An- Najah National University
Faculty of Graduate Studies

The Role of English Language Supervisor as perceived by the principals and English Language Teachers of Jenin District Public Secondary Schools.

Master Thesis

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i

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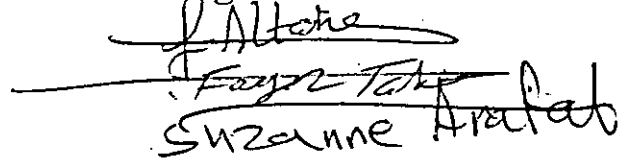
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This Thesis was defended successfully on 11 th / September 1999 and approved by:-

Committee Members

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2- Dr. Fayez Taha
3- Dr. Suzan Arafat

Dedication

To my mother ....,
To the memory of my father ....,
To my sister ...
To my teachers ....,
And to my fellows the English language teachers and
supervisors, this work is faithfully dedicated.

To Whom it may concern !

Acknowledgment

I am deeply grateful to my supervisor Dr. Fawaz Aqel for his valuable assistance and patience which he showed in guiding me during the preparation and development of this study.

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Last , but not the least, the researcher would like to express his deep gratitude to his mother, wife and children for their endless love, co-operation and encouragement.

Table of contents

List of Tables

vi

List of Appendixes

520739

Abstract

The Role of English Language Supervisor as perceived by the principals and English Language Teachers of Jenin District Public Secondary Schools.

Rif'at Abdil-Qader Issa

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Dr. Fawaz Aqel

The main purpose of this study was to assess the factual role played by the English language supervisor in Jenin district public secondary schools based on the perceptions of English language teachers and principals of these schools. The study tried also to investigate the effect of the respondents' gender, qualification, experience and profession on their perception of the English language supervisor's role.

This study attempted to answer the following questions:

1. What is the factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the English language teachers (males and females) of these schools?
2. Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's gender?
3. Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's qualification?
4. Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's experience?
5. What is the factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the principals of these schools?
6. Is the principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's gender?
7. Is the principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's qualification?

8. Is the principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's experience?

9. Is the principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the respondent's profession?

The study sample consisted of the whole population of male and female English language teachers and the school principals of Jenin district public secondary schools for the scholastic year 1998/1999. The number of English language teachers who responded to the questionnaire was (70) and the number of school principals was (51).

The researcher developed a questionnaire (based on Al-Heijawy,* 1993) for the purpose of this study. The questionnaire consists of (58) items distributed on the following seven main supervisory domains:-

1. Supervisory tasks,
2. Supervisory practices,
3. Supervisory objectives,
4. Techniques, teaching aids and activities,
5. Professional development,
6. Communication and relation with the fellows and finally,
7. Evaluation.

There were two versions of the questionnaire; the Arabic one was directed to the principals and the English one was directed to the English language teachers.

The validity of the instrument was established to each of the seven domains by referring it to a jury of professional educational experts. The reliability of the instrument was tested using Chronbach Alpha Formula which revealed that the instrument reliability ranged between 0.71 and 0.88 for the supervisory domains and the reliability of the total domain was 0.94 for teachers and 0.95 for the principals. This was considered sufficient for the purposes of this study.

In answering the questions of the study, the means, standard deviations and percentages of the responses were calculated and analyzed.

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* Throughout this study, this sign (*) above the researcher's name indicates that this study is written in Arabic.

X

The study finding indicate:

1. The English language teachers ranked the role level of the English language supervisor as "middle" on all the domains and on the total domain as well. However there were differences within the teachers' perceptions as follows:

    a- differences due to gender in favour of the female teachers.

    b- differences due to qualification in favour of the holders of B. A. (or a higher) qualification.

    c- differences due to experience in favour of teachers of ten years experience or more.

2. The school principals' perceptions of the English language supervisors role were slightly better than those of the teachers in the sense that the role level of the supervisor was ranked by them as "good" on the total domain and on two of the seven supervisory domains. Similarly, there were differences within their perceptions due to their gender in favour of the females, due to qualification in favour of the holders of B. A. (or a lower) qualification, and finally due to experience in favour of principals with less than (10) years experience.

Based on these results, the study recommends: -

- Seminars and workshops should be arranged for and attended by the English language teachers, principals and English language supervisors to discuss the teachers' and principals' supervisory needs and their remarks on the supervisor's performance.

- The Palestinian Ministry of Education is invited to increase the number of English language supervisors in each directorate of education, start pre-service training and condense and upgrade the in-service training programs for the supervisors so as to prepare them well to cope with the serious demands of their career.

- Other studies are recommended in order to: -

    a- specifically determine the factors behind the low level satisfaction of English language teachers with the role of the English language supervisor.

    b- find out if English language teachers in other directorates of education in Palestine have similar perceptions.

    c- Investigate the English language teachers' perceptions of the desired role of the English language supervisor.

Chapter One

Introduction and Background

The last few decades have witnessed significant developments with regards to educational (instructional) supervision. Ongoing debates, discussions and research have shed more light on the concept, purposes, role and tasks of educational supervisors. (Tanious*, 1989: Al-Heijawy* 1993; Heider* 1993) However, this is not to say that all these aspects are now well-defined or clearly-specified. The "lack of clarity" (Sergiovani and Starrat 1988) of the educational supervision concept is attributed to the existence of different educational philosophies as well as to the extending scope of supervisory practices and purposes. (Mansour* 1997) Whereas Sergiovani and Starrat (1988) define educational supervision as human relations whose aim is to respect teachers and promote their potentialities, competencies and talents, "Harris (1975) views educational supervision as a means of influencing the role of the school in such a way as to maintain and develop the pupil learning". Alfonso etal (1977) define educational supervision as "a behaviour officially designated by the organization that directly affects teachers' behaviour in such a way as to facilitate pupil learning and achieve the goals of the organization [school]. Other educators view educational supervision simply as cooperation with the teachers to promote pupil learning. (Cogan 1990) Finally, Waite (1995) believes that educational supervision is a kind of interactive process that involves the teacher and the supervisor, and results in providing the teachers with feedback so as to improve the teaching process.

The above views and definitions indicate that the ultimate goal of educational supervision is the promotion of pupil growth i.e. it does not focus on the immediate and pressing objective of improving teaching as an end in itself but rather as a means of improving pupil learning. (Briggs and Justman 1965)

The role of the educational supervisor has undergone fundamental changes. It is no more narrow in scope, focusing only or mainly on the criticism of teachers in the classroom, (Zagha* 1985; Abdul-Rahman* 1994) rather it is comprehensive in the sense that it aims at improving all components of the teaching learning process. (Neagly and Evans 1980) Consequently, new tendencies and supervisory models have evolved such

1

as Clinical supervision, Cooperative supervision and Human Resources Supervision. (Mansour*, 1997)

Following is a brief account of relevant literature with regards to the significance, purposes, types and tasks of educational supervision as well as its characteristics, styles and history.

Significance of Educational Supervision

The spread of education, rapid growth of the number of students and teachers, and the developments influencing the styles and the purposes of educational process all have yielded a growing interest in educational supervision as a technical process through helping the teachers promote their professional growth. (Al-Khateeb*, 1984) There is a common belief among educators for the need of supervisory services on the part of teachers. This is due to the seriousness of the duties and responsibilities assumed by teachers in bringing up and preparing the pupils to lead a kind of fruitful life that serves the interests and welfare of the whole society. Briggs and Justman 1965;Tanious* 1989).

The significance of educational supervision stems also from the various purposes and roles it is in charge of in upgrading the teachers' competencies so as to improve the teaching process. (Wiles and lovell, 1975) Another source of significance is the ability of educational supervision to (and the concern with) diagnosing the strengths and weaknesses of the teaching process which, along with proposing the suitable remedies, constitute the core and essence of evaluating the whole teaching learning process. (Mansour* 1997).

Purposes of Educational Supervision

The fact that the concept of educational supervision "lacks clarity" (Sergiovani and Starrat, 1988) has resulted in different views of its purpose. However, the commonest purpose accepted by most educators and researchers is the improving of teaching and learning process. (Neagly and Evans, 1970; Waite 1995) But within this common and main purpose there are different views regarding methods, styles and techniques employed to achieve the desired end. Whereas Sergiovani and Starrat (1988) stress the vitality of improving the teaching environment, Wilcox and Gray (1996) call for considering the effectiveness of the learning process as an indicator on the success of the teaching process. Al-Afandi* (1976) focuses on helping teachers to diagnose the pupils'

2

problems, preparing the beginning teachers and evaluating the teaching process. Mansour* (1997) quotes Dull (1981) listing a group of purposes for educational supervision such as; "developing the curriculum, selection (and evaluation of) teaching aids, and evaluating teachers and pupils" p-21. So, educational supervision is concerned with the promotion of the teaching learning process and the professional growth of teachers to be achieved through various supervisory practices like; classroom visitation, siminars, workshops and training courses. In other words, it is directed towards promoting all those who influence or are affected by the teaching process including the supervisor, teacher, pupils, curriculum, principals and local environment. (Saleh 1993)

Characterestics of Modern Educational Supervision.

Neagly and Evans (1980) quote Hyman (1975) portraying the characterestics of modern supervision in a very idealestic manner as:

"This concept (of modem supervision) sees the supervisor as an integral member of the school faculty, who is in touch with the teachers, who cares about them and their students, who is able and willing to lead others in self-improvement, who is understanding, and who can communicate effectively.

This concept requires the supervisor to be a model. Whatever he does serves as a model to the teachers. The supervisor is a living example of how to relate to people.... when this kind of supervisor wishes to help teachers become rational decision-makers, a live demonstration of rational decision-making is put on by the supervisor for the teachers to emulate." P.p. 1-2

The above concept of supervision and supervisor may be too demanding and ideal for students, teachers and supervisors to meet. Neagly and Evans (1980) propose what they describe to be major principles and characterestics of modern school supervision. According to them, these principles can lead to realising the "full potentialities of individuals and society", and to "translating those potentialities into the most effective learning experiences for the teachers". Those principles include:

1. The establishment and maintenance of satisfactory human relations among all staff members is primary [concern of supervision].
2. Modern supervision is democratic in the most enlightened sense.
3. Modern supervision is comprehensive; it cares for the whole public school programme, curriculum, and coordination with the directorate of education.

Finally, Jordan's Ministry of Education (1983) proposed characterestics of modern supervision denoting it as; human, comprehensive, scientific, technical, democratic and flexible process. (Abu Kishek*, 1997)

Types of Educational Supervision

Due to the extending scope of educational supervision and the numeral supervisory purposes and tasks, different types of educational supervision have come into being. Sergiovani and Starrat (1988) claim that the school educational supervision is based on one of the following three supervisory theories:

1. Supervision as a scientific administration.
2. Supervision as human relations.
3. Supervision as human and scientific administration.

The American Association for Supervisory and Curriculum Development (ASCD) (1982) lists three main supervisory models;

1. Scientific supervision which focuses on promoting the teachers' aptitudes to deal with the classroom problems in a scientific way based on experemental and scientific tendencies.
2. Clinical supervision which focuses on the teacher's performance in the class as a means of improving his competence.
3. Technical supervision which concentrates on improving the teaching quality and is concerned with the value and quality of things. Al-Khateeb* (1984) speak of two main types of supervision;
    1. Human relations supervision; which includes such models as; the dictatorial, democratic, deplomatic and negative supervision.
    2. Supervision related to means and aims; which includes models like; the corrective, clinical, instructive, scientific, preventive and creative supervision.

It is noticed that modern supervisory models emphasise the importance of promoting interaction between the teacher and the supervisor. The three main supervisory models employed to achieve such interaction are; the clinical, developmental and collaborative supervision. (Nashwan* 1982)

4

The supervisory styles

In the wake of developments that affected all aspects of educational supervision, it is no more restricted to one single style but rather it is carried out in different styles such as: -

1. Classroom visitation which focuses on one or more of such aspects as: curriculum, teacher's questions, classroom activities, extra curricular activities and teaching methods.
2. In-Service Training which is devoted to helping teachers in the improvement of their professional growth through participation in various regular training courses.
3. Micro Teaching which focuses on utilising the feedback technique to improve the teacher's performance through applying certain (agreed-upon) technique and displaying the teacher's performance on video film. The practice is repeated until the teacher masters the targeted teaching skill before moving to new ones.
4. Integrated Approach which employs more than one supervisory style to achieve the same supervisory goal. (Nashwan* 1982)

Neagly and Evans, (1970) classify the supervisory styles into two main types. The first one includes group-based styles like; collaborative curriculum development, planning, research, coordination and programme organization. The other one includes individual-based styles like the classroom visitation and the teacher-supervisor conference. (Al-Khateeb* 1984)

The supervisor is advised not to stick to a single supervisory style but to vary his styles when attempting to achieve different targets.

A Brief History of Educational Supervision in the West Bank

The educational system in the West Bank was basically Jordanian until 1994. Thus, speaking about educational supervision in Jordan applies to the West Bank as well. Hilo (1987) distinguishes among three main stages that the educational supervision in Jordan has passed through; namely inspection, guidance and supervision. The first one started during the British Mandate on Jordan and Palestine and continued until 1962. The main supervisory style adopted by inspectors was the sudden classroom visitation concentrating on the teachers' mistakes. (Zagha*, 1985) The guidance stage extended from 1962 to 1975. Despite

the change in their job title, supervisors continued to behave as inspectors and, therefore, failed in changing the negative attitudes held by teachers regarding supervision. (Al-Khateeb* 1984) The third stage "educational supervision" began in 1975 and is still going on. It is concerned with the whole teaching learning situation and focuses on investigating and analysing the factors that influence the situation. Furthermore, educational supervision cares for varying the supervisory styles and regards highly the human relations and collaboration between the supervisor and the teacher. (Ibid)

Assuming the responsibility of Palestinian education in 1994, the Palestinian National Authority had established the first Palestinian Ministry of Education to be responsible for education in both the West Bank and Gaza Strip. Due to the position of the researcher as a head for General Educational Department at the Directorate of Education-Jenin, he noticed that successive and substantial developments have been taking place since 1994 especially with regards to the rapid increase in the number of teachers, supervisors and administrators as well as the various training courses held regularly for teachers, principals and supervisors.

The Supervisory Tasks

Specifying the supervisory tasks may be considered as the milestone in attaining the targets of the educational process in general and educational supervision in particular. (Al-Heijawy*, 1993) It provides the educational supervisor with a clear picture of the tasks he is required to achieve and thus facilitates his career. Harris (1975) explains eight supervisory tasks that the educational supervisor is to take care of;

1. Curriculum development; design and re-design of what is to be taught, by whom, when, where and how to teach it.
2. Organizing the teaching process; setting arrangement and regulations for teachers and pupils to abide by concerning the place, time, subject and the effective specification of the behavioural objectives to be achieved through (or as a result of) teaching.
3. Providing the school with the suitable number of well-qualified teachers.
4. Providing the school with the sufficient teaching aids and other necessary suppliments.
5. Guiding the teachers to the best ways of carrying out their duties.
6. Organising and coordinating the student related service.
7. Promoting the relations between the school and the local community.

6

8. Evaluating the teaching process and utilising the evaluation results in improving that process.

Al-Khateeb* (1984) points out that the successful supervisor cares for helping the teachers to see the general aims of teaching to be achieved in each school stage. Those aims can be translated into activities carried out by the pupils in cooperation between the teacher and supervisor.

The researcher is of the view that secondary stage education is by no means less important than basic stage education. The secondary stage education earns its significance from the fact that it concludes and culminates the pre-university stage and therefore has a substantial and long-term effect on the life and future career of the student.

English language has been taught in the Palestinian schools since the beginning of this century. Public school students are taught English for eight successive years beginning in the fifth basic grade. From his experience as an ex-teacher of English, the researcher views that teaching English in the secondary stage aims at helping students master the basic language skills at a reasonable level so as to be able to pursue high education.

Kharma* (1988) spoke of five general goals for learning foreign languages:
1. mastering the aural and verbal means of experience,
2. appreciating literary works,
3. developing international understanding,
4. a quiring essential technical, scientific and vocational technology, and
5. developing the learner's abilities of analysing and synthesising.

Educators divide the aims of learning a foreign language into two main kinds. The first one is related to educational purposes and deals with developing the learner's personality by means of exposing him to the models of the new language. The other one is related to behavioural lingual objectives represented in mastering the system and skills of a certain particular foreign language. (Ibid)

English language teaching and learning process has been considerably enhansed through developing methodologies as well as the using of modern technological and scientific teaching aids such as cassette recorder, tape-player, language laboratories, radio, television, video films and other similar aids. (UNESCO*, 1975) The above

7

developments in the English language teaching process added to the growing public awareness of the significance of teaching and learning English in the modern society, have put more emphasis on the role of the supervisor of the English language. (Al-Heijawy* 1993) Consequently, the researcher feels that the need for the role of the English language supervisor is growing and becoming more and more essential in improving the teaching learning process. At the same time, it is vital for both the supervisor and the teachers to be aware of the specific role, practices and responsibilities that the supervisor is in-charge of. Thus the need for –and significance of- research studies like this study emerges. This study, through investigating the teachers' and principals' perspective, may help in specifying the practices and activities that constitute the role of the English language supervisor. Furthermore, the study is likely to determine the weaknesses as well as strengths of those practices as a basis for improving them. In this way, the researcher hopes that his study will serve the benefit of the whole teaching and learning process. Hence the problem of the study arises.

Statement of the Problem.

During his work as an English language teacher in different secondary schools in Jenin district, and currently as a head of the General Education Department at Jenin Directorate of Education, the researcher noticed a relatively wide spread complaint among English language teachers, especially in the secondary stage, of the factual role played by the English language supervisor in Jenin district public secondary schools. Some English language teachers believed that the supervisor's role was dominated by routine practices directed mainly towards evaluation without caring for providing the teachers with the necessary feedback in order to facilitate their professional development.

Moreover, the researcher noticed that there were few studies, if any, that investigated the role of the English language supervisor in improving the learning teaching process in the Palestinian schools. So the researcher felt that there was a need to carry out this study to shed more light on this vital topic, hoping that this study will be beneficial in terms of clarifying the role of the English language supervisor and promoting a kind of fruitful understanding and cooperation between the supervisor and both of the teacher and the school principal. As it is well known, the role of the educational supervisor in integrative and interactive with the

8

roles of the teacher and the principal; (Wiles & Bandi, 1980). This does not underestimate the supervisory leading role (Smith & Garman, 1989) and its critical effect (Okeafor & Poole, 1992) on the teaching process, especially in terms of promoting positive attitudes towards English language teaching and learning (Wilcox & Gray, 1996).

Purposes of the Study.

The main purposes of this study are:
- Assessing the English language supervisor's role from the point of view of the English language teachers and school principals of Jenin district public secondary schools.
- Finding out the effect of the respondent's gender, experience, qualification and profession on his perception of the factual role played by the English language supervisor in Jenin district public secondary schools.

Questions of the Study.

This study attempted to answer the following research questions:
1. What is the factual role played by the English language supervisor in Jenin district public secondary schools, as perceived by the English language teachers in these schools?
2. Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's gender?
3. Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's qualification?
4. Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's experience?
5. What is the factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the principals of the schools?
6. Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's gender?

9

7. Is the school principal's perception of the factual role played by the supervisor in Jenin district public secondary schools affected by the principal's qualification?

8. Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's experience?

9. Is the respondent's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the respondent's profession?

Definitions of Terms.

For the purposes of this study, the following terms will have the associated definitions:

- The Role of the Supervisor: it is the part taken by the supervisor in the educational process. The role comprises of tasks, activities and practices, which the supervisor is in charge of performing to help improve the teaching learning process. (Al-Shraidi*, 1990).

- Supervisor; a person formally designated by the Ministry of Education to assist the teachers and principals in improving their performance and promote their participation in enhansing the teaching process.

- Principal; an administrative head and professional leader of a school division or unit. (Hilo, 1987). The Palestinian educational system views the principal as a permanent supervisor and therefore discharges him, nearly completely, of any teaching load.

- Perception; awareness of the school environment as a result of present and past sensory impressions. (Hilo, 1987).

- Instructional supervision, a system of the educational organisation designed to interact directly with the teaching behaviour in order to improve the effectiveness and efficiency of that behavior. (Wiles and Lovell, 1975) in (Pfeiffer & Dunlap*, 1997).

10

Significance of the Study.

The researcher hopes that this study will be beneficial to the English language teachers and supervisors, school principals, Ministry of Education and finally and most important to the teaching and learning process. Clarifying and specifying the role of the English language supervisor will help in providing a clearer picture than before of the supervisory tasks, practices and responsibilities assumed by that supervisor. This will serve more than one purpose such as satisfying the need of research as this study is the first in Palestine, as far as the researcher knows, to examine and investigate the English language supervisor's role. And even worldwide there is a need for different studies to examine the various aspects of instructional supervision, (Alfonso etal, 1977).

The significance of this study stems from its subject as English language teaching is an integral and essential component of the Palestinian curriculum and especially in the secondary stage. It is hoped that the findings of this study will ultimately serve the interests of the Palestinian students by specifying the role of the English language supervisor and thus affecting positively the relations between the supervisor and both of the teacher and school principals as the three parties cooperate to upgrade the teaching learning process. Consequently the students are hoped to be benefited from the results of this study.

Limitations of the Study.

The scope of the study is limited in terms of the following aspects: It is based on the perceptions of the subjects as expressed in response to the items of the questionnaire. The population of the study is limited to the English language teacher and the school principal of Jenin district public secondary schools. Finally, the questionnaire covers fifty-eight supervisory practices distributed on seven domains.

11

Summary.

This chapter has served the study in terms of introducing its subject to the reader, clarifying the theoretical background and justifying the need for carrying it out. In the beginning, the concept and purposes of educational supervision were highlighted and it was shown that in spite of varying views springing from different educational philosophies, there is a common belief that the main purpose of educational supervision is improving the teaching learning process.

The chapter, then, proceeds to discuss the characteristics of modern educational supervision denoting it as comprehensive, democratic and mainly concerned with human relations. Other notions that are briefly tackled include the types, models and styles of educational supervision as well as the tasks and skills of educational supervisor.

Finally, the chapter concludes by clarifying the fundamental bases of the study specifying its problem to be concerned with assessing the factual role of the English language supervisor in the secondary stage of Jenin district public schools. Furthermore, the questions, purposes hypothesis and limitations of the study are specified.

Chapter Two

Review of Relevant Literature

Introduction.

Due to the growing significance and clear effect of educational supervision on the progress and improvement of the educational process, research in this field has been enhanced recently. Reviewing various periodicals, Master Thesis and relevant literature in general, the researcher selected a group of studies whose problems and general aims are relevant to those of this study. In this chapter, the researcher will give a brief account of the studies that focused on such topics as:

1. Supervisory tasks.
2. Supervisory practices.
3. Types and styles of supervision.
4. Attitudes of teachers towards the factual role of the educational supervisor.

I) **Studies Relevant to Supervisory Tasks.**

According to Wiles & Bondi (1980), supervisory tasks include:

1- Developing criteria of efficiency.
2- Teachers' evaluation.
3- Holding meetings with the teachers.
4- Organising training programmes.
5- Evaluation of teaching process.

Pajak (1990) carried out a study to investigate the significance of supervisory tasks. The sample of the study was out of (1620) supervision specialists who responded to a questionnaire of (300) items classified into (12) domains. The study showed that all the tasks included in the questionnaire were significant since each domain was approved by more than 50% of the respondents. Those domains were arranged according to their significance in the following way: communication- staff development-teaching-planning-motivation-classroom visitation and conferences- curriculum- problem solving and decision making- serving of teachers- professional development- relations with the community- and finally research and evaluation projects. The researcher stressed the

13

significance of these findings in the fields of research, training and practice.

The researcher is of the view that Pajak's findings were significant in the sense that they stimulated other similar studies. Carr (1990), for instance, carried out a study to determine the significance of the twelve domains of supervisory tasks as perceived by counselor teachers and peer supervisors. The sample of the study consisted of (70) subjects. The findings of the study were in accordance with Pajak's study (1990), showing that the twelve domains of supervisory tasks were significant to the desired as well as the factual supervisory practices. Furthermore, the study indicated that counselor teachers' perceptions revealed that there was a gap between their factual and ideal role. However, the study indicated that peer supervisors' perceptions were different i.e. they were more satisfied with their factual role.

Duke (1990), conducted a similar study to investigate the significance of the above mentioned twelve domains with specific reference to the perceptions of heads of selected departments. The questionnaire of the study included (335) supervisory tasks. The findings of the study revealed that the respondents considered the twelve domains of the (335) supervisory tasks to be significant for their factual as well as ideal role.

And McAffee (1990) carried out a study whose aim was to determine the significance of the same above mentioned domains of supervisory tasks as perceived by the school principals. The researcher distributed a (335) item questionnaire on two samples of principals. The first sample consisted of (298) principals whereas the second one was out of (147) principals. The findings of the study came to support the findings of Pajak, (1990), Carr (1990), and Duke (1990) in the sense that school principals considered the supervisory tasks to be significant for their factual and ideal role.

Smith (1990) investigated the educational supervisors' perceptions of the twelve domains of supervisory tasks. The researcher used two questionnaires. The first one was distributed on a sample of (324) educational supervisors who were asked to arrange the twelve domains of supervisory tasks in accordance with their significance. The second questionnaire was distributed on (234) educational supervisors who responded to the first questionnaire. The findings showed that the twelve domains of supervisory tasks were viewed by the educational supervisors

14

as significant and related to the supervisors' role. It was noticed that the twelve domains of supervisory tasks were considered to be significant by samples of all those who were concerned with or affected by the supervisory process (teachers, school principals, heads of departments and educational supervisors).

In Jordan, An-Najdat* (1990), conducted a study to assess the role of the educational supervisor in improving the teaching practices in Ma'an's secondary schools as perceived by the teachers. The researcher used a questionnaire of (50) items classified into seven domains, which he distributed on a sample of (356) teachers. The study indicated that:

1. 50.8% of the teachers were satisfied with the role of the educational supervisor in improving the teaching process.
2. The domains of the supervisory tasks were arranged respectively as: planning, tests, behavioral development, curriculum, teaching aids, communication and academic development.

The study indicated also that there were differences among teachers' perceptions of the educational supervisor's role attributed to their gender and in favour of the female teachers.

And in Palestine, the study of Abdel-Rahman* (1994) assessed the role of the educational supervisor as perceived by the educational supervisors themselves, the school principals and the teachers of UNRWA schools in Hebron Educational District. The sample of the study consisted of (48) subjects. The study found statistically significant differences among supervisors, principles and teachers in their assessment of the degree of importance of the following supervisory domains: administrative affairs, curriculum, teaching methods, teachers' professional development, principals of communications with the teachers, school environment and evaluation.

In Palestine also, Mansour*, (1997), conducted a similar study to investigate the supervisors' perceptions of the importance of the supervisory tasks and the extent to which they practiced those tasks. The sample of this study was out of (100) educational supervisors, (71 males and 29 females) representing (64%) of the study population that consisted of all supervisors employed by either the Ministry of Education or UNRWA. The study indicated that:

15

1. The ranking of supervisory domains whether according to their importance or the degree of practice was identical and in the following order: curriculum, social relations, evaluation, professional development, planning and administration.
2. There were statistically significant differences between the supervisors' perceptions of the importance of their supervisory tasks and the degree of their practice in favour of the importance of the supervisory practices.

II) Studies Relevant to Supervisory Practices.

Gorden (1990) pointed out that the supervisory practices adopted by the modern educational supervision were numerous, integrative and regularly changing. On the other hand, traditional supervisory practices were criticised by some educators (Wilcox and Gray, 1996) for not promoting the teachers' involvement in the supervisory process and degrading the teacher's self-evaluation practice, (Mansour*, 1997).

Rader (1989) carried out a study in Ohio to assess the factual and ideal supervisory practices with specific reference to the perceptions of educational supervisors. The sample of the study was randomly selected and consisted of (78) supervisors. The instrument of the study was a questionnaire of (189) items. The findings of the study indicated that there were considerable differences between the factual and ideal supervisory practices. The researcher's view was that educational supervisors were dissatisfied with the way they performed their job.

Another study investigated the same topic (Patterson, 1990) but with a sample of (663) educators (teachers, principals and supervisors). The findings of the study revealed sharp differences between the perceptions of teachers on the one hand and the supervisors and principals on the other, with respect to the desired supervisory practices.

The findings of the two above studies were in accordance with the findings of (Pullen, 1990) whose study investigated the views of instructors and supervisors of (15) vocational community colleges in Mississippi. The study showed significant differences between the perceptions of instructors and those of the supervisors with regards to the factual as well as the ideal supervisory practices in favour of the ideal supervisory practices. Similar differences were found among different ethnic groups and males and females.

16

Hilo, (1987), carried out a study to investigate the perceptions of secondary school teachers in Nablus-Palestine of the factual and preferred supervisory practices. The sample of the study was out of (83) teachers employed in (14) secondary schools. The researcher used a questionnaire of (44) items. The findings of the study indicated that there were differences in the teachers' perceptions of the factual and preferred supervisory practices in favour of the preferred ones. Those differences were attributed to the respondent's age and gender. The study showed that the most negative attitude towards the factual supervisory practices were held by the 36-41 years old teachers. Finally, the perceptions of female teachers revealed that there was an obvious discrepancy between the actual and preferred practices.

And in Iraq, similar findings were reported by Al-Jabbar, (1987), whose study focused on teachers' perceptions of the actual and desired supervisory practices. The teachers felt a clear contrast between the actual and desired supervisory practices regardless of the respondent's experience or gender.

In Jordan, the study of Salih*, (1993), focused on the relation between the actual and desired supervisory practices as perceived by the teachers of Great Amman Directorate of Education. The questionnaire of the study included (67) practices classified into the following eight domains; planning, curriculum, teaching, professional development, tests, administration, class administration and relations with the fellows and with the local community. The sample of the study consisted of (450) male and female teachers. The findings of the study include:
- Apart from class administration and the tests domains, teachers were dissatisfied with the level of practicing the supervisory practices.
- Teachers expressed a high level of approval of the desired supervisory practices and in the eight domains.
- There were statistically significant differences between the actual supervisory practices and the ones desired by the teachers in favour of the desired ones.

Di'bas*, (1992) conducted a study to investigate the effectiveness of the educational supervisor's role in improving the administrative practices of the Jordanian governmental school principals. The instrument of the study was a questionnaire including various supervisory practices classified into the six domains of; planning, organisation, leadership, guidance, cooperation and coordination, and follow up and evaluation.

17

The sample was out of (106) secondary school principals representing (57%) of the population in addition to (134) basic school principals representing (31%) of the population.

The study indicated that the school principals considered the degree to which the supervisors practiced their administrative tasks was intermediate. Moreover, the study revealed that the domains of supervisory practices were arranged by the principals respectively as; evaluation, guidance, leadership, coordination, organisation and the last one was the domain of planning.

And in Yemen, there was a study conducted to find out the extent to which the educational supervisors and school principals in the schools of San'a practised their supervisory tasks. Heider*, (1993) used a questionnaire whose items belonged to the supervisory domains of; planning, organisation, leadership, coordination and evaluation. The sample of the study consisted of all its population (74 principals and 32 supervisors). The study indicated that there was a difference between the supervisory practices of educational supervisors and school principals. However, these differences were not due to the respondents' gender. Some differences were attributed to the qualification of the educational supervisor and school principals in favour of the higher qualifications.

Finally, in the field of supervisory practices, there was a Jordanian study of direct relevance to this study. Al-Heijawy*, (1993) carried out his study to examine the supervisory practices of the English language supervisors as perceived by teachers, school principals and the supervisors themselves in the basic stage of Jordanian schools. The sample of the study consisted of (13) English language supervisors, (157) school principals and (353) English language teachers. The researcher used a 73-item questionnaire that included seven supervisory domains; supervisory tasks, supervisory practices, goals and objectives, methods, professional development, communications and inter-relations with the fellows and evaluation. The researcher found out:

- There were differences between the teachers' perceptions and the perceptions of both the supervisors and principals in favour of the supervisors and principals.
- There were statistically significant differences between the score means of the perceptions of teachers, principals and supervisors in favour of the supervisors and between the score means of the perceptions of teachers and principals in favour of the principals for evaluating the English supervisor's practices in the total domain.

18

III) Studies Relevant to the Types and Styles of Educational Supervision.

The study of Hitch, (1992), in (Mansour*, 1997), which was conducted in North Carolina indicated that the role of the educational supervisor has changed from a bureaucratic one into a collaborative one. The educational supervisors were viewed as supporters for the teachers and school principals.

And Tsui, (1993), carried out a case study in Hong Kong on two teachers. The study took four months and aimed at investigating the effect of collaborative supervision on the relation between the teachers and the supervisors during in-service training. The study indicated that collaborative supervision had a positive effect on the teacher-supervisor relation as it mitigated the teachers' feeling of being threatened and thus promoted the effectiveness of the supervisory process. This seemed to be in accordance with the findings of Okeafor & Poole (1992) whose study showed that collaborative supervision strengthened the instructive relations and confidence between the teachers and the supervisors and thus lead to a stronger sense of commitment on the part of teachers and caused them to be more satisfied with the tasks of their jobs.

In the field of developmental supervision, Gorden, (1990), carried out a study to investigate the effect of this model of supervision where the supervisor adapted his behaviour in accordance with the teacher's development and level of readiness. Moreover, the supervisor did not stick to one supervisory model but rather demonstrated flexibility in using the model expected to meet the need and level of the teacher. The sample of the study consisted of (16) educational supervisors and (47) teachers divided into three groups: low level; intermediate; and high level. Each supervisor was in charge of three different level teachers. He used the Direct Supervision model with the low level teacher. Collaborative Supervision model was used with the intermediate level teachers. The Indirect supervision model was used with the high level teachers. The study indicated that positive results were achieved through applying the three developmental supervisory models. More specifically, the Collaborative model occupied the first rank, the Direct model occupied the second rank whereas Indirect model came last.

Ralph (1994), conducted a study to examine the effect of applying the Contextual Supervision model based on the principles of situational

19

leadership (proposed by Blanchard and Hersy). The researcher focused on examining the effect of situational leadership supervisory model on pre-service teachers. The supervisor, along with the trainees specified the teaching tasks and the suitable levels required for carrying out these tasks. The supervisor adapted his supervisory model in accordance with the trainees' level and self-confidence in implementing the specific tasks. The results of applying this model were positive in the sense that they assisted the trainees in developing their teaching skills and consequently enhanced their professional development.

In order to examine the effect of Clinical supervisory model on teachers' performance and attitudes towards supervision, Johns (1990), carried out a study to investigate the effect of this supervisory model on beginning teachers who were not provided with any previous training on how to develop their teaching skills. The twenty teachers, involved in the study, were randomly divided into two groups; experimental and control groups. The experimental group was supervised following the clinical model whereas the control group was supervised following the traditional model of supervision. All subjects were interviewed before and after the experiment. The study revealed that the teachers in the experimental group (who received clinical supervision) were more satisfied with the assistance they received and viewed supervision as a means of helping in improving their teaching skills.

It was noticed that the majority of the above mentioned studies had emphasized the significance of the recent supervisory models in contrast with the traditional type, especially with regards to improving the teacher-supervisor relation, enhansing the teachers' professional development and positively affecting the teachers' attitudes towards supervision. Therefore, these models are likely to result in improving the teaching learning process. The researcher's view is that the supervisor is not to stick to one specific supervisory model. He is advised to vary his supervisory models using the proper one in the appropriate situation. Furthermore; the supervisor is similarly advised to vary his supervisory styles using the suitable one on the right occasion. Following is a brief review of some studies appropriate to the supervisory styles.

Elgarten (1991), conducted a comparative study to determine the effect of the traditional supervisory styles, including the classroom visitation and the post-visit conference, versus experimental supervisory styles represented in exchanging the roles between the teacher and the supervisor. In other words, after watching the teacher giving a certain

20

class, the supervisor himself gave the same class while the teacher was watching the supervisor and making notes on his performance. The style was based on Pandoura's theory of learning through watching. It was conducted in New York on a sample of (48) Mathematics teachers. The findings of the study indicated that the teachers who watched the model lesson given by the supervisor were positively affected. The researcher concluded that the experimental model was effective in improving the teachers' behaviour and performance in the classroom.

Deirani* (1995), carried out a study to determine the extent to which the educational supervisors in Jordan stick to the principles of classroom visitation as specified by the educational Supervisory Guide issued by the Jordanian Ministry of Education in 1983. The researcher developed an eighteen-item questionnaire, which he distributed on the sample of the study, (229 supervisors and 64 teachers). The study indicated that there were statistically significant differences between teachers' and supervisors' perceptions of the degree of the supervisor's commitment with the principles of classroom visitation in favour of the supervisors.

And in Palestine, Abu Kishek* (1997), carried out a study to investigate the attitudes of Mathematics and Science teachers towards the supervisors' classroom visits at UNRWA schools in the West Bank. The study examined the effect of the teachers' gender, specialization, qualification and experience on their attitude towards the supervisors' classroom visits. The sample of the study was out of (82) teachers divided equally into (41) males and (41) females and representing (30%) of the study population. A questionnaire of (48) items was used to measure the teachers' attitudes towards the classroom visits in the four dimensions of pre-meeting conference, classroom observation, post-meeting conference, and the evaluation report. Teachers ranked their attitudes towards each item on a five-point likert scale. The result of the study revealed that Mathematics teachers had positive attitudes towards classroom visits. There was significant difference between the attitudes of Mathematics teachers and those of the Science teachers, found on the first dimensions (pre-meeting) in favour of Mathematics teachers.

IV) Studies Relevant to the Attitudes of Teachers towards Supervision.

Madrazo and Hounshell (1987) carried out a study in North Carolina to investigate the expectations of teachers, supervisors and administrators towards the educational supervisor's role. The randomly selected sample of the study consisted of (100) administrators, (208) basic stage teachers, (208) secondary stage teachers and (25) college instructors. The researchers found considerable differences between the expectations of the supervisors themselves and the expectations of the teachers and the administrators. Whereas the teachers expected the supervisors to demonstrate model classes as examples to be followed by the teachers, and to provide them with an outlet on the latest developments concerning the production and the using of teaching aids, the supervisors showed less approval of such tasks. The supervisors tended, instead, to assist the teachers in preparing their daily lesson plans and to discuss the teachers' daily plans as well as the teachers' plans for the whole semester.

The study of Boyd (1989) focused on evaluating the teachers' performance in the classrooms. The researcher concluded that the system used to evaluate the teachers should provide them with the necessary feedback regarding their needs in the classrooms. The evaluation system should facilitate teachers' learning of new teaching technologies and getting in touch with other teachers and decision makers so as to coordinate on how to implement the needed changes inside the classrooms. The researcher concluded that the evaluation system should not overlook the following bases:
- Being relevant and related to the essential teaching skills.
- To be as objective as possible.
- Evaluation process was to be preceded by the necessary communications.
- Evaluation should be utilized to serve the teachers professional development.
- The basic aim of the evaluator's report should be providing the teacher with instructive feedback.

The study indicated also that teachers were, most often, interested in the evaluation process and expressed their concerns regarding:
- Evaluators did not devote sufficient time for the evaluation process.

22

- Evaluators were not properly trained to carry out their job.
- Evaluation outcomes were not put in the service of the teachers' professional development.
- If evaluation was to be viewed as a valuable experience, the evaluator had to be more serious in carrying his task rather than treating the evaluation as a mere routine and useless process.

Smylie (1992) carried out a study to assess the relation between the British basic stage teachers and their supervisors. The researcher interviewed (116) teachers during his study. The findings of the study revealed that, from the teachers' point of view, the sense of fellowship and mutual cooperation were fundamental factors for establishing a successful relation between the teachers and their supervisors.

In Tennessee, USA, the researchers Mertz and McNealy (1993), conducted a study to investigate the effect of the evaluation system adopted in that state on:
1- the teachers' performance and
2- the quantity and quality of educational supervision received by the teachers.

The researchers gathered the data of their study from (58) teachers working in (21) schools. The study indicated that:
- Most of the respondents were supervised solely in order to be evaluated i.e. the aim of the supervision- according to more than 90% of them was restricted in evaluation.
- Most of the teachers viewed supervision as a process of minor effect on their classroom performance.
- Teachers expressed their need for supervision and realised its significance but claimed not to be properly supervised (Abu Kishek, 1997).

And in Britain, the study of Ormston (1995) examined the effect of educational supervision on teachers' performance; that is to say, whether the supervisory process contributed to the teachers' development or impeded their classroom performance. The study investigated the teachers' reaction towards supervisory practices. The teachers were specifically asked whether they tend to change their classroom practices following the supervisors' visit or not. The researcher sought also to determine the factors affecting (or limiting) the teachers' ability to change their practices. The sample of the study was out of (800) teachers working in (35) secondary and intermediate schools. They were asked to respond

23

to a special questionnaire prepared for the purposes of the study immediately after being visited by their supervisors. The findings of the study indicated:

- Some supervisors were cooperative and interested in helping the teachers to improve their classroom practices.
- Only few supervisors focused on critisising the teachers' performance.
- Most teachers complained for not being provided with feedback in the aftermath of the supervisors' classroom visit.
- (38%) of the teachers tended to change their classroom teaching practices in the wake of the supervisor's visit, while (41%) of the teachers tended not to change their classroom practices.

Finally, Al-Unuz* carried out a study to examine the Jordanian teachers' perceptions of educational supervision. Specifically, the researcher sought to determine:

1- The extent to which supervisory targets were fulfilled.
2- The extent to which supervisory tasks were practiced.
3- The significance of varying the supervisory styles and the extent to which these styles were used.

The study whose sample consisted of (1125) teachers indicated that:
- The most important aim of supervision was to assist the teacher in improving his teaching practices and methods.
- The most significant supervisory task was the supervisor's understanding of the total teaching learning situation as this understanding would enable the supervisor to aid the teacher in his attempt to improve his performance.
- The most successful supervisory style was the arranged classroom visit.
- Sudden classroom visit was still a common style practiced by many educational supervisors.

24

Summary.

In this chapter, the researcher reviewed several relevant studies and literature related to the role of educational supervisor. Those studies were categorized into four main fields; supervisory tasks; practices; types and styles; and attitudes towards supervision.

The review of these studies indicated that the majority of teachers held negative attitudes towards educational supervisors and supervision. Those attitudes were generally attributed to the factual supervisory practices, styles and behaviour. On the other hand, some studies showed that when supervisory practices were based on human relations' i.e. when the supervisor respected the teachers' way of thinking and cooperated with them, their views of supervision and supervisory roles tended to alter positively.

520739

25

Chapter Three

Methodology

Introduction

The researcher, in this chapter, presents the design and the procedure used in investigating the questions of the study. More specifically, this chapter respectively includes, the study purposes; population and sample; the study design; the instrument and its validity and reliability procedures and finally the statistical analysis used in the data treatment of the study.

Procedure

The study used the descriptive methodology to assess the effectiveness of the English language supervisor's role in improving the English language learning teaching process in Jenin district public secondary schools. Following is a brief account of the major components of the procedure.

Population

The population of this study consisted of (138) subjects divided into two groups (sub-population) as follows:

1-(79) English language teachers (40 males and 39 females) teaching in the (59) public secondary schools of Jenin district in the academic year 98/99. (Appendix G)

2-(59) school principals (32 males and 27 females) responsible for the administration of the above-mentioned schools. School principals were included in the population because the supervisory system adopted by the Palestinian Ministry of Education viewed them as permanent supervisors.

Sample

The sample of the study consisted of the population itself. However, of the (138) subjects, a total of (121) responded to the questionnaire. The respondents were (70) teachers and (51) school principals. The percentage of responding teachers was (88.6%) and the percentage of responding principals was (86.7%) Of course, the statistical analysis was carried out on the (121) subjects who responded to the questionnaire. Following are tables showing the distribution of the teachers' population and the principals population according to different variables.

Table (1)

Distribution of the Teachers' Population According to their Gender.

Gender	Number	Percentage
Male	39	55.7%
Female	31	44.3%
Total	70	100%

Table (1) shows that 55.7% of the teachers' population males whereas 44.3% are females.

Table (2)
Distribution of Teachers' Population According to their Qualification.

Qualification	Number	Percentage
Community college certificate	5	7.1%
Bachelor of Arts(B.A.)	50	71.4%
Higher than B.A.	15	21.4%
Total	70	100%

Table (2) shows that 71.4% of English language teachers hold the B.A. degree, 21.4% hold a higher than B.A. qualification and a percentage of only 7.1% hold the community college certificate.

Table (6)
Distribution of School Principals' Population According to their Experience.

Years of Experience	Repetion	Percentage
0-10	7	13.7%
More than 10 years	44	86.3%
Total	51	100%

Table (6) shows that the majority of principals (86.3%) have more than (10) year's experience.

Table (7)

Distribution of the Whole Population {teachers and principals} According to their Profession.

Profession	Number	Percentage
Teacher	70	57.85%
Principal	51	42.15%
Total	121	100%

Table (7) shows that the teachers' population forms (57.85%) of the whole population, whereas the principals' population represents (42.15%) of the whole population of this study.

Instrumentation

The researcher used the questionnaire as a means of gathering the data of the study. The researcher developed the study questionnaire depending on the relative studies and relevant literature with specific reference to Al-Heijawy* (1993). (See appendix A.) The fore-mentioned questionnaire was prepared in Arabic and designed to assess the supervisory practices of English language supervisor from the point of view of teachers, school principals and supervisors themselves in the basic stage in Jordan. The researcher translated it into English without inserting substantial changes on it. The translated copy was shown to two English language specialists teaching in the English Department of An-Najah National University. Minor alterations were made in accordance with their remarks. The researcher, then, studied the (73) items of the

29

questionnaire thoroughly examining the wording and meaning of each one of them. The preceding step lead to fundamental changes on the questionnaire. First of all, the questionnaire was adapted to be used in the Palestinian secondary schools by omitting any hint to the basic stage in Jordan and amending it in accordance with the requirements of this study. Furthermore, the researcher dropped (15) items of the questionnaire because he considered them to be redundant. Finally the researcher inserted changes on the formulation of (34) items in order to make them look clearer and more direct. Following are some examples of dropped items:

1. Item (17) which stated [(The English language supervisor) works actively in the service of discussing the teachers' problems with the school administration and finding out solutions for those problems.] This item was deleted as it was considered to be a repetition of item (12) which stated [The English language supervisor works actively in the service of discussing the school administration problems and its relation with the teachers.]

2. Item (64) which stated [The English language supervisor attempts constantly to criticise and blame the teachers.] as it was considered to be a repetition of item (28) which stated [The English language supervisor issues critical remarks and concentrates on the teachers' fualts.]

And examples of amended items are clarified below:-

Item No.	Before amendment	After amendment
1.	"The English language supervisor" works actively in the service of implementing the decisions and regulations deligated to him.	"The English language supervisor" sticks to relevant regulations pertaining to his tasks.
19	Works actively in the service of causing an intimate and cooperative atmosphere to dominate the relation between the school principal and the teachers so as to facilitate the school administration.	Attempts to create an intimate atmosphere between the principal and the teachers so as to facilitate the school administration.
32	Holds educational workshops, for teachers, on producing the suitable teaching aids.	Holds educational workshops to train teachers on preparing and using the suitable teaching aids.
43	Provides the teachers with cultural bulletins on teaching English language.	Provides the teachers with up-to-date bulletins on the methods of teaching English language.
56	Promotes the teacher's ability to speak correct English.	Prompts the teachers to develop their ability to speak correct and fluent English.

The emergent copy of the questionnaire developed for the purpose of this study was out of (58) items distributed on the following seven domains:

Table(8) Distribution of Questionnaire Items on the Supervisory Domains

No.	Domain Title	Number of items included
I	Supervisory tasks	14
II	Supervisory practices	12
III	Supervisory objectives	04
IV	Techniques and teaching aids	06
V	Professional development	08
VI	Communication and relation with fellows	05
VII	Evaluation	08

The researcher prepared the questionnaire using a clear and accurate language making two versions (the English version and an Arabic one), (Appendixes B, D) in accordance with the remarks of the

31

study supervisor. The English copy was directed to the English language teachers whereas the school principals were directed to use the Arabic version because it was feared that some of them might not accurately comprehend some items of the educational English terminology.

The respondents' responses on the level of practice for each item in the questionnaire were designed in accordance with likert scale as follows; high (4) degrees, middle (3) degrees, low (2) degrees and very low (1) degree.

Validity

To ensure the questionnaire validity, copies of it were handed to a jury of ten educational experts teaching in the educational colleges of An-Najih National University, Bir Zeit University and Beithlehem University. They were kindly requested to examine each item in terms of wording, clarity of meaning and relevancy to the domain it measured. The item which was approved by, at least, seven members was adopted. (Appendix C)

Although the questionnaire was approved by a high percentage of 96.69% (as illustrated in table (9) below), the researcher further modefied the formulation of five items in accordance with the jury numbers' recommendations. The final copy of the questionnaire remained out of (58) items distributed on the seven domains above-mentioned. See appendix D.

Table (9)
A Summary of the Jury Views Regarding
the Instrument Validity.

No	Domain	No. of item	Suitable	Percentage	Unsuitable	Percentage
1.	Supervisory tasks	14	162	96.4%	6	3.6%
2.	Supervisory practices	13	151	96.8%	5	3.2%
3.	Supervisory objectives	4	46	95.8%	2	4.2%
4.	Techniques and teaching aids	6	70	97.2%	2	2.8%
5.	Professional development	8	93	96.9	3	3.1%
6.	Communication and relation with fellows	5	58	96.7%	2	3.3%
7.	Evaluation	8	93	96.9%	3	3.1%
	Total	58	673	96.69%	23	3.3%

Table (9) shows that the questionnaire was approved by a percentage of (96.69%) which was considered a high percentage and sufficient to adopt the items of the questionnaire.

Reliability

Reliability coefficient for each the seven domains as well as for the total domain was calculated using Chronbach Alpha formula as illustrated in table (10) below:

Table (10)
Instrument Reliability for Respondents
(Teachers & Principals) using Alpha formula

Domain	Teachers	Principals
Supervisory tasks	0.88	0.88
Supervisory practices	0.70	0.77
Supervisory objectives	0.72	0.71
Techniques and teaching aids	0.71	0.76
Professional development	0.77	0.83
Communication and relation with fellows	0.86	0.74
Evaluation	0.87	0.76
Total	0.94	0.95

The above table shows that the instrument reliability for the teachers ranged between 0.71 and 0.83 and for principals between 0.71 and 0.88. As for the total reliability it was 0.94 for the teachers and 0.95 for the school principals. This was considered to be high reliability and sufficient for the purposes of the study.

Data collection

After passing the two tests of validity and reliability, and prior to starting the process of administrating the questionnaire in earnest, the researcher developed an introductory section which was attached to the questionnaire. This section was designed to generate demographic information from the study subjects. Demographic information was essential requirement for the success of the data treatment process as it enabled the researcher to detect differences among the respondents. To facilitate the statistical analysis of the information in this section, the

33

respondents were classified in terms of the following criteria: gender, qualification, experience and profession (job title).

The final touch in the process of preparing the questionnaire was represented in a brief cover letter which introduced the topic of the study clarifying the importance of the research in this field, developed guidelines for answering the questionnaire and appreciated the respondents' assistance and cooperation in the fulfillment of the study targets.

The dean of the Higher Studies College at An-Najah National University received two finalized copies of the questionnaire (one of them in English and the other in Arabic) which he attached to a letter addressed to the Ministry of Education asking for permission to distribute the questionnaire on the subjects of the study in all the secondary public schools at Jenin District.

The permission of the Ministry of Education was received on 11.04.1999. On the same day a message was issued by Jenin Directorate of Education and circulated on the secondary schools of the district urging them to cooperate with the researcher and facilitate his mession. (Appendix E & F).

On 13.04.1999 the researcher distributed the questionnaire on the concerned schools using their mailboxes in the Directorate of Education. The researcher wrote a note on the envelopes which included the questionnaires of each school, encouraging the subjects to call him at his office at the General Educational Department in case of any enquiry. The researcher responded to, at least, eight telephone calls enquiring mainly about the specific purpose of the study and whether it assessed the English language supervisor's personality. Some callers expressed their fears that their openions might negatively affect their relation with the English language supervisor. The researcher made it quite clear that the aim of the study was to assess the role, and not the personality, of the English language supervisor. Furthermore, the researcher stressed the fact that the information gathered for the purpose of the study would be dealt with secretly and would be put in the service of scientific research only and for the benefit of improving and developing the (English language) teaching learning process.

Out of the (138) distributed questionnaires, the researcher received a total of (121) questionnaire with a percentage of (87.7%) of the original

34

population. It seemed that despite the researcher's assurance of maintaining the secrecy and using the information for scientific research purpose only, still some subjects refrained from participating because of, what they thought to be, the sensitive topic of the study as was indicated through their telephone calls.

Statistical Analysis

The Statistical Packages for Social Sciences (SPSS) programme was used in the data treatment of this study. To answer the questions of the study, the means, standard deviations and the percentages were calculated and analysed.

The following levels of percentages were adopted in interpreting the findings of the study: -

More than 80%	Very good
70 – 79.9%	Good
60 – 69.9%	Middle
50 – 59.9%	Low
Less than 50%	Very low.

Summary

The researcher devoted the accomplished chapter for giving a brief idea of the study design and methodology. The procedure used in investigating the questions of the study was clearly described. The purposes of the study were specified. Then the chapter went on to list the questions of the study, describe the population (and sample) showing the respondents' distribution according to their gender, qualification, experience and profession. The chapter included also a detailed description of the design, development and administration of the study instrument. Finally, this chapter was concluded by a description of the validity and reliability procedures and the statistical analysis of the data gathered for the purposes of this study.

35

Chapter Four

Results

Introduction

In this chapter, the researcher displayed the findings of the study. The results of the study are divided into three major parts. The first part deals with the results related to the teachers' population. And the second part handles the results related to school principals' population. Finally, the third part is devoted to clarify the relation between the two (above mentioned) parts through comparing and contrasting the findings related to the teachers' population with those related to the principals' population.

First: English Language Teachers' Population.

A:

The results related to the first question i.e. "what is the factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the English language teachers (males and females) in these schools?"

To answer this question, the mean and percentage of each domain as well as the mean and percentage of the total domain of the questionnaire were calculated. Table (11) shows these results.

Table (11)

Means, Percentages and Ranks of the Supervisory Domains and the Total
Domain As perceived by English Language Teachers. (N=70)

Rank	Domain	Mean*	Percentage	The Role Level
1	Supervisory Tasks	2.75	68.75%	Middle
2	Supervisory Practices	2.65	66.25%	Middle
7	Supervisory Objectives	2.43	60.75%	Middle
6	Techniques,Teaching Aids & Activities	2.48	62%	Middle
4	Professional Development	2.49	62.25%	Middle
3	Communication & Relation with fellows	2.55	63.75%	Middle
5	Evaluation	2.49	62.25%	Middle
-	Total Domain	2.55	63.75%	Middle

* Out of (4) degree.

The above table illustrates that the factual role played by the
English language supervisor in Jenin district public secondary schools as
perceived by the English language teachers (males and females) in these
schools was middle on all the supervisory domains as well as on the total
domain. The percentage for the supervisory domains ranged between
(60.25%) and (68.75%). As for the total domain, the percentage was
(63.75%).

According to the level of the role, the supervisory domains were
ranked as follows, in accordance with the English language teachers'
responses:

First rank:	supervisory tasks	68.75%
Second rank:	supervisory practices	66.25%
Third rank:	communication and relation with fellows	63.75%
Fourth rank:	professional development	62.25%
Fifth rank:	evaluation	62.25%
Sixth rank:	techniques, teaching aids and activities	62%
Seventh rank:	supervisory objectives	60.75%

B:

The results that are related to investigating the second question i.e.
"Is the English language teachers' perception of the factual role played by

the English language supervisor in Jenin district public secondary schools affected by the teacher's gender?"

To answer the above question, the means and standard deviations were used as illustrated in table (12).

Table (12)
Means and Standard Deviations of the Supervisory Domains and the Total Domain as Perceived by the English language Teachers, According to their Gender.

Gender / Domain	Male Teachers (N=39)		Female Teachers (N=31)	
	Mean	Standard deviation	Mean	Standard
Supervisory Tasks	2.67	0.56	2.85	0.60
Supervisory Practices	2.61	0.46	2.70	0.48
Supervisory Objectives	2.39	0.73	2.49	0.70
Techniques, Teaching Aids & Activities	2.41	0.55	2.56	0.61
Professional Development	2.43	0.48	2.56	0.57
Communication & Relation with fellows	2.53	0.60	2.59	0.67
Evaluation	2.47	0.52	2.51	0.66
Total Domain	2.50	0.39	2.61	0.48

Table (12) above shows that the perception level of English language female teachers of the factual role played by the English language supervisor in Jenin district public secondary schools was higher than that of male teachers on all supervisory domains and on the total domain as well. The means of female teachers' perceptions ranged between (2.49) and (2.84) whereas the means of the male teachers' perceptions ranged between (2.39) and (2.67). As for the total domain, the mean of female teachers' perceptions was (2.61) and (2.50) for male teachers. This indicates that there was a difference between the female teachers' perceptions and the male teachers' perceptions of the factual role played by the English language supervisor in Jenin district public secondary schools in favour of the female teachers on all supervisory domains, and on the total domain. This is to say that the teacher's perception of the English language supervisor's role is affected by the teacher's gender.

C:

The results related to investigating the third question: "Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's qualification?"

In order to answer the above question, the means and standard deviations were used as shown in table (13) below.

Table (13)

Means and Standard Deviations of the Supervisory Domains and the Total Domain as perceived by the English Teachers According to their Qualifications.

Qualification / Domain	Community College Certificate (N=5)		Bachelor of Arts(B.A) (N=50)		Higher than B.A. (N=15)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Supervisory Tasks	2.55	0.64	2.77	0.60	2.72	0.58
Supervisory Practices	2.38	0.16	2.67	0.50	2.68	0.42
Supervisory Objectives	2.20	0.57	2.45	0.76	2.46	0.63
Techniques, Teaching Aids & Activities	2.10	0.41	2.49	0.63	2.57	0.41
Professional Development	2.47	0.18	2.50	0.56	2.48	0.48
Communication & Relation with Fellows	2.50	0.40	2.57	0.63	2.53	0.71
Evaluation	2.14	0.22	2.52	0.61	2.49	0.52
Total Domain	2.33	0.16	2.57	0.47	2.56	0.37

The results shown in the table (13) above indicate:

1) In the supervisory tasks domain, the B.A. holders occupied the first rank with a mean of (2.77) degrees, followed by the teachers with a qualification higher than B.A. whose mean was (2.72) degrees and the community college certificate holders came last with a mean of (2.55) degrees.

2) In the supervisory practices domain, the first rank was occupied by the holders of a qualification higher than B.A. with a mean of (2.68) degrees, followed by the B.A. holders with a mean of (2.67) degrees and finally came the community college certificate holders with a mean of (2.38) degrees.

3) In the supervisory objective domain, the first rank was occupied by the holders of a qualification higher than B.A. with a mean of (2.46) degrees, followed by B.A. holders with a mean of (2.45) degrees and the community college certificate holders occupied the last rank with a mean of (2.20) degrees.

39

4) In the domain of techniques, teaching and activities, the holders of a qualification higher than B.A. came first with a mean of (2.57) degrees, followed by the B.A. holders with a mean of (2.49) degrees and the last rank was occupied again by the community college certificate holders with a mean of (2.10) degrees.

5) In the professional development domain, the B.A. holders occupied the first rank with a mean of (2.50) degrees, followed by the holders of a qualification higher than B.A. with a mean of (2.48) degrees and finally came the holders of a community college certificate with a mean of (2.47) degrees.

6) In the domain of communication and relation with fellows, the B.A. holders came first with a mean of (2.57) degrees, followed by the holders of a qualification higher than B.A. with a mean of (2.53) degrees and the community college certificate holders maintained the last rank with a mean of (2.50) degrees.

7) In the evaluation domain, the first rank was occupied by the B.A. holders with a mean of (2.52) degrees followed by the holders of a qualification higher than B.A. with a mean of (2.49) degrees and finally came the community college certificate holders with a mean of (2.14) degrees.

8) As for the total domain, the B.A. holders occupied the first rank with a mean of (2.57) degrees followed by the holders of a qualification higher than B.A. with a mean of (2.56) degrees and the last rank was occupied by the holders of a community college certificate with a mean of (2.33) degrees.

The above results indicate clearly that the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools is affected by the level of the teacher's qualification in favour of the holders of B.A. and the holders of a higher than B.A. qualifications.

D:

The results that are related to investigating the fourth question "Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's experience?"

40

To answer this question, the means and standard deviations were used as can be seen in table (14) below.

Table (14)

Means and Standard Deviations of the Supervisory Domains and the Total Domain as perceived by English language Teachers According to their Experience.

Experience \ Domain	0-5Years (N=23)		6-10 Years (N=12)		More than 10 years (N= 35)	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Supervisory tasks	2.67	0.63	2.84	0.63	2.76	0.54
Supervisory practices	2.55	0.53	2.57	0.39	2.74	0.44
Supervisory objectives	2.33	0.71	2.18	0.64	2.58	0.72
Techniques, teaching aids & activities	2.39	0.44	2.52	0.64	2.523	0.61
Professional development	2.42	0.50	2.37	0.67	2.58	0.48
Communication & relation with the fellows	2.40	0.65	2.58	0.64	2.65	0.61
Evaluation	2.44	0.61	2.41	0.60	2.55	0.57
Total domain	2.46	0.45	2.50	0.46	2.63	0.41

The results displayed in the above table indicate:

1- In the supervisory tasks domain, the first rank was occupied by the teachers of (6-10) years experience with a mean of (2.84) degrees followed by the teachers of more than (10) years experience with a mean of (2.76) degrees and those of (0-5) years experience came last with a mean of (2.67) degrees.

2- In the supervisory practices domain, the first rank was occupied by the teachers of more than (10) years experience with a mean of (2.74) degrees followed by the teachers of (6-10) years experience with a mean of (2.57) degrees and the last rank was occupied by the teachers of (0-5) years experience with a mean of (2.55) degrees.

3- In the supervisory objectives domain, the teachers of more than (10) years experience came first with a mean of (2.58) degrees, followed by the teachers of (0-5) years experience with a mean of (2.57) degrees, and finally came the teachers of (6-10) years experience with a mean of (2.55) degrees.

4- In the domain of techniques, teaching aids and activities, the teachers of more than (10) years experience occupied the first rank with a mean of (2.523) degrees, followed by the teachers

of (6-10) years experience with a mean of (2.52) degrees, and the teachers of (0-5) years experience came last with a mean of (2.39) degrees.

5-In the professional development domain, the first rank was occupied by the teachers of more than (10) years experience with a mean of (2.58) degrees, followed by the teachers of (0-5) years experience with a mean of (2.42) degrees, and the teachers of (6-10) years experience occupied the last rank with a mean of (2.37) degrees.

6-In the domain of communication and relation with fellows, the teachers of more than (10) years of experience came first with a mean of (2.65) degrees, followed by the teachers of (6-10) years experience with a mean of (2.58) degrees, and finally came the teachers of (0-5) years experience with a mean of (2.40) degrees.

7-In the evaluation domain, the teachers of more than (10) years experience maintained the first rank with a mean of (2.55) degrees, followed by the teachers of (0-5) years experience with a mean of (2.44) degrees and the teachers of (6-10) years experience came last with a mean of (2.41) degrees.

8-Finally, in the total domain, the teachers of more than (10) years experience came first with a mean of (2.63) degrees, followed by the teachers of (6-10) years experience with a mean of (2.50) degrees and finally came the teachers with (0-5) years experience with a mean of (2.46) degrees.

The above results indicate that the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools is affected positively by the teacher's experience, i.e. in favour of the teachers of more than (10) years experience.

Part Two

The Results that are Related to the School Principals' Population.

A:

The results that are related to the fifth question, " what is the factual role played by the English language supervisor in Jenin district as perceived by the school principals (males and females) of these schools?

To answer this question, the means and standard deviations were used as illustrated in table (15).

Table (15)
Means, percentages and Ranks of the Supervisory Domains and the Total Domain as perceived by the School Principals.
(N=51)

Rank	Domain	Mean*	Percentage	The Role Level
2	Supervisory tasks	2.87	71.75%	Good
4	Supervisory practices	2.57	64.25%	Middle
3	Supervisory objectives	2.69	67.25%	Middle
5	Techniques, Teaching Aids & Activities	2.53	63.25%	Middle
6	Professional development	2.51	62.75%	Middle
7	Communication and Relation with the Fellows	2.44	61%	Middle
1	Evaluation	2.95	73.75%	Good
-	Total Domain	2.85	71.25%	Good

*Out of (4) degrees.

The results displayed in the above table indicate:

1- The factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the principals of these schools (males and females) was good on the two domains of supervisory objectives and evaluation with a percentage of (71.75%) and (73.25%) respectively. The other supervisory domains were perceived as middle and the percentage ranged between (61%) and (67.25%). As for the total domain, the school principals' view was good with a percentage of (71.25%).

43

2-According to the level of the role, the supervisory domains were ranked as follows, in accordance with the school principals' responses:

First rank	Evaluation	(73.75%)
Second rank	Supervisory Tasks	(71.75%)
Third rank	Supervisory Objectives	(67.25%)
Fourth rank	Supervisory Practices	(64.25%)
Fifth rank	Techniques,Teaching Aids & Activities	(63.25%)
Sixth rank	Professional Development	(62.75%)
Seventh rank	Communication and Relation with the Fellows	(61%)

B:

The results that are related to investigating the sixth question "Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's gender?"

To answer this question, the means and standard deviations were used as can be noticed in table (16) below.

Table (16)
Means and Standard Deviations of the Supervisory Domains and the
Total Domain According to the School Principal's Gender.

School principal's Gender / Domain	Male (N=26)		Female (N=25)	
	Mean	Standard deviation	Mean	Standard deviation
Supervisory Tasks	2.79	0.72	2.95	0.54
Supervisory Practices	2.53	0.49	2.60	0.50
Supervisory Objectives	2.62	0.75	2.76	0.78
Techniques, Teaching aids & Activities	2.55	0.68	2.52	0.63
Professional development	2.48	0.65	2.54	0.55
Communication and Relation with the Fellows	2.38	0.70	2.51	0.58
Evaluation	3.00	0.58	2.87	0.66
Total domain	2.62	0.65	2.67	0.34

The results shown in the above table indicate that there is a difference between the male principals and female principals of Jenin district public secondary schools in their perception of the factual role played by the English language supervisor.

The difference in principals' views was in favour of the males on the two domains of techniques, teaching aids and activities, and evaluation, whereas it was in favour of female principals on the rest of the supervisory domains and on the total domain as well. Concerning the total domain, the mean of female principals was (2.67), and for male principals it was (2.62) degrees. This means that the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools is affected by the principal's gender.

C:

The results that are related to investigating the seventh question, "Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's qualification?"

To answer this question, the means and standard deviations were used as illustrated in table (17) below.

Table (17)

Means and Standard Deviations of the Supervisory Domains and the Total Domain According to the School Principal's Qualification.

Principal's qualification / Domain	Community college certificate (N=17)		Bachelor of Arts (N=27)		Higher than B.A. (N=7)	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Supervisory Tasks	2.78	0.69	3.02	0.60	2.50	0.52
Supervisory Practices	2.53	0.54	2.67	0.44	2.24	0.48
Supervisory Objectives	2.86	0.75	2.65	0.79	2.39	0.62
Techniques, Teaching aids and Activities	2.59	0.69	2.65	0.79	2.39	0.62
Professional Development	2.59	0.55	2.46	0.61	2.50	0.78
Communication and Relation with the Fellows	2.41	0.61	2.52	0.67	2.22	0.65
Evaluation	2.87	0.66	3.00	0.58	2.28	0.45
Total Domain	2.66	0.34	2.69	0.65	2.34	0.54

The results displayed in the above table indicate:

1-In the supervisory tasks domain, the B.A. holders came first with a mean of (3.02) degrees followed by the community college certificate holders with a mean of (2.78) degrees and the last rank was occupied by the principals who hold a qualification higher than B.A. with a mean of (2.50) degrees.

2-In the supervisory practices domain, the first rank was occupied by the B.A. holders with a mean of (2.67) degrees followed by the holders of a community college certificate with a mean of (2.53) degrees and the holders of a qualification higher than B.A. came last with a mean of (2.74) degrees.

3-In the supervisory objectives domain, the holders of a community college certificate came first with a mean of (2.86) degrees followed by the B.A. holders with a mean of (2.65) degrees and the holders of a qualification higher than B.A. maintained the last rank with a mean of (2.39) degrees.

4-In the domain of techniques, teaching aids and activities, the community college certificate holders came first with a mean of (2.59) degrees followed by the B.A. holders with a mean of (2.56) degrees and finally came the holders of a qualification higher than B.A. with a mean of (2.30) degrees.

5-In the professional development domain, the community college certificate holders maintained the first rank with a mean of (2.59) degrees, followed by the holders of a qualification higher than B.A. with a mean of (2.50) degrees and finally came the B.A. holders with a mean of (2.46) degrees.

46

6-In the domain of communication and relation with the fellows, the B.A. holders came first with a mean of (2.52) degrees, followed by the community college certificate holders with a mean of (2.41) degrees and the last rank was occupied by the holders of a qualification higher than the B.A. with a mean of (2.22) degrees.

7-In the evaluation domain, the B.A. holders occupied the first rank with a mean of (3.00) degrees, followed by the community college certificate holders with a mean of (2.87) degrees, and the last rank was occupied by the holders of a qualification higher than B.A., with a mean of (2.28) degrees.

8- In the total domain, the B.A. holders occupied the first rank with a mean of (2.69) degrees followed by the community college certificate holders with a mean of (2.66) degrees, and finally came the holders of a qualification higher than B.A. with a mean of (2.34) degrees.

D:

The results that are related to investigating the eighth question; "Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's experience?"

To answer this question, the means and standard deviations were used as can be noticed from table (18) below:

Table (18)
Means and Standard Deviations of the Supervisory Domains and the total Domain, According to the Principal's Experience.

Experience / Domain	Less than (10) years (N=7)		(10) years or more (N=44)	
	Mean	Standard deviation	Mean	Standard deviation
Supervisory tasks	2.90	0.65	2.86	0.64
Supervisory practices	2.68	0.52	2.55	0.49
Supervisory objectives	2.57	0.77	2.71	0.77
Techniques, Teaching aids & Activities	2.61	0.73	2.52	0.65
Professional development	2.46	0.81	2.52	0.57
Communication & Relation with the fellows	2.82	0.72	2.38	0.62
Evaluation	2.87	.42	2.95	0.61
Total Domain	2.70	0.58	2.64	0.55

The results shown in the above table indicate that there is a difference between the perceptions of principals of less than (10) years

47

experience and the principals of (10) years experience or more, towards the factual role played by the English language supervisor in Jenin district public secondary schools, in favour of the less experienced principals on the domains of supervisory tasks, practices, techniques and teaching aids, and communication and relation with the fellows. Whereas; the difference was in favour of the more experienced principals, on the supervisory domains of supervisory objectives, professional development and evaluation.

As for the total domain, the principals with less than (10) years of experience came first with a mean of (2.70) degrees. The mean of the perceptions of principals with (10) years experience or more was (2.64) degrees.

Part Three.

The Results That are Related to Comparing and Contrasting the Teachers' and the Principals' Perceptions.

These results provide the answer for the ninth question; "Is the respondent's perception of the factual role played by the supervisor of the English language supervisor in Jenin district public secondary schools affected by his profession?" i.e. Is there a difference between the perceptions of English language teachers and the perceptions of the school principals of English language supervisor's role?

To answer this question, the means and percentages were used as illustrated in table (19).

Table (19)

Means and Percentages of the Supervisory Domains and the Total
Domain According to the Respondent's Profession.

Profession / Domain	Teacher (N=70)		Principal (N=51)	
	Mean	Percentage	Mean	Percentage
Supervisory Tasks	2.75	68.75%	2.87	71.75%
Supervisory practices	2.65	66.25%	2.57	64.25%
Supervisory objectives	2.43	60.75%	2.69	67.25%
Techniques, teaching aids & activities	2.48	62%	2.53	63.25%
Professional development	2.49	62.25%	2.51	62.75%
Communication and Relation with the fellows	2.55	63.75%	2.44	61%
Evaluation	2.49	62.25%	2.95	73.75%
Total Development	2.55	63.75%	2.85	71.25%

The results displayed in the above table indicate:

1- There is a difference between the perceptions of the English language teachers and the perceptions of the principals of the factual role played by the English language supervisor in Jenin district public secondary schools in favour of teachers on the two domains of supervisory objectives and communication and relation with the fellows, and in favour of the principals on the rest of the domains.

2- As for the total domain, the principals came in the first rank viewing the English language supervisor's role, in general, to be good with a percentage of (71.25%), whereas the same role was perceived by the English language teachers as middle with a percentage of (63.75%).

Summary

In this chapter, the researcher has presented the findings and results of statistical analysis. The results have been displayed in three sections dealing with the English language teachers' population, school principals' population and finally comparing and contrasting the results related with teachers' population with those related with the principals' population. This means, percentages and standard deviations were used to determine the effect of such independent variables like gender, qualification, experience and profession on the respondent's perception of the factual role played by the English language supervisor in Jenin district public

49

secondary schools. In the upcoming chapter; these results are to be discussed, conclusions are to be drawn and recommendations are to be proposed.

50

Chapter Five

Discussion, Conclusions and Recommendations.

Introduction.

The main aim of this study was to assess the factual role played by the English language supervisor in Jenin district public secondary schools based on the perceptions of English language teachers and principals of these schools. The study aimed also to investigate the effect of the respondents' gender, qualification, experience and profession on their perceptions of the role of the English language supervisor. This was achieved through answering the questions of the study based on the analysis of the subjects' responses to the questionnaire designed for the purposes of this study.

So, the results displayed in the accomplished chapter are discussed in this chapter under three headings. The first is concerned with the perceptions of English language teachers. However; the second section is devoted to discussing the findings related to the perceptions of the school principals. Finally; the third section deals with the results related to comparing and contrasting the perceptions of teachers with the perceptions of the principals.

Part One.

Discussion of Teachers' Perceptions.

A-The first question in this part asks "What is the factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the English language teachers (males and females) of these schools?" Investigating this question was based on finding the means and percentages of the perceptions of English language teachers for each of the seven supervisory domains; as well as the total

domain. The results displayed in table (11) illustrate that the role of the English language supervisor was ranked as "middle" in accordance with the English language teachers' perceptions whether for the total domain or for each of the seven supervisory domains.

On the one hand, these results may be attributed to the inadequate pre-service training received by the English language supervisor who is usually transferred from the post of teacher to that of a supervisor. After a relatively short period of time, the appointed supervisor is sent to the field assuming the responsibility of visiting, observing and evaluating the teachers' performance. On the other hand, these results can be attributed to the unrealistic expectations on the part of teachers about the supervisor's role, responsibilities and extent of delegated authority. A third possibility is that teachers may be dissatisfied with the kind of supervisory model adopted by the Ministry of Education.

These results supported the findings of the studies of: Ralph (1994), Johns (1990), Elgarten (1991) which revealed that teachers were dissatisfied with the traditional supervisory model and advocated the adoption of modern supervisory models such as: clinical supervision, developmental supervision and contextual supervision.

B- The second question asks: "Is the English language teacher's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's gender?"

This question was investigated through calculating the means and standard deviations of the perceptions of English language supervisor of each of the seven supervisory domains and the total domain as well. Table (12) shows that the above question is positively answered. The table further illustrates that the difference between the perceptions of male and female teachers is in favour of females on all the domains including the total domain.

The researcher refers this result to the fact that the English language supervisor's post in Jenin district has traditionally been occupied by a male supervisor (nowadays there are two male English language supervisors). Generally speaking; male supervisors tend to behave more politely with female teachers who, on their part, tend to

respond more positively to the regulations and instructions compared with their male counterparts.

This result supports the findings of An-Njadat* (1991) whose study concluded that teachers in general were not satisfied with the educational supervisor's role and that there was a difference between the perceptions of male and female teachers in favour of the female teacher.

This result supports also the results of Hilo (1987) who found that there was a difference between the perceptions of male and female teachers of Nablus district towards the educational supervisor's practices in favour of the females.

Finally; Pullen (1990) reached similar results as to the difference between the perceptions of male and female teachers.

C-The third question asks: "Is the perception of the English language teacher of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's qualification?"

This question was answered through finding the means and standard deviations of the perceptions of English language supervisor on the total domain. The results displayed in table (13) indicate that the above question is positively answered. More specifically, the teachers holding a B.A. (or a higher) qualification always occupied the first rank, whereas the holders of a community college certificate maintained the last ranks on all domains and on the total domain as well.

The researcher believes that this result may be attributed to the possibility that the teachers with a community college certificate do not properly understand the nature of the English language supervisor's role. On the other hand, their negative attitudes may be attributed to the possibility that they are not well treated by the English language supervisor, i.e. through demonstrating a sense of superiority during his interaction with them.

D- The fourth question asks: "Is the perception of the English language teacher of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the teacher's experience?"

To answer this question, the means and standard deviations of the perceptions of teachers were calculated on each of the seven supervisory domains; as well as on the total domain.

Table (14) shows that the above question is positively answered. It further indicates that the difference in the perceptions of teachers due to their experience is in favour of teachers of more than ten years experience on all domains and on the total domain as well.

The researcher interprets this result based on the assumption that a ten years period is more than enough for both teacher and the supervisor to understand each other and succeed in establishing a kind of cooperative relation. Teachers of more than ten years of experience are likely to have formed a clear picture of the demands of their career and their relation with their supervisor.

Part Two

Discussion of Principals' Perceptions.

A. The fifth question in this study asks: "What is the factual role played by the English language supervisor in Jenin district public secondary schools as perceived by the principals (males and females) of these schools?"

Investigating this question was based on finding the means and percentages of the perceptions of secondary school principals for each of the seven supervisory domains. The results displayed in table (15) indicate that the principal's view of the English language supervisor's role level was "good" on the two domains of supervisory objectives and evaluation as well as on the total domain. As for the remaining five domains, the role level of the English language supervisor was ranked as "middle".

The researcher refers these results to the possibility that because educational supervisors coordinate with the school principals before and through the evaluation of teachers, school principals have a kind of common understanding with the supervisors regarding the two domains of supervisory objectives and evaluation. It seems that the situation is not

54

the same when it comes to the other supervisory domains i.e. the supervisors' coordination with the principals is not satisfactory for the principals.

These results supported the outcomes of the study of Pattersen (1990) which investigated the perceptions of teachers, principals and supervisors towards the supervisory practices, and found that there were differences among the subjects' perceptions in favour of principals and supervisors.

These results supported the findings of Al-Heijawy* (1993) whose study assessed the role of the English language supervisor in the basic stage of the Jordanian school based on the perceptions of teachers, principals and English language supervisors. He concluded that there were differences among the subjects' perceptions in favour of the supervisors and principals.

However, these results did not support the findings of McAfee (1990) whose study investigated the principals' perceptions of the supervisory tasks, and came to find that those tasks were viewed by the principals as "significant" for their factual and ideal role.

B . The sixth question asks: " Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public schools affected by the principal's gender?"

This question was investigated through calculating the means and standard deviations of the perceptions of the school principals of each of the seven supervisory domains and the total domain as well. Table (16) shows that the above question is positively answered and that the difference between the perceptions of male and female principals is in favour of the female principals on five supervisory domains, namely; supervisory tasks, practices, objectives, professional development and communication and relation with the fellows in addition to the total domain.

The researcher believes that this result may be attributed to the possibility that female principals tend to respond positively to the regulations and demands of the educational supervisor; whereas some male principals tend to argue and sometimes to challenge the supervisor.

C . The seventh question asks: "Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's qualification?"

This question was answered through finding the means and standard deviations of the principal's perceptions of each of the seven supervisory domains and on the total domain.

The results shown in table (17) illustrate that the above question is positively answered. More specifically, table (17) shows that on the domain of:

1-supervisory tasks
2-supervisory practices
3-communication and relation with the fellows
4-evaluation and
5-on the total domain, the B.A. holders came first followed by the holders of community college certificate and finally came the holders of a qualification higher than B.A.

However, the same table shows that on the three remaining domains of

1- supervisory objectives,
2- professional development and
3- techniques, teaching aids and activities,

the first rank was occupied by the community college certificate holders followed by the B.A. holders and the principals holding a higher than B.A. qualification maintained the last rank.

These results can be summed up like this:

* The differences in the principals' perceptions where generally in favour of B.A. holders.

* The principals holding a qualification higher than B.A. were the least satisfied group with the role of the English language supervisor.

The researcher's view is that the principals holding a higher qualification may become more and more aware of the responsibilities and the real skills of the educational supervisor. Therefore, the principals may become more capable of evaluating the supervisor's practices.

Furthermore, from psychological point of view, the principals may feel that they are of no less status than the educational supervisor is, and thus do not hesitate to point out the shortcomings of the supervisor.

D. The eighth question asks: "Is the school principal's perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by the principal's experience?"

To answer this question, the means and standard deviations of the principals' perceptions were calculated on each of the supervisory domains as well as on the total domain.

The results displayed in table (18) indicate that the school principal's perception is affected negatively by his experience i.e. there is a difference between the perceptions of principals with less than ten tears experience and the perceptions of those with ten years experience or more, and the difference is in favour of the less experienced principals, (principals of less than ten years experience) on the supervisory domains of:

1. Supervisory tasks
2. Practices
3. Techniques and teaching aids and
4. Communication and relation with the fellows, as well as on the total domain.

The researcher attributes this result to the possibility that through long experience of interaction with the supervisor, the principals acquire enough knowledge about the duties, responsibilities and limitations of the supervisor's job. Thus, the principal can determine what the supervisor is entitled to do or not to do. If he asked the supervisor to help in a certain problem and the supervisor apologized and if this experience is repeated, the principal may develop a kind of negative attitude towards the supervisor.

This result supported the findings of Di'bas* (1992) whose study investigated the Jordanian school principals' perceptions of the educational supervisor and concluded that the principals viewed the role of the educational supervisor as "middle".

57

Part Three.

Comparing and contrasting the Perceptions of the English language Teachers and the School Principals.

The ninth and last question in this study asks: "Is the repondent's (teacher or principal) perception of the factual role played by the English language supervisor in Jenin district public secondary schools affected by his profession?"

The aim of this question was to determine whether there is a difference between the teacher's perceptions and the principal's perceptions of the English language supervisor's role or not. To answer this question, the means and percentages of the teacher's and principal's perceptions were calculated on each of the seven supervisory domains as well as on the total domain. Table (19) shows that the above question is positively answered i.e. the respondent's perception of the factual role played by the English language supervisor is affected by the respondent's profession. The same table further illustrates that the difference between the perceptions of teachers and the perceptions of principals is in favour of the principals on the domains of:

1. Supervisory tasks,

2. Practices,

3. Techniques and teaching aids,

4. Professional development and

5. Evaluation, as well as on the total domain.

The researcher attributes these results to the possibility that the English language supervisor does not behave with both the teacher and the principal on the same bases. Whereas the supervisor is supposed to evaluate the teacher, he is supposed to coordinate with the principal in carrying out his tasks i.e. the supervisor is not entitled to evaluate the principal as he (the principal) is viewed as a permanent supervisor. Consequently the principal is more likely to understand the motives of the supervisor than the teacher.

These results supported the findings of McAffee (1990) who investigated the principals' perceptions of the educational supervisory

58

tasks and found that the school principals viewed these supervisory tasks as significant for both their factual and ideal roles.

These results supported also the findings of Patterson (1990) whose study examined the perceptions of teachers, principals and supervisors towards the educational supervisor's practices. The findings of the study indicated that there was a difference in the subject's perceptions in favour of the school principals and supervisors.

These results supported also the outcome of Al-Heijawy's* study (1993) which assessed the role of the English language supervisor in the basic stage of the Jordanian schools with reference to the perceptions of English language teachers in the basic stage, school principals and English language supervisors. The study found differences in the respondent's perceptions in favour of the English language supervisors and school principals.

Conclusions

Through the analysis of the data, and based on the results of this study, the findings and conclusions can be summed up as follows:

1. English language teachers ranked the role level of the English language supervisor as **"middle"** which means that they were not so satisfied with that role. The supervisory objective domain was least approved by the teachers since it received the lowest degree of consensus. This may be a serious shortcoming in the supervisor's performance, as it indicates that he does not pay the appropriate attention to such tasks like; acquainting the English language teachers with the aims of teaching English; assisting the teachers in formulating their own teaching objectives and goals and helping the teachers in analysing the English textbooks to find out whether they are suitable or not to achieve the general goals of the curriculuim.

2. As for the school principals, the role level of the English language supervisor was ranked as **"good"** on the total domain and as **"middle"** on five out of the seven supervisory domains. This indicates that the principal's perceptions of the English language supervisors' role are slightly better than those of the teachers. The supervisory domain that received the lowest degree of principals' consensus was the domain of

communication and relation with the fellows. This means that the English language supervisor does not satisfy the principals' needs or meet their expectations regarding such tasks as; giving the teachers a reasonable opportunity to express their views; establishing human relations with the teachers and principals, and helping to establish intimate relations with the fellows, students and parents.

3. Considering the respondents' qualification and its effect on their perceptions of English language supervisor role, and speaking about the teachers' population, the holders of a community college certificate expressed the lowest degree of consensus of the supervisor's role. With reference to the principals' population, the supervisor's role received the last degree of consensus from the principals holding a higher than B.A. qualification.

4. As for the respondents' experience and its effect on their perceptions of the English language supervisor, the lowest degree of consensus was expressed by the teachers of (0-5) years of experience, whereas in the principals' population the lowest degree of consensus came from the principals with (10) ten years of experience or more than ten years.

5. The perceptions of females (teachers and principals) were slightly better than their male counterparts with reference to factual roleplayed by the English language supervisor in Jenin district public secondary schools.

Recommendations

Taking the results of this study into account, the researcher would like to recommend the following:

1. The English language supervisor is advised to hold regular meetings and workshops with English language teachers to try to satisfy their needs especially with reference to clarifying his supervisory objectives and to coordinate with the teachers on how these objectives can be fulfilled. Furthermore, he should provide any required assistance in preparing the teachers plans and their objectives. Finally he should take care of involving the teachers in analysing the units of the English textbooks and in finding out whether they are appropriate to achieve the general goals of the curriculum or not.

2. The English language supervisor is highly recommended to deal with the English language teachers and school principals, on the bases of equality (away from superiority), fellowship, respect and cooperation. He should respect their views and perceptions, give them the chance to express their opinions freely and try to convince them with his views. This kind of behavior has the clear advantage of relieving the teachers from their fear and passivity towards the supervisor and encouraging them to discuss their problems in order to overcome them instead of simply hiding these problems.

3. The English language supervisor should benefit from the recent developments in the field of educational supervision. He should vary his supervisory styles and use different styles with different teachers instead of adhering to a certain style however successful that style may be. The English language supervisor is advised even to attempt the recent supervisory models that enable him to deal with beginning teachers, weak teachers and challenging teachers. This will rid him of the traditional stereotype model of supervision based on routine notes taken through sudden classroom visits and delivered through quick meetings without follow up or any concern about providing the teachers with the essential feedback concerning their performance.

4. The English language supervisor is further advised to clarify to his fellow teachers that his ultimate aim is helping the teacher to improve his performance and his professional development. He should cooperate with the school principals to achieve this goal. The supervisor is advised to avoid placing evaluation at the top of his concerns but rather as a normal task carried out and utilised to assist the teacher in overcoming his teaching problems. He should practice self-evaluation and encourage the teachers to constantly evaluate their performance.

5. The English language supervisor is invited to give special attention to newly-appointed teachers and less qualified ones teaching in the secondary stage as these two groups need constant advice to promote their performance and overcome different kinds of problems that may face them.

6. The Palestinian Ministry of Education is invited to condense and upgrade the in-service training programs for both the supervisors and teachers. Furthermore, pre-service programs should also be started to

61

to prepare the supervisor and qualify him, especially behaviorally to successfully carry out his duties.

7. The Palestinian Ministry of Education is recommended to increase the number of English language supervisors so as to be able to cope with their heavy burden of meeting the needs of the large number of English language teachers. From the researcher's experience, some teachers are visited only once a year and few are not visited through the whole academic year by the English supervisor. The Ministry is also recommended to decrease the number of lessons (periods) given weekly by the English language teachers in accordance with the experience of other foreign and Arab neighbouring countries. To widen their experience and update their knowledge, the English language teachers and supervisors should be sent to attend courses aboard in cooperation with countries whose mother tongue is English.

8. For further study, the researcher recommends that other studies be conducted in the following areas:

    A. Afield study in Jenin district to determine the factors behind the low level of teachers' satisfaction with the factual role played by the English language supervisor.

    B. A study to investigate the English language teachers' perceptions of the desired role of the English language supervisors.

    C. A study that investigates the relation between the role of the English language supervisor and the supervisory role played by the secondary (or basic) school principal and which one of them is more accepted by the teachers.

    D. Similar studies in different directorates of education to see if the teachers of English language and school principals in these directorates have similar or contradictory views to those held by the teachers and school principals of Jenin Directorate of Education.

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الملخص

دور مشرف اللغة الإنجليزية كما يراه مديرو ومعلمو اللغة الإنجليزية في مـــدارس محافظـة جنين الثانوية الحكومية

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إشراف: د. فواز عقل

هدفت هذه الدراسة لتقييم واقع الدور الذي يمارسه مشرف اللغة الإنجليزيـة في مدارس محافظة جنين الثانوية الحكومية استناداً إلى وجهة نظر كل من مديري ومعلمي اللغة الإنجليزية في هذه المدارس. وقد تفحصت الدراسة تأثير كـل مـن الجنس، المؤهل العلمي، ونوع الوظيفة على وجهة نظر المستجيب بخصوص دور مشرف اللغة الإنجليزية.

حاولت الدراسة الإجابة عن الأسئلة التالية:

١. ما هو الدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزيـة في مدارس محافظة جنين الثانوية الحكومية، من وجهة نظر معلمـي اللغة الإنجليزية في هذه المدارس؟

٢. هل يؤثر جنس المعلم على وجهة نظره فيما يتعلق بـالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مدارس محافظـة جنين الثانوية الحكومية؟

٣. هل يؤثر المؤهل العلمي للمعلم على وجهة نظره فيما يتعلـق بالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مـــدارس محافظة جنين الثانوية الحكومية؟

٤. هل تؤثر خبرة المعلم على وجهة نظره فيما يتعلق بــالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مدارس محافظة جنين الثانوية الحكومية؟

٥. ما هو الدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مدارس محافظة جنين الثانوية الحكومية كما يراه مديـرو هـذه المدارس؟

٦. هل يؤثر جنس المدير على وجهة نظره فيما يتعلق بــالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مدارس محافظة جنين الثانوية الحكومية؟

٧. هل يؤثر المؤهل العلمي للمدير على وجهة نظره فيما يتعلق بالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مـدارس محافظة جنين الثانوية الحكومية؟

٨. هل تؤثر خبرة المدير على وجهة نظره فيما يتعلق بــالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مدارس محافظـة جنين الثانوية الحكومية؟

٩. هل يؤثر نوع وظيفة المستجيب على وجهة نظره فيما يتعلق بالدور الحقيقي الذي يمارسه مشرف اللغة الإنجليزية في مــدارس محافظة جنين الثانوية الحكومية؟

تكونت عينة الدراسة من كامل المجتمع الذي يضم كافة مديري المـدارس الثانوية، إضافة إلى معلمي اللغة الإنجليزية للمرحلة الثانوية خلال العام الدراسـي ٩٨/٩٩، وقد بلغ عدد المديرين الذين استجابوا لاستبانة الدراسة (٥١) مديراً فـي حين استجاب (٧٠) معلماً للاستبانة. وقد طور الباحث استبانة لأغـراض هـذه الدراسة استناداً إلى استبانة الهيجاوي (١٩٩٣) بعد إجراء التعديــلات المناسبة عليها. وقد تكونت استبانة الدراسة من (٥٨) فقرة موزعة على سـبعة مجـالات

71

هي: المهام الإشرافية، الممارسات الإشرافية، الأهـــداف الإشــرافية، الأسـاليب والوسائل التعليمية والأنشطة، النمو المهني، الاتصال والعلاقات بالزملاء، وأخيـراً التقويم. وأعد الباحث الاستبانة باللغتين الإنجليزية والعربية، حيث وجهت النسخة الإنجليزية لمعلمي اللغة الإنجليزية، والنسخة العربية لمديري المدارس.

أما بالنسبة لصدق الأداة، فقد تم تسليم الاستبانة إلى لجنــة مــن الخــبراء التربويين، حيث اعتبروها مناسبة لأغراض الدراسة، وكذلك فإن ثبات الاستبانة قد تم التأكد منه باستخدام معادلة كورنباخ ألفا حيث تبين أن ثبات الأداة قد تراوح بين ٠,٧١ و ٠,٨٨ بالنسبة للمجالات السبعة، أما بالنسبة للمجال الكلي فقد كان ثبـــات الأداة عند المديرين ٠,٩٥ وعند المعلمين ٠,٩٤، مما اعتبر ثباتاً مناسـباً، ويفـي بأغراض الدراسة. وفيما يتعلق بالمعالجات الإحصائية للإجابة على أسئلة الدراســة فقد تم حساب المتوسطات والنسب المئوية والانحرافات المعيارية وتحليلها، وذلــك فيما يتعلق بكل من المجالات الإشرافية السبعة إضافة إلى البعد الكلي.

ودلت نتائج الدراسة على ما يأتي:

١. اعتبر معلمو اللغة الإنجليزية أن ترتيب الدور الذي يمارسه مشرف اللغة الإنجليزية في مدارس محافظة جنيــن الثانويــة الحكوميــة هـو "متوسط" على كافة الأبعاد، بما فيها البعد الكلــي. وقـد ظهـرت آراء المعلمين اختلافات يمكن إجمالها كما يلي:-

أ. اختلافات بسبب الجنس لصالح الإناث.

ب. اختلافات بسبب المؤهل العلمي لصالح حملة البكـالوريوس فأعلى.

ج. اختلافات بسبب الخبرة لصالح ذوي الخبرة مــن عشــرة سنوات فأعلى.

72

٢. كانت وجهات نظر مديري المدارس إزاء الــدور الــذي يمارســه مشرف اللغة الإنجليزية في مدارس محافظة جنين الثانويــة الحكوميــة أفضل نسبياً من وجهات نظر المعلمين، حيث أن المديرين قد اعتــبروا ترتيب دور مشرف اللغة الإنجليزية "جيد" على البعد الكلي، وعلى اثنين من الأبعاد السبعة التي تؤلف الاستبانة، ومع هذا فقد ظهرت اختلافــات أيضاً ضمن آراء المديرين تعزى للجنس لصالح الإنــاث، وللمؤهــل العلمي لصالح حملة البكالوريوس فأدنى، وللخبرة لصالح ذوي الخــبرة أقل من عشرة سنوات.

وفي ضوء هذه النتائج فإن الدراسة توصي:-

- عقد حلقات نقاش وورش عمل يحضرها المديرون ومعلمو اللغة الإنجليزية ومشرفو اللغة الإنجليزية يتم خلالها مناقشة (والتعرف على) احتياجات المديرين والمعلمين والاستماع إلى ملاحظاتهم بشأن أداء مشرف اللغة الإنجليزية.

- إن وزارة التربية والتعليم الفلسطينية مدعوة لزيادة عدد مشرفي اللغة الإنجليزية في كافة المديريات، وأن تنظم لهؤلاء المشرفين دورات تدريبية قبل مباشرة العمل، مع تكثيف ورفع مستوى الدورات المعمول بها حالياً لتدريب المشرفين أثناء الخدمة، وذلك من أجل تحضيرهم بشكل يمكنهم من القيام بأعباء الوظيفة.

- توصي الدراسة أن تجرى دراسات أخرى من أجل:

أ. تحديد العوامل التي تقف وراء هذا المستوى المتدني من قبول معلمي اللغة الإنجليزية لدور مشرف اللغة الإنجليزية.

ب. معرفة ما إذا كان معلمو اللغة الإنجليزية في المحافظات الأخرى يحملون آراء مشابهة لآراء معلمي اللغة الإنجليزية في محافظة جنين بخصوص دور مشرف اللغة الإنجليزية.

ج. دراسة وجهات نظر المعلمين بشأن الدور المثالي الذي يرون أن على مشرف اللغة الإنجليزية أن يمارسه في مدارسهم.

ملحق A

استبانة الهيجاوي

Al-Heijawy's Version

أخي المدير / أختي المديرة

أخي المعلم / أختي المعلمة

تحية طيبة وبعد:-

يقوم الباحث بدراسة تهدف إلى التعرف على واقع الممارسات الإشـــرافية لمشرفي اللغة الإنجليزية في مرحلة التعليم الأساسي فـــي المـــدارس الحكوميـــة لمشرفي اللغة الإنجليزية في المدارس الحكومية الأردنية من وجهة نظر المشرفين والمعلمين والمديرين. كمتطلب من متطلبات نيل درجة الماجستير في الإشـــراف التربوي، والاستفادة منها في وضع تقييم شامل لممارسات مشرفي اللغة الإنجليزية للوصول إلى توصيات قد تساعد في تقديم العملية الإشرافية بأكملـــها، والعمليـــة التربوية بجميع جوانبها.

وبذا فإن هذه الدراسة ومعلوماتها قد أعدت لأغراض البحث العلمي فقـــط، وستعالج معلوماتها بطريقة سرية تامة.

وتتكون الاستبانة من جزأين: الأول معلومات عامة ذات علاقة بالمستجيب، والثاني يتكون من (٧٣) فقرة موزعة على سبع مجالات لمهام وممارسات مشرفي اللغة الإنجليزية متبوعة بمقياس من أربع درجات (عاليـــة (٤)، متوســـطة (٣)، منخفضة (٢)، معدومة "لا تمارس" (١)).

– الجزء الأول:

- معلومات عامة:

أرجو وضع دائرة حول رمز الإجابة التي تنطبق عليك.

١.   الجنس: أ- ذكر.

ب- أنثى.

٢. المؤهل العلمي: أ- كلية مجتمع فما دون.

ب- بكالوريوس.

ج- بكالوريوس + دبلوم.

د- ماجستير.

٣. سنوات الخبرة: أ- ٥ سنوات فأقل.

ب- من ٦- ١٠ سنوات.

ج- ١٠ سنوات فأكثر.

الجزء الثاني:-

أرجو قراءة كل فقرة من فقرات الاستبانة بتمعن وعناية خاصـــة ووضـــع إشارة (×) تحت المستوى الذي يعبر عن واقع الممارسة الحقيقية كما هو مبين فـي المثال التالي:-

الرقم	الفقرة	درجة الممارسة			
		عالية (٤)	متوسطة (٣)	منخفضة (٢)	معدومة/ لا تمارس (١)
١	يعمل المشــرف علــى تنفيــذ القرارات والتعليمات الموكلـــة إليه.		×		

وهكذا فإن المستجيب الذي استجاب لهذه الفقرة ووضع إشـــارة (×) فــي مقياس درجة الممارسة يعني أن المشرف التربوي يمارس هذه المهمــة بدرجــة متوسطة أي ما نسبته ٣/ ٤ .

76

تابع ملحق A

درجة الممارسة			
معدومة (١)	منخفضة (٢)	متوسطة (٣)	عالية (٤)

أولاً: في مجال المهام الإشرافية:

١. يعمل على تنفيذ القرارات والتعليمات الموكلة إليه.

٢. يعمل على تزويد المعلم بما يتم من تعديل على المنهاج وما يتصل به.

٣. يعمل على تقييم مناهج اللغة الإنجليزية وكتبها من أجل تطويرها.

٤. يعمل على مساعدة المعلم في إدارة الصف بأساليب مبتكرة ومتنوعة وحل المشاكل السلوكية للطلاب.

٥. يعمل على مساعدة المعلم على تشخيص نقاط الضعف عند الطلبة ووضع الحلول المناسبة لها.

٦. يعمل مع المعلمين على تشكيل ميول إيجابية نحو اللغة الإنجليزية عند الطلاب.

٧. يعمل على التنسيق مع مديرية التربية والتعليم في تلبية حاجات المدرسة المختلفة.

٨. يعمل على متابعة ملاحظات مديري المدارس للمعلمين داخل غرفة الصف.

٩. يعمل على تقييم أعمال المعلمين وإصدار الأحكام على أدائهم.

١٠. يعمل على تقديم اقتراحات حول تحديد مراكز عمل المعلمين.

١١. يعمل على مساعدة الإدارة المدرسية في توزيع الحصص بين المعلمين.

١٢. يعمل على مناقشة مشكلات الإدارة المدرسية وعلاقتها مع المعلمين.

١٣. يعمل على إشراك المعلم في تحديد مشكلاته واقتراح الحلول المناسبة.

١٤. يعمل على الاهتمام بإثارة مواهب المعلمين ودعم قدراتهم ونشاطاتهم.

١٥. يعمل على مساعدة المعلم في حل المشاكل المتعلقة بالمادة التعليمية.

١٦. يعمل على مساعدة إدارة المدرسة في حل مشكلات الميدان.

١٧. يعمل على مناقشة وحل مشكلات المعلمين مع إدارة المدرسة.

١٨. يعمل على حث الإدارة على اتباع عدة أساليب لتشجيع المعلمين وحفزهم في الإنتاج.

١٩. يعمل على أن يسود جو المودة والتعاون بين المدير والمعلمين لتسهيل الإدارة المدرسية.

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77

تابع ملحق A

درجة الممارسة			
معدوم (١)	منخفضة (٢)	متوسطة (٣)	عالية (٤)

ثانيا: في مجال الممارسات الإشرافية:

٢٠. يقوم المشرف بالزيارة الصفية المتفق عليها مسبقا مع المعلم.

٢١. يمارس المشرف الزيارة الصفية المفاجئة للمعلم.

٢٢. يعقد لقاءات فردية مع مديري المدارس قبل وبعد الزيارة الصفية.

٢٣. يعرض حصص نموذجية أمام المعلمين.

٢٤. يكثف الزيارات للمعلمين الجدد.

٢٥. يكثف الزيارات لذوي القدرات المنخفضة.

٢٦. يقوم بلفت انتباه المعلم عن أي تقصير متعمد.

٢٧. يلزم المعلم باستخدام أساليب محددة في التدريس.

٢٨. يصدر أحكام نقدية ويركز على أخطاء المعلم.

٢٩. يحدد نقاط هامة وبارزة ويناقشها مع المعلم أثناء وبعد الزيارة الصفية.

٣٠. يستمع إلى الصعوبات والمشكلات التي تواجه المعلم.

٣١. ينوع في الأساليب الإشرافية التي يستخدمها.

٣٢. يعقد مشاغل تربوية للمعلمين حول إنتاج الوسائل التعليمية المناسبة.

٣٣. يعقد لقاءات شهرية (فصلية) مع المعلمين لمناقشة المشـــكلات التـــي تواجهـــهم واقتراح بدائل وحلول مناسبة.

ثالثا: في مجال الأهداف:-

٣٤. يبين للمعلمين أهداف تدريس اللغة الإنجليزية في المرحلة الأساسية، وربطها مــــع واقع البيئة المحلية.

٣٥. يطلع المعلمين على أهداف خطته الإشرافية وسبل تنفيذها.

٣٦. يساعد المعلمين على وضع وصياغة الأهداف التعليمية في خطط التدريس.

٣٧. يساعد المعلمين في تحليل وحدات الكتاب المدرسي ومدى ملاءمته لتحقيق أهـداف المنهاج.

رابعا: في مجال الأساليب والوسائل والأنشطة:-

٣٨. يهتم المشرف بأن ينوع المعلم في طرق وأساليب التدريس.

٣٩. يركز المشرف على أن يستخدم المعلم طريقة التدريس الإلقائية.

٤٠. يهتم المشرف بالحصة الصفية وكيفية إخراجها.

78

	درجة الممارسة		
معدومة (١)	منخفضة (٢)	متوسطة (٣)	عالية (٤)

٤١. يرشد المعلمين إلى أساليب تدريسية مناسبة.

٤٢. يشجع المعلم على استخدام الوسائل السمعية والبصرية المعينة المناسبة في التدريس.

٤٣. يزود المعلم بالنشرات الثقافية في مجال تدريس اللغة الإنجليزية.

٤٤. يشجع المعلم على إشراك الطلبة في مختلف نشاطات الموقف التعليمي.

٤٥. يساعد المعلم في استخدام مبدأ التعزيز والتغذية الراجعة لدى الطلبة.

خامسا: في مجال النمو المهني:-

٤٦. يساعد المعلمين على زيادة تأهيلهم التربوي، وحضور الدورات التدريبية.

٤٧. يساعد المعلمين في تحسين مستوى معرفتهم في مادة تخصصهم، ويزودهم بالمعلومات الحديثة الخاصة بها.

٤٨. يساعد المعلمين في تحديد احتياجات الطلبة، وتطوير برنامج تعليمي خاص للطلبة الموهوبين وذوي التحصيل المتدني وتنفيذها.

٤٩. يدرب المعلمين على استخدام وسائل تعليمية مختلفة.

٥٠. يحث المعلمين على إبداء ملاحظاتهم حول المنهاج.

٥١. يساعد المعلمين على القيام بالبحوث والدراسات التربوية المتخصصة.

٥٢. يعمم على المعلمين الأساليب الحديثة في التدريس.

٥٣. ينمي الاتجاهات الإيجابية لدى المعلمين نحو مهنتهم.

٥٤. ينمي معلومات الإدارة المدرسية لمفهوم الإشراف التربوي وأهميته.

٥٥. ينمي الجوانب المختلفة لشخصية المعلم وتقديم الإرشاد له.

٥٦. ينمي قدرة المعلم على التحدث بلغة سليمة.

٥٧. ينمي القدرات الإدارية عند الإدارة المدرسية بأساليب حديثة ومتنوعة.

سادسا: في مجال الاتصال والعلاقة مع الزملاء:-

٥٨. يدعو المعلمين إلى اجتماعات لمناقشة مشكلات الطلبة والمشكلات التعليمية.

٥٩. يتيح لكل معلم فرصة كافية للنقاش وإبداء الرأي.

٦٠. يشجع المعلمين على طرح مشكلات تربوية تهمهم.

٦١. يساعد المعلمين على تنمية مهارة الاتصال مع الزملاء، والإدارة والطلبة والأهالي، وبناء جو ودي معهم.

تابع ملحق A

	درجة الممارسة		
معدوم (١)	منخفضة (٢)	متوسطة (٣)	عالية (٤)

٦٢. يبني علاقة إنسانية مع المعلمين والمديرين ويحترم مشاعرهم.

٦٣. يحاول إشراك المعلمين والمديرين في اتخاذ القرارات.

٦٤. يحاول انتقاد المعلم باستمرار وتوجيه اللوم إليه.

٦٥. يسعى للتعرف على قدرات المعلمين ومؤهلاتهم وكيفية توظيفها وتفعيلها.

سابعا: في مجال التقويم:-

٦٦. يتابع أداء المعلم في إعداد الخطط اليومية والفصلية، واختيار الأساليب المناسبة لتنفيذ هذه الخطط.

٦٧. يلاحظ وضع وصياغة الهداف التعليمية في خطة التدريس.

٦٨. يلاحظ طرق تعامل المعلم مع الطلبة، وذوي الحاجات الخاصة.

٦٩. يدرس الأسئلة التي يضعها المعلمون ويناقشها ويقدم الملاحظات الخاصة حولها.

٧٠. يرشد (يوجه) المعلمين إلى استخدام أساليب التقييم المختلفة، ومزايا كل منها.

٧١. يشجع المعلمين على التقييم الذاتي.

٧٢. يأخذ بآراء المعلمين حول فعالية الأسلوب الإشرافي في تحسين أداء كل معلم على حده.

٧٣. يقيم المعلمين وفقا لمعايير التقويم المعتمدة من قبل وزارة التربية والتعليم.

ملحق B

بسم الله الرحمن الرحيم

استبانة لتقييم دور مشرف اللغة الإنجليزية في المدرسة الثانوية في محافظة جنين

١. نسخة المديرين / المديرات:

أخي المدير / أختي المديرة

يسرني أن أضع بين أيديكم هذه الاستبانة الهادفة لتقييم دور مشرف اللغـة الإنجليزية في صفوف المرحلة الثانوية في المدارس الحكومية في محافظة جنين. أرجو قراءة فقرات الاستبانة والإجابة عليها بكل صدق وموضوعية إذ أن إجاباتكم ستكون الأساس الذي يتم بموجبه تقييم دور مشرف اللغة الإنجليزية بغية المساهمة في تقدم العملية الإشرافية برمتها وبالتالي تحسين العملية التعليمية إن شاء الله.

أود أن أشير إلى أن الدراسة قد أعدت لأغـراض البحـث العلمـي فقـط وستعالج المعلومات بالسرية اللازمة وعليه فلا داعي لكتابة الاسم على الاسـتبانة لدى الإجابة على فقراتها.

تتكون الاستبانة من جزأين، الأول بمثابة معلومات عامة عن المسـتجيب، أما الثاني فيتألف من (٥٨) فقرة موزعة على سبعة مجالات لمـهام وممارسـات مشرفي اللغة الإنجليزية، يقابلها مقياس متدرج من أربـع درجـات، عاليـة (٤)، متوسطة (٣)، منخفضة (٢)، ومنخفضة جدا (١).

الجزء الأول:

معلومات عامة:

أرجو وضع دائرة حول رمز الإجابة التي تنطبق عليك.

١. الجنس	أ–ذكر	ب–أنثى
٢. المؤهل العلمي	أ–كلية مجتمع فما دون	ب–بكالوريوس
	ج–بكالوريوس +دبلوم	د– ماجستير
٣. سنوات الخبرة	أ– خمس سنوات فأقل	ب– من ٦–١٠ سنوات
	ج– ١٠ سنوات فأكثر.	

81

الجزء الثاني:

أرجو قراءة كل فقرة من فقرات الاستبانة بتمعن وعناية خاصـــة ووضـــع إشارة (×) تحت المستوى الذي يعبر عنه واقع الممارسة الحقيقية كما هو مبين في المثال التالي:

الرقم	الفقرة	درجة الممارسة			
		عالية (٤)	متوسطة (٣)	منخفضة (٢)	منخفضة جدا (١)
٦-	يتعاون مع المعلمين في تنمية ميول إيجابية عند الطلبة تجاه تعلم اللغة الإنجليزية			×	

وهكذا فإن المستجيب الذي استجاب لهذه الفقرة بوضـــع إشـــارة (×) فـــي مقياس درجة الممارسة يعني أن المشرف التربوي يمارس هذه المهمـــة بدرجـــة منخفضة.

• يمثل دور مشرف اللغة الإنجليزية بالقيام بعدة ممارسات ومـــهام إشـــرافية تتوزع على مجالات مختلفة منها.

الرقم	الممارسة	درجة الممارسة			
		عالية (٤)	متوسطة (٣)	منخفضة (٢)	منخفضة جدا (١)
أولاً: في مجال المهام الإشرافية					
١.	يلتزم بتنفيذ التعليمات الخاصة بما يوكل إليه من مهام.				
٢.	يطلع المعلمين على ما يطرأ على المنهاج من تعديلات.				
٣.	يتعاون مع المعلمين في تقييم مناهج اللغة الإنجليزية من أجل تطويرها.				
٤.	يعمل مع المعلمين على ابتكار أساليب متنوعة لتحسين إدارة الصف وحـــل المشاكل السلوكية للطلاب.				
٥.	يساعد المعلم في تشخيص نقاط الضعف عنـــد الطلبـــة واقـــتراح الحلـــول المناسبة لها.				
٦.	يتعاون مع المعلمين في تنمية الميول الإيجابية عند الطلبة تجاه تعلم اللغـــة الإنجليزية.				

منخفضة جدا (١)	منخفضة (٢)	متوسطة (٣)	عالية (٤)	الممارسة	الرقم
					درجة الممارسة
				ينسق مع مديرية التربية لتلبية حاجات المدرسة المختلفة .	٧.
				يتابع ملاحظات مديري المدارس عن أداء المعلمين داخل غرفة الصف .	٨.
				يقيم أعمال المعلمين ويصدر الأحكام على أدائهم .	٩.
				يقدم اقتراحات لمديرية التربية حول تحديد مراكز عمل المعلمين .	١٠.
				يقدم النصح للإدارة المدرسية فيما يتعلق بتوزيع الحصص بين المعلمين .	١١.
				يقدم المساعدة في حل مشكلات الإدارة المدرسية بين المعلمين .	١٢.
				يحث المديرين على استخدام الأساليب المتنوعة لتشجيع المعلمين وحفزهـم لتطوير أدائهم ..	١٣.
				يعمل على أن يسود جو من المودة بين المدير والمعلميـــن لتسـهيل إدارة المدرسة .	١٤.
				يمارس نمط الزيارة الصفية المتفق عليها مسبقا مع المعلم .	١٥.
				ثانياً: في مجال الممارسات الإشرافية	
				يمارس نمط الزيارة الصفية المفاجئة للمعلم .	١٦.
				يعقد لقاءات فردية مع المديرين قبل وبعد الزيارة الصفية للمعلم .	١٧.
				يعرض حصص نموذجية أمام المعلمين .	١٨.
				يكثف الزيارات للمعلمين الجدد .	١٩.
				يكثف الزيارات للمعلمين ذوي القدرات المنخفضة .	٢٠.
				يلفت انتباه المعلم عن أي تقصير متعمد في أدائه لعمله .	٢١.
				يميل إلى انتقاد المعلم والتركيز على أخطائه .	٢٢.
				يلزم المعلم باستخدام أساليب محددة في التدريس .	٢٣.
				يركز على مناقشة الملاحظات الرئيسية مع المعلم أثناء اجتماعه بــه بعــد الزيارة الصفية .	٢٤.
				ينوع في أساليبه الإشرافية .	٢٥.
				يعقد مشاغل لتدريب المعلمين على إنتاج واســـتخدام الوســـائل التعليميـــة المناسبة.	٢٦.
				يعقد لقاءات دورية مع المعلمين لمناقشة صعوبات التعليم واقـــتراح طـــرق للتغلب عليها .	٢٧.

منخفضة جدا (١)	منخفضة (٢)	متوسطة (٣)	عالية (٤)	الممارسة	الرقم
				ثالثا: في مجال الأهداف	
				يعرف المعلمين بأهداف تدريس اللغة الإنجليزية في المرحلة الثانوية وكيفية ربطها بالبيئة المحلية.	٢٨.
				يطلع المعلمين على أهداف خطة الإشراف وسبل تنفيذها .	٢٩.
				يساعد المعلم في تحضير الدروس وخاصة في اختيار وصياغة الأهـــداف التعليمية .	٣٠.
				يساعد المعلمين في تحليل وحدات الكتاب المدرسي لمعرفة مدى ملاءمتـــه لتحقيق الأهداف العامة للمنهاج .	٣١.
				رابعا: مجال الأساليب والوسائل والأنشطة	
				يهتم بتوزيع المعلم في طرق وأساليب التدريس .	٣٢.
				يشدد على استخدام المعلم للطريقة الإلقائية في التدريس .	٣٣.
				يهتم بالحصة الصفية وطريقة إخراجها .	٣٤.
				يزود المعلم بالنشرات الحديثة حول طرق تدريس اللغة الإنجليزية .	٣٥.
				يشجع المعلم على إشراك الطلبة في مختلف نشاطات الموقف التعليمي .	٣٦.
				يبين للمعلم أهمية التغذية الراجعة والتعزيز ويحثه علـــى استخدامها فـــي التدريس .	٣٧.
				خامساً: في مجال النمو المهني	
				يعمل على زيادة التأهيل التربوي للمعلمين من خلال إشراكهم فـــي دورات تدريبية مختلفة .	٣٨.
				يعمل مع المعلمين على تحديد احتياجات الطلبة وتطويـــر وتنفيـــذ برامـــج تعليمية خاصة بالطلبة الموهوبين والطلبة ذوي التحصيل المتدني.	٣٩.
				يشجع المعلمين على القيام ببحوث ودراسات تربوية في مجال تخصصهم .	٤٠.
				ينمي الاتجاهات الإيجابية عند المعلمين تجاه تعليم اللغة الإنجليزية .	٤١.
				ينمي معلومات المديرين فيما يتعلق بمفهوم الإشراف التربوي وأهميته.	٤٢.
				يهتم بالجوانب المختلفة لشخصية المعلم وتقديم الإرشاد له.	٤٣.
				يحفز المعلمين على تطوير قدرتهم على التحدث بلغـــة إنجليزيـــة ســـليمة وبطلاقة .	٤٤.

84

الرقم	الممارسة	درجة الممارسة			
		عالية (٤)	متوسطة (٣)	منخفضة (٢)	منخفضة جدا (١)
٤٥.	يساعد المديرين على تعزيز قدراتهم الإدارية من خـلال اطلاعـهم علـى المعلومات الحديثة المتعلقة بالطرق والأساليب المتبعة في هذا المجال .				

سادساً: في مجال الاتصال والعلاقة مع الزملاء

٤٦.	يتيح للمعلم الفرصة الكافية للنقاش وإبداء الرأي .				
٤٧.	يساعد المعلمين في تنمية مهارة الاتصال مع الزملاء ، المديرين ، الطلبــة والأهالي من أجل بناء جو ودي معهم .				
٤٨.	يعتني ببناء علاقة إنسانية مع المعلمين والمديريــن ويحتـرم مشـاعرهم ووجهات نظرهم .				
٤٩.	يستشير المعلمين والمديرين بشأن اتخاذ قرارات قد تؤثر عليهم .				
٥٠.	يقدر مواهب وقدرات المعلمين ويسعى لتطويرها وتوظيفها بالشكل المناسب				

سابعاً: في مجال التقويم

٥١.	يدرس الخطط التعليمية التي يعدها المعلم ويتفحـص الأسـاليب المختـارة لتنفيذها .				
٥٢.	يركز على صياغة الأهداف التعليمية لدى تفحص الخطة اليومية للمعلم .				
٥٣.	يلاحظ طرق تعامل المعلم مع الطلبة بمن فيهم الطلبــة ذوي الاحتياجـات الخاصة.				
٥٤.	يدرس الأسئلة التي يضعها المعلم ويناقشها ويبدي ملاحظات حولها .				
٥٥.	يرشد المعلمين إلى استخدام أساليب متنوعة للتقييم مبينا مزايا كل منها .				
٥٦.	يشجع المعلمين على ممارسة التقييم الذاتي .				
٥٧.	يأخذ بآراء المعلمين حول فعالية الأسلوب الإشرافي في تحسـين أداء كـل معلم على حدة .				
٥٨.	يقيم المعلمين وفقا لمعايير التقييم المعتمدة من قبل وزارة التربية والتعليم .				

وشكراً لتعاونكم.

الباحث: رفعات عيسى

85

Appendix C

Dear: ----

    Educational supervision is viewed as a cornerstone in developing the teaching process. Due to the increasing significance of supervisory practices including those of the English language supervisor, the researcher decided to carry out this study aiming at assessing the factual role of English language supervisor in the secondary stage in Jenin district public schools. The study is based on the perception of English teachers and principals of secondary school in Jenin district.

    You have been chosen as arbitrator to examine the validity of this questionnaire. The 58 items of the questionnaire are classified into seven categories i.e. supervisory tasks, practices, objectives, techniques and teaching aids, communication and relation with fellows, and finally evaluation.

    You are kindly requested to read each item and decide whether it is suitable or not by butting the sign (X) under the relevant category. The researcher welcomes your recommendations on the wording, clarity, validity and relevancy of the items as they will, no doubt, help him in carrying out the study and come up with proposals to enhance the teaching process.

<div align="center">Thanks for your co-operation.</div>

<div align="right">

Researcher

Rifiat .A. Issa

25/3/1999

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A questionnaire assessing the role of English language supervisor as perceived by English language teachers and principals in Jenin district public high schools.

The role of supervisor consists of several tasks and practices that can be distributed on various domains:

No		Suitable	Unsuitable	Notes
	1. Supervisory tasks;			
1.	Sticks to relevant regulation pertaining his tasks.			
2.	Informs English teachers of amendments inserted on the curriculum.			
3.	Co-operates with the teachers in evaluating the English curriculum in order to develop it.			
4.	Co-operates with the teachers in developing various techniques to improve class administration and overcoming students' behavioral problems.			
5.	Helps the teachers in determining the learning difficulties and proposing methods of overcoming them.			
6.	Co-operates with the teachers in promoting student's positive attitudes towards learning English.			
7.	Co-ordinates with the directorate of education to satisfy the various needs of the school.			
8.	Follows-up the principals' remarks concerning the teachers' performance in the classroom.			
9.	Evaluates and issues clear sentences on the teachers performance.			
10.	Participates in preparing proposals in the directorate of education concerning the locations of teachers' posts.			
11.	Advises the principals on the distribution of classes among teachers.			
12.	Helps the principals in overcoming administrative difficulties and in dealing with the teachers.			
13.	Urges the principals to use various techniques to motivate the teachers in order to promote their performance.			

87

No		Suitable	Unsuitable	Notes
14.	Attempts to create an intimate atmosphere between the principal and the teachers to facilitate the school administration.			

2. Supervisory practices

No		Suitable	Unsuitable	Notes
15.	Carries out classroom visits that are agreed upon, in advance with the teachers.			
16.	Carries out sudden classroom visits to evaluate the teachers' performance.			
17.	Holds meetings with the school principal before and after carrying out the classroom visit.			
18.	Demonstrates model classes in front of English language teachers.			
19.	Intensifies visits to newly-recruited English language teachers.			
20.	Intensifies visits to weak teachers.			
21.	Draws the teachers' attention to any deliberate negligence in his performance.			
22.	Compels teachers to use certain (specific) techniques in teaching English.			
23.	Tends to criticize and concentrate on the faults of teachers.			
24.	During the post-visit conference, the supervisor concentrates on the discussion of major notes only.			
25.	Varies in his supervisory styles.			
26.	Holds educational workshops to train teachers on preparing and the use of appropriate teaching aids.			
27.	Holds regular meetings for English teachers to discuss the teaching difficulties and propose methods of overcoming them.			
28.	Acquaints the teachers with the aims of English teaching in the secondary stage and how they can be related to the local environment.			

3. Supervisory objectives

No		Suitable	Unsuitable	Notes
29.	Acquaints the teachers with the aims of his supervisory plan and methods of achieving them.			
30.	Assists the teachers in preparing their lesson plans and especially in choosing and wording of the objectives.			

88

		Suitable	Unsuitable	Notes
1.	Assist the teachers in analyzing the units of English books to find out whether they are suitable to achieve the general goals of the curriculum.			

Techniques and Teaching Aids

2.	Shows interest in varying educational methods and techniques used by the teachers.			
3.	Stresses the using of lecture method by teachers.			
4.	Shows interest in the classroom period and the way it is carried out.			
5.	Provides the teachers with up-to date bulletins on methods of teaching English.			
6.	Encourages the teachers to involve students in different activities of teaching process.			
7.	Clarifies to the teachers the importance of feedback and reinforcement in the teaching process.			

. Professional Development

38.	Attempts to upgrade the teachers' educational aptitude through participation in different training courses.			
39.	Works with teachers to determine the students' needs and develop (and carry out) special educational programs designed for gifted and slow-learning students.			
40.	Promotes the teachers to carry out studies and researchers in the field of English language teaching.			
41.	Promotes the teachers' positive attitudes towards teaching English.			
42.	Clarifies to the principals the concept and the importance of instructional supervision.			
43.	Takes into consideration the various sides of the teacher's character when advising him.			
44.	Promotes the teachers to develop their ability to speak correct and fluent English.			
45.	Aids the principals to reinforce their administrative skills through providing an access to information about various up-to date methods in this field.			

		Suitable	Unsuitable	Notes
6. Communication and relations with fellows				
.	Gives the teachers a reasonable opportunity to express his views.			
.	Assists the teachers in upgrading their communication skills with fellows, principals, students and parents so as to establish an intimate relation with them.			
.	Takes care of creating a human relation with the teachers and principals and respect their feelings, views and perceptions.			
).	Counsels the teachers and principal before taking decisions that affect them.	.		
).	Takes into consideration the teachers' talents and aptitudes, and seeks to promote and utilize them in the most appropriate way.			
Evaluation.				
1.	Examines the teacher's instructional plan and the methods chosen to fulfill that plan.			
2.	Concentrates on the formulation "the wording" of the teaching objectives when examining the teacher's lesson plan.			
3.	Notices the methods used by the teacher in dealing with the students, including those of special needs.			
4.	Studies the teacher's questions and discusses his remarks on them with the teachers.			
5.	Guides the teachers to use different means of evaluation clarifying the advantages of each one of them.			
6.	Prompts the teachers to practice self-evaluation.			
7.	Takes into consideration the principals' view on the efficiency of his supervisory style in improving the teachers' performance individually.			
8.	Evaluates the teachers in according with standards adopted by the ministry of education.			

Appendix D

Dear: ----

It is my pleasure to send you this questionnaire aiming as assessing the factual role played by the English language supervisor in the public high school of Jenin District.

Please, read each item carefully and respond to it as accurately and objectively as possible. Your perceptions will form the basis in assessing the English language supervisors' role. It is hoped that the findings of this study will help in improving the supervisory process and consequently lead to the development of the teaching process as well.

The study is designed for scientific research purposes only and the information will be handled secretly. Therefore, there is no need to write your name on the questionnaire.

The questionnaire is out of two parts. The first on is devoted to general information that has to do with the respondent. The second part consists of 58 items classified into seven categories. To the right side of the items there is a scale of four levels of practice; high (4), middle (3), low (2) and very low (1).

Part one

Please circle the letter that applies to you:

1- gender;

      A- male

      B- female

2- qualification;

      A- community college certificate

      B- bachelor of arts

      C- bachelor of art and diploma

      D- master of arts

3- experience;

      A- 5 years (or less than 5)

      B- 6 –10 years

      C- more than 10 years

Part two;

Please read each item carefully and put the sign (x) under the level of practice that you feel the item measures as in the following example:

No	Activity	Level of practice			
		High (4)	Middle (3)	Low (2)	V.low (1)
6.	Co-operates with the teachers in the promoting student's positive attitudes towards learning English.			X	

This means that the respondent believes that the English language supervisor's practice of activity number 6 above is low.

<div align="right">

Researcher
Rifiat A. Issa
25/3/1999

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A questionnaire assessing the role of English
language supervisor as perceiving by
English language teachers and principals
in Jenin district public high schools.

The role supervisor consists of several tasks and pracrices that can be distributed on various domains:

No	Activity	High (4)	Middle (3)	Low (2)	V. low (1)
	1. Supervisory tasks;				
1.	Sticks to relevant regulation pertaining his tasks.				
2	Informs English teachers of amendments inserted on the curriculum.				
3.	Co-operates with the teachers in evaluating the English curriculum in order to develop it.				
4.	Co-operates with the teachers in developing various techniques to improve class administration and overcoming students' behavioral problems.				
5.	Helps the teachers in determining the learning difficulties and proposing methods of overcoming them.				
6.	Co-operates with the teachers in promoting student's positive attitudes towards learning English.				
7.	Co-ordinates with the directorate of education to satisfy the various needs of the school.				
8.	Follows-up the principals' remarks concerning the teachers' performance in the classroom.				
9.	Evaluates and issues clear sentences on the teachers performance.				
10.	Participates in preparing proposals in the directorate of education concerning the locations of teachers' posts.				
11.	Advises the principals on the distribution of classes among teachers.				
12.	Helps the principals in overcoming administrative difficulties and in dealing with the teachers.				
13.	Urges the principals to use various techniques to motivate the teachers in order to promote their performance.				

93

No	Activity	High (4)	Middle (3)	Low (2)	V. low (1)
14.	Attempts to create an intimate atmosphere between the principal and the teachers to facilitate the school administration.				

2. Supervisory practices

No	Activity	High (4)	Middle (3)	Low (2)	V. low (1)
15.	Carries out classroom visits that are agreed upon, in advance with the teachers.				
16.	Carries out sudden classroom visits to evaluate the teachers' performance.				
17.	Holds meetings with the school principal before and after carrying out the classroom visit.				
18.	Demonstrates model classes in front of English language-teachers.				
19.	Intensifies visits to newly-recruited English language teachers.				
20.	Intensifies visits to weak teachers.				
21.	Draws the teachers' attention to any deliberate negligence in his performance.				
22.	Compels teachers to use certain (specific) techniques in teaching English.				
23.	Tends to criticize and concentrate on the faults of teachers.				
24.	During the post-visit conference, the supervisor concentrates on the discussion of major notes only.				
25.	Varies in his supervisory styles.				
26.	Holds educational workshops to train teachers on preparing and the use of appropriate teaching aids.				
27.	Holds regular meetings for English teachers to discuss the teaching difficulties and propose methods of overcoming them.				

3. Supervisory objectives

No	Activity	High (4)	Middle (3)	Low (2)	V. low (1)
28.	Acquaints the teachers with the aims of English teaching in the secondary stage and how they can be related to the local environment.				
29.	Acquaints the teachers with the aims of his supervisory plan and methods of achieving them.				

No	Activity	High (4)	Middle (3)	Low (2)	V. low (1)
30.	Assists the teachers in preparing their lesson plans and especially in choosing and wording of the objectives.				
31.	Assists the teachers in analyzing the units of English books to find out whether they are suitable to achieve the general goals of the curriculum.				
4. Techniques and teaching aids					
32.	Shows interest in varying educational methods and techniques used by the teachers.				
33.	Stresses the use of lecture method by teachers.				
34.	Shows interest in the classroom period and the way it is carried out.				
35.	Provides the teachers with up-to date bulletins on methods of teaching English.				
36.	Encourages the teachers to involve students in different activities of teaching process.				
5. Professional development					
37.	Clarifies to the teachers the importance of feedback and reinforcement in the teaching process.				
38.	Attempts to upgrade the teachers' educational aptitude through participation in different training courses.				
39.	Works with teachers to determine the students' needs and develop (and carry out) special educational programs designed for gifted and slow-learning students.				
40.	Prompts the teachers to carry out studies and researchers in the field of English language teaching.				
41.	Promotes the teachers' positive attitudes towards teaching English.				
42.	Clarifies to the principals the concept and the importance of instructional supervision.				
43.	Takes into Consideration the various sides of the teacher's character when advising him.				
44.	Promotes the teachers to develop their ability to speak correct and fluent English.				

95

No	Activity	High (4)	Middle (3)	Low (2)	V. low (1)
45.	Aids the principals to reinforce their administrative skills through providing an access to information about various up-to date methods in this field.				
5. Communication and relations with fellows					
46.	Gives the teachers a reasonable opportunity to express his views.				
47.	Assists the teachers in upgrading their communication skills with fellows, principals, students and parents so as to establish an intimate relation with them.				
48.	Takes care of creating a human relation with the teachers and principals and respects their feelings, views and perceptions.				
49.	Counsels the teachers and principal before taking decisions that affect them.				
50.	Takes into Consideration the teachers' talents and aptitudes, and seeks to promote and utilize them in the most appropriate way.				
7. Evaluation					
51.	Examines the teacher's instructional plan and the methods chosen to fulfill that plan.				
52.	Concentrates on the formulation "the wording" of the teaching objectives when examining the teacher's lesson plan.				
53.	Notices the methods used by the teacher in dealing with the students, including those of special needs.				
54.	Studies the teacher's questions and discusses his remarks on them with the teachers.				
55.	Guides the teachers to use different means of evaluation clarifying the advantages of each one of them.				
56.	Prompts the teachers to practice self-evaluation.				
57.	Takes into Consideration the principals' view on the efficiency of his supervisory style in improving the teachers' performance individually.				
58.	Evaluates the teachers in accordance with				

96

Appendix E

بسم الله الرحمن الرحيم

Palestinian National Authority

Ministry of Education

السلطة الوطنية الفلسطينية

وزارة التربية و التعليم

E

الرقم : وت /31/30/ 2155

التاريخ : 18 / 4 /1999م

الموافق 22/12/1419هـ

حضرة أ. د. علي زيدان المحترم

عميد كلية الدراسات العليا – جامعة النجاح الوطنية / نابلس

تحية طيبة وبعد ،،،

الموضوع : الدراسة الميدانية

الطالب : رفعات عبد القادر يوسف عيسى

الإشارة : كتابكم المؤرخ في 1999/4/4م

أوافق على قيام الطالب المذكور بإجراء دراسته " دور مشرف اللغة الإنجليزية من وجهة نظر مديري المدارس الثانوية الحكومية في محافظة جنين ومعلمي اللغة الإنجليزية في المرحلة الثانوية" ، وتوزيع الإستبانة المعدة لهذه الغاية على مديري ومعلمي اللغة الإنجليزية في المدارس الثانوية الحكومية في محافظة جنين ، وذلك بعد التنسيق المسبق مع مديرية التربية والتعليم فيها.

مع الاحترام ،،،،،

/ وزير التربية والتعليم

مدير عام التعليم العام

أ. وليد الزاغة

وزارة التربية والتعليم العالي

مديرية التربية والتعليم - جنين

11 -04- 1999

قسم الوارد

رقم الوارد : ١٤٥٣

نسخة/السيد مدير التربية والتعليم /جنين المحترم

رجاء تسهيل مهمته.

نسخة / الملف.

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Appendix F

السلطه الوطنيه الفلسطـينيه

وزارة التربيه والتعليم

مديرية التربيه والتعليم

F ___ جنين

الرقم : ع/ع/١٢/١٥٥

التاريخ : 99/4/12م

الموافق : 1419/12/29هـ

حضرات مديرات المدارس الثانوية ومديريها المحترمين

تحية طيبة وبعد ,,

الموضوع : الدراسة الميدانية

الطالب: رفعات عبد القادر يوسف عيسى / جامعة النجاح الوطنية

الاشارة: كتاب معالي وزير التربية والتعليم
رقم وت/30/31/2155 بتاريخ 1999/4/8م

اوافق على قيام الطالب المذكور باجراء دراسته " دور مشرف اللغة الانجليزية من وجهة نظر مديري المدارس الثانوية
الحكومية في محافظة جنين ومعلمي اللغة الانجليزية في المرحلة الثانوية " وتوزيع الاستبانة المعدة لهذه الغاية على مديري ومعلمي
اللغة الانجليزية في المدارس الثانوية الحكومية في محافظة جنين وذلك بعد التنسيق المسبق مع مديرية التربية والتعليم فيها .
راجياً تسهيل مهمته والتعاون معه في هذا الخصوص .

مـــــع الاحترام ....

مدير التربية والتعليم

لطفي كتانة

ر.ج/ر.ا

Appendix G

Jenin District Public Secondary Schools
98/99

Number	School-Name
1.	JENIN SECONDARY FOR GIRLS
2.	TOUBAS SECONDARY FOR GIRLS
3.	ARRABAH SECONDARY BOYS
4.	TOUBAS SECONDARY BOYS
5.	YA'BAD SECONDARY FOR GIRLS
6.	YA'BAD SECONDARY BOYS
7.	ARRABAH SECONDARY GIRLS
8.	AL-SALAM SECONDARY BOYS
9.	AL-ZAHRA SECONDARY GIRLS
10.	JENIN SECONDARY BOYS
11.	AL-KHANSA' SECONDARY
12.	QABATIAH SECONDARY GIRLS
13.	QABATIAH SECONDARY GIRLS
14.	QABATIAH SECONDARY BOYS
15.	BERQEN SECONDARY FOR GIRLS
16.	SERES SECONDARY FOR GIRLS
17.	AL-YAMOUN SECONDARY FOR GIRLS
18.	AQABA SECONDARY BOYS
19.	ANZA SECONDARY BOYS
20.	ROMANA SECONDARY BOYS
21.	AJAH SECONDARY GIRLS
22.	AJAH SECONDARY GIRLS
23.	AL-JADEDAH SECONDARY GIRLS
24.	SEREES SECONDARY GIRLS
25.	BATR'A SECONDARY BOYS
26.	WEST TOORAH SECONDARY CO-ED
27.	TAMOUN SECONDARY BOYS
28.	A'NIN SECONDARY BOYS
29.	AL-ZABABDA SECONDARY GIRLS
30.	ANZA SECONDARY GIRLS

Number	School-Name
31.	SEELET AL-HARTHIA SECONDARY GIRLS
32.	KUFR RA'EE SECONDARY BOYS
33.	FAQU'H SECONDARY GIRLS
34.	KUFR DAN SECONDARY BOYS
35.	KUFR DAN SECONDARY BOYS
36.	AL-ARAGA SECONDARY BOYS
37.	AL-JEDEDAH SECONDARY BOYS
38.	TAMOUN SECONDARY GIRLS
39.	MAYTHALOUN SECONDARY FOR BOYS
40.	JABA' SECONDARY GIRLS
41.	DEIR ABU DA'ED SECONDARY GIRLS
42.	DEIR ABU DA'ED SECONDARY BOYS
43.	SELET AL-THAHER SECONDARY BOYS
44.	BROQEN SECONDARY BOYS
45.	JALQAMOUS SECONDARY BOYS
46.	FAQU'AH SECONDARY BOYS
47.	SEELET AL-HARTHIA SECONDARY FOR BOYS
48.	JABA' SECONDARY FOR BOYS
49.	AQABA SECONDARY GIRLS
50.	SILAT AL-THAHER SECONDARY SCHOOL FOR GIRLS
51.	AL-ZABABDEH SECONDARY FOR BOYS
52.	SANOUR SECONDARY SCHOOL FOR BOYS
53.	RABA SECONDARY SCHOOL FOR BOYS
54.	MAYTHALOUN SECONDARY SCHOOL FOR GIRLS
55.	FAHMA SECONDARY SCHOOL FOR GIRLS
56.	BARTA'A SECONDARY SCHOOL FOR GIRLS
57.	AL-YAMAN SECONDARY SCHOOL FOR BOYS
58.	AL-JALAMA SECONDARY SCHOOL FOR BOYS
59.	SANOUR SECONDARY SCHOOL FOR GIRLS