



English Teachers' Perception on Educational Supervision

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Abstract

The objectives of this study was to describe what factors influence the English teachers' perception on educational supervision. This research was a qualitative study using purposive sample. The research was conducted in the three senior high school which had different accreditation in Kalirejo, Lampung. The data were collected from the interview and observation with three English teachers, each of them represented from different school. The data the researcher had included were all about what factors influence the English teachers' perceptions on educational supervision in Kalirejo, Lampung. All the subjects in this research had been supervised before, thus they could describe the factors influence their perceptions on educational supervision. The result of the research showed that not all aspects in internal and external factors could affect their perception on educational supervision. The teacher who taught in the lowest accreditation school had to struggle to give the best performance to her students, since her school lacked the facilities to support teaching learning process.

Keywords: English Teacher; Internal Factors; External Factors; Perception; Educational Supervision

Introduction

Education is a conscious effort which is intentionally arranged to achieve the demanded purposes. The purpose of education is to improve the quality of human resources. Teachers are needed to be lead and developed continuously in order to improve the quality of human resources and themselves. Since teachers are the most crucial part to improve the quality of human resources is by conducting learning process in school. The teachers need to continually equip themselves with the knowledge and skills to improve efficient opportunities for their students. Therefore, in order to improve teachers' teaching skill a specific act should be carried out. It is called educational supervision. Teachers and lecturers should develop their teaching skill to achieve educational purposes. At this point, it is clear that the educational supervision needs to be conducted to evaluate and manage language teachers' progress whether they accomplish the educational purposes well or not.

There are some researchers define perception in different ways. Wang (2007: p. 1) states that perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. Adding Wang., Rookes & Wilson (2005: p. 1) state that perception as a process involving the recognition

and interpretation of stimuli which on our senses. In another way, Banda (2005: p. 13) says that perception is views or opinions held by an individual resulting from experience and external factors acting on the individual. It is similar with Bodenhausen & Hugenberg (2009: p. 14-15) who explain that perception is linked to action in some fairly obvious ways. Bernhardt (2015: p. 2) says that the word perception leads us to such words as observation and opinion, with definition that include a view, judgment, or appraisal formed in the mind about a particular matter a belief stronger than impression and less strong than positive knowledge a generally held view a formal expression of judgment or advice a judgment one holds as true. This definition is supported by Reid cited in Nichols (2007: p. 212) who explains that perception as the process of justification of the beliefs on certain objects. In this process, people might give arguments to what they see as the way they perceive things.

Based on the explanation above, it can be concluded that perception is views or opinions that include understanding, awareness, and interpretation formed in the mind about a particular matter or certain object.

The perceptual mechanism is basically affected by two factors, namely the internal and external.

a. Internal Factors: Amongst the Internal Factors Are:

(1) Needs and Desires, basically the perception of relatively satisfied people differs significantly from those of frustrated individuals. In the words Rao & Narayana (1998: p. 341), people at different levels of needs and desires perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

(2) Personality, individual characteristic behaviour is another strong influence on what you perceive about that individual. It is a trite say that optimistic people perceive the things in favourable terms, pessimistic beings in negative terms. According to Maslow (1972: p. 41-53) in Rao and Narayana (1998: p. 341), between the optimist and the pessimist exist a category of people who are capable of perceiving others accurately and objectively. They sum this issue in the following outline: a) Secure individuals tend to perceive others as warm, not cold; b) Thoughtful individuals do not expose by expressing extreme judgement of others; c) Persons who accept themselves and have faith their individuality perceives things favourably. Self accepting individuals perceive themselves as liked, wanted and accepted by others.

(3) Experience, combined with knowledge, experience has a perpetual impact on the perception of an individual. Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as failure erodes self-confidence.

b. External Factors: Listed Under This Sub-Head Are:

(1) Size, perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection. A straight-forward example is that a full. Page advert catches more attention than those less than a page.

(2) Intensity, this factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicising words in a written text. The greater the intensity of a stimulus, the more likely it will be noticed.

(3) Frequency, addresses the attention that accrues from the steady repetition of a particular stimulus. That is, the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were.

(4) Status, the status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.

(5) Contrast, stimulus that share common features with the environment are less likely to quality for selection by the perceiver compared to those that contrast sharply with the environment. For example, a person that spots riotous colours or dress like father Christmas in June would certainly attract more attention that those that put up normal appearance.

Methodology

The design of the study was a qualitative descriptive study using purposive sampling technique. There were three English teachers came from different senior high school in Kalirejo, Lampung. They were selected to participate in this study based on their experience on educational supervision. The researcher used interview and observation method to lead a qualitative process in discovering circumstances and perceptions realistically and totally in natural environment which emphasizes meanings, experiences, and definitions.

Result

This study revealed some findings, as follows:

a. Internal Factor

They agreed that needs and desires at school affected perception on educational supervision. They needed them to support their teaching method. This statement was supported by the observation did by the researcher. Field note of Teacher A, he brought notebook to give further information about the materials taught to his students in the class. Explaining the materials by speaking and powerpoint slides. Field note of Teacher B, she prepared the book used in the class and made some notes. Field note of Teacher C, she brought some printed materials for the students to support her teaching in the class.

They had the same opinions about personality affected perception on educational supervision. They believed that better personality would make better perception on it. This statement was supported by the observation did by the researcher. Field note of Teacher A, he loved to smile to his students when they asked or answered the questions, it helped significantly to loosen their tension and made them comfort. He was kind to his students not only in the class, but also at outside the class. Field note of Teacher B, she supported and motivated her students to study well in the class. She helped them one by one by visiting them, it made them confident. Field note of Teacher C, she gave her students warmth smile when taught in the class. She also explained the materials clearly. She helped her students by giving explanation when she saw them confuse.

They had the same opinions about experience affected perception on educational supervision. They believed that having more experience would make broader perception on it. This statement was supported by the observation did by the researcher. Field note of Teacher A, he had the experience in teaching. He was used to teaching in front of the class. The way he explained the materials was relax but

clear enough to be understood. Field note of Teacher B, she had enough experience to teach in the class. She prepared everything she needed before the class started. She taught well and explained the materials clearly. Field note of Teacher C, she had enough experience to teach in the class. She prepared everything beforehand. She taught well and explained the materials clearly.

They had the same opinions about enthusiasm affected perception on educational supervision. They believed that having more enthusiasm would make better perception on it. This statement was supported by the observation did by the researcher. Field note of Teacher A, whenever he saw any students felt lack of confident to answer the questions given, he would give clue or hint to help them answered it. When the students seemed bored, he gave some jokes, so that they would pay attention anymore. Field note of Teacher B, she gave motivation to her students by complimenting them whenever they answer the question given. And she helped each group by visiting them and asked what their problems in answering the question given. Field note of Teacher C, she gave motivation to her students by complimenting them whenever they answer the question given, whether it was correct or not. She would give clue or hint to help them answered it. Since her class had few students and many of them were shy.

They agreed that their teaching method affecting their perception on educational supervision, but only as a minority factor. This statement was supported by the observation did by the researcher. Field note of Teacher A, he explained the materials in front of the class, his students paid attention to him. Then he asked them some questions to be answered individually. Field note of Teacher C, she explained the materials using some printed materials to give clear understanding to her students. After that she divided them into group and gave some tasks to be done. Meanwhile, Field note of Teacher B, she explained the materials in front of the class. Then, she gave some examples. And then asked some questions to them one by one. After that she divided them into group and gave some tasks to be done.

They agreed that their status at school did not have any relation with their perception on educational supervision.

They believed that they appearance on attitude and physical affected their perception on educational supervision. They had to have good appearance. This statement was supported by the observation did by the researcher. Field note of all the teachers were proper, neat, tidy, and their attitude were kind and polite.

b. External Factor

They agreed that circumstances in the class affected perception on educational supervision. The better the circumstances in the class, the better perception on it would be. This statement was supported by the observation did by the researcher. Field note of Teacher A, the class was clean and tidy but the students were little bit crowded. It made the students needed more focus to pay attention to study well when he taught in the class. Field note of Teacher B, the class was clean, tidy, and spacious. It made the students could pay attention well when she taught in the class. Field note of Teacher C, the class was clean, tidy, and spacious. It made the students could pay attention well when she taught in the class.

Teacher A believed that facilities in the class affected his perception on educational supervision. He was also lucky since his school had complete facilities to support his teaching in the class. This statement was supported by the observation did by the researcher. Field note of Teacher A, the class had enough facilities to support teaching learning process, such as projector, whiteboard, markers, fan, and lamps. Teacher B agreed that facilities in the class affected her perception on educational supervision. But it depended on the facilities which were available in the class, if there were, she would use them, while there were not, she would looked for them beforehand. This statement was supported by the observation

did by the researcher. Field note of Teacher B, the class needed more facilities to support teaching learning process, it had whiteboard, markers, and lamps. It needed a projector to present powerpoint slides and a fan to cool the class. Teacher C believed that that facilities in the class affected her perception on educational supervision. But her school lacked of facilities, so she had to make them or brought them from home. This statement was supported by the observation did by the researcher. Field note of Teacher C, the class needed more facilities to support teaching learning process, it had whiteboard and markers. It needed a projector to present powerpoint slides, a fan to cool the class, and lamps when the weather was dark and cloudy.

Teacher A and B agreed that the circumstances in the teacher room affected their perception on educational supervision, since they spent much time in the teacher room besides in the class. This statement was supported by the observation did by the researcher. Field note of Teacher A, sometime it was a little bit crowded, but sometime it was quiet. So it was suitable to have nice break and conversation with another teachers. Field note of Teacher B, most of the time it was quiet. So it was suitable to have nice break and prepared the materials beforehand. Meanwhile, Teacher C believed that the circumstances in the teacher room did not affect perception on educational supervision. Since the teachers and the staffs were limited in this school compared with the state school with many teachers and staffs. This statement was supported by the observation did by the researcher. Field note of Teacher C, most of the time it was quiet. So it was suitable to have nice break and prepared the materials beforehand.

Teacher A and B agreed that the facilities in the teacher room affected their perception on educational supervision, since it could supported them in preparing the materials. This statement was supported by the observation did by the researcher. Field note of Teacher A, the teacher room had printer, air conditioner and water dispenser. Each teacher had its' own table and chair to put their belongings. Field note of Teacher B, each teacher had its' own table and chair to put their belongings. But it had no printer and water dispenser, if the teachers wanted to print documents, they had to print them before went to school or they could print them in administration office. Meanwhile, Teacher C believed that the facilities in the teacher room did not affect perception on educational supervision. Since the school had limited fund, it was much better to complete another need which was more important and urgent. This statement was supported by the observation did by the researcher. Field note of Teacher C, the teacher room had printer and some glasses of mineral water. But, it had not enough teachers' table and chair to put their belongings. They had to find the empty one to put their belongings.

They agreed that schools' regulation affected perception on educational supervision. The better schools' regulation, the better perception on it would be. This statement was supported by the observation did by the researcher. Field note of Teacher A, B and C, schools' regulation made their schools' condition suitable place for the students to study and enrich their knowledge.

Teacher A believed that the guidance from the principal generally affected perception. But for specific thing, it was different. Since the principal was not the same study program with him. Teacher B believed that even though she had already got guidance from the principal, she still needed guidance from the supervisors for better explanation. Teacher C wished that the guidance from the principal could be better in giving guidance. They agreed that schools' regulation affected perception on educational supervision. But it was much better if the principal understand the specific thing in teaching English matter.

They agreed that the English teachers' friendship affected perception on educational supervision. The more frequently and more interacting with another teachers, they could make positive perception. This statement was supported by the observation did by the researcher. Teacher A, B, and C, they had good relationship with another teachers, it could be seen from their interaction with many teachers.

They believed that the advice from the supervisor affected perception on educational supervision. Since the supervisor was the most knowledgeable person in charge on educational supervision, so her advice had to be suitable for them.

Discussion

All teachers had the same opinions, that was their needs and desires at school affected their perception on educational supervision. They agreed that they needed media supporting learning process, they needed it to support their teaching method in the class. It was inline with Rao & Narayana (1998: p. 341), people at different levels of needs and desires perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

The teachers' personality at school affected their perception on educational supervision. They believed that better personality would make better perception on it. It was inline with Maslow (1972: p. 41-53) in Rao and Narayana (1998: p. 341), between the optimist and the pessimist exist a category of people who are capable of perceiving others accurately and objectively. They sum this issue this issue in the following outline: a. Secure individuals tend to perceive others as warm, not cold; b. Thoughtful individuals do not expose by expressing extreme judgement of others; c. Persons who accept themselves and have faith their individuality perceives things favourably. Self accepting individuals perceive themselves as liked, wanted and accepted by others.

They had the same opinions that their experience at school affected their perception on educational supervision. They believed that having more experience would make broader perception on it. Experience has a perpetual impact on the perception of an individual. Successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as failure erodes self-confidence.

They believed that having more enthusiasm would make better perception on educational supervision. The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others. Therefore, greater understanding of self allows people to have more accurate perception of others.

They had different opinions about teaching method used affecting perception on educational supervision. Both Teacher A and C had the same opinions. They agreed that their teaching method affecting their perception on educational supervision, but only as a minority factor. Meanwhile, Teacher B had her own opinion. Teacher B, She believed that her teaching did not affect perception on educational supervision.

Their social status at school did not affect their perception on educational supervision. They agreed that their status at school did not have any relation with their perception on educational supervision.

Their appearance on attitude and physical at school affected their perception on educational supervision. They believed that they apperance on attitude and physical affected their perception on educational supervision. They had to have good appearance.

All teachers had the same opinions, that was the circumstances in the class affected their perception on educational supervision. They agreed that circumstances in the class affected perception on educational supervision. The better the circumstances in the class, the better perception on it would be.

They had similar opinions about facilities in the class affected perception on educational supervision. Teacher A believed that facilities in the class affected his perception on educational supervision. He was also lucky since his school had complete facilities to support his teaching in the class. Teacher B agreed that facilities in the class affected her perception on educational supervision. But it depended on the facilities which were available in the class, if there were, she would use them, while there were not, she would look for them beforehand. Teacher C believed that that facilities in the class affected her perception on educational supervision. But her school lacked of facilities, so she had to make them or brought them from home.

They had different opinions about the circumstances in the teacher room affected perception on it. Both Teacher A and B had the same opinions. They agreed that the circumstances in the teacher room affected their perception on educational supervision, since they spent much time in the teacher room besides in the class. Meanwhile, Teacher C had her own opinion. She believed that the circumstances in the teacher room did not affect perception on educational supervision. Since the teachers and the staffs were limited in this school compared with the state school with many teachers and staffs.

They had different opinions about the facilities in the teacher room affected perception on educational supervision. Both Teacher A and B had the same opinions. They agreed that the facilities in the teacher room affected their perception on educational supervision, since it could support them in preparing the materials. Meanwhile Teacher C had her own opinion. She believed that the facilities in the teacher room did not affect perception on educational supervision. Since the school had limited fund, it was much better to complete another need which was more important and urgent.

They had the same opinions, that was the schools' regulation affected their perception on educational supervision. They agreed that schools' regulation affected perception on educational supervision. The better schools' regulation, the better perception on it would be.

They had similar opinions, that was the guidance from the principal affected their perception on educational supervision. Teacher A believed that the guidance from the principal generally affected perception. But for specific thing, it was different. Since the principal was not the same study program with him. Teacher B believed that even though she had already got guidance from the principal, she still needed guidance from the supervisors for better explanation. Teacher C wished that the guidance from the principal could be better in giving guidance. They agreed that the guidance from the principal affected perception on educational supervision. But it was much better if the principal understand the specific thing in teaching English matter.

They agreed that the English teachers' friendship affected perception on educational supervision. The more frequently and more interacting with another teachers, they could make positive perception.

They believed that the advice from the supervisor affected perception on educational supervision. Since the supervisor was the most knowledgeable person in charge on educational supervision, so her advice had to be suitable for them.

Conclusion

This paper explores the factors influence teachers' perception on educational supervision. The English teachers agree that almost all aspects in internal factors such as, needs and desires, personality, experience, enthusiasm, and appearance can affect their perception on educational supervision. Yet, they have different opinions in teaching method, Teacher A and C agrees that teaching method can affect their perception on educational supervision. Meanwhile, Teacher B believes that her teaching does not affect perception on it. Furthermore, they believes that their social status at school does not affect their

perception on educational supervision. They agree that their status at school does not have any relation with their perception on it.

They agree that almost all aspects in external factors such as, the circumstances in the class, the facilities in the class, the circumstances in the teacher room, the schools' regulation, the guidance from the principal, the English teachers' friendship, and the advice from the supervisor can affect their perception on educational supervision. While they have different opinions about the facilities in the teacher room affected perception on educational supervision. Both Teacher A and B had the same opinions. They agreed that the facilities in the teacher room affected their perception on educational supervision, since it could support them in preparing the materials. Meanwhile Teacher C had her own opinion. She believed that the facilities in the teacher room did not affect perception on educational supervision. Since the school had limited fund, it was much better to complete another need which was more important and urgent. The teacher who taught in the lowest accreditation school had to struggle to give the best performance to her students, since her school lacked the facilities to support teaching learning process.

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