

# Factors Affecting the Teachers' Motivation towards the Implementation of Teaching Supervision in Secondary Schools

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**Abstract** –*This article discusses the factors affecting the teachers' motivation towards the implementation of teaching supervision in secondary school. In this study, there are five factors were suspected to affect the teachers' motivation, namely, training in learning supervision, curricular management aspects, support and recognition to teacher, work environment support and reporting implementation. Therefore, correlation test has been conducted to determine the relationship between these five variables. The study conducted in 261 secondary school teachers indicated that the independent variables such as training in learning supervision, curricular management aspects and support and recognition to teacher, work environment support and reporting implementation contribute significantly to the teachers' motivation. The study found that all the factors analysed give a significant effect on the teachers' motivation. In conclusion, one should consider the importance of training in learning supervision, curricular management aspects and support and recognition to teacher, work work environment support and reporting implementation which may help motivates the teachers. Copyright © 2015 Penerbit Akademia Baru - All rights reserved.*

**Keywords:** Teaching supervision, Teachers motivation, Secondary school.

## 1.0 INTRODUCTION

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work. Motivation is a feeling of interest that makes you want to do something, a reason for doing something or behaving in a certain way. Motivation comes from within, so it is up to each individual to motivate him/herself [1].

Organizational performance greatly depends on the motivated work force and the educational institution gain better ranking and enjoy good reputation through competent academicians. Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Owens [2] describes motivation as the forces that cause people to behave as they do. Only the motivated, skilled and knowledged academicians can give the glorious position to the institution and nations. Teaching is considered to be highly respected and dignified profession and teachers are always taken as role models [3].

Motivation in school hinges on how satisfied or dissatisfied teachers are, with their jobs. Kyte [4] observed that the idea and willingness of organizational members to work together towards the achievement of organizational goals is an essential characteristic of organization in general. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers [5]. Similarly, the roles and contexts of educators' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems [6].

Naturally teachers' motivation has to do with their attitude towards their work. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities. The teacher is the one that translates educational philosophy and objective into knowledge and skill and in the end transfers them to students in the classroom. If the teacher feels motivated with the support of resources and facilities for teaching for optimal learning, they tend to participate more than expected in the process of management, administration and the overall improvement of the school.

Teaching supervision is an important aspect in education system as it can enhance the quality of teaching in schools. It can also enhance work performance and increasing job motivation. Besides, teaching supervision are also well known as one of the several techniques to achieve excellent education system. Nwaogu [7] defined teaching supervision as a process or an activity by which an individual or a group or team, by means of advising and stimulating interest in teachers, pupils, help to improve teaching and learning skills in school.

According to Harris [8], teaching supervision is directed towards both maintaining and improving the teaching process of the school. In the words, according to Rettig [9], teaching supervision is an organised work system, which has the function of interacting with the teaching behaviour for the purpose of improving the teaching behaviour among the teachers.

Teaching supervision is also known as a process of bringing about improvement in instruction by working with people who are working with students [7]. It has also been described as a process of stimulating growth and help teachers to achieve better teaching style. Teaching supervision in school therefore is a vital process and combination of activities that are concerned with the teaching and improvement in school.

Apart from that, the implementation of teaching supervision in school also influence the teachers' motivation. The purpose in the implementation of teaching supervision is to assist the school management in looking for the effectiveness of teaching in classroom. The results from the implementation of teaching supervision in school will help to stimulate teachers' growth and a means of helping teachers to achieve excellence in their teaching. Furthermore, this implementation will also help to improve the learning and teaching situation in the school with a proper plan from teachers and school management.

The study sought to investigate the variables might affect teachers' motivation towards the teaching supervision implementation in secondary schools. The study focused in five

important variables namely; training in learning supervision, work environment support, curricular management aspects, reporting in teaching supervision and lastly support and recognition to teacher.

### 1.1 Review of Literature

Human motivation can be studied through several broad approaches which is based on the theories, process theories and theories reinforcement. However, it is known that human motivation is actually a complex phenomenon. Management expects employees to be motivated towards increased production by giving rewards and incentives. Berelson [10] defines motivation as inner state that energizes, activate a person and direct his behaviours towards goals. Since employee motivation is a complex and difficult term to define; Ifinedo [11] defines that a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual.

Golembiewski [12] refers motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly [13], motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel [14], employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler [15] defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance).

Teaching is a very great profession and teachers have a great role in their students' intellectual, personal and social development by influencing the whole nation's development. Teachers can have influence on others and give the glorious position and dignified status to the nation. Lack of teacher's motivation and commitment can have a negative impact on the student's acceptance [16]. Hence, teachers' contribution in the human capital development and technological advancement greatly depends on their motivation and willingness for taking initiatives.

In order to find the an appropriate solution of problems faced by academicians and affecting their motivation, the first step is to identify those factors that have the greatest impact on motivational levels, both negative and positive. Rous [17] noticed that teaching is one of the most influential and dignified profession in society and teachers are always expected to be the lifeblood of any education system.

Identifying teacher needs and effectively supervising in a way that maximizes how teachers feel about their jobs ultimately enhances their motivation to do their jobs [18]. If teachers perceive that principals do not care, they may be less likely to share ideas and possibly improve conditions at a school for fear that they may not be heard, recognized or even reprimanded [19]. Inquiry into how differing perceptions between principals and teachers affect teacher motivation may offer solutions to this issue.

Much like all skills, supervision can be taught. Unlike many simple or basic skills, nonetheless, supervision is best understood as a process requiring both knowledge and experience [20]. Having this in mind, in order for an individual to develop knowledge and

skills to become an effective supervisor of others, they must first go through the process of supervision themselves, particularly in terms of being supervised and mentored in the role of supervision. Pierce and Rowell's view is clearly supported by Okumbe [21], who later contends that a supervisor in education must be a professionally qualified teacher, with pedagogical skills at his/her finger tips. Therefore, this article is trying to investigate what factors can affect the teachers' motivation towards teaching supervision in schools.

According to Peter [22], the implementation of training in teaching supervision in schools can give a positive impact to teachers, increased their level of working motivation and also can influence the students performance. Besides, work environment support is also cited as one of the variable can effect teachers' motivation towards the implementation of teaching supervision [23,24]. Unsuitable work environment support in schools can cause teachers to having low self esteem and demotivated to teach smoothly [25]. An integrated and systematic management of curriculum and academic programs in school is very important in helping teachers to achieve the school mission and vision, particularly in achieving the education objectives [26] and it would make teachers more motivated to participate in teaching supervision due to deep understanding of what they should and should not do [26,27]. When the teachers had been supervised by the instructional leader, the full reporting should be given to the respective teachers and follow up actions should be taken by the teachers [28,29]. This practice in reporting the results of teaching supervision is very important to teachers since they could be more focused on their strength and weakness while teaching [30], and at the same time will increase their work motivation and efficiency [28,31]. According to Odden [30], giving rewards to teachers who demonstrate excellence in teaching in schools can improve their confidence and motivation. Odden opinion is supported by Bennell [32] where rewards and incentives to teachers who excel in teaching can enhance the intrinsic motivation of teachers to attend school.

## 2.0 METHODOLOGY

The study which involved about 261 teachers in selected secondary schools in Labuan and Seremban. The main objective of the study was to identify the factors that influence or give significant effects on teachers' motivation towards the implementation of teaching supervision secondary school. The assessment of teachers' motivation towards teaching supervision was measured by questionnaires developed based on literature. The question was developed and adopted based on *Teaching Supervision Behaviour* by John T. Lovell [33] and *System Model* by Stoner and Wankel [34]. The questionnaire was divided into three major parts. Section A is related to the schools' background and Section B is the respondents' demographic profile. Meanwhile Section C contained items that evaluate the implementation of teaching supervision in schools. A five-point Likert scale for each item was used for the questionnaire. Choice of response were from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher measures of agreement of each item factor. According to the literature, Likert scale has been widely used by researcher and it is depend on the purpose of the research conducted. The range of Likert scale used is wider in order to provide an opportunity and freedom to respondents to give their perception towards statement tested. According to Sekaran [35] the variations in respondents' answer provided by Likert scale is very important. Byrne [36] however stated that if the numbers of response categories are wider and close to a

normal distribution of data, the question of whether the data types are ordinal or interval can be ignored. Hence, for the purpose of the study, the researcher was able to analyse using parametric tests method. All data that had been collected were analyzed by using *Statistical Package for the Social Sciences* (SPSS) Software. Multiple regression analysis has been applied in order to investigate the implementation of different dimensions which may motivates the teachers' interest in teaching. The data gathered for this study was highly reliable since the overall Cronbach's alpha equal to 0.983.

### 3.0 RESULTS

There are about 261 completed questionnaires were collected from the study. Respondents of the study consists of 77 (29.5%) male and 179 (68.6%) female. Majority of the respondents were Malay 216 (82.8%) and the rest was Chinese 8 (3.1%), Indian 6 (2.3%) and others 28 (10.7%). The distributions of respondents' age group was equally distributed. Majority of the respondents were having between 2 to 20 years teaching experience. Table 1 shows the distribution of respondents under study based on their demographic informations. This result is important for the researcher to identify the respondents behavior towards certain aspects pertaining to their demographic informations.

**Table 1: Respondents' Demographic Profile**

| Demography Information |                    | Frequency  | Percentage (%) |
|------------------------|--------------------|------------|----------------|
| Gender                 | Male               | 77         | 29.5           |
|                        | Female             | 179        | 68.6           |
|                        | No Information     | 5          | 1.9            |
| Ethnicity              | Malay              | 216        | 82.8           |
|                        | Chinese            | 8          | 3.1            |
|                        | Indian             | 6          | 2.3            |
|                        | Others             | 28         | 10.7           |
|                        | No Information     | 3          | 1.1            |
| Teaching experience    | Less than 1 year   | 14         | 5.4            |
|                        | 2 - 5 years        | 35         | 13.4           |
|                        | 6 - 10 years       | 86         | 33.0           |
|                        | 11 - 15 years      | 84         | 32.2           |
|                        | 16 - 20 years      | 35         | 13.4           |
|                        | More than 20 years | 6          | 2.3            |
|                        | No Information     | 1          | 0.4            |
| Position               | Administrator      | 32         | 12.4           |
|                        | Teachers           | 226        | 86.6           |
|                        | No Information     | 3          | 1.1            |
| <b>Total</b>           |                    | <b>261</b> | <b>100.0</b>   |

**Table 2: Descriptive Statistics**

|   | N   | Minimum | Maximum | Mean | Std. Deviation | Variance |
|---|-----|---------|---------|------|----------------|----------|
| Training in learning supervision, $X_1$   | 261 | 1.00    | 4.92    | 3.66 | .605           | .367     |
| Work environment support, $X_2$           | 260 | 1.00    | 5.00    | 3.69 | .498           | .248     |
| Curricular management aspects, $X_3$      | 261 | 1.00    | 5.00    | 3.75 | .510           | .260     |
| Reporting on teaching supervision, $X_4$  | 261 | 1.00    | 5.00    | 3.59 | .613           | .376     |
| Support and recognition to teacher, $X_5$ | 261 | 1.00    | 4.80    | 3.34 | .715           | .513     |
| Valid N (listwise)                        | 260 |         |         |      |                |          |

**Table 3: Results on Correlations Between Variables**

|   |                     | Training in learning supervision | Work environment support | Co curricular management aspects | Reporting on teaching supervision | Support and recognition to teacher |
|---|---------------------|----------------------------------|--------------------------|----------------------------------|-----------------------------------|------------------------------------|
| Training in learning supervision, $X_1$   | Pearson Correlation | 1                                | .558(**)                 | .641(**)                         | .741(**)                          | .685(**)                           |
|   | Sig. (2-tailed)     |                                  | .000                     | .000                             | .000                              | .000                               |
| Work environment support, $X_2$           | Pearson Correlation | .558(**)                         | 1                        | .720(**)                         | .574(**)                          | .628(**)                           |
|   | Sig. (2-tailed)     | .000                             |                          | .000                             | .000                              | .000                               |
| Co curricular management aspects, $X_3$   | Pearson Correlation | .641(**)                         | .720(**)                 | 1                                | .744(**)                          | .617(**)                           |
|   | Sig. (2-tailed)     | .000                             | .000                     |                                  | .000                              | .000                               |
| Reporting on teaching supervision, $X_4$  | Pearson Correlation | .741(**)                         | .574(**)                 | .744(**)                         | 1                                 | .717(**)                           |
|   | Sig. (2-tailed)     | .000                             | .000                     | .000                             |                                   | .000                               |
| Support and recognition to teacher, $X_5$ | Pearson Correlation | .685(**)                         | .628(**)                 | .617(**)                         | .717(**)                          | 1                                  |
|   | Sig. (2-tailed)     | .000                             | .000                     | .000                             | .000                              |                                    |

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 2 showed the summary of descriptive statistics on the independent variables which may contribute to teachers' motivation towards the teaching supervision. Mean score for each item falls between 3.34 to 3.75. This results shows that the mean score for these variables are moderate.

Based on Table 3, all the independent variables which may contribute to teachers' motivation towards the teaching supervision shows that there is a significant positive relationship between each independent variables. The relationship between independent variables shows that there is no existence of multicollinearity problems. Therefore, regression analysis was performed to identify the differences between these variables which may contribute to teachers' motivation towards the teaching supervision. This can be explained by Table 4.

Table 4 shows that there all of the five independent variables are significant where the p-value is less than 0.05. The significant independent variables are training in learning

supervision, work environment support, curricular management aspects, reporting in teaching supervision and lastly support and recognition to teacher.

From the study, it was statistically proven that all the independent variables mentioned above contribute distinctly to the teachers' motivation as shown in Table 4. All the variables showed significant values ( $p < 0.05$ ) which indicated that all the tested independent variables (training in learning supervision, work environment support, curricular management aspects, reporting in teaching supervision and lastly support and recognition to teacher) were significantly affect the teachers' motivation towards the teaching supervision.

The study also shows that to determine the teachers' motivation, the independent variables should interact with each other. It can be concluded that one should consider the importance of training in learning supervision, co curricular management aspects and support and recognition to teacher which may motivates the teachers. Therefore, principals should always support teachers in improving their motivation.

**Table 4: Results of Multiple Regression Analysis**

| Variables                                 | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.       |
|---|-----------------------------|------------|---------------------------|-------|------------|
|   | B                           | Std. Error | Beta                      | B     | Std. Error |
| (Constant)                                | .185                        | .166       |                           | 1.114 | .266       |
| Training in learning supervision, $X_1$   | .218                        | .053       | .228                      | 4.112 | .000       |
| Work environment support, $X_2$           | .073                        | .062       | .063                      | 1.182 | .008       |
| Curricular management aspects, $X_3$      | .393                        | .070       | .346                      | 5.592 | .000       |
| Reporting on teaching supervision, $X_4$  | .107                        | .061       | .113                      | 1.751 | .021       |
| Support and recognition to teacher, $X_5$ | .173                        | .045       | .212                      | 3.798 | .000       |

Independent variable: Teachers' motivation towards teaching supervision.

#### 4.0 CONCLUSION

Teachers are an important asset in school education in helping to build a world-class human capital. This positive development will lead to increased teacher motivation for teaching and learning which ultimately leads to the achievement of the goals of the school, the school of excellence.

Implementation of teachers' training related to the practice of teachers' supervision will give a bigger impact compared to without any training and guidance in relation to the goals and methods of implementation. The main aim of teachers' training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. Thus, with the implementation of training for teachers, the supervision process will become easier, orderly and efficient. It is known that a better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems.

In order to strengthen the supervision of teaching practice in schools, the attractiveness of the school environment is important because it can indirectly improve the teachers work



performance and motivation to carry out their duties. Mortimore [37] pointed out that the characteristics of effective school environment can be built with the implementation of effective monitoring and supervision.

The work environment has a significant impact upon teachers performance and productivity. By work environment meant were those processes, systems, structures tools or conditions in the school that impact the teachers' motivation. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those teachers perform their job functions and being motivated throughout their job.

In addition, the implementation of the various curriculum and academic programs in the school are aims to strengthen the learning achievement of students in school from time to time which are very important as the main support program in increasing the teachers' motivation and also strengthen the implementation of supervisory practices of teachers teaching in schools. With it, teaching supervision program will be more effective and able to provide a high impact on teachers.

Reward also plays an important role in impacting the teachers' motivation. Motivation of teachers and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance for the schools. The entire success of the school is based on how to keeps the teachers being motivated. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in keeping the teachers motivated. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating the teachers and will also help to increase their performance.

Most school administrators do not want to choose the excellent teachers based on their seniority. Similarly, they find difficulty in forming a specific method of selecting candidates with the most outstanding performance based on their students academic achievement alone. Consequently, most schools prefer to gives rewards based on the achievement of group, for example, when all teachers in a school achieved their goal of lessons, the other teachers will equally enjoy the rewards too. Such a situation would inhibit the motivation of the teachers at school.

As a conclusion, weaknesses can be improved and good teaching practices can be strengthened [38]. The findings from the study could be beneficial to us in order to strengthen the understanding of the role of strategy use in teaching supervision process without neglecting the factors that can contribute to the teachers' motivations.

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