

RESEARCH ARTICLE

The influence of teaching supervision on teachers' teaching methods : The Case of a Selected School in Kuala LumpurWu Yue^{1*}, Mohd Nazri Bin Abdul Rahman¹* 22100812@siswa.um.edu.my/wyash640597@gmail.com^[1]Faculty of Education Universiti Malaya, Kuala Lumpur, Malaysia**ABSTRACT**

The case study examines the influence of teaching supervision on teachers' instructional methods at a school in Kuala Lumpur. Using semi-structured interviews and classroom observations, the findings reveal that effective supervision improves teaching strategies, classroom management, and teacher job satisfaction. Supervision helps teachers identify blind spots, incorporate student feedback, and enhance instructional effectiveness and student engagement. However, its success depends on supervisors' skills, feedback quality, and the school environment. Recommendations include training supervisors, integrating technology, and adopting tailored supervision strategies. These insights provide guidance for strengthening supervision to improve teaching quality and professional development.

Keywords: Teaching Supervision, Instructional Methods, Professional Development, Student Feedback

INTRODUCTION*Background of the study*

Educational supervision dates back to the early education system and plays an important role in the field of education. Initially, educational supervision was mainly used to evaluate teachers' teaching performance and ensure that the quality of education was up to par. However, with the advancement of educational concepts, the role of teaching supervision has gradually expanded, and it is no longer just an evaluation tool, but an important instrument for promoting the professional development of teachers. (Sergiovanni,2007).

In the modern education system, supervision of education is considered one of the important ways to improve the quality of education.(Zapeda, S.J., 2012)

Through supervision, teachers can receive feedback and support to improve teaching strategies and classroom management skills to

provide a better teaching experience for students. Although the theoretical foundations of educational supervision are relatively mature, the effectiveness of its practical application is still controversial, prompting further research and exploration. The report examines how supervision influences teachers' pedagogical approaches, including changes in teaching strategies, classroom management, and professional development. (Marzano,R.J.,2011)

Problem statement

Educational supervision has great potential in theory, but its effectiveness in practical application varies greatly depending on the educational setting. Existing research has shown that effective instructional instruction can improve the quality of teacher instruction and students' academic performance, but some teachers may feel stressed

or anxious by being supervised, which can negatively impact educational outcomes. In addition, the actual effectiveness of supervision largely depends on the skills of the supervisor, the feedback method, and the cultural environment of the school as a whole. Although the existing literature points to some potential benefits of educational supervision, systematic research on its specific effects is still insufficient. Therefore, the specific impact of educational supervision on teachers' teaching methods should be studied in detail in order to identify best practices that can help educators and policymakers implement and leverage educational supervision more effectively, and to make recommendations for improvement.

Research Questions

In order to fully understand the impact of teaching supervision on teachers' teaching methods, this study proposes the following research questions:

1. How does instructional supervision specifically affect teachers' teaching strategies and classroom management methods?
2. What are the main challenges faced by teachers when receiving instructional supervision?
3. How can instructional supervisors improve teaching methods through student feedback?

Research Objectives

1. To evaluate the impact of instructional supervision on improving teaching practices
2. To explore the Impact of Instructional supervision on teachers' job satisfaction
3. To analyze the impact of classroom supervision on educational quality and student achievement

METHOD

Research Design

This study uses a qualitative research design to explore the dynamics and implications of supervision and mentoring in educational settings. Specifically, the study used semi-structured interviews and participant observations to gather in-depth insights from educators, with data obtained through interviews with teachers from a selected school in Kuala Lumpur. Qualitative approaches allow for a comprehensive

understanding of participants' experiences, perspectives, and the subtle ways in which supervision affects their teaching practices.

Participants

Convenience sampling was used to select participants in this study. Convenience sampling is a non-probabilistic sampling method in which participants are selected primarily based on their availability and researcher convenience. Two participants were selected:

1. Participant 1: A geography teacher, with extensive teaching experience and familiarity with supervision processes.
2. Participant 2: A panel head who shared insights into communication skills, supervision improvements, and its impact on student learning.

Participant characteristics:

1. Teaching experience: Participants must have many years of teaching experience to ensure they have a deep understanding of teaching practices and supervision.
2. Supervision experience: Participants must have undergone educational supervision so that they can provide detailed insight into the supervision process and effectiveness.

Data Collection Strategy

Data is collected through two main methods:

1. Semi-structured Interviews:

Semi-structured interviews were conducted with selected teachers. These interviews offer flexibility in exploring specific topics while ensuring that core issues are addressed. For example, questions include:

 - a. How do you evaluate and improve your teaching methods in your teaching?
 - b. What support and resources does the school provide to help you improve your teaching?
2. Classroom Observations:

Participant observations were conducted in the classroom environment of the respondents. This approach provides first-hand information on how supervision affects teaching practices and teacher-student interactions.

Observations focused on how teachers implemented supervised feedback, classroom management strategies, and interaction with students.

Data analysis included interview transcriptions, encoding the transcribed texts to identify recurring themes, and cross-referencing these themes with observation notes. The triangulation ensures the reliability and validity of the research results.

By integrating these approaches, this study aims to uncover the multifaceted impact of supervision on teaching practice, identify areas for improvement, and highlight effective teacher development and student learning enhancement strategies.

Procedure of Data Collection

After preliminary preparation, we identified the following data collection process to ensure the accuracy and reliability of the gathered information.

1. Preparation: Identify Target Population and Sample Size
The target population included principle, teachers and educational supervisors with teaching experience and those who had undergone supervision.
2. Instrument Design
In the study, semi-structured interviews and classroom observations were used to gather information.
3. SamplinG
Convenience sampling was used in this study, the reason is allowing for quick and easy access to participants.
4. Data Collection
Data collection methods included semi-structured interviews with selected teachers and classroom observations.
5. Monitoring
Continuously monitor the data collection process to address any issues promptly and ensure the integrity and completeness of the data.
6. Data Storage

Store the collected data securely, maintaining confidentiality and protecting it from unauthorized access. The data will be stored at drives, it involves anonymizing data and ensuring it is securely stored to prevent breaches of confidentiality.

Data Analysis

After collecting the data, we analysed the data and came to a conclusion based on the following steps of data analysis.

1. Data Preparation
The first step is clean and organize data, it will ensure the data is complete, consistent, and accurate. Interview transcriptions and observation notes were encoded to identify recurring themes.
2. Descriptive Analysis
Conduct descriptive statistical analysis to summarize basic features such as mean, median, mode, standard deviation, and frequency distributions, providing a comprehensive overview of the data.
3. Inferential Analysis
Perform inferential statistical analysis to test hypotheses and draw conclusions about the broader population based on the sample data.
4. Qualitative Analysis
The study utilized thematic analysis to uncover the impact of supervision on teaching methods.
5. Reporting
Compile the analysis into a comprehensive report, detailing the methodology, findings, and implications for practice or further research.

The analysis was conducted using qualitative data analysis software to ensure systematic and accurate coding. Themes were cross-verified to maintain consistency, addressing potential biases from the researcher's limited familiarity with the local context.

RESULTS

Analysis of classroom observations and interview data revealed the following key findings.

1. The influence of supervision on the improvement of education.

Educational supervisors have a significant effect on teachers identifying blind spots in the classroom and improving teaching practice. Analyzing the observational data, we found that after receiving classroom observations and feedback sessions, teachers were able to gain a more comprehensive understanding of the shortcomings of their lessons, which improved class order and student participation. In the classroom observation, we found that both students and teachers showed high participation and interaction in the fast rhythm of the class - new concepts, interpretations, introduction of examples, group discussions, presentations and practice. This efficient learning atmosphere is further optimized in the supervision of education, allowing teachers to flexibly adjust their teaching strategy in a fast and effective rhythm.

2. Key message analysis in learning materials

In the teacher's education process, the use and analysis of learning materials is very important. Teachers can better understand key messages within learning materials and their impact on students' learning. Students' English materials cover a wide range of topics such as reading comprehension, vocabulary, grammar, listening comprehension, speaking, and writing, and each part includes exercises to help students develop their skills. After being supervised, teachers began to pay more attention to the practical application of materials and student feedback, thereby optimizing teaching content and increasing students' learning interest and effectiveness.

3. The influence of supervision on teachers' job satisfaction.

It has a positive impact on the teacher's job satisfaction. As a result of observation and interviews, teachers have come to appreciate their teaching ability and career more highly after being supervised. In class, Teacher will teach students to make the right reasoning in group discussions, presentations, and even after practice. This positive teaching

atmosphere not only increases student participation, but also increases the teacher's sense of achievement and job satisfaction.

4. The role of superintendent of student feedback. Student feedback plays an important role in improving teaching methods and effectiveness. Through classroom observations, teachers found that after collecting and analyzing student feedback, they could better tailor the curriculum. For example, many students were observed actively raising their hands to speak, and the atmosphere of the class was very positive. Teacher was able to improve the effectiveness of the classes by receiving feedback from the students and changing the contents and methods of the classes accordingly.

DISCUSSION

Overall, education supervisors play a prominent role in promoting the professional development of teachers and in the quality of education and the academic achievements of students. Through various forms of supervision, including classroom observation, feedback and student feedback, teachers can fully understand and improve their classroom practice. Although this study may not be representative due to the simple sampling, the detailed interviews and observations provide valuable initial data and insights for future large-scale studies.

The study found that teacher-supervisors not only helped teachers identify and improve blind spots, but also increased their job satisfaction and professional confidence. Student feedback also helps teachers adjust their teaching strategies and improve the effectiveness of their teaching.

Future research will examine the specific impact of different types and frequencies of supervision on educational effectiveness and how student feedback and supervision can be more effectively integrated and improve the overall quality of teaching practice. Through this kind of research, we can provide a stronger theoretical basis and practical guidance for educational practice, and

further promote the overall improvement of the quality of education.

The study also reveals the deep impact of educational supervision on teacher career development and student learning experiences. Through the system supervision and feedback mechanism, teachers can continuously improve their teaching ability and professional level, so as to provide students with higher quality teaching services. The findings provide an important reference for education managers and policy makers, indicating that more attention should be paid to the development of education supervision and feedback mechanisms in teacher development planning.

CONCLUSION

In general, this study adopts a qualitative analysis method, that is, semi-structured interview and observation method to draw conclusions, which provides a practical basis for how teaching supervision affects teachers' teaching methods. The experiment shows that effective supervision will strengthen teaching methods, teaching supervision is also a key factor affecting teachers' teaching methods, it can not only improve teaching quality and student participation, but also create a favorable teaching environment.

Through communication and observation with teachers from a selected school in Malaysia, it is clear that supervision has a positive effect on teachers' teaching methods. Under effective supervision, teachers have a better understanding of their teaching practices, for example, teachers can meet different student needs more effectively by evaluating their methods, employing innovative strategies, and giving feedback.

In addition, effective teaching supervision is also helpful to improve teachers' satisfaction. For example, teachers can get substantive feedback or better teaching suggestions and methods through teaching supervision. In such an environment, teachers are constantly supported and their own skills can be constantly improved and perfected, so they are more likely to try or create new teaching

methods. To improve students' learning experience and improve student learning outcomes.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

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