

EFL Teachers' Perceptions of the Professional Role of EFL Educational Supervisors in Kuwaiti Intermediate Schools

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Abstract

Educational supervision is of great importance to the development of EFL teachers' performance. Therefore, it becomes of an urging need to investigate the current status of the EFL educational supervision in Kuwaiti intermediate schools, as perceived by teachers.

The study covers four domains in relation to the research questions. These domains are "Teachers' perceptions of the professional experience of supervisors"; "Teachers' perceptions of the nature of supervisors' classroom visits"; "Teachers' perceptions of the influence of supervisors' visits on developing teachers' performance"; and "Teachers' perceptions of the nature of supervisor-teacher relationship". Four questionnaires were developed to be administered.

The sample consisted of 150 male and female intermediate EFL teachers in two educational district areas in the State of Kuwait. T-test and One Way ANOVA were used when appropriate to analyze data in relation to the four research questions. Statistical analyses showed significant difference in some domains in relation to some variables in the study.

The study concluded with some important recommendations regarding the betterment of supervision.

Introduction

Through pre-service teachers' preparation programs, student-teachers receive the essential teaching skills and competencies, which enable them to commence their profession with the basic teaching

experience. However, regardless of the years of teaching experience, in-service teachers' needs for professional development and training remain. The professional development of the in-service teachers becomes the responsibility of the educational supervision departments. Like other teachers, EFL (English as a Foreign Language) teachers are in constant need for the effort of their educational supervisors to develop their teaching performance and provide them with the current trends in the field of EFL.

The professional role of the educational supervisors includes observing teachers during classroom practices, analyzing their strengths and weaknesses, evaluating them and providing solutions or alternatives that can develop their teaching performance and competencies (Gebhard, 1990). They help teachers overcome any curriculum difficulties. They link schools and teachers with societal needs and work on fulfilling them. Their role in curriculum development can not be overlooked as a way of raising the levels of learning within students themselves. Supervisors' role extends beyond that to help teachers overcome any professional problems and establish the scene for better teachers-teachers and teachers-students relationships. They help teachers communicate, and connect them with others who have similar teaching difficulties and problems (Wiles & Lovell, 1983). Through good supervision practices new teaching horizons open to teachers to grow professionally independent. This will be clearly reflected on their learners' performances and growth (Sergiovanni & Starratt, 1988 and 1993). In other words, supervision is a vital process that leads to the development of both the teaching and learning processes (Goldhammer et al., 1980; Wiles & Lovell, 1983; and Harris, 1985). Moreover, supervisors are expected to provide guidance in planning extra-curricula activities and selecting suitable teaching aids and techniques.

Certainly, the role of the educational supervisors is vital. They are the medium to develop teachers' performance and raise the levels of students' achievements. However, voices from the field in addition to several research studies indicate some dissatisfaction with some of the current practices of the educational supervision. This study attempts to investigate the current status of EFL supervision and highlights the difficulties encountered by EFL teachers to provide suggestions for improvement.

Purpose and Significance of the Present Study

The primary purpose of this study is to explore teachers' perceptions of the current practices of the professional role of the English language supervisors. This leads to highlight the impact of that role on developing EFL teachers' performance in the intermediate stage. In addition it points out the limitations of that role and its influence on teachers performance, as well as teachers' expectations regarding the expected role of their supervisors.

The present study is of significance to EFL researchers and educational supervisors in particular, and to Arab educators, policy makers and educational supervisors in general for a number of reasons. First, there is a shortage of research literature on the role of EFL supervisors in developing teachers' performance, with special reference to the State of Kuwait in particular and other Arab countries in general. Second, it sheds light on the professional role of the EFL supervisors in developing EFL teachers' performance in the intermediate stage. Third, it highlights the tasks supervisors should perform based on teachers expectations. Fourth, the findings of this study will help EFL educational supervisors develop future plans to accelerate teachers' professional development. Fifth, it reveals teachers' needs for specific in-service training courses. Finally, it leads to bridging the gap between supervisors and the teachers they supervise.

Background Literature

Several research studies have investigated the role of educational supervision. However, Aome researchers studied the professional role of EFL educational supervisors with special reference to Kuwait and other Arab countries. In this section, the focus will be on research conducted on the professional role of educational supervisors in general. First, the light will be shed on those studies in relation to the State of Kuwait. Second, the focus will be on related studies in the Arab World and internationally.

In Kuwait, research studies on the educational role of supervisors have revealed several shortcomings (Rayan, 1980 &1988; Al-Sa'ady, 1984; Al-Ahmad, 1987; Rajeh, 1988; and Al-Hamad, 1989 &1995). Some of these shortcomings are: first, the appointment of supervisors is based generally on the accumulative years of teaching experience.

Second, educational supervisors practice a judgmental role rather than a developmental one. In other words, some of them still practice the inspector role. Third, many supervisors and teachers lack a clear understanding of the functions and roles of the educational supervision. Fourth, unfortunately, many supervisors do not concentrate on developing the professional-relationship among teachers. Fifth, they give little attention to teachers' personal problems. Sixth, supervisors play a minor role in designing extra-curricular school activities.

The above mentioned shortcomings in the role of the educational supervision are an inevitable result of some factors. One of these factors is the criteria followed in selecting the supervisors. The criteria are not competitive. They should be revised so only qualified teachers are promoted to supervisors' position. Furthermore, supervisors should have a clear understanding of the goals they need to achieve and the tasks they need to perform. Unlikely, some supervisors practice a superficial supervision. Many supervisors have an overload of look. In other words, they supervise a large number of teachers. The lack of financial and morale incentives is another important factor which influences their performance. Finally, the power they can practise is limited.

In 1993, Tala'at reviewed some issues in relation to the philosophical approaches to the concept of educational supervision. He concluded his review with an important question "Is it possible to abandon the role of educational supervisors in schools?". The answer is 'impossible'. Tala't pointed out two reasons for the constant need for the educational supervisors. First, newly graduated teachers need guidance and support. Second, regardless of the years of experience, some of the in-service teachers still lack the required professional competencies.

Al-Musallam (1998) investigated teachers' opinions regarding the need for educational supervisors to continue their supervisory role to develop teachers professionally. She explored the supervisory role in four domains which were (developing teachers professionally, teacher-students relationship, teachers and curriculum assessment and development, teachers and teaching methods). She concluded her study stressing that educational supervision is of great necessity for teachers. Undeniably, supervisors played an important role in the professional development of teachers. Although some senior teachers were qualified to play the role of resident supervisors, teachers still preferred to have

visiting (external) supervisors. Therefore, it was crucial to look at supervisors as an authority in developing teachers' performance. Consequently, supervisors' should have low supervisory loads to be able to practice their role properly. In her conclusion, Al-Musallam reached the same findings of Tal'at (1993). In other words, the educational supervision is a must.

Drawing on the review of research on the nature of supervisors' role in the State of Kuwait, there are several important issues to be emphasized. Supervisors are of significant importance to the development of the educational process and the development of teachers' performance. However, the supervision situation goes through a critical stage which needs some attention. It is important to raise the criteria of selecting and appointing supervisors. There is a need for revising both the goals and tasks which the educational supervisors have to accomplish. Supervisors shoulder a lot of responsibilities while they are limited in authority and loaded with extra work. Such responsibilities prevent them from fulfilling their main task which is helping teachers grow competently and professionally. It is necessary to consider supervisors' remarks and suggestions which play a significant role in the development of teachers' performance and the educational process. The number of supervisors assigned for schools within each educational area is small compared to the number of the supervised teachers. This makes it impossible for supervisors to provide them with the necessary time and attention.

In the Arab world, research studies reveal similar findings and drew similar conclusions in relation to the present study.

In Egypt, Shaheen (1991) and Sheiha & Al-Far (1994) examined teacher's opinions on the preferred characteristics and expected role of supervisors. They reached the same conclusions. First of all, teachers preferred supervisors who could deal with them on a friendly basis and not an authoritarian one. They wanted to be listened to. Teachers expected more qualified and competent supervisors to guide them through the teaching process. Unfortunately, teachers pointed out that some supervisors focused only on their mistakes. Teachers were in need of guidance. Thus, in-service training courses became a must for teachers. Teachers expected their supervisors to be a good source of up-to-date information. However, since many supervisors lack that,

teachers suggested recent books and periodicals in their specialization in their school libraries. Finally, Shaheen (1991) recommended establishing a specialized department which would promote and support teachers' continuous professional development.

Al-Abdulah (1994) proposed some suggestions to improve and develop the role of the educational supervisors. First, he emphasized enrolling supervisors in intensive training programs. Second, a monthly bulletin should be distributed to inform supervisors with the forthcoming events. Third, teachers should be provided with up-to-date resources, books and publications in their field of specialization and interest. Finally, Al-Abdulah went further in his suggestions to train supervisors in current computer applications and programs.

In Saudi Arabia, Al-Ansari's (2000) study yielded some prominent results in relation to the current status of the EFL supervisors from EFL teachers' perceptions in both intermediate and secondary Saudi schools. According to the researcher, supervisors showed a lack of cooperation with their teachers. In other words, they did not give enough attention to teachers' inquiries and needs. Supervisors spoke in Arabic instead of English. Al-Ansari indicated that supervisors would be a bad example for their teachers. He explained that the language teachers would be encouraged to speak is Arabic as well as with their students. In his opinion, supervisors did not offer proper opportunities for their teachers to grow professionally independent. In conclusion, Al-Ansari suggested that the choice and appointment of supervisors should meet special standards like high qualifications and good personality. This would help in building a good relationship between supervisors and teachers. In order for supervisors to be able to practice their role effectively, they should have a minimum supervisory load. In addition, they should be free from doing administrative work. This would allow them to become more dedicated to their work and achieve the purpose of their job.

In 1997, The United Arab Emirates University designed a training program for supervisors to train teachers of English as a foreign language. The program was designed to improve both the overall quality of English language instruction in the country and the English language proficiency level of students. The program ended with significant recommendations raised by EFL educational supervisors.

Supervisors needed to be allocated more time for training with their teachers to address their needs and the needs of their students in the different educational districts. They wanted the university trainers to update them with the current TESL literature. Furthermore, “the supervisors also communicated the need for university to assist with the upgrading of the testing policies and procedures presently used” (Guefrachi & Troudi, 1997: 12).

Dirani (2002) recommended a revision of both the supervisors’ preparation programs and the in-service training courses. He explained that this would equip supervisors with relevant and required competencies to fulfill their job tasks and responsibilities. In addition, supervisors were expected to strengthen the relationships with their teachers. Such a practice would encourage teachers to excel in their work and become more committed to their profession.

By examining the cited studies and literature, the educational supervision in many Arab and Gulf countries share similar encountered difficulties and problems. Those difficulties stem from the criteria applied in selecting supervisors and the undefined roles of those supervisors. The tasks and responsibilities shouldered by those supervisors seem to be beyond their capacity. Furthermore, it is important to remember that the number of supervisors is small compared to the number of teachers they supervise. In return, supervisors play the minimum supervisory role which is not the expected one. The image of inspection rather than supervision is what teachers hold about their supervisors. This image affects to a great extend their relationship with their supervisors. All of the above plays a major role in hindering the expected role of educational supervision.

Supervision: Seeking a Definition

Supervision has several meanings. The meaning varies as it perceived differently by those who hear it or experience it. One teacher may look at it as a threat as s/he keeps the concept of inspection in mind. Another teacher may consider it a source of help, support and improvement. A supervisor may think of it positively as a process of development and improvement.

It is necessary to look closer at what supervision can be. However, it seems very confusing to settle on one specific definition of supervision

as many have attempted to define it differently. Weller (1971: 5) saw supervision as “the improvement of instruction”. Sergiovanni and Starratt (1988: 304) differentiated “general supervision” from ‘clinical supervision’. General supervision can be called the “administrative” aspects of out of class supervisory tasks. According to Sergiovanni and Starratt (1988: 304) clinical supervision “refers to face-to-face contact with teachers with the intent of improving instruction and increasing growth’. Both types of supervision are important and inseparable. Nevertheless, Sergiovanni and Starratt stated that although general supervision is a crucial element of effective supervision, it is insufficient by itself. Wiles and Lovell (1983: 8) defined supervisors in terms of human relation as “They are the expeditors. They help establish communication. They help people hear each other. They serve as liaison to get people into contact with others who have similar problems or with resource people who can help. They stimulate staff members to look at the extent to which ideas and resources are being shared, and the degree to which persons are encouraged and supported as they try new thing”.

Harris (1985: 10) defined supervision of instruction as “[it] is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupils learning. Supervision is highly instruction-related but not highly pupil-related.” Gaies and Bowers (1990) looked at supervision as a clinical process which takes place inside the classroom. Teacher development is an ongoing process depends on direct observations of in-classroom teaching practice and performance. Thus, Gaies and Bowers (1990: 167) defined it as “the process by which teaching performance is systematically observed, analyzed, and evaluated”. Wiles and Bondi (1986 & 2000) considered supervision as a dynamic process rather than static. It is an evolving process. Wiles and Bondi (2000: 10) stated that “definitions [of supervision and supervisors] are obviously influenced by social and economic conditions during the times in which they were formulated”. According to Wiles and Bond (1986: 10) supervision is defined as “a general leadership function that coordinates and manages those school activities concerned with learning.” Wallace (1991: 107) defined a supervisor as “... anyone who has, as a substantial element in her or his professional remit, the duty of monitoring and improving the quality of teaching done by other colleagues in a given educational situations”.

Clearly, supervision is not a clear cut process to be defined precisely of what it should be. Therefore, it should be seen as a developmental process for the benefit of teachers and their learners in return. Supervision necessitates different educational roles to be performed and tasks to be executed by supervisors.

Tasks and Roles of Supervisors

Supervisors have many roles to play and tasks to fulfill. These tasks can vary in number according to the goals to be achieved and the type of development sought. Supervisors are under the scope of focus as they are responsible for the improvement of instruction, teachers and the success of the educational system as well. Their roles fall in many categories. Accordingly, these categories are curriculum development; teachers assistance and development; model teaching; in-service-training arrangement; facilities and material providing; public relation development; guiding action research; offer suggestions on the best way to teach; and teacher's instruction evaluation (Harris, 1985; Gebhard 1990; Glickman, 1990; & Wiles and Bondi, 2000).

Supervisors' task is not easy and the expectations from teachers and other educationists are high. Teachers expect supervisors to be clear about the procedure followed in classroom observations. Wang and Day (2002) investigated 16 K-12 English as a second language teachers' experience being observed at different stages of their teaching careers. Data analysis revealed both subjective and procedural problems in classroom observation practices. These problems created numerous tensions between teachers and supervisors and put teachers in the role of passive performers. The study revealed five distinct types of observation experience: 1) the nerve-wrecking experience, 2) wonder-why experience, 3) put-on-the-best-show experience, 4) embarrassing experience, and 5) get-used-to-it experience. To many teachers, classroom observation was perceived to be a punishment and they had to defend themselves in front of their supervisors. Wang and Day's study results suggested that there was a missing link between teacher observation and the promotion of teacher learning and professional growth.

The task of supervisors gets even harder in Arab countries and Kuwait is no exception. Supervisors are expected to see each teacher a certain number of times in the school year and produce a report on that

teacher at the end of the year. Such a report will play a major role in teacher's job promotion. However, it sometimes works against the teacher. This could happen if the report is based on hasty visits especially when supervisors are overwhelmed with intensive job responsibilities. This even becomes clear when there is a shortage in the number of supervisors in certain educational areas. Randall and Thornton (2001: 19) advised supervisors to be aware of their roles when evaluating teachers. They wrote "It is important that an inspector working within such a system is clear about the role that is being adopted when debriefing teachers".

Models of Supervision

Many educators advocate the important role of educational supervision in developing the educational process and teachers' performance professional development. Hunter (1980: 121) supported helping relationships between supervisors and their teachers. She explained "when administrators and supervisors work with teachers as teachers are expected to work with students, supervision will become a more highly skilled and respected function in our profession". There are different models of supervision and approaches to observation of in-service teachers. To begin with, the following is a presentation of Freeman's (1982) approaches to observation. According to Freeman observing in-service teachers can be done in three different approaches and these are:

- 1 - The supervisory approach, with the observer is the authority and arbitrator. Here, it is the observer comments on the strengths and weaknesses of the teacher's performance and the flow of the lesson that is counted. The observer goes further to provide the teacher with suggestions for better performance and improvements. S/he could go further in the comments to include the curriculum sequence, the lesson plan, classroom discipline and even the seating arrangement.
- 2 - The alternatives approach, with the observer as a provider of alternative perspectives. The observer must avoid being judgmental. The alternatives should be based on the observer's experience. On the contrary, alternatives must be based on a general philosophy and theory of teaching, or objectives and aims of the class.

- 3 - The non-directive approach, with the observer as an understander. The observer's goal here is to build a supportive relationship with the teacher. S/he needs to understand what the teacher does and not to judge or evaluate. The observer's goal is to help teachers to recognize and understand their own experiences and learn to reflect on them and evaluate them.

Freeman (1982: 21) made a very important distinction between training and development. "Training deals with building specific teaching skills; how to sequence a lesson or how to teach a dialogue.... Development,... focuses on the individual teacher- on the process of reflection, examination, and change which can lead to doing a better job and to personal and professional growth. Definitely, supervisors of EFL/ESL teachers must adopt the developmental role inside the language classroom.

This distinction should be taken into consideration by supervisors when executing their supervisory roles. This stresses the developmental role of educational supervisors for the improvement of future performance rather than the judgmental one for criticism and inspection per se (Sandbrook, 1996).

Gebhard (1990) added to the models of supervision and extended them to six. First, 'the directive supervision', in which the supervisor directs and informs good models of teaching and ends up with an evaluation of the teacher's performance. Second, 'the alternative supervision', in which the supervisor as well as the teacher come up with alternatives and suggestions for the improvement of the teaching practice. Third, 'the collaborative supervision', the supervisor cooperatively participates with the teacher to make shared decisions. Fourth, 'the non-directive supervision', in which the supervisor is non-judgmental and tries to show and understanding response of teachers' practices. Fifth, 'the creative supervision', the supervisor applies any combination of the above or uses insights from other fields. Sixth, 'the self-help-explorative', in which both supervisors and teachers have opportunities to obtain awareness of their teaching observation and exploration of their own and others' teaching. This will help to develop alternative ways of teaching. This model is an extension of the creative supervision.

Sergiovanni and Starratt (1993: 23) mentioned four sources of supervisory authority. First, the bureaucratic, in which teachers have to

respond properly or face the consequences. Second, the personal, in which teachers react to the “supervisor’s personality, to the pleasant environment provided, and to incentives for positive behavior”. Third, the technical-rational, in which teachers react to “what is considered the truth”. Fourth, the professional, in which teachers have to react “to common socialization, accepted tenets of practice, and internalized expertise”. Teachers are seen as capable of making judgments based on what is right and good. To help teachers grow independent and competent is what supervisors should achieve out of the supervision process.

However, it is very important to remember that it is not the case all the time. Supervisors sometimes practice their authority and make teachers do what they ask them to do. This is called ‘line authority’ which goes from top to down the hierarchy of work. When teachers fail to carry out any of the supervisor’s commands, they get punished one way or another (Waite, 1995).

Although supervisors’ roles are of great importance to the improvement and development of the teaching practices of teachers whether novices or proficient ones, their roles seem to be more of a process-guidance, which is to help teachers reach a state of self-reflection on their own practices. Thus, it definitely cannot be a ready-made product in which supervisors provide teachers with solutions and answers. Teachers should be viewed as individual cases that each one of them has his/her own merits. Supervision is a process towards valuing the constructions of ones’ knowledge and not providing packaged ones. Supervisors are expected to empower schools to change from organizations that follow a system of goals, timetables, procedures, etc, to communities that bring together parents, students, teachers and administrators in a neat relationship.

The variation in the supervisory approaches challenges EFL/ESL scholars of in-service supervision to how best to apply them. Freeman (1982) advised supervisors to apply more the directive approaches with inexperienced teachers and more nondirective with the experienced. Gebhard (1990), however, believed that applying non-directive approaches to inexperienced teachers could work as well. This allows supervisors for a shift of their responsibilities to peers or resource centers.

Fanselow (1990) built on the non-directive supervision approach of

Freeman and Gebhard. He argued that the goal of the supervision of EFL/ESL teachers is not necessarily to help others, but to encourage self-exploration. Therefore, Fanselow stressed the importance of 'self-help-exploration' as that will help teachers to construct their own knowledge. When teachers observe to explore, they go through a process of obtaining and gaining knowledge. But when teachers are observed to get any kind of help, support and/or evaluation, they get a product which they may not appreciate or adopt. Wallace (1991: 26) pointed out the importance of developing a reflective perspective within language teachers to reflect on their own professional experiences and not to be simply "followers of instructions but professionals who are open to new ideas [... and who are...] flexible, capable of further independent study [and] able to resolve problems in a rational way".

The importance of the self-exploration and reflection to the development of EFL/ESL teachers is presented in Schon's (1984, 1987) model 'the reflective practitioner'. The model involves three crucial concepts in teacher professional development: reflection-in-action; reflection on action, and the coach. Feedback is essential to teacher's learning cycle as it leads to the innovative ways of teaching based on the given feedback. Schon differentiated reflection-in-action from reflection on action. As the former is reflection in the middle of the teaching process without interrupting it. According to Schon (1987: 31), this is a powerful type of reflection and is defined as something "which goes beyond stable rules -not only by devising new methods of reasoning,... but also by constructing and testing new categories of understanding, strategies of action, and ways of framing problems". This process aids teachers to make new sense of unique or uncertain situations on the assumption that each case is unique and there is no right answer. Reflection on action means thinking back over what took place during the teaching session. Here, it is more of a practice cycle in which the supervisor demonstrates, advises questions and criticizes the teaching performance for the teacher to reflect upon it. The coach concept goes hand in hand with reflection-in-action. The supervisor assists and supports within that process.

Jones (1995) suggested a new approach of in-service supervision of EFL/ESL instruction that could build upon various concepts presented by different researchers. Jones believes that Democratic Supervision can be the answer to improve an EFL teacher's instruction technique.

Democratic Supervision uses five principles. In the first, the supervisor serves as a resource for the teacher. In the second, negotiation between supervisor and teacher is stressed. The third principle states that supervisor and teacher should negotiate to select a specific supervisory approach and in-service instruction. The fourth principle calls for the application Clinical Supervision's eight-stage supervisory cycle which is proposed by Cogan (1973). The eight-stage supervisory cycles are: establishing the teacher-supervisor relationship; planning the lesson; planning the observation; observing the instruction, analyzing the teaching-learning processes; planning the strategy of the conference; conducting the conference; and renewing the planning. The fifth principle is that Democratic Supervision encourages professional growth towards more teacher self-reliance.

Although, there are several supervisory approaches available to provide in-service development of teachers, research of supervision does not point to one approach being clearly better than others. Therefore, during classroom observations, supervisors have to make their decision on how to apply best the various supervisory approaches.

Educational Supervision in the State of Kuwait

In the State of Kuwait, educational supervision receives a great deal of attention from the Ministry of Education. The forthcoming unfolds the function, modern trends and responsibilities of the educational supervision in the Kuwait as stated by The Council of General Supervisions (2003). As for the function of the educational supervision, it is stated: "Educational supervision is considered the controller of the quality of the educational system, and in consideration to its position in the field of education, it does not only monitor closely and accurately the picture of the educational performance but also the effectiveness of curricula, technology, educational methods and their impact on plan development together with in-service training programs and activities in addition to reviewing the educational goals themselves. Consequently the efforts exerted by the educational supervisors are appraised according to the significance of the information they make available, which have a direct impact on the process of reform and development in the educational field as a whole" (M. O. E.: The Council of General Supervisions, 2003: 5).

The educational supervision follows the modern trends of the field. Retrospectively, it is regarded as an interwoven process which is described as scientific; democratic; co-operative; an on-going; and an integrative process. Similarly, there are many responsibilities which supervisors have to execute like: clarifying both general and specific objectives of the study domain; assessing the curricula content; designing and preparing models for teaching units, demo units, etc.; encouraging instructors to be creative and innovative; and conducting some scientific research (M. O. E.: The Council of General Supervisions, 2003: 11).

Undoubtedly, the educational supervision in the State of Kuwait follows the current trends of supervision and performs different roles and responsibilities as mentioned in the previously cited literature and studies. But, how efficiently are these roles and responsibilities applied? This what the study will reveal based on the answers of the participating teachers.

Research Questions

The present study attempts to answer the following questions:

- 1 - How do EFL teachers perceive the professional role of EFL educational supervisors?
- 2 - How do EFL teachers perceive the role of EFL educational supervisors in developing teachers' performance?
- 3 - What do EFL teachers' expect from their supervisors?
- 4 - What characteristics do EFL teachers look for in their EFL educational supervisors?

Methodology

Sample

In the present study, the sample comprises 150 EFL teachers who came from two educational districts, Al-Asima and Hawalli. It includes 99 male teachers (66%) and 51 female teachers (34%). The demographic characteristics of the sample are explained next based on frequency distribution.

Out of the one hundred fifty teachers 43 (28.7%) were Kuwaitis and 107 were Arabs (71.3%). Eighty-four teachers hold degrees in

English and Education compared with sixty-six (44%) with degrees in English Language and Literature. Under teachers' qualification, the majority were non-education majors. This indicates that those teachers lack an in-depth knowledge and understanding of the theoretical background to language teaching and learning, as well as the awareness of the different teaching methods and their applications in the language classroom. One hundred twenty seven (85%) teachers had a BA degree, and only twenty-three teachers had a diploma in education after BA. There was a balance in the distribution of teachers between the two educational districts. Seventy-seven (51.3%) teachers were from Al-Asima educational while seventy-three (48.7%) were from Hawalli. The years of teaching experience vary among the participants. Twenty-five (16.7%) of the participants had less than five years of experience while thirty-two (38.0%) had between five to ten years of experience. The majority which was ninety-three (45.3%) had more than ten years of teaching experience. This suggests that the participants were very aware of the professional role of their educational supervisors and what to expect out of that role. (See Table 1 below).

Table 1: Frequency distribution of demographic characteristics

Variable Labels	Value Labels	Frequency	Valid %
Gender	Male	99	66.0
	Female	51	34.0
Nationality	Kuwaiti	43	28.7
	Non Kuwaiti	107	71.3
Qualification	English Education	84	56.0
	English Arts	66	44.0
Degree	BA	127	85.2
	Diploma after BA	22	14.8
Area	Asima	77	51.3
	Hawalli	73	48.7
Experience	Less than 5	25	16.7
	5-10	32	38.0
	10 +	93	45.3

Instrument and Procedure

The instrument used in this study is a researcher-developed questionnaire based on reviewing related literature. The questionnaire items are short in order to encourage participants' cooperation and completion. Section one provides the demographic data of the participants. Section two presents the questionnaire items divided into four domains. The first domain deals with "Teachers' perceptions of the professional experience of supervisors" and consists of 17 items. The second domain covers "Teachers' perceptions of the nature of supervisors' classroom visits" and includes 11 items. The third domain "Teachers' perceptions of the influence of supervisors' visits on developing teachers' performance" and comprised 14 items. The fourth domain asks about "Teachers' perceptions of the nature of supervisor-teacher relationship" and consists of 15 items.

To explain the purpose of the study, visits were made to the selected schools to meet EFL teachers. These meetings with the EFL teachers led to discuss the topic in depth with them. The teachers raised several questions asking for clarifications and some explanations. They felt appreciated and listened to. Although the study took place towards the end of the school year, teachers were very cooperative. They showed great concern and interest in the topic of the study.

Validity and Reliability

Validity

Five faculty members of the departments: 'Curriculum and Instruction', 'Educational Psychology, 'and' Administration and 'Educational Planning', reviewed the questionnaire. Feedback was considered to clarify the wordings of some items. The questionnaire was also piloted with 15 intermediate teachers and suggestions were gained and taken into account during the final revision of the questionnaire items.

Reliability

Coefficient Alpha Cronbach was calculated to obtain a measure of consistency and reliability of the instrument for all items in its four domains. The reliability value presented in (Table2).

Table 2: Totals Reliability Analysis

Variables Name	Variables Labels	Mean	S.D.	Cronbach's Alpha	No. of Items
TOT_A	Professional experience of supervisors	2.770	0.842	0.898	17
TOT_B	Nature of supervisors' visits	2.861	0.590	0.517	11
TOT_C	Influence of supervisors' visits on developing teachers' performance	2.902	0.647	0.717	14
TOT_D	Supervisor-teacher relationship	2.683	0.688	0.775	15

Number of Cases = 150. Dependent Variables have been classified into four sub groups as described in the instrument and named as TOT_A, TOT_B, TOT_C & TOT_D.

Data Analysis

A current version of the SPSS program was used. T-test and One Way ANOVA were used when appropriate to analyze data in relation to the four research questions. Frequencies and percentages were used in the analysis. Tables and figures were used to present and discuss the data.

Results and Discussion

In this section of the study, the results are discussed in relation to the research questions presented earlier. Teachers were asked to indicate their attitudes by check marking one of the five descriptors, which range from “strongly agree = 1” to “strongly disagree = 5”.

The forthcoming tables show the frequency distribution of the various independent and dependent variables. The various independent variables have been grouped into various tables as per their same classifications. For the independent variables, the frequency (counts) and the valid percentage have been shown. For the dependent variables, the Mean and the Standard Deviation are also shown along with the frequency and the percentage.

Research Question 1. The current status of the educational supervisors' professional role from teachers' points of view.

By looking at the 17 items listed under Domain 1 “Teachers’

perceptions of the professional experience of supervisor” (See Table 2.1 below), the main findings are discussed below. Item four received the highest of agreement which is 54.0% that the supervisor bases his/her professional opinion on senior teacher’s opinion. As shown in item three 47.7% agree that the supervisor bases his/her professional opinion on principal’s opinion. This suggests that the supervisor needs to consider the number of his/her classroom visits and the time spent in those visits to be able to rely on his/her own opinion and judgment of teachers’ teaching performance. Both items six and seven share the same percentage (48.0%) on following current trends in supervision and relating theory to practice. This encourages teachers to take seriously their supervisor’s suggestions and remarks. In item 12, 47.3% agree that supervisors encourage teachers to join in-service training courses. However, 40% agree that that their supervisors’ apply various models of supervision as shown in item 1. Only 40.3% agree that supervisors encourage trying out new teaching methods as shown in item 17.

However, teachers pointed out the missing role of their supervisors in certain items. Among the participants, 35% disagree that supervisors’ participate in planning extra-school curricula activities as shown in item 9. In item 10, 30% strongly disagree that supervisors present developmental programs to teachers. Among the participants 35.8% strongly disagree that supervisors provide teachers with relevant books and readings as shown in item 11. As for supervisors’ role in providing teachers with techniques that enhance their relationships students, 30% disagree as shown in item 13.

From the above analysis, teachers’ perceptions of the professional experience of supervisors vary. Teachers believe in their supervisors’ ability to provide them with certain professional needs based on their professional experience. According to teachers, supervisors are able to apply different models of supervision. They follow current trends of supervision and relate theory to practice. However, the quoted percentage in those different items is not high. On the other hand, supervisors are not able to provide teachers with developmental programs to benefit from during their actual teaching experience. This suggests that supervisors need to give more time to classrooms’ observation, listen to teachers’ needs and act the expected guiding role for teachers to follow and rely on (See Table 2.1 below).

Table 2.1: Frequencies and percentage distribution along with the mean and standard deviation for the dependent variables A1 to A17 regarding "Teachers' perceptions of the professional experience of supervisor"
(For detailed definitions of items A1 to A17 items please see the appendix)

Variable Names	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	S.D.
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %		
A1	20	13.3	61	40.7	4	2.7	32	21.3	33	22.0	2.98	1.431
A2	16	10.7	56	37.3	2	1.3	41	27.3	35	23.3	3.15	1.413
A3	19	12.8	71	47.7	0	0	33	22.1	26	17.4	2.84	1.376
A4	29	19.3	81	54.0	2	1.3	18	12.0	20	13.3	2.46	1.299
A5	74	49.3	69	46.0	1	.7	3	2.0	3	2.0	1.61	0.784
A6	30	20.0	72	48.0	0	0	31	20.7	17	11.3	2.55	1.324
A7	25	16.7	72	48.0	1	.7	30	20.0	22	14.7	2.68	1.358
A8	23	15.3	61	40.7	0	0	42	28.0	24	16.0	2.89	1.393
A9	15	10.0	53	35.3	0	0	46	30.7	36	24.0	3.23	1.407
A10	22	14.7	41	27.3	1	.7	40	26.7	46	30.7	3.31	1.507
A11	15	10.1	29	19.6	2	1.4	49	33.1	53	35.8	3.65	1.399
A12	33	22.3	70	47.3	0	0	28	18.9	17	11.5	2.50	1.332
A13	25	16.7	47	31.3	2	1.3	49	32.7	27	18.0	3.04	1.428
A14	48	32.0	59	39.3	2	1.3	18	12.0	23	15.3	2.39	1.433
A15	32	21.3	55	36.7	0	0	40	26.7	23	15.3	2.78	1.437
A16	35	23.3	66	44.0	0	0	38	25.3	11	7.3	2.49	1.294
A17	42	28.0	62	41.3	1	.7	28	18.7	17	11.3	2.44	1.368

N= 150

Research Question 2. The role of EFL educational supervisors in developing teachers' performance.

The 11 items listed under Domain 2 "Teachers' perceptions of the nature of supervisors' classroom visits" revealed several findings. In item one 32% see that supervisors' do not make a sufficient number of class visits all year long. This requires supervisors to intensify the number of their visits to maximize their support and guidance. Slightly more than 41% (41.3%) disagree that supervisors pre-plans the purpose of the visits with teachers as shown in item 2. It is important that supervisors provide teachers with a pre-plan of the visits to highlight the purpose and how to follow up. Although 26% disagree on the sufficiency of visit length as shown in item 3, 42% agree that supervisors utilize time efficiently during the visit as shown in item 4. In item 5, 48% agree that supervisors focus on the positive parts of the teaching practice. Slightly, more than half the participants 52% state that supervisors expect continuous excellence from the teachers. This puts extra pressure on some teachers who may run behind for any reason as shown in item 6. As for item 7, 44.4% indicate that supervisors evaluate teachers based on pupils' performance. This evaluation may not be fair to many teachers as pupils' performance may not be as expected sometimes. As for supervisors' role, 33% strongly agree that supervisors' role is developmental while 25% strongly agree that supervisors' role is judgmental. The percentage does not represent a high agreement on supervisors' developmental role. Therefore, supervisors must consider their role to be more developmental rather than judgmental to push the wheel of teachers' progress in teaching. Only 34% strongly agree that supervisors embarrass teachers when interacting with students, while 32% strongly disagree that this causes any embarrassment. From the very beginning, supervisors should clearly state to teachers that their interaction with students or taking part in presenting the lesson is to model to teachers certain aspects of current teaching. Finally, 44% disagree with item 11 in which supervisors require teachers to bring teaching aids if not available in school.

From the above discussion, teachers face some pressure one way or another from their supervisors during classroom visits. In order to make the most of the classroom visits, supervisors need to plan the purpose of the visits with teachers. Supervisors must understand that teachers

may not meet their expectations for any reason. Therefore, supervisors need to enhance their developmental role for the benefit of their teachers' development. Teachers should be given the opportunity to self-explore and self-reflect on their own teaching practice. Teachers must have an ownership over their own classroom practices. (See Table 2.2)

Research Question 3. EFL teachers' expectations from their educational supervisors.

The findings are derived from the 14 items listed under Domain 3 "Teachers' perceptions of the influence of supervisors' visits on developing teachers' performance". Only 30% agree that supervisors provide teachers with practical solutions for encountered problems. This suggests that in many situations teachers have to figure out how to handle problems encountered at work. As for item 2, 30% disagree that supervisors provide them with new and innovative ideas. This indicates that the developmental role of supervisors is not active. Supervisors must be guiding, coaching and inspiring teachers especially the novice ones. Again, 30% agree that supervisors' visits influence teachers' performance positively as shown in item 3. As for item 4, 35% agree that supervisors' solutions work most of the time. The first four items indicate that EFL educational supervisors' developmental role is not clearly practiced.

Among the participant 43% agree that supervisors provide teachers with encouraging remarks regarding their teaching practice. However, in item 6, 46% indicated that the same remarks are repeated during the classroom visits. This raises a very important question "do supervisors' perform their tasks mechanically without any creativity?" 50% pointed out that the weaknesses in their performance are highlighted for future avoidance as shown in item 7. This creates a balance in teachers' perspectives of their supervisors' visits as items 1 through 4 suggest that innovation is not part of supervisors' developmental role. In item 8, 38% agree that the length of classroom visits is short. In addition, 36% state that the nature of those visits is perfunctory rather than productive as shown in item 9. This does not encourage teachers to excel in their performance as they do not expect a productive role from their supervisors.

On the one hand, 52% disagree with item 10. In other words,

Table 2.2: frequencies and percentage distribution along with the mean and standard deviation for the dependent variables B1 to B11 regarding "Teachers' perceptions of the nature of supervisors' classroom visits"
(For detailed definitions of B1 to B11 items please see the appendix)

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	S.D.
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %		
B1	25	16.8	30	20.1	11	7.4	48	32.0	35	23.5	3.26	1.443
B2	18	12.0	26	17.3	7	4.7	37	24.7	62	41.3	3.66	1.460
B3	30	20.0	37	24.7	6	4.0	38	25.3	39	26.0	3.13	1.530
B4	36	24.0	63	42.0	12	8.0	23	15.3	16	10.7	2.47	1.299
B5	28	18.7	72	48.0	6	4.0	26	17.3	18	12.0	2.56	1.303
B6	46	30.7	78	52.0	12	8.0	11	7.3	3	2.0	1.98	0.930
B7	36	24.2	66	44.3	11	7.3	27	18.1	9	6.0	2.38	1.205
B8	50	33.3	48	32.0	12	8.0	22	14.7	18	12.0	2.40	1.390
B9	38	25.3	35	23.3	13	8.7	27	18.0	36	24.0	2.96	1.626
B10	51	34.0	31	20.7	5	3.3	14	9.3	48	32.0	2.89	1.786
B11	17	11.3	29	19.3	7	4.7	29	19.3	67	44.7	3.71	1.544

N = 150

training courses are a must due to insufficient supervisors' feedback. On the other hand, 43% see that their supervisors are not available for teachers whenever needed. 32% point out that supervisors do not help teachers to develop their performance. Yet, 48% believe that some supervisors support teacher self-confidence. Finally, 35% agree that their supervisors encourage positive critical discussion before and after the visit.

Teachers' participation in this domain suggests that their expectations from supervisors are high. Yet, very little is achieved out of the classroom visits to help teachers develop their teaching performance. Several questions are raised in this respect. Is there a gap between what supervisors have to do and what they actually do? Why do not teachers see the developmental role of their supervisors? Is supervisors' role really developmental or is it judgmental in disguise? (See Table 2.3 below).

Research Question 4. The characteristics teachers look for in their EFL educational supervisors. The 15 items listed under Domain 4 "Teachers' perceptions of the nature of supervisor-teacher relationship" reveal the following findings.

Less than half of the sample 45% see that their supervisors have positive ideas towards them. As for avoiding subjectivity during evaluation, 44% point out that supervisors are objective during evaluation. However, 44% believe that supervisors come to class with a previous evaluative idea on the teacher practice. This does not seem to be a clear cut of what teachers expect out of their supervisors. In addition, this suggests the lack of inner satisfaction about the fairness and objectivity of supervisors in their evaluation. Only 38% per cent believe that supervisors take teachers' opinions seriously. Exactly half of the participants 50% see that supervisors know how to handle teaching problematic situations. Slightly more than 31% (31.1%) do not welcome the idea of having a formal relationship with supervisors. This suggests that some supervisors approach teachers in a friendly manner. As for items 7 and 8, the percentage is within the same range. In that respect, 38% agree that supervisors encourage teachers in front of their colleagues, while 42% agree that supervisors encourage them in front of their pupils. Still teachers need to be well appreciated as a reward for their good performance. 32% state that supervisors' visits

Table 2.3: Frequencies and percentage distribution along with the mean and standard deviation for the dependent variables C1 to C14 regarding “Teachers’ perceptions of the influence of supervisors’ visits on developing teachers’ performance”
(For detailed definitions of C1 to C14 items please see the appendix)

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	S.D.
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %		
C1	30	20.0	46	30.7	11	7.3	39	26.0	24	16.0	2.87	1.416
C2	26	17.3	44	29.3	13	8.7	46	30.7	21	14.0	2.95	1.365
C3	35	23.3	46	30.7	1	.7	44	29.3	24	16.0	2.84	1.470
C4	16	10.7	53	35.3	0	0	57	38.0	24	16.0	3.13	1.339
C5	31	20.7	65	43.3	4	2.7	31	20.7	19	12.7	2.61	1.355
C6	28	18.7	61	40.7	0	0	32	21.3	29	19.3	2.82	1.457
C7	49	32.7	75	50.0	0	0	21	14.0	5	3.3	2.05	1.092
C8	49	32.7	57	38.0	3	2.0	20	13.3	21	14.0	2.38	1.417
C9	45	30.0	55	36.7	2	1.3	23	15.3	25	16.7	2.52	1.473
C10	16	10.7	24	16.2	0	0	31	20.9	77	52.0	3.87	1.463
C11	9	6.0	28	18.7	1	.7	47	31.3	65	43.3	3.87	1.312
C12	20	13.3	46	30.7	2	1.3	49	32.7	33	22.0	3.19	1.422
C13	30	20.0	48	32.0	4	2.7	43	28.7	25	16.7	2.90	2.077
C14	37	24.7	53	35.3	1	.7	35	23.3	24	16.0	2.71	1.463

N = 150

are a source of anxiety as shown in item 9. 37% strongly disagree to be promoted as supervisors. Items 11, 12, and 13 ask about supervisors' personality. In item 11, 43% see that some supervisors have the qualities of a leader. 39% believe that they are friendly as shown in item 12. 40% see that their supervisors are open-minded. When it comes to the nature supervisors-teachers relationship, it varies based on experience. On one hand, only 34% state that supervisors deal with experienced teachers as colleagues as shown in item 14. On the other hand, 31% agree that supervisors deal with novice teachers with authority.

From the above, teachers' perceptions of the nature of the relationship between supervisors and teachers is not mature. In other words, supervisors need to reconsider how to represent themselves and how to approach teachers. This will be for the benefit of the educational process and help to build healthy, positive and productive work relationships. Otherwise, this will have a negative impact on many teachers who may refuse to show any cooperation with their supervisors. In addition, many teachers will refuse the promotion to a supervisor position (See Table 2.4 below). In that case, the number of supervisors will always be small.

In the next section, the findings of the t-tests and the one way ANOVA will be presented. Various independent variables have been grouped into various tables as per their same classifications. For the dependent variables the Mean and the Standard Deviation are also shown along with the frequency and the percentage. The following tables (3.1 to 4) illustrate the findings.

Table 2.4: Frequency and percentage distribution along with the mean and standard deviation for the dependent D1 to D15 regarding "Teachers' perceptions of the nature of supervisor-teacher relationship"
(For detailed definitions of D1 to D15 items please see the appendix)

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	S.D.
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %		
D1	38	25.3	68	45.3	1	.7	33	22.0	10	6.7	2.39	1.263
D2	38	25.3	66	44.0	1	.7	32	21.3	13	8.7	3.44	1.308
D3	33	22.0	66	44.0	0	0	23	15.3	28	18.7	2.65	1.452
D4	30	20.0	57	38.0	1	.7	45	30.0	17	11.3	2.75	1.372
D5	39	26.0	75	50.0	2	1.3	25	16.7	9	6.0	2.27	1.191
D6	23	15.3	42	28.0	1	.7	37	24.7	47	31.3	3.29	1.525
D7	27	18.0	58	38.7	1	.7	40	26.7	24	16.0	2.84	1.415
D8	29	19.3	63	42.0	0	0	34	22.7	24	16.0	2.74	1.416
D9	43	28.7	48	32.0	0	0	35	23.3	24	16.0	2.66	1.496
D10	23	15.4	34	22.8	0	0	36	24.2	56	37.6	3.46	1.549
D11	37	24.7	65	43.3	0	0	24	16.0	24	16.0	2.55	1.426
D12	46	30.7	59	39.3	0	0	29	19.3	16	10.7	2.40	1.376
D13	41	27.7	60	40.5	1	.7	34	23.0	12	8.1	2.43	1.326
D14	45	30.0	52	34.7	2	1.3	36	24.0	15	10.0	2.49	1.394
D15	25	16.7	47	31.3	2	1.3	35	23.3	41	27.3	3.13	1.518

N = 150

TABLE 3.1
t-test TOT_A TO TOT_D BY Gender (1, 2)

Variable Name	Male			Female			t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
TOT_A	95	2.770	0.852	50	2.767	0.831	0.026	143	0.979
TOT_B	98	2.924	0.606	50	2.738	0.544	1.825	146	0.070
TOT_C	99	2.955	0.670	49	2.796	0.589	1.409	146	0.161
TOT_D	97	2.691	0.675	50	2.665	0.720	0.217	145	0.829

Table 3.1 shows no significance difference between male and female participants regarding their opinion on TOT_A “Teachers’ perceptions of the professional experience of supervisors”, TOT_B “Teachers’ perceptions of the nature of supervisors’ classroom visits”, TOT_C “Teachers’ perceptions of the influence of supervisors’ visits on developing teachers’ performance” & TOT_D “Teachers’ perspectives of the nature of supervisor-teacher relationship”. Female mean value of each of the four sub domains is less than the male mean value of the respective sub domains. This signifies that the magnitude of the agreement of female is more than the male in all of the four sub-domains. This indicates that supervisors are having a problem fulfilling their roles as expected. This could be due to some reasons like “the limited number of supervisors” in relation to the school they visit.

TABLE 3.2
t-test TOT_A TO TOT_D By Nationality (1, 2)

Variable Name	Kuwaiti			Non-Kuwaiti			t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
TOT_A	42	2.751	0.841	103	2.777	0.846	-.172	143	0.864
TOT_B	42	2.701	0.612	106	2.925	.0573	-2.098	146	0.038*
TOT_C	41	2.718	0.647	107	2.971	.0850	-2.173	146	0.031*
TOT_D	42	2.578	.0852	105	2.724	0.612	-1.168	145	0.245

t-test shows a significant difference in TOT_B “Teachers’ percep-

tions of the nature of supervisors' classroom visits" and TOT_C "Teachers' perceptions of the influence of supervisors' visits on developing teachers' performance" with reference to nationality. The mean values as shown in the table 3.2 show that Kuwaitis have more positive attitudes than non-Kuwaitis (Arabs) with reference to both domains.

TABLE 3.3
t-test TOT_A TO TOT_D BY Qualification (1, 2)

Variable Name	English Education			English Arts			t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
TOT_A	81	2.706	0.857	64	2.850	0.822	-1.025	143	0.307
TOT_B	82	2.779	0.555	66	2.963	0.621	-1.896	146	0.060
TOT_C	82	2.847	0.635	66	2.971	0.660	-1.162	146	0.247
TOT_D	82	2.696	0.670	65	2.666	0.716	0.264	145	0.792

t-test shows no significant difference with reference to qualification.

TABLE 3.4
Degree (1, 2) TO TOT_D BY t-test TOT_A

Variable Name	BA			Diploma after BA			t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
TOT_A	122	2.788	0.856	22	2.0668	0.791	0.611	142	0.542
TOT_B	125	2.873	0.602	22	2.818	0.533	0.398	145	0.691
TOT_C	125	2.906	0.655	22	2.896	0.700	0.068	145	0.946
TOT_D	124	2.681	0.698	22	2.676	0.657	0.031	144	0.976

t-test shows no significant difference with reference to degree.

TABLE 3.5
Area (1, 2) TO TOT_D BY t-test TOT_A

Variable Name	Asima			Hawalli			t	df	Sig. (2-tailed)
	N	Mean	Std. Deviation	N	Mean	Std. Deviation			
TOT_A	77	2.724	0.756	68	2.822	0.932	-.701	143	0.485
TOT_B	77	2.847	0.565	71	2.877	0.621	-.314	146	0.754
TOT_C	77	2.820	0.562	71	2.991	0.721	-1.615	146	0.108
TOT_D	77	2.546	0.552	70	2.832	0.790	-2.564	145	.011*

t-test shows a significant difference in TOT_D “Teachers’ perceptions of the nature of supervisor-teacher relationship” with reference to the Educational Area. The mean value for Asima (2.546) is less than the mean value for Hawalli (2.832). This shows that teachers from Asima have more positive attitude about “Teachers’ perceptions of the nature of supervisor-teacher relationship” than the Hawalli teachers have.

Table 4
F-TEST (ANOVA) TOT_A TO TOT_D BY Exp (1, 3)

Variable Names	Source	D.F.	Sum of Squares	Mean Squares	F-Ratio	Sig.
TOT_A	Between Groups	2	1.374	0.687	0.970	0.382
	Within Groups	142	100.650	0.709		
TOT_B	Between Groups	2	2.602	1.301	3.881	0.023*
	Within Groups	145	48.612	0.335		
TOT_C	Between Groups	2	1.495	0.748	1.808	0.168
	Within Groups	145	59.957	0.413		
TOT_D	Between Groups	2	0.306	0.153	0.320	0.726
	Within Groups	144	68.897	0.478		

*P < .05

From Table 4, we find that there is a significance difference in the opinion of the teachers with respect to their experiences only for TOT_B, “the nature of supervisors’ classroom visits”. To find as which

pairs of groups differ significantly, we have applied multiple comparison tests using the Scheffé Procedures. Scheffé (.05) shows that no two groups differ significantly at (.05).

Recommendations

The main purpose of the present study is to investigate the current status of the EFL educational supervision in Kuwaiti intermediate schools. The study highlights from teachers' perceptions some unaccepted practices from their supervisors when practicing their roles. Such practices prevent EFL supervisors from achieving the main purposes and goals of their roles. The study recommends supervisors to reconsider the models of supervision they apply to achieve a better future for the in-service teachers' professional development. Supervisors must be actively involved in that process and should not depend only on classroom observations. The question that one raises 'Is there a way out?'

What is needed is an eclectic approach in our supervision system that makes supervision goals achievable and reachable. In other words, supervisors should apply different models of supervision like, the directive, the alternative, the collaborative, the creative, the non-directive. However, scholars of in-service supervision (Freeman, 1982; Gebhard, 1990; and Faneslow, 1990) recommend more the non-directive model to promote a supportive relationship with teachers. In addition teachers should be encouraged to practice the self-help exploration model (Fanselow, 1990). Such a model aids teachers to construct their own knowledge. This helps avoid all the pitfalls and limitations of the current practices of the educational supervision. There is a great demand on adopting a more human-oriented approach to give extra value to teachers' opinions and their attempts in developing themselves academically and professionally. This in return leads to a better supervisor-teacher relationship. Supervisors have to create the opportunities for teachers to appreciate their own efforts and creative work. Supervisors must realize the actual purpose of their role which is the advancement of the educational process. This can be achieved by obtaining a clear understanding of their job goals, tasks and responsibilities. A dialogue between supervisors and their teachers should take place. If such a dialogue exists it should be activated to the maximum

to bridge the communication gap between them both. This is crucial as supervisors meet with their teachers shortly and briefly based on the limited number of their visits. Supervisors should develop more the supervisory developmental role rather than the inspection judgmental one. In other words, it is the time for those supervisors who hunt only for teachers' mistakes to stop. In addition, supervisors should pre-plan the classroom visits with teachers to accelerate the development of teachers performance. Classroom visits should be made with a clear purpose in the supervisor's mind about the skills and competencies teachers need to develop. Follow up conferences after the classroom visits are necessary to identify if teachers have benefited from supervisors' suggestions or not.

The criteria of selecting and appointing supervisors must be revised. It is necessary to keep in mind that those supervisors were teachers who could have their own performance problems which were not corrected before assigning them to that position. Therefore, supervisors need to know before hand their own performance limitations if any. Yet, many supervisors might not be aware of their supervisory needs. Accordingly, supervisors' profession competencies and skills can be developed through attending intensive training courses to overcome any existing problems. This enables them to fulfill the tasks and roles of their job successfully.

It is worth mentioning that the educational supervisors are loaded with different administrative, instructional and fieldwork tasks. Therefore, they are limited in the time they allocate to classroom observations and teachers development. It becomes hard to ask a lot from them. Thus, there is a need to revise both the tasks and goals which the educational supervisors need to accomplish. As a solution, should be assigned a reasonable number of schools to have a good and sufficient time to provide teachers with the needed guidance, supervision, problem-solving and abreast to the current issues in the field.

As part of their professional development, supervisors, on the one hand, should be encouraged to conduct educational research with colleagues to assure self-professional development. On the other hand, they should supervise teachers conducting action research on any problematic areas to reach findings and recommendations that could be of a great assistance to their teachers' development. In addition,

supervisors need to be appreciated and encouraged to feel the power of their role by considering their suggestions and remarks seriously. As this will play a significant role in the development of teachers' performance and the educational process.

All supervision units should co-operate and share the different experiences and research findings for the benefit of their teachers. They could develop a one-day in-service training program. In that sense, teachers can have a day off to attend the event of that day and learn from each other's experiences. Although teachers attend a model teaching lesson or a meeting, but that adds extra stress on them as they have to attend the event and run back to school to finish the working day.

Despite all the attempts to improve teachers' performance, the situation will not likely undergo any changes if the supervisory system does not change the current supervisory practices. Supervisor lead schools to change from being organizations to communities. This means that supervisors have to reconsider what counts most to teachers and others who work in schools. Supervisors have to improve teachers' knowledge and help them to develop a sense of self-confidence. This will enrich the learning experiences of their students, in return. Supervisors shoulder the responsibility to promote a moral environment in which the whole school as a community functions better as a community of moral agents and learners.

Finally, it is of crucial importance to remember that the need for educational supervisors will remain for the advancement of the educational process. There will always be teachers who need a piece of advice, guidance or assistance in their work. However, the question that will always stand is "how well prepared those educational supervisors are?" This responsibility is shouldered by educationist and policy makers. They have to revise the criteria of appointing the educational supervisors. In return, qualified supervisors will play a major role in preparing qualified teachers. Hand in hand, supervisors and teachers will bring up qualified generations of English language speakers.

إدراك معلمي اللغة الإنجليزية للدور المهني للتوجيه الفني في مدارس المرحلة المتوسطة في الكويت

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الملخص

يعتبر التوجيه الفني للغة الإنجليزية ضرورة لتطوير أداء معلمي المادة؛ حيث يقوم الموجهون بتقديم المساندة والدعم الفني للمعلمين. ويرتفع مستوى الحاجة إلى ذلك عندما يتعلق بتدريس اللغة الأجنبية. ولهذا فإنه من الأهمية بمكان تعرف الدور الذي يقوم به التوجيه الفني للغة الإنجليزية كما يدركه المعلمون. ونظراً لمحورية المرحلة المتوسطة فإن إجراء هذا البحث على معلمي تلك المرحلة يكتسب أهمية إضافية.

تمركزت مشكلة الدراسة حول أربعة أسئلة، وتم استخدام المنهج الوصفي التحليلي. ولهذا الغرض تم بناء استبانة شملت أربعة محاور هي: الخبرة المهنية للموجه، طبيعة زيارات الموجه الصفية، أثر زيارات الموجه على تطوير أداء المعلم، طبيعة العلاقة بين الموجه والمعلمين. اشتملت العينة على ١٥٠ معلماً ومعلمة من المرحلة المتوسطة تم اختيارهم من منطقتين تعليميتين من مناطق الكويت التعليمية الست.

تشير النتائج إلى عدم حصول ممارسات التوجيه الفني للغة الإنجليزية على الدرجة المتوقعة من الإيجابية حيث اقتربت التقديرات من المتوسط الافتراضي. ودلت التحليلات الإحصائية إلى وجود فروق جوهرية في بعض متغيرات التصنيف.

استناداً إلى النتائج، طرحت بعض التوصيات بشأن رفع كفاءة التوجيه الفني وتعظيم الاستفادة منه.

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Appendix

Kuwait University
College of Education
Curriculum and Instruction Department

Serial No.:

EFL Teachers' Perceptions of the Professional Role of EFL Educational Supervisors in Kuwaiti Intermediate Schools

Dear Teacher:

This study attempts to evaluate the professional role of the EFL educational supervisors in developing teachers' performance in intermediate schools. Your participation in this study is of great value as it will contribute to the findings of the study. This questionnaire consists of two parts. Part one is on the demographic characteristics. Part two covers the questionnaire items in each domain.

Thank you for your co-operation.

The Researcher,

Part One: The demographic characteristics

Gender:	Male	☐	Female	☐
Nationality:	Kuwaiti	☐	Non-Kuwaiti	☐
Qualification:	Eng. Education	☐	Eng. Language & Arts	☐
Degree:	BA	☐	Diploma after BA	☐
Educational District:	Asima	☐	Hawalli	☐
Years of Experience:	1-5	☐	6-10	☐
			10+	☐

Please check mark one of the five descriptors that represents your opinion

**Domain 1 “Teachers’ perceptions
of the professional experience of supervisors”**

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	applies various models of supervision.					
2	prepares a plan to develop teacher performance.					
3	bases his/her professional opinion on principal's opinion.					
4	bases his/her professional opinion on senior teacher's opinion.					
5	demands the completion of the teaching plan on time.					
6	follows current trends in supervision.					
7	relates theory to practice.					
8	provides teachers with new issues in their specialization.					
9	participates in planning extra-school curricula activities.					
10	presents developmental programs to teachers.					
11	provides teachers with relevant books & readings.					
12	encourages teachers to join in-service training courses.					
13	provides techniques that enhance teacher-student relationships.					
14	attends model lessons with teacher for discussions.					
15	reports teachers' opinions to both the chair and the supervisor general.					

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	knows his role in developing teacher's performance.					
17	encourages trying out new teaching methods.					

**Domain 2 "Teachers' perceptions
of the nature of supervisors' classroom visits"**

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	makes a sufficient number of class visits all year long.					
2	pre- plans the purpose of the visits with the teacher.					
3	Length of visit is sufficient.					
4	utilizes the time efficiently during the visit.					
5	focuses on the positive parts of teaching practice.					
6	expects continuous excellence from the teacher.					
7	evaluates teachers based on pupils' performance.					
8	his/her role is developmental.					
9	his/her role is judgmental.					
10	embarrasses the teacher when interacting with students.					
11	requires teacher to bring teaching aids if not available in school.					

**Domain 3 “Teachers’ perceptions of the influence
of supervisor visits on developing teacher performance”**

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	provides teachers with practical solutions for problems.					
2	provides new and innovative ideas.					
3	his/her visits influence teacher performance positively.					
4	his/her solutions work most of the time.					
5	provides teachers with encouraging remarks regarding their teaching practice.					
6	often repeats the same remarks.					
7	highlights the weakness in teacher performance to be avoided in the future.					
8	his/her length of visits is short.					
9	his/her visits seem perfunctory rather than productive.					
10	training courses are not needed due to sufficient supervisor feedback.					
11	is available for teachers whenever needed.					
12	helps teachers to develop their performance.					
13	supports teacher self-confidence.					
14	encourages positive critical discussion before and after the visit.					

**Domain 4 “Teachers’ perceptions of the nature
of the relationship between supervisors and teachers”**

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	has positive ideas towards the teacher.					
2	avoids subjectivity when evaluating the teacher.					
3	comes to the class with a previous evaluative idea on teacher practice.					
4	takes teacher’s opinions seriously.					
5	knows how to handle problematic teaching situations.					
6	teachers prefer to have a formal relationship with the supervisor.					
7	encourages teacher in front of his/her colleagues.					
8	encourages teacher in front of his/her students.					
9	his/her visits are a source of anxiety for teachers.					
10	his/her personality encourages me to want to be a supervisor.					
11	has the qualities of a leader.					
12	is friendly.					
13	is an open-minded person.					
14	deals with experienced teachers as colleagues.					
15	deals with novice teachers with authority.					