THE STUDY OF THE CAUSAL RELATIONSHIP BETWEEN PRINCIPALS' POSITIVE INSTRUCTIONAL SUPERVISION AND TEACHERS' TEACHING EFFECTIVENESS

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Abstract - The purpose of this study is to analyze the causal relationship between principals' positive instructional supervision and teachers' teaching effectiveness. Research methods applied in this study include questionnaire survey called "Principals' Positive Instructional Supervision and Teachers' Teaching Effectiveness Inventory". Participants are 992 elementary teachers in Taipei City. Data is analyzed by Means and Linear Structural Relationship. The main findings of this study are as follow: (1)The performance of principals' positive instructional supervision is medium high; (2) Principals' positive instructional supervision has positive and significant effects on teacher's teaching effectiveness. According to the findings, suggestions for the implementation and further studies are proposed.

Keywords - Positive Instructional Supervision, Principal, Teaching Effectiveness

I. INTRODUCTION

Most teachers dislike supervision as they view it negatively and is referred as a routine, a fix-it, and a weapon. According to Leu, "Teachers put supervision on the defensive" (Leu, 2010). Therefore, they reject and affect the functions and benefits of supervision.

The so-called positive instructional supervision is to focus on teacher's strength or competency instead of the deficiencies or problems (Bannink, 2015). Nevertheless, a positive instructional supervision is not completely problem-phobia, it is to guide teachers transforming the deficiencies to functional competencies (Jones-Smith, 2014) or exception (Bannink, 2015; Jones-Smith, 2014) and to diminish the teaching dilemma.

The purpose of this research is to explore the causal relationship between principals' positive instructional supervision and teachers' teaching effectiveness. To be exact, our research questions are as follows: (1)What is the performance of Principals' positive instructional supervision in Taipei City? (2)What is the direct effect of principals' positive instructional supervision on teacher teaching effectiveness?

II. LITERATURE REVIEW

It is proved that the implication of solution-focused supervision could increase the supervisee's effectiveness (Asai, 2017; Grant & O'Connor, 2010; Koob, 2003; Barrera, 2003). With further analyzation, we learned that all these studies were conducted by questionnaires.

We believe it is applicable to research positive instructional supervision with questionnaires as Koob and Barrera researched on supervisors over therapists, and Asai, Grant and O'Connor's research subjects were graduate students and college students. As self-effectiveness is one component of teaching effectiveness (Chen, 1997; Lin, 1989), this study takes elementary school principals as supervisors and employs questionnaires to explore the relationship between principal positive instructional supervision and teachers' teaching effectiveness.

III. RESEARCH DESIGN AND IMPLEMENTATION

A. Participants

When distributing the official questionnaires, we first calculated the proportion of the schools in Taipei City. It was 18.30% for those schools which had less than 12 classes (28 classes in total). 30.70% for schools which had 13-24 classes (46 classes in total). 37.91% for schools which had 25-48 classes (58 classes in total). And 13.72% for schools which had 49 classes or more (21 classes in total).

Secondly, based on this ratio, we learned that the number of schools to be selected in this study was 18 classes for the school which had less than 12 classes, 30 classes for the schools which had 13-24 classes, 38 classes for the school which had 25-48 classes, and 14 classes for the school which had 49 classes, with a total of 100 classes. A total of 992 elementary school teachers were selected for the questionnaires.

B. Research Instrument

The formal measuring instrument of this study are "Principals' Positive Instructional Supervision and Teachers' Teaching Effectiveness Inventory ". The questionnaire consisted of 20 questions, including: "Building Relationship" (1- 5 questions), "Setting Goals" (6-10 questions), "Finding Competency" (11-15 questions), and "Reflection and Feedback"

(16-20 questions) on four dimensionalities. On the other hand, the teacher's teaching effectiveness was referred to the teaching effectiveness questionnaires from Chang, Lee, & Wang (2014).

The questionnaires consisted of "Mastering Teaching Objectives" (1-3 questions), "Applying Teaching Strategies" (4-6 questions), "Enhancing Effective Communications" (7-9 questions), "Managing Learning Environment" (10-12 questions), and "Employing assessment feedbacks" (13-15 questions) on five dimensionalities.

IV. RESEARCH RESULTS

A. Principals' Positive Instructional Supervision

Judging from Table 1, we learned that the mean of principal positive instructional supervision is 5.43, and the individual dimension score ranges from 5.32 to 5.64. Based on a 7-point scale, the principals' positive instructional supervision in Taipei City can be viewed as medium high performance. In addition, we noticed that the "Building Relationship" dimension has a higher score followed by "Finding Competency", with M equals 5.64 and 5.43 respectively.

B. The effect of principals' positive instructional supervision on teacher teaching effectiveness

Table 2 presents the seven indicators obtained from the GOF of the direct effect model. These indicators all met the ideal standard. According to the assumed and observed data, the direct effect model exhibited an acceptable fit.

In the direct effect model, As shown in Figure 1, structural equation modeling was used to assess the fit of the overall model and calculate standardized parameter estimates for the direct effect between each variable. In the direct effect model, principals' positive instructional supervision had a significant positive impact on the teacher teaching effectiveness (standardized parameter estimates = .45, $p < .001$).

CONCLUSIONS AND IMPLEMENTATION

Conclusion

In our research, we found that the performance of principals' positive instructional supervision from Taipei municipal elementary schools is medium high.

The "Building Relationship" dimension scores higher than "Finding Competency" dimension which scores at 5.43. We also discovered that all the model GOF indicators of the direct effect model met the ideal standard. Moreover, significant differences were observed in the influencing effect of these indicators, revealing that principals' positive instructional supervision positively affected the teacher teaching effectiveness.

Implication

We discovered that principals' positive instructional supervision has a positive and significant effect on teacher's teaching effectiveness. In order to efficiently increase teachers' teaching effectiveness.

Therefore, in the future, various workshops should be organized for principals to strengthen their competencies in positive instructional supervision. In addition, principals should perform the behaviors of positive instructional supervision that including "building relationship, setting goals, finding competency, and reflection and feedback" to teachers.

This research employed questionnaires to understand the relationship of principal positive instructional supervision and teachers' teaching effectiveness. In order to further comprehend the implementation of principal positive instructional supervision and its impact on teachers' teaching effectiveness, we suggest using quasi-experimental research supplementing interview survey in the future.

Through the experimental intervention of principals' positive instructional supervision training, the implementation of principals' positive instructional supervision and its impact on teachers' teaching effectiveness can be further understood.

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Table 1: Analysis of Average Mean of Principal Positive Instructional Supervision

Positive Instructional Supervision Dimension	N	Mean	Standard Deviation
Building relationship	992	5.64	1.13
Setting goals	992	5.33	1.11
Finding competency	992	5.43	1.24
Reflection and feedback	992	5.32	1.19
Total Positive Leadership	992	5.43	1.24

Table 2 : GOF indicators of each model

	PNFI	PCFI	NFI	RFI	IFI	TLI	CFI
Parameter value	0.56	0.56	0.96	0.94	0.97	0.94	0.97
Standard value	>.50	>.50	>.90	>.90	>.90	>.90	>.90

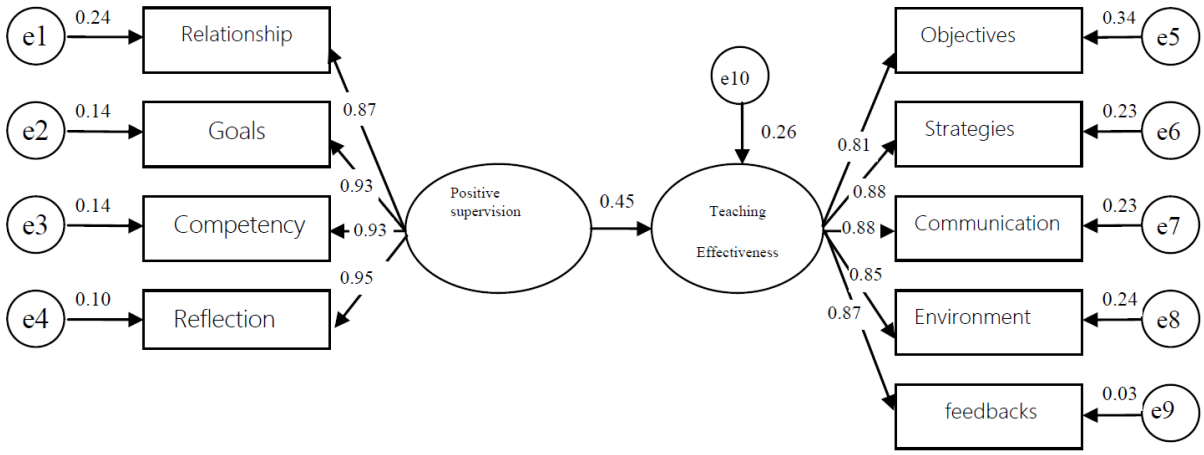

Figure 1. Standardized parameter estimates of the direct effect model

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