship and positive interaction between the principals/headmasters and teachers, teachers and teachers, and teachers and students.
- iv. To help the teachers carry out daily tasks effectively and moulding the teachers' attitude positively.

The research done by Baharom (2002) found that instructional supervision in schools is to help the teachers to give effective teaching and better quality of learning experience for the students has not yet achieved.

2.3 Teaching practise

Teaching practise or practicum is one of the important components in the curriculum of pre-service teacher training whether it is in teacher education institutions or public and private universities based on intention and philosophy of Falsafah Pendidikan Negara (National Educational Philosophy) and Falsafah Pendidikan Guru (Teacher Education Philosophy). The pre-service instructional supervision in schools will help and provide opportunities for the future teachers to practice and improve teaching skills in the classroom. Even Teacher Training Division, Ministry of Education (2001) had stated that, "It has become every teacher trainees' desire and ambition to become an effective teacher, honest and professional. The roles of the supervisors are to give any coaching and guidance so that the trainee teacher will successfully achieve the goals" (Kementerian Pendidikan Malaysia, 2001)

Mohd Kassim Jaafar (1998) had stated that instructional supervision is an important aspect, management and administration because it trainees and the teaching and learning practice in the classroom. Even Wan Mohd. Zahid (1993) had stressed that the instructional supervision is an important element in the process of implementing the curriculum in schools. Meaning that the instructional supervision helps the teachers to improve their teaching and learning practice in the classroom.

2.4 Students' satisfactions

Within this study, satisfaction refers to what extent of them being satisfied with the supervision they had received from the supervisors and mentor teachers during the teaching practise. The study performed by Mc Nay (2003) could be derived that some of the teacher trainees expressed their dissatisfaction towards the practicum. The study shows that there were relationship between the quality of supervision and gender towards the supervision satisfaction (Kanno & Koeske, 2010).

3. Research methodology

3.1 Research design

This study aims to obtain opinions and responds as well as to assess students to analyze the relationship between students' demographic and the level of supervision satisfaction. This study used the survey method in gaining the information from the respondents which were the students who had undergone the teaching practise in schools. Therefore, this study had used the descriptive research approach. Best and Khan (1998) had stated that descriptive research is a study to view past situations or the ongoing process. Questionnaires were distributed to the respective students by the researcher himself after getting the permission from the

principal in collaboration with the teachers. The researcher had made an appointment to come to the related classes and met the respondent. The data obtained from this study were analyzed quantitatively by using the descriptive statistics and inferential statistics.

3.2 Respondents

The respondents were students who were undergoing the teaching practise in Johor, Malacca, Negeri Sembilan, Selangor, Perak, Pahang, Kelantan and Terengganu. From the total of 200 distributed questionnaires, only 169 were returned and analyzed based on survey questions requirements. *Unit of Analysis* – Unit of analysis in this study is UPSI students who undergo the teaching practise in selected schools. These students consist of undergraduates and diplomas in education from various fields of study.

3.3 Instrument

Supervision satisfaction survey tool is originally from Ladany, Hill, & Nutt, (1996) based on Larsen, Attkisson, Hargreaves and Nguyen (1979) Client satisfaction questionnaire-8 and had been translated to Malay by using back to back translation approach and adapted according to the requirement of this study (appendix 1). There were eight items in this section and aims to determine the satisfaction of the quality of the supervision that were received. Respondents were asked to mark the answers in the provided boxes based on certain Likert scale in accordance with the answers' needs for each different items. Item 1, 3, 6 and 7 are in negative form of item, while item 2, 4, 5 and 8 are in positive form.

All of the original forms were processed and analyzed using SPSS 20 software. The descriptive analysis and tests will be used to answer the research questions or research hypothesis.

4. Data results and findings

4.1 Reliability analysis

Reliability is referred as to what extent the consistency of the items in the measuring instruments was accepted. In order to determine that the level of reliability is high, few researchers had used the method to determine the reliability. The measuring instruments used to measure the students' satisfaction shows that every item has the Cronbach value over 0.6 and the overall reliability value is 0.842. According to the DeVellis Reliability Value Guide (1991) in Table 6, the items for the questionnaires are suitable to be used in this study.

4.2 Respondents' profile

Based on the study, 169 respondents involved and the number of females were 112 respondents (66.3%) and the male teacher trainees were 57 (33.7%). While 34 respondents or 20.1 per cent had once become temporary teacher. Table 1 shows the distribution of respondents according to genders that is involved in this study. While Table 2, noted that 59.1% had never attended any teaching practice briefing or instructional supervision. While 54 respondents or 32% had received the briefing related to the teaching practice. Table 2 shows the distribution of respondents who had attended the teaching practice briefing and involved in this study.

4.3 Descriptive statistics

Table 3 shows the distribution of respondents' satisfaction scores towards lecturers' supervision. The score analysis found that the quality of lecturers' supervision is the highest mean score which is 3.56, followed by the item on effectively helps the teacher trainees also has mean score of 3.49 that shows respondents were quite satisfied with the supervision that helps him or her to become effective teacher trainees. While the lowest mean score was the appointed supervisors is the respondents' choice which is 1.89, followed by the amount of the supervision given which are 2.88. In general, the respondents rate their level of satisfaction at satisfactory level while receiving the supervision from the lecturers which is 3.07.

4.4 Statistical test

Table 4 shows the overall satisfaction level of male and female students towards the supervision they had received. The results of the study showed that the mean score of female students ($M=3.08$) is higher compared to the mean score of male students ($M=3.04$). The difference of the mean score between male and female students is 0.473. The null hypothesis of this study failed to be rejected as the value of p is higher than the level of significant 0.05 that has been set. This has directly brought implication that the

gender factor does not affect the level of satisfaction of instructional supervision within the teacher trainees that is supervised during their teaching practise.

Hereinafter, all the items of the level of satisfaction of teacher trainees towards the instructional supervision also are available as insignificant as the value of t is less than 1.96. However, only the mean score for item 3, 5, 7 and 8 shows those male students are higher than of female.

Table 5 shows the distribution of the level of students' satisfaction based on the types of teaching practise briefing attendance among the teacher trainees. Test t , which was conducted, finds that only the quality of supervision received is significantly different between the presence and absence from attending the teaching practise briefing. ($t=2.62$, $p<0.05$). This shows that the students who attended the teaching practice briefing were less satisfied towards the supervision compared to the ones who absent from the briefing. While the other items, did not differ significantly.

Conclusion

Instructional supervision is one of the important elements that have to be conducted by the supervisors and mentor teachers for the future teachers during their teaching practise. This field has been widely studied and the writings from number of figures such as Sergiovanni (1995), Glickman, Gordon, & Ross-Gordon (1998), Tanner and Tanner (1987) and Al Ramaiah (1999) had shown that instructional supervision plays a vital role in ensuring the curriculum management can be well conducted. Not only on the schools' side but also for the teacher trainees as well. The ongoing and systematic implementation of instructional supervision will help to reach the national education goals. All at once will ensure the goals of *Pelan Pembangunan Pendidikan 2013-2035* [National Education Development Blueprint, 2013-2035], boosting the Malaysian education system to an international level, in terms of teachers, educational facilities, curriculum development, students' development and even thinking skills as well as ensuring the quality education achieved. To know and to understand the initial position of the teacher trainees' education and mastery of skills level will help the supervisors to stress on the supervising in order to bring forth the future teachers who dominate the field of teaching and learning effectively.

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Tables

Table 1: Respondents profile

Gender	<i>f</i>	%
Male	57	33.7
Female	112	66.3
Total	169	100

Table 2: Student attendances at supervision clinical briefing

Attendance	Total	
	<i>f</i>	%
Yes	54	32
No	100	59.1
No Answer	15	8.9
Total	169	100

Table 3: Mean score and Standard deviation of student satisfaction (N=169)

Students satisfaction Items	Mean	SD
How would you rate the quality of the supervision you have received?*	3.56	.714
Did you get the kind of supervision you wanted?	1.89	.887
To what extent has this supervision fit your needs? *	3.31	.945
If a friend were in need of supervision, would you recommend this supervisor to him or her?	3.18	.974
How satisfied are you with the amount of supervision you have received?	2.88	1.013
Has the supervision you received helped you to deal more effectively in your role as a counsellor or therapist?*	3.49	.803
In an overall, general sense, how satisfied are you with the supervision you have received? *	3.11	1.026
If you were to seek supervision again, would you come back to this supervisor?	3.15	.968
Total	3.070	.6355

* Negative items

Table 4: T-test gender differences

Students satisfaction items	Gender	N	Mean	t
How would you rate the quality of the supervision you have received?	M	57	3.54	.160
	F	112	3.56	
Did you get the kind of supervision you wanted?	M	57	1.79	-1.09
	F	112	1.95	
To what extent has this supervision fit your needs?	M	57	3.32	-.079
	F	112	3.30	
If a friend were in need of supervision, would you recommend this supervisor to him or her?	M	57	3.04	-1.41
	F	112	3.26	
How satisfied are you with the amount of supervision you have received?	M	57	2.89	.173
	F	112	2.87	
Has the supervision you received helped you to deal more effectively in your role as a counsellor or therapist?	M	57	3.39	1.14
	F	112	3.54	
In an overall, general sense, how satisfied are you with the supervision you have received?	M	57	3.12	-.094
	F	112	3.11	
If you were to seek supervision again, would you come back to this supervisor?	M	57	3.26	1.105
	F	112	3.09	
Overall	M	57	3.04	-.384
	F	112	3.08	

Table 5: T-test differences between attended of supervision clinical briefing

Students satisfaction items	Attendance	N	Mean	t
How would you rate the quality of the supervision you have received?	Yes	54	3.35	2.62*
	No	100	3.67	
Did you get the kind of supervision you wanted?	Yes	54	1.89	-.667
	No	100	1.99	
To what extent has this supervision fit your needs?	Yes	54	3.30	1.05
	No	100	3.45	
If a friend were in need of supervision, would you recommend this supervisor to him or her?	Yes	54	3.11	-.603
	No	100	3.21	
How satisfied are you with the amount of supervision you have received?	Yes	54	2.94	-.342
	No	100	3.00	
Has the supervision you received helped you to deal more effectively in your role as a counsellor or therapist?	Yes	54	3.56	-.844
	No	100	3.44	
In an overall, general sense, how satisfied are you with the supervision you have received?	Yes	54	3.33	-.994
	No	100	3.18	
If you were to seek supervision again, would you come back to this supervisor?	Yes	54	3.19	-.972
	No	100	3.33	
Overall	Yes	54	3.0833	-.713
	No	100	3.1588	

* p < 0.05

Table 6: DeVellis reliability value guide

Alpha coefficient	implied reliability
below .60	unacceptable
between .60 and .65	undesirable
between .65 and .70	minimally acceptable
between .70 and .80	respectable
between .80 and .90	very good
much above .90	consider shortening the scale

(DeVellis, 1991, p.85)

Appendix

Supervision Questionnaire and Malay version

1. How would you rate the quality of the supervision you have received?

Bagaimanakah anda menilai kualiti penyeliaan yang telah anda terima

2. Did you get the kind of supervision you wanted?

Adakah penyelia yang dilantik merupakan anda kehendaki?

3. To what extent has this supervision fit your needs?

Sejauhmana penyeliaan yang diberikan memenuhi keperluan anda?

4. If a friend were in need of supervision, would you recommend this supervisor to him or her?

Jika rakan anda memerlukan penyeliaan, adakah anda mengesyorkan penyelia ini kepada rakan anda

5. How satisfied are you with the amount of supervision you have received?

Sejauhmanakah anda berpuas hati dengan jumlah penyeliaan yang diberikan

6. Has the supervision you received helped you to deal more effectively in your role as a counselor or therapist?

Adakah penyeliaan yang anda terima membantu anda dengan lebih berkesan sebagai guru pelatih

7. In an overall, general sense, how satisfied are you with the supervision you have received?

Secara keseluruhannya, sejauhmana anda berpuas hati dengan penyeliaan yang anda telah terima

8. If you were to seek supervision again, would you come back to this supervisor?

Jika anda diselia semula, adakah anda menerima mereka ini seb