

Potential Influence of Teacher Leadership on Teachers' Attitude Towards School-based Instructional Supervision

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Abstract

The study assessed the attitude of teachers toward school-based instructional supervision in a selected higher education institution in China. The results showed that in general, teachers have negative attitude towards school supervision. Espousing this negative attitude is the perceived poor performance of the supervisors and their lack of interpersonal skills. The study also assessed the teacher leadership of the teachers. It was found that they have adequate teacher leadership and it is significantly associated with their attitude toward school-based instructional supervision. Based on the results of the study, the research developed a guideline for instructional supervision to enhance the performance of the supervisors and ultimately sway the teachers' attitude towards it to a more positive one.

Keywords

Teacher leadership, School-based instructional supervision.

1. Introduction

Higher educational institutions (HEIs) are tasked with legitimate duties of educating the masses, advancing knowledge through research, and contribute to economic development in a sustainable matter (Sengupta et al., 2020). HEIs should therefore keep abreast of the recent trends and developments in the world. One way of doing it is through academic development or the improvement of teaching and learning, approached holistically (Sutherland, 2018). Both teachers and administrators play a big role in improving an HEI. In the context of an organizational approach towards improvement, both administrators and teachers should synchronize their efforts, and share responsibilities. When teachers participate and share responsibility, it is said that they are manifesting teacher leadership. Recognizing that teachers are significant partners in HEI development, school administrators should consider the enhancement of teacher leadership in doing their functions, including school-based instructional supervision.

School-based instructional supervision in the ideal sense promotes individual development and teaching effectiveness (Yanli, 2020). It is synonymous to teaching improvement, respecting teacher's personality and promoting their own development (Junyang, 2020). In most HEIs, the head of the academic department is in charge of doing the supervision which could also involve some senior faculty members. School-based instructional supervision is not just the regular class observation. It may involve other activities, but its success depends on how the teachers view the practices of supervision (Kurka & Berhanu, 2019). Unless supervision generates a positive attitude from the teachers, its aim cannot be realized. It will not enhance teachers' participation. This can even be an antecedent to a fragmented approach to academic improvement.

According to Geertsema & Seng, (2021) HEIs in Asia lack the organizational approach to teaching and learning improvement. They based their claim on the dismal portion (3%) of

research literature on academic development in the global data base. Most of the East Asian studies on academic development centered on pedagogical improvement and learning enhancement through self-regulated learning. Very little studies focused on the organizational approach like school-based instructional supervision. Furthermore, many studies in education failed to mention if organizational efforts involve complementary actions from different sectors of the school organization, especially the teacher leaders.

While the study focused on teachers' leadership and supervision attitude only, it can inform an organizational approach to teaching and school improvement. By correlating the attitudes toward supervision and teacher leadership, it can be inferred whether there is potential complementarity between administrators' and teachers' efforts. Furthermore, the study aims to develop a guideline for school-based instructional supervision that will provide opportunities for teacher leadership.

2. Methodology

This chapter presents the research design to be used, the respondents of the study, the research instrument, the data gathering procedure, and the statistical data analysis that will be used.

2.1. Research Design

The purpose of the study was best addressed with a descriptive correlational design. The study determined the quantitative characteristics of the respondents in terms of attitude towards school-based instructional supervision, and teacher leadership. Moreover, it investigated the relationship between attitude towards school-based instructional supervision and teacher leadership.

2.2. Research Locale and Research Respondents

The study was conducted at Huizhou City Vocational College in Huizhou City, Guangdong, China during the school year 2022 -2023. The primary reason for choosing this HEI is its established practice of school-based instructional supervision. The instructional supervision involving classroom observation, giving feedback, and recommendations for improvement is routinely practiced in the school. The respondents of the study were the teachers in this HEI who have no formal leadership position. In all, there is a total 518 teachers in the school.

2.3. Sampling Method

Table 1. Distribution of Respondents

Academic Departments	Population	Sample
Business College	84	36
College of Finance and Economics	59	25
Tourism Culinary College	42	18
College of Information	45	19
College of Education	36	15
College of Art and Design	45	19
College of Electronics and Automobile	33	14
Intelligent Manufacturing College	34	15
College of Marxism	39	17
Total	518	221

The study used random stratified sampling to ensure the representation of different academic departments in data gathering. Based on the total population of teachers, the minimum sample size needed as calculated using Cochran's equation was 221. This sample size was distributed proportionately to the different academic departments. Table 1 shows the distribution of the samples per academic department.

2.4. Data Gathering Procedure

The researcher requested permission from the school administration to conduct the study before commencing with data gathering. Once approval was given, the researcher communicated with the school's human resource office for the list of teachers and their emails. The researcher randomly selected the target participants from the list and sent them invitations to participate in the study. The invitation letters explained the goal of the study and emphasized that their participation should be voluntary. Those who responded in the affirmative were given the survey questionnaires through emails.

2.5. Research Instruments

The instrument will be composed of two parts: assessment of attitude towards school-based instructional supervision, and assessment of teacher leadership. The items concerning the teachers' attitude towards school-based instructional supervision were based from the unidimensional scale used by Kurka et al. (2019). On the other hand, the teacher leadership part of the questionnaire was based from the scale developed by Zhou et al. (2021). The instrument has four Likert scales for responses. The initial draft of the survey instrument was subjected to validation by five experts in educational research from different HEIs in Huizho City. After validation, the questionnaire was pilot tested to teachers in other schools. The reliability of the major parts of the survey questionnaire was tested separately using Cronbach's Alpha. The attitude towards school-based instructional supervision has an alpha value of 0.809. For the different parts of the teacher leadership, the alpha coefficients are as follows: perception (0.872), influencing (0.875), cooperation (0.937), and knowledge and skills (0.934). All the computed alphas are within the acceptable range of 0.70 and above. The instrument is therefore reliable.

2.6. Data Analysis Procedure

The responses under the different sections of the assessments were tallied. The means for attitude toward school-based instructional supervision was interpreted using qualitative description as shown under the "attitude" column in the scale below. The means for teacher leadership was described qualitatively using the interpretations under "teacher leadership" column in the scale below.

Range	Interpretation	Teacher Leadership
3.50 - 4.00	Very positive	Excellent
2.50 - 3.49	Positive	Good
1.50 - 2.49	Negative	Fair
1.00 - 1.49	Very Negative	Poor

For the correlation of attitude towards school-based instructional supervision and teacher leadership, Pearson r was used. The correlation will feature the respondents overall means in the two variables. Correlation will not be run per subscale of the teacher leadership.

2.7. Ethical Considerations

The researcher has no personal and financial interest in this study. The researcher is not affiliated to any organization that may have a potential material gain from the study. In all the stages of the study, the welfare of the respondents was protected. Privacy and confidentiality were guaranteed from invitation, to data gathering, reporting of the results of the study, and the disposal of the data. Permissions were sought from the respondents in all circumstances that involve the information they shared. These aspects were detailed in the informed consent that was explained to them once they expressed their intent to join the study.

The conduct of the study had no risk to the respondents. There is no guaranteed benefit for them as well. Likewise, the participants would not gain any monetary and material incentives from their participation. There was also no guaranteed benefit to the research locales that may arise from this study. To protect the integrity of the schools, its names were not mentioned in the reporting the results.

3. Conclusion

1. The respondents' have unpleasant experiences with school-based instructional supervisors. This is shown in their negative attitude toward school-based instructional supervision being directed more at the poor performance and interpersonal skills of the supervisors.
2. The respondents' teacher leadership is still at the classroom and department level. Their lack of exposure to school level leadership is evident in the assessments.
3. The respondents' teacher leadership may have influence on their attitude toward school-based instructional supervision. The respondents with higher teacher leadership are more likely holding a more positive attitude toward instructional supervision.

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