







different departments and offices, then, assist and guide senior assistants to overcome difficulties for their better working situation, meanwhile, the feedback should also be emphasized for improving supervision practices evenly.

## 5. Conclusion

The objective of research about supervision practices is improving working efficacy, then, achieving school success, thus, all of dimensions of supervision practices should be emphasized, in order to achieve the objective. Firstly, successful schools are filled with great communicators is abundant and overwhelmingly clear [12]. It is the approach that understands each other and set up positive personal or professional relationships among people in the society. There is no doubt that scientific, effective and friendly communication is necessary to any success secondary schools in any countries. Secondly, staff development is the approach which is achieving teachers' value of occupation; meanwhile, this dimension could influence the recognition deeply. If teachers could not achieve their value all the time, it certainly will bring negative influence to teachers' spirit and working efficiency, then, it could damage to school operation and development, furthermore, it is almost impossible to achieve school success. Thus, managers have responsibility to offer fair, effective and suitable system of staff development to each teacher for their growth. In fact, the essence of staff development is one kind of investment by managers in secondary schools; moreover, the profit is certain which improve school operation and promote school development through stronger level of teachers' abilities. This study wants to emphasize that this investment is wise, since excellent quality and reasonable price. Thirdly, the dimension of instructional programs has closed relationships with teaching quality and instructional focuses. A good system of instructional programs is the premise of good curriculum [13], as well as the teaching outcomes and teachers' achievements. Thus, school managers must guide teachers and share their useful experience to teachers to avoid negative factors during this process, in order to achieve positive results. Fourthly, motivating and organizing exist in any organizations in any countries, since it is indispensable in managerial practices. School managers need encourage teachers through this approach for their working enthusiasm; meanwhile, it must be fair, reasonable and humanized. In addition, this study

considers that the factors of tradition, culture and taboos should be taken into account during this process. Fifthly, curriculum is related to classroom teaching and students' scores directly. This study suggests that managers should allow, even encourage teachers to share more life experiences with students, meanwhile, encourage students to take part in social activities. The reason is that how to growth is more important than how to get higher exam scores, in other word, the real objective of education is that guide students how to live better in the society correctly.

## Reference

- [1] Glickman, C.D. & Gordon, S.P. & Ross-Gordon, J.M., 2007. *Supervision and Instructional Leadership: A Developmental Approach*. Reilly, E. 7<sup>th</sup> ed. USA: Pearson Education.
- [2] Rico. 2010. *Supervision. Resilient Individuals, Communities & Organizations Training, Processes & Strategies*. PO Box 1328, WODEN ACT 2606. [http://www.rico.com.au/training/life\\_skills/supervision.htm](http://www.rico.com.au/training/life_skills/supervision.htm) (20 August 2012).
- [3] Nek, K.Y.Y & Jamal, N.Y. & Salomawati, I., 2000. The School Principals' Roles in Teaching Supervision in Selected Schools in Perak, Malaysia. *Asian Journal of Business and Management Sciences*. 1(2): 50-55.
- [4] Suseela, M., 2007. *Teacher Learning in Malaysia: Problems and Possibilities of Reform*. Kuala Lumpur: University of Malaya.
- [5] Creswell, J.W. 2005. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. In OTED 1083 & OTED 1085 Qualitative Research Methods Readings. Sydney: Pearson Education Australia.
- [6] Krejcie, R. V. & Morgan, D. W. 1970. Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. 30, 607-610.
- [7] Pajak, E. 1990. Identification of Dimensions of Supervisory Practice in Education: Reviewing the Literature. Document ED 320 285.
- [8] Jamil, H & Razak, N.A. & Raju, R. & Rashid, A.M. 2010. *Universiti Sains Malaysia*. 85-102.
- [9] Breshears, D. 2010. Possible Barriers to Communication. (online) [http://www.ehow.com/list\\_6741678\\_possible-barriers-communication.html](http://www.ehow.com/list_6741678_possible-barriers-communication.html) (10 April 2012)
- [10] Bryant, B.J. 1999-2011. Barriers to Effective Communication in Supervision (online). [http://www.ehow.com/way\\_5446177\\_barriers-effective-communication-supervision.html](http://www.ehow.com/way_5446177_barriers-effective-communication-supervision.html) (18 July 2012)
- [11] Weber, S.M. 2010. Five Barriers to Curriculum Development (online). <http://www.scribd.com/doc/64771788/Five-Barriers-to-Curriculum-Development> (06 August 2012).
- [12] Whitaker, T & Zoul, J. 2008. Core Factors for School Success. Eye on Education, 6 Depot Way West, Suite 106, Larchmont, NY 10538.
- [13] Yu, S.C. 2012. The System of Teachers' Instructional Programs. (online) <http://www.chinavalue.net/Biz/Blog/2012-6-22/912556.aspx> (05 December 2012).