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Saudi Arabian Female English Language Teachers' Perspectives on Instructional Supervisors and Supervision

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SAUDI ARABIAN FEMALE ENGLISH LANGUAGE TEACHERS' PERSPECTIVES ON INSTRUCTIONAL SUPERVISORS AND SUPERVISION

by

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SAUDI ARABIAN FEMALE ENGLISH LANGUAGE TEACHERS' PERSPECTIVES ON INSTRUCTIONAL SUPERVISORS AND SUPERVISION

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This study investigates the effectiveness of educational supervision in improving the performance of Saudi female English language teachers from the teachers' perspectives. Finding and supporting professional English language teachers and supervisors is one of the greatest obstacles facing Saudi Arabia (Alrabai, 2016; Sywelem & Witte, 2013). In Saudi Arabia and other countries, a lack of skills, training, and resources, such as time, money, and meeting spaces, seems to be a common problem for many supervisors and schools (Badah et al., 2013; Tawfiq & Almajali, 2012). Examining the perceptions of English teachers in Saudi Arabia contributes to a deeper understanding that may help supervisors implement their instructional supervisory skills more effectively. Specifically, research questions include: (1) What are the Saudi female English language teachers' perceptions of their supervisors regarding: (a) the amount of time spent with their supervisor, and (b) the effectiveness of their supervisors' skills? And (2) To what extent do Saudi female English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teachers' beliefs about their improvement, when controlling for the teachers' years of experience?

I used a quantitative approach with a correlational, predictive research design that involved an online survey of 57 Likert scale questions collecting the perceptions of 130 Saudi female English language teachers from Tabuk, Saudi Arabia about the success of supervision in

improving their own performance. The questions cover seven constructs about supervisors' skills including (a) *Communication*, (b) *Learning Environment*, (c) *Curriculum and Instruction Preparation*, (d) *Classroom Teaching*, (e) *Student Assessment*, (f) *Supervision and Evaluation*, and (g) *Professional Development Activities*.

Using SPSS software, data analysis reveals that about one-half of the teachers generally feel that their supervisors are effective in their work, especially in regard to the learning environment and professional development activities. Also, overall, about 15-20% of teachers disagreed that their supervisors are effective, while about 30% were more neutral in their opinions about their supervisor's effectiveness. Teachers feel their supervisors are not as effective in supervision and evaluation, especially in regard to the observation process. Multiple regression analysis revealed that both the teachers' years of experience and the number and minutes of visits from supervisors are not significantly related to teachers' perceptions of their own improvement. Overall, although about 50% of teachers rated their supervisors as generally effective and skilled in their work, this did not result in teachers reporting being more effective as a result of their supervisors. Further studies to explain why teachers' perceptions of their own improvement seem unrelated to their perceptions of their supervisors would provide further insight into improving teacher and supervisor relationships and outcomes.

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CHAPTER I

INTRODUCTION

Over the past few decades, there have been many changes to improve the quality of education in Saudi Arabia. Of all the changes, two of the most crucial are the focus on learning English and the importance of skilled supervisors for English teachers. Learning English is a priority in Saudi Arabia due to its adoption in world business and the globalization of the American culture, so English is required for students in 4th through 12th grade throughout the country (Ministry of Education [MOE], 2004). In fact, it has been said that the widespread adoption of the teaching of English throughout the world is "possibly the world's biggest policy development in education" (Wedell & Shumaimeri, 2014, p. 121). In order to have successful English language education, Saudi English teachers require supervisors with competent instructional supervisory skills (Almannie, 2015; Burch, 2007; Wanzare, 2012). Blasé and Blasé (2000) stated that instructional leadership for supervisors has effects on teachers, emotionally, cognitively, and behaviorally. Therefore, instructional supervision is an essential role to provide high-quality English language education in Saudi Arabia.

Saudi Arabia's government leaders have introduced many changes as a part of its educational reforms over the last few years. For example, in 2007, MOE identified 39 steps to develop public education, including better professional development for teachers (Sywelem & Witte, 2013). Additionally, *Tatweer* was one of the new visions recommended by the government in 2007 to improve the quality of education, and included an emphasis on the role of principals and school superintendents in directing reforms and upgrading the old system to

modern standards (Almannie, 2015). With rapid policy changes from the government came the need to identify the skills of effective leaders as well as the need to prepare and train those people who were currently in leadership positions. Recently, the Saudi Arabian government joined with other countries and entrusted UNESCO (United Nations Educational, Scientific and Cultural Organization) to coordinate *Education 2030*. Under this new program, UNESCO will give guidance to the stakeholders in the partnership, but each country will be responsible for successfully implementing, following-up, and reviewing the program. With this type of change under the *Vision 2030* outline, it is essential to take the perceptions of teachers into account if the implementation is to succeed. The *Vision 2030* outlines even more avenues to develop education, administration, and objectives to improve the country's education system. The role of the supervisor is also of utmost importance in bringing about positive, instructional changes that will help implement King Salman's *Vision 2030*. For example, goals of the plan are to improve the "recruitment, rehabilitation, and development of teachers" and to "organize the process of educational supervision" (MOE, 2017, para. 6).

Researchers have found that there are varied expectations of the role of instructional supervision based on the culture of the country. Because of this, researchers present different definitions of supervision. For example, in Zimbabwe, Ndebele (2013) describes supervision as "an important activity in promoting effective teaching in schools" (p. 55). In Nigeria, researchers have defined supervision as "an interaction involving some kind of established relationship between and among people, such that people influence people (Patrick, 2009, p. 236). In Saudi Arabia, supervisors in education are defined as instructional leaders who are specifically assigned to teachers of various subject areas to observe, evaluate, and support teachers in their work (MOE, 1998).

Indeed, in Saudi Arabia's present system, a supervisor is considered to be the most influential person in a teacher's development. The significant practices of supervisors are to direct teachers in setting goals, choosing the appropriate teaching methods, and promoting their creativity as teachers; quality supervisors work to improve and develop teachers' instruction to meet the needs and requirements of the society (Al Nazer & Mohammad, 2013; Elyas & Al Grigri, 2014; Shan & Al-Harthi, 2014). Rather than the more focused tasks of teachers inside the classroom, supervisors have a broader, more comprehensive set of responsibilities to keep up with changes in education during each passing year. These expanding responsibilities have occurred as supervisors assist teachers who struggle to meet the needs of students in a larger, globalized society (MOE, 2004).

The first through twelfth grade schools in Saudi Arabia are divided by gender. Often, the teachers in the male schools have completed rigorous university degrees, but this is not always true for the teachers in the female schools (Alsuwaida, 2016). Many of the women have completed degrees in English language, mathematics, biology or science hoping to find positions in financial establishments or research labs. Unfortunately, there are not enough jobs in these sectors, so the women end up in a teaching position. These women are very talented and knowledgeable in their content areas, but they have no training in pedagogy or in using teaching materials and strategies. When they are assigned to a school, they are also assigned a supervisor to assist them with their transition to the classroom (Abdulkareem, 2001; Jeizan, 1998). Because the new teachers lack understanding of how to set up the classroom environment, deal with student behaviors, or develop lessons with engaging activities, supervisors must have the skills to guide these novice teachers in developing the content of the courses using pedagogy that promotes student learning. Specific to English teachers, a major challenge is that some English

teachers do not receive in-service teacher training at all (Al-Seghayer, 2014). A problem arises because many of the supervisors have limited time, often only an hour, in a school every couple of months, and they do not have training in teaching strategies that engage students in learning (Alghamdi & Alzahrani, 2016; Elyas & Al Grigri, 2014; Siddiek, 2012).

Problem Statement

The aim of instructional supervision is to increase teacher professional development and in turn, job performance (MOE, 2014). This is especially important in English teaching in Saudi Arabia where the 2009 Test of English as a Foreign Language (TOEFL) scores were among the lowest across the globe (Alrabai, 2016). With the country's goal to develop the skills of all Saudi students needed for the modern, globalized world, having well-trained and supervised English teachers is of utmost importance (MOE, 2017). Unfortunately, in Saudi Arabia, most people who hold leadership positions in schools do not receive enough leadership education (Almannie, 2015). Specifically, supervisors have been shown to lack the training, skills, time, and resources to do their jobs effectively (Almannie, 2015; Badah et al., 2013; Alghamdi & Alzahrani, 2016; Elyas & Al Grigri, 2014; Hansen & Larusdottir, 2015; Siddiek, 2012; Tawfiq & Almajali, 2012; Wedell & Shumaimeri, 2014).

Finding and supporting professional English language teachers and supervisors is one of the greatest obstacles facing Saudi Arabia (Alrabai, 2016; Sywelem & Witte, 2013). Not only is it a challenge to find people to teach English in Saudi Arabia, but even after English language teachers are hired, they need adequate supervision and instructional leadership to be successful English teachers. A further challenge that has faced English teachers in Saudi Arabia is that they often do not attend any workshops or receive extra training to help with teaching and classroom management that varies instruction and keeps students engaged in learning (Al-Seghayer, 2014).

In fact, Sywelem and Witte (2013) found that one of the most common problems for all new Saudi teachers is the lack of appropriate professional support. Even when teachers receive additional training during workshops or classes, Almannie (2015) found that 65% of teachers trained had limited transfer of their training to the workplace due to a lack of encouragement from supervisors. Supervisors often do not attend the workshops, and are thus not able to support and encourage teachers in the implementation of new teaching methods, which limits any possibility of teachers using their new learning to move forward. In addition, many of these teachers only see their supervisors once a year, and this single visit includes the teachers' evaluations, which leaves little time for communicating and establishing relationships. It is essential that these barriers are remedied with on-going supervision and guidance if teachers are to achieve their improvement goals. Hence, it is necessary for the Saudi school system to improve instructional leadership skills and behaviors of English language supervisors in order to improve teacher quality (Siddiek, 2012).

The current system promotes supervisor deficiencies that have a major impact on English teachers in Saudi Arabia. For instance, a lack of skills, training, and resources, such as time, money, and meeting spaces, seems to be a common problem for many supervisors and schools (Badah et al., 2013; Tawfiq & Almajali, 2012). Wedell and Al Shumaimeri (2014) interviewed 16 supervisors in Saudi Arabia and found that they only received two weeks of training before moving into positions of overseeing teachers of the Teach English to Young Learners (TEYL) program. Many of these supervisors noted that implementation of their jobs was "chaotic," and there was a total lack of awareness about goals and responsibilities (Wedell & Al Shumaimeri, 2014, p. 13). This has been found to have a negative effect on teacher morale (Barrett & Breyer, 2014). Alabdulkareem (2014) found that many supervisors still do not even have a clear and

defined set of goals, and most supervision still relies solely on basic classroom observations and evaluations rather than on true leadership that works to improve teaching and learning. Therefore, it is necessary for English Language supervisors to gain knowledge of the best leadership skills that can influence teachers' practices and utilize them. In this way, instructional supervisors will be perceived as being well-versed, experienced educators who have the skills to influence teaching and learning.

Other countries have had similar results regarding this issue. In a study of perceptions of instructional leadership in 20 Icelandic compulsory schools, Hansen and Larusdottir (2015) found that most of the school principals do not visit classrooms to observe teaching frequently enough to provide adequate guidance to teachers. Their study indicated that it was essential for supervisors and principals at the school level to enhance their instructional leadership skills to be able to encourage teachers who are struggling. Many studies have shown that teachers do not always have positive views of their supervision. The lack of cohesion and a common goal between supervisors and teachers demonstrates that poor instructional leadership can derail an English program. For example, Kayaoglu (2012) found that most English as Foreign Language teachers in Turkey do not feel that their current supervision experiences are positive. Using questionnaires and diary interviews, Kayaoglu questioned 135 English teachers from different cities in the country of Turkey about their opinions on supervision. The majority of the teachers felt that most supervisors were just bureaucratic administrators. This may be due to the fact that many supervisors in the study did not have the expertise to assist teachers in any meaningful way (Kayaoglu, 2012). In a study by Owuso and Brown (2014) in Ghana, 125 trainee teachers completed questionnaires about teacher practice and supervision. The results showed that the

teachers expressed concern about supervisors conducting the training judging them unfairly and antagonizing them rather than supporting them or offering assistance.

While there is an abundance of literature from other countries that addresses instructional leadership of school principals and how it impacts teacher performance (Al-Mahdy & Al-Kiyumi, 2015; Barret, & Breyer, 2014; Enueme & Egwunyenga, 2008; Graczewski, Knudson, & Holtzman, 2009; Hansen & Larusdottir, 2015; Nebor, 1987; Park & Ham, 2016), there is limited research that focuses on supervisors who are expected to be the instructional leaders in Saudi Arabia (Abdul Rehman & Al-Bargi, 2014; Albdulkareem, 2014; Alghamdi, & Alzahrani, 2016; Siddiek, 2012).

Previous researchers have found challenges and limitations in supervisory practices of Saudi teachers. For example, supervisors often lack appropriate training and skills to do their jobs successfully (Almannie, 2015; Badah, AL-Awawdeh, Akroush, & Shobaki, 2013; Rahabav, 2016; Wedell & Shumaimeri, 2014). In addition, there is often not enough time for supervisors to adequately meet the needs of teachers (Alghamdi & Alzahrani, 2016; Elyas & Al Grigri, 2014; Hansen & Larusdottir, 2015; Rahabav, 2016; Siddiek, 2012). Another problem in teacher supervision is a lack of overall resources such as time, money, and meeting spaces (Tawfiq & Almajali, 2012). All of these issues can be discerned from teachers' perceptions of their supervisors and are important issues to address if Saudi Arabia's English education is to flourish. It is important to assess English teachers' perceptions of their supervisors' effectiveness in helping them meet the needs of their students successfully.

For the Saudi gender-segregated educational system, no research could be found on the perceptions of female English Language teachers regarding their supervisors' instructional supervisory practices. The Saudi system has had high expectations that the visits and teacher

performance reports completed by supervisors will positively impact teaching in ways that will promote student achievement (MOE, 2014). In truth, the limited research available does not support this belief.

Purpose Statement and Research Questions

This study sought to investigate the effectiveness of educational supervision in improving the performance of Saudi female English language teachers from the teachers' perspectives.

This research was designed to answer the following questions:

1. What are the Saudi female English language teachers' perceptions of their supervisors regarding:

   (a) the amount of time spent with their supervisor, and

   (b) the effectiveness of their supervisors' skills?

2. To what extent do Saudi female English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teachers' beliefs about their improvement, when controlling for the teachers' years of experience?

Conceptual Framework

This research focused on the relationship between Saudi female English language teachers' perceptions of their supervisors and these teachers' perceived improvement due to their supervisors' effectiveness. Using a survey with a Likert scale, teacher perceptions were examined and compared. A survey was developed to capture perceptual information from teachers related to instructional supervisory practices and skills identified from the research as being helpful for teacher improvement (Appendix A). These practices and skills demonstrate the most significant path that guides supervisors to ensure that every teacher receives high-quality

instruction, so that learning and teaching improve (McCrary, 2011). Figure 1 represents the conceptual framework of the study with its focus on teacher perceptions in relation to supervisor practices.

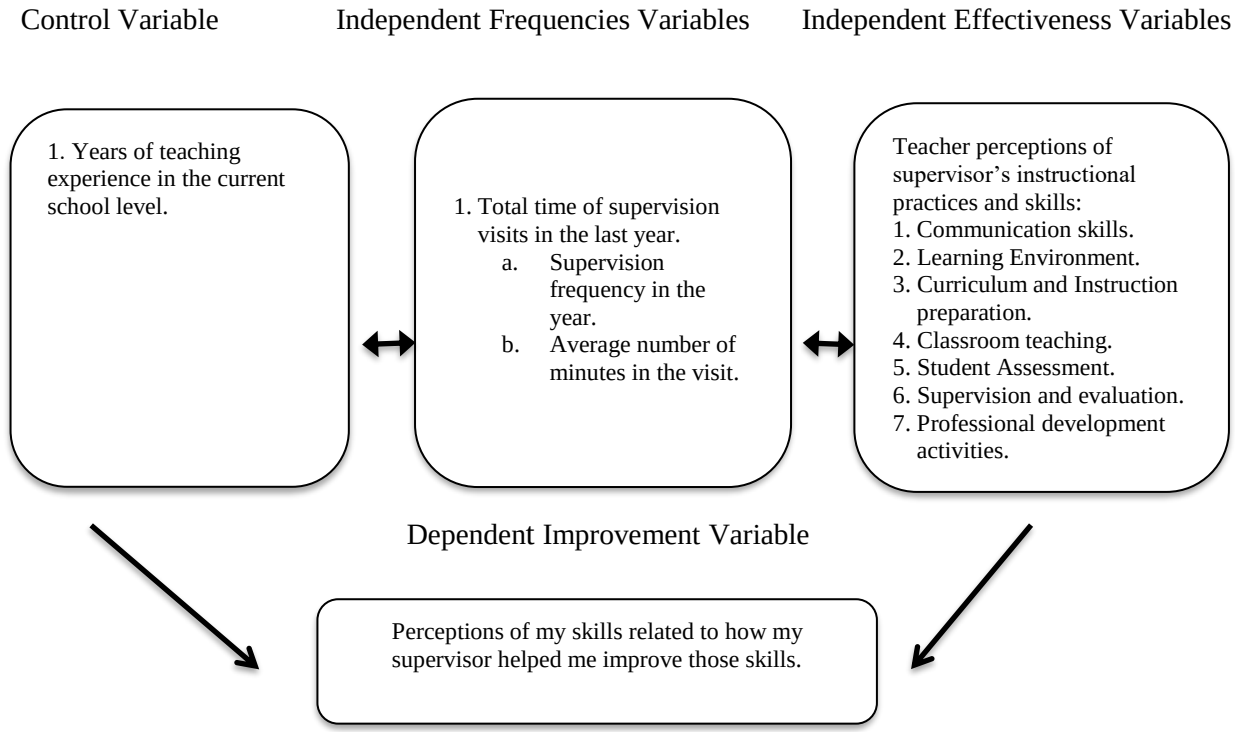

Figure 1. Conceptual Framework of the Study.

As shown in Figure 1, the top, left square represents the control variable of the teachers' years of experience in the level in which they teach. This independent variable could have potentially influenced the outcome of the study, so it was controlled in order to examine the relationship between the other variables that were the true focus of the study. The top, middle square shows the independent frequencies variables of supervision frequency in a year and the average number of minutes in the visit. These are measurements of how often teachers had visits with their supervisors and the average number of minutes they spent with the supervisors during those visits. The top, right square represents the independent effectiveness variables. These include measurements of the teachers' perceptions of their supervisors' instructional practices

and skills. These practices and skills are separated into important variables that supervisors are meant to perform in their work as chosen based on specified supervisory practices from the Ministry of Education in Saudi Arabia, as well as from research articles about supervision. The bottom, center square represents the dependent improvement variables of the study. These are the teachers' perceptions about their own improvement due to their supervisors' direction and expertise. Again, these variables are based on the same research about supervisory practices.

Methods Overview

This study utilized a quantitative survey method. In a quantitative design, a problem is "best addressed by understanding what factors or variables influence an outcome" (Creswell, 2014, p. 111). Also, survey research allows the reader to generalize about the sample population (Creswell, 2014). Using a survey allowed for data collection from all 543 female English language teachers in Tabuk, Saudi Arabia. No studies have specifically focused on English language teachers in Tabuk, so a survey was prepared specifically for this study. Once the survey was reviewed by the committee chairs, the survey was approved by the HSRIB and distributed to all 543 female English language teachers. Of these, 130 completed the survey in its entirety. Data was analyzed using descriptive and inferential statistics that show frequency tables.

Significance of the Study

Examining the perceptions of English teachers in Saudi Arabia contributes to a deeper understanding of their views about the role of the instructional supervisor to improve their performance. This enriched understanding may help supervisors implement their instructional supervisory skills more effectively when building relationships with teachers, creating working partnerships, examining student data, and creating and implementing improvement plans.

According to Northouse (2013), “Leaders can learn a lot about themselves and how they come across to others by trying to see their behaviors in light of the task and relationship dimensions” (p. 85). It is hoped that this study will benefit teachers, educational supervisors, and the community because of the importance of instructional supervisory behaviors in the improvement of the educational process. As Bush (2011) noted, “Teachers, and their leaders and managers, are the people who are required to deliver higher educational standards” (p. 18).

Moreover, this study may help to reveal the effectiveness of instructional supervisory practices among English language supervisors and their teachers in Saudi Arabia. Specifically, it may help us to better understand the role of the instructional supervisor as a leader in evaluating and observing teachers and in providing resources to improve instruction in the classroom. In addition, possible outcomes of this study are to help in determining the strengths and weaknesses of the role of supervisors as leaders in Saudi Arabian schools and to reveal the leadership characteristics of the instructional supervisors that must be carried out in order to be perceived as an effective educational leader.

Chapter I Summary

This study investigated the role of educational supervision in improving the performance of Saudi female English language teachers from these teachers’ perspectives. Because many English language teachers in Saudi Arabia do not receive adequate support and encouragement from their supervisors (Siddiek, 2012), this study was necessary to facilitate supervisors’ awareness of their instructional supervisory practices in providing a positive educational environment.

This study contains five chapters. In addition to Chapter 1, Chapter 2 includes a review of the literature related to the topic of the study. Chapter 3 explains the methodology including the

research design, population, instrument, and collection and analysis of the data. Chapter 4 contains the results of the study along with descriptive statistics and inferential analysis of the data. Finally, Chapter 5 presents a summary of key findings, conclusion, and recommendations.

CHAPTER II

LITERATURE REVIEW

The purpose of this study was to investigate the effectiveness of educational supervision in improving the performance of Saudi female English language teachers from the teachers' perspectives. Instructional supervision in schools is critical for successful delivery of education goals as instructional supervisors' help teachers improve their instructional performance, carry out curricular development effectively, as well as grow professionally (Alkrdem, 2011; Kayaoglu, 2012). Exploring teachers' perceptions of the instructional supervisors' practices can help reveal the supervision practices viewed as most effective in supporting teachers and learning. Statistically significant relationships have been found between supervisory practices and teachers' attitudes toward their profession (Al Nazer & Mohammad, 2013). Beginning with a review of the concept of instructional supervision, this literature review examines the history of supervision in Saudi Arabia, the process of supervision, the practices and skills required in instructional supervision, teachers' views of supervision, and some specific styles of instructional supervision.

Concept of Instructional Supervision

There is a large volume of published studies describing the definition of educational supervision. For instance, Siddiek (2012) defined education supervision as

> a process of social human interaction aimed at raising the level of teacher professionalism to the highest possible degree in order to raise educational adequacy and achieve ultimate pedagogical goals, as those embedded in the taxonomies of education such as Bloom's Taxonomy of Educational Objectives. (p. 46)

Likewise, Kayaoglu (2012) stated, “supervision is considered to be a deliberate intervention into the instructional process with the aim of improving instruction assuming a professional working relationship between teachers and supervisors” (p. 115). Also, Wanzare (2012) defined instructional supervision as “a process by which headteachers and heads of departments facilitate teaching and learning in the schools by monitoring teachers’ work” (p. 197). Supervision is described as complex processes that includes working with teachers and educators within a collegial and collaborative relationship, towards enhancing the quality of both teaching and learning in schools, and promoting the development of teachers across their careers (Alkrdem, 2011). Alabdulkareem (2014) described the instructional supervisor as an individual who works in a supervisory capacity within the school, with the function and responsibility of working with teachers and educators to enhance the quality of student learning via improved instruction. Instructional supervision includes all of the activities that are specifically directed towards establishing, maintaining, and improving teaching-learning processes in schools (Alghamdi & Alzahrani, 2016; Elyas & Al Grigri, 2014; Wanzare, 2012; Wedell & Shumaimeri, 2014).

Instructional supervision has three important elements - improving teaching, improving learning strategies, and providing a learning environment that is conducive to teaching and learning (Alkrdem, 2011). According to Alghamdi and Alzahrani (2016), an instructional supervisor may be an assistant head teacher, a head teacher, a departmental head, a master teacher, or a curriculum director. One of the philosophical foundations underlying instructional supervision is the premise that teachers need technical, moral, and educational support and that teachers need direct communication regarding their strengths, performance, and weaknesses (Al Nazer & Mohammad, 2013; Kayaoglu, 2012). Supervision can also serve as a training approach

through systematic observation, analysis of teaching performances, and planning (Burch, 2007; Kayaoglu, 2012).

Supervision or instructional supervision was formerly known as inspection in America and Western Europe in the eighteenth century (Taylor-Backor, 2013). Inspectors were responsible for inspecting school facilities as well as managing the conduct of teachers and students (Taylor-Backor, 2013). This role transitioned to that of school directors at the end of the 19th century, with expanded functions that included serving as intermediaries between the school leadership and the teachers, teaching classes, and managing the school. The old idea of supervision involved separated functions, control, bureaucracy, applied science, and occasional assistance for the teachers (Taylor-Backor, 2013). In the 1970's the traditional model of supervision, termed *clinical supervision*, evolved as a rational practice directed at improving teachers' performance (Alkrdem, 2011; Taylor-Backor, 2013). Clinical supervision had three main elements – observation of the classroom, observation of student and teacher behaviors, and analysis of classroom events (Taylor-Backor, 2013). Modern supervision models focus on the supervision of the teaching rather than supervision of teachers and, unlike the old model, involves integrated functions, teacher empowerment, organic change, and support networks (Kayaoglu, 2012; Taylor-Backor, 2013; Wanzare, 2012). Modern supervision requires the requisite set of skills to address these roles such as requisite knowledge, interpersonal skills, and technical skills (Wanzare, 2012).

In the literature, supervision and the term *instructional leadership* are often linked together (Taylor-Backor, 2013). As an instructional leader, the supervisor carries out a range of functions such as supporting collaboration, promoting professional growth for teachers, modeling effective teaching techniques, encouraging creativity and innovation, coaching,

promoting reflection in the school system through dialogue and feedback, and carrying out action research to guide decision-making on instruction (Taylor-Backor, 2013; Wanzare, 2012). Several researchers indicate that the effective supervisor or instructional leader has a well-articulated vision for instruction and is able to engage in reflective dialogue with teachers to help them solve problems and motivate teachers (Alabdulkareem, 2014; Al-Mahdy & Al-Kiyumi, 2015; Barrett & Robert, 2014; Wanzare, 2012). Effective instructional leaders have self-awareness in regard to how they affect teachers; demonstrate skill and knowledge of pedagogy; have a high awareness of the current theories and practices in curriculum instruction and assessment; as well as understands the culture of the school (Barett & Breyer, 2014; Wanzare, 2012).

The History of Supervision in Saudi Arabia

The Encyclopedia of the Educational History of the Kingdom of Saudi Arabia (KSA) defines supervision as a technical process that is performed by specialist educators towards improving education processes by appraising teachers' activities and potentials and helping them to improve their teaching performance and their interactions with students (Abdulkareem, 2001; Patrick, 2009). This definition is a contemporary definition of supervision in KSA. However, the role of supervision in Saudi Arabia's schools, and, therefore, its definition and practice, has changed over the years. The definition has been shaped and influenced by the various social, cultural, and intellectual developments within the society (Abdulkareem, 2001; Alkrdem, 2011). Prior to the establishment of the Department of Education in KSA, most schools in the country were private and religious schools. The schools were led by the head teacher who in turn supervised the teachers. Supervision practices were only to prepare new teachers, provide general directives on teaching methods, and resolve any problems that occurred in the school (Abdulkareem, 2001; Alkrdem, 2011). Saudi Arabia's Ministry of Education or General

Directorate of Education was founded in 1925 and the Inspection Department formed in 1957 (Abdulkareem, 2001).

The Ministry of Education identifies three stages in the history of instructional supervision as: inspection (1925 to 1968); direction (1968 to 1997); and instructional supervision (1997 to present day) (Abdulkareem, 2001; Alkrdem, 2011; MOE, 1999). The first phase, inspection, involved inspection by the General Directorate of Education (from1925-1956) and inspection by the Ministry of Education (from 1956-1964). Instructional supervision was an inspection system in which head teachers were appointed as inspectors to monitor schools and their progress. Their role was to observe teachers and students, guide teachers, and provide annual reports to the Education Directorate. The inspection system remained in place until 1954, when the Education Directorate was changed to Ministry of Education (Alkrdem, 2011; Abdulkareem, 2001). A new phase in education started at this time with heightened interest in education as new public schools opened in the Kingdom. A division of inspectors was appointed by the Ministry of Education to visit the elementary schools thrice every school year. Technical inspectors focused on guiding teachers in the best education methods, while administrative inspectors focused on administrative issues (Alkrdem, 2011; Abdulkareem, 2001). Overall, the inspection phase was based on basic and strict inspection with a focus on directing teachers and discussing their mistakes.

The direction phase, from 1968 to1997, involved a change in the title of the inspector to that of director. The goal of this phase was to provide administrative and technical advice to schools as well as critique textbooks and curricula. Progressive changes continued to occur such as dividing Saudi Arabia into regions, identifying minimum credentials required to develop the ability to serve as a director, and establishing a General Department of Educational Direction

(Alkrdem, 2011; Abdulkareem, 2001). Also, directors began to use teacher evaluation forms in this phase after 1981 (Alkrdem, 2011).

The instructional supervision phase started from 1997 to present day (Alkrdem, 2011; Abdulkareem, 2001). Marking a transition from direction to instructional supervision in 1995, the General Directorate for Educational Direction and Training was renamed General Department of Instructional Supervision and Training. The goal of the Ministry of Education in effecting this change was to adopt a modern concept that focused on improving educational processes in all its aspects, including the interactions between teachers, students, the learning environment, curricula, and so forth (Abdulkareem, 2001; Alkrdem, 2011; Patrick, 2009). Instructional supervision in this phase focuses on a more scientific approach and includes visits to schools, guiding teachers, organizing records, supervising, evaluating the curriculum, and carrying out any other tasks assigned to supervisors by the district or General Department of Instructional Supervision (Alkrdem, 2011; Abdulkareem, 2001).

Currently in KSA, educational supervision faces difficulties in achieving set goals. For instance, some obstacles include a lack of trust between teachers and supervisors, too many teachers for each supervisor, a lack of training for supervisors, and poor relationships between teachers and their supervisors (Abdulkareem, 2014; Arawaili, 2015). Additionally, studies have shown that the supervisors are dissatisfied with their roles or even lack a clear idea of their responsibilities (Arawaili, 2015). For English language teachers especially, successful supervision is critical, as recent studies have shown that students are not improving in their acquisition of English and that English language teachers are improperly trained (Elyas & Algriri, 2014). This is true in other countries too, such as in Libya where a study found that

English teaching abilities were positively correlated with effective supervision (Shakuna, Mohamad, & Ali, 2016).

Instructional Supervisor Practices

An instructional leader must possess certain skills in order to have an effective role. In addition to their formal qualifications, the effective instructional leader needs to have strong interpersonal skills, such as good communication ability, patience, tact, and flexibility. These skills and attributes help them to create a positive, caring, and collaborative climate (Blasé & Blasé, 2000). According to Archibong (2012), modern instructional supervision models which focus on the supervision of teaching involves integrated functions, teacher empowerment, organic change, and support networks. As a result, the instructional supervisor must have a certain set of practices or skills in order to deliver these goals. These practices are discussed in the following sections.

Communication

The importance of communication skills in the relationship between students, teachers, parents, and other professionals has been proven through varied research (Campbell, 2011; Sharma, Yusoff, Kannan, & Baba, 2011; Wedell & Shumaimeri, 2014). In order to effectively and successfully manage school relationships, manage conflicts, and serve as a good role model, the instructional supervisor needs to be an effective communicator (Alkrdem, 2011; Aburezeq, 2006). This involves demonstrating open, two-way communication skills in which meanings are clarified and trust building is achieved (Aburezeq, 2006; Alkrdem, 2011; Yildirim, 2013). According to Alkrdem (2011) and Lipscomb (1997), teachers feel valued and respected when there is two-way communication in which their voices are heard and they are given honest, constructive, and regular feedback. In their study, Caires and Almeida (2007) emphasized that

feedback is an important process in communication that also helps in the evaluation of performance. Good communication creates a healthy workplace; whereas, poor communication leads to divisiveness, conflict, high levels of dissatisfaction and low teacher morale (Marzano, Frontier, & Livingstone, 2005; Yildirim, 2013). Supervisor practices such as walkthroughs, classroom observations, and teacher evaluations, facilitate conversations on the instructional practices of the teachers and help to build relationships with teachers (Derrington & Campbell, 2015; Marzano et al., 2011).

Similar to communication skills, the ability to facilitate or promote collaboration has been identified in literature as being important to successful educational leadership (Alkrdem, 2011; Marzano et al., 2011). Professional collaboration helps to establish a climate of trust, improve teachers' proficiency in consensus-building, conflict resolution, and decision-making (Alkrdem, 2011). According to Hosani and Abdalla (2015), the supervisor as an instructional leader has to be committed to improving teacher practice and performance without behaving like a transactional manager who is focused on accountability. This commitment to leading is a collaborative process and represents an important factor in the ability of the supervisor to impact teacher performance (Blasé & Blasé, 2002; Marzano et al., 2011; Yildirim, 2013). Teacher collaboration is identified in literature as constituting a mediator between the teaching community, teacher professional development, and student achievement (Alkrdem, 2011; Blasé & Blasé, 2002; Hosani & Abdalla, 2015). The ability to promote collaboration among teachers as well as to work collaboratively with teachers is therefore critical for successful instructional supervision (Alkrdem, 2011; Blasé & Blasé, 2002).

Development of Learning Environments

One objective of instructional supervision is to improve the process of teaching and learning through improving all the factors affecting that process such as: creating a safe and trusting environment, having productive classroom organization, and promoting the use of language skills.

Alabdulkareem (2014) examined a differentiated supervision initiative in Saudi schools where supervisors had only 4-5 schools instead of the traditional 50 schools on their caseload. The experiment was done in schools in three different areas of Riyadh, and the supervisors were given training on methods for working with a smaller number of teachers. The idea of differentiated supervision was devised by Glatthorn in 1984 and is based more on each individual teacher's needs as opposed to broad and basic goals from the MOE (Alabdulkareem, 2014). Strengths of this supervision model included a positive impact on instruction and the environment of the school, including the idea that the supervisor is more of a part of the daily life in the school rather than an authoritarian figure. Teachers felt like the supervisors were there to help them and give them advice instead of judge their mistakes. Teachers collaborated more with each other and improved their planning and professionalism. Weaknesses of the model included supervisors feeling unprepared to analyze teachers in subjects that they were not familiar with and a desire for more specialized supervisors. In addition, many schools found they did not have enough time for adequate supervision.

From Alabdulkareem's (2014) study, it is obvious that supervisors with smaller caseloads have more time to contribute to creating a productive learning environment with their teachers. By becoming a larger part of the daily life in the school, the supervisor was more of an integral part of the learning environment itself. For teachers to feel more positive and supported, they

must be part of an environment that simplifies the transfer of knowledge and supervisor feedback directly to their work (Almannie, 2015). Additionally, Romano (2014) found that teachers and supervisors in his study agree that creating a learning environment that promotes student success and cooperation is important. For this reason, developing an effective learning environment that focuses on trust, organization, and classroom management is crucial.

Curriculum and Instruction

One role of the educational supervisor is to help teachers update any changes of the curriculum, create learning activities, and decide how to select instructional materials. The effective supervisor in their role as instructional leader is able to provide intellectual stimulation for teachers through awareness of current theories and practices, current practices in curriculum instruction and assessment, as well as collaborative engagement with the curriculum (Barrett & Robert, 2014; Blasé & Blasé, 2000; Taylor-Backor, 2013).

Direct instructional supervisory functions include frequent visits to classrooms to observe teachers and student interactions, soliciting and providing feedback to teachers on their instructional methods and the materials, as well as evaluating the instructional program (Alkrdem, 2011; Taylor-Backor, 2013). The supervisor also coordinates instructional programs, allocates instructional time, and assures that at the classroom level and school goals are achieved (Alkrdem, 2011; Kubicek, 2015). Thus, the supervisor has a direct responsibility in curriculum supervision. Curriculum is a term that encompasses all in-school experiences such as the classroom, the student activities, the learning experiences, the use of learning resource centers, the cafeteria use, the social functions, the assemblies, as well as the out-of-school learning experiences that are directed by the school. These may include homework, use of community resources, and field trips (Alkrdem, 2011; Taylor-Backor, 2013; Romano, 2014). The direct

responsibilities of the supervisor associated with curriculum supervision include providing an environment and forum that facilitates curriculum and program discussions with teachers, ensuring that the curriculum is implemented effectively, facilitating needs assessments regarding the curriculum, and involving parents, students, and teachers in the process (Alkrdem, 2011; Taylor-Backor, 2013). The supervisor also coordinates the curriculum through translating curriculum knowledge into curricular programs and making sure that instructional objectives match with curriculum materials and tests. The supervisor assures curriculum continuity across the school and outside in tandem with educational policies and homework policies (Alkrdem, 2011; Romano, 2014).

Classroom Teaching

In Saudi Arabia, Arabic is the official language as well as the medium of instruction for many schools up to the university level. Due to globalization, the English language is now considered one of the major subjects within the educational system of KSA and is a compulsory subject beginning from class four up to the university level (Al-Issa, Al-Bulushi, & Al-Zadjali, 2016; Rahman & Alhaisoni, 2013). According to the Ministry of Education, the general aims and objectives of teaching English in the Kingdom includes: to enable students to acquire basic language skills - speaking, reading, listening, and writing; to develop awareness of English as important for international communication; to foster positive attitudes toward learning English; to enable students to acquire necessary linguistic competence for various life situations and different professions; to develop student's awareness and competence regarding their own religion and cultural, social, and economic issues; to position students to participate in international co-operation efforts; and to provide the linguistic basis to enable students to

participate in international exchange of knowledge and national development (Rahman & Alhaisoni, 2013).

The challenges identified for English language teaching in Saudi Arabia include improperly trained teachers, teacher-centered rather than learner-centered activities, inadequate teaching methodologies, and challenges in regards to students' aptitude, motivation, and initial preparedness (Elyas & Grigri, 2014). Other challenges faced in regards to teaching English in the Kingdom include use of compartmentalization versus the whole language approach; emphasis on rote learning rather than skill development; ineffective assessment of students learning; insufficient exposure to English language; and challenges related to appropriate and sufficient teaching materials and textbooks (Elyas & Grigri, 2014). In seeking to improve English language teaching and student learning in Saudi Arabia, the instructional supervisor has a responsibility to address such challenges (Alkrdem, 2011).

Student Assessment

Assessment of students is crucial in evaluating their learning and in planning for interventions when necessary. The categories of assessment, including summative, formative, and diagnostic, are all important for evaluating student performance and enhancing both teaching and learning in the classroom (McTighe & O'Connor, 2005). Teachers must know how to use assessments in the instruction process, but many teachers do not receive adequate training in designing or analyzing assessments (Guskey, 2003). For this reason, it is crucial that supervisors have the skills to both evaluate teachers' assessments and guide them in improving and using the assessments correctly.

In a study of English language teachers in Cyprus, findings revealed that teachers feel supervisors should know how to keep them informed about changes in assessment, how to

design effective exams, and how to use techniques to diagnose student strengths and weaknesses (Hismanoglu & Hismanoglu, 2010). With constant changes in instruction and evaluations, teachers need professional development to stay abreast of these changes. English courses in Saudi Arabia are known to have some specific problem when it comes to assessment. For example, some teachers use the same tests repeatedly. Using the same test for both pre and post assessments does not necessarily measure student learning and can lead to lazy teaching and assessing. Additionally, some teachers are failing to assess various aspects of English apart from reading such as fluency, pronunciation, and the use of grammar (Al-Seghayer, 2015). The main explanations as to why Saudi English teachers struggle with assessment are due to insufficient training opportunities in writing assessments and to fears of poor evaluations which causes teachers to make tests too easy for their students (Al-Seghayer, 2015). In an education culture that is focused on final results, many Saudi English teachers care more about students passing classes rather than retention of the course information. For these reasons, it is imperative that supervisors of English teachers in Saudi Arabia have the skills to help teachers in the proper use of assessments.

Evaluating Teachers

Feedback comprises a key function and one of the most visible processes in instructional supervision and leadership. Kubicek (2015) asserts that feedback is important for evaluations, communication, guidance, and student performance evaluations. Evaluations help to identify the weaknesses and strengths of teachers. Specific, accurate, and thoughtful feedback on the findings from evaluations helps teachers improve their pedagogical practices; it helps teachers become aware of areas of weaknesses which can be improved, as well as areas of strength that can be harnessed in order to improve student learning (Wanzare, 2012). The supervisor also provides

feedback to teachers based on classroom visits in regard to teachers' performance. In addition, the supervisor also reviews students' performance and provides feedback to teachers on how to improve student performance (Kubicek, 2015). An effective feedback system is therefore an important process for successful instructional supervision.

Feedback can be done through various mediums such as orally, electronically, or in written form (Kubicek, 2015; Wanzare, 2012). Since teachers are interested in feedback and constructive criticisms that can help them appraise and improve their performance, feedback can help to improve levels of satisfaction among teaching staff (Wanzare, 2012). In his study, Aldaihani (2017) found that supervisory observations and notes have been exceptionally important for teachers in Kuwait to help identify their shortcomings and improve teaching behaviors. Similarly, in a United States study of a district in New York, Romano (2014) found teachers and supervisors feel the observation process is imperative for encouraging teachers and advancing their understanding of their goals, objectives, and strategies. A study of teachers in the Midwest of the United States found that specific discussions about student engagement and teacher self-reflection were important predictors of supervisory effectiveness in improving teaching outcomes (Mette, Range, Anderson, Hvidston, & Nieuwenhuizen, 2015). In the context of the current study, it will be important to understand how instructional leaders for English language teachers' in female schools in Saudi Arabia use feedback in evaluation processes such as use of post-observation feedback, frequent observations and feedbacks, and how feedback is provided.

Professional Development

Professional or staff development refers to the processes that improve job-related skills, knowledge, and attitudes of school employees (Hosani & Abdalla, 2015). In the context of this

study, professional or staff development refers to teacher development of their own knowledge, engaging in professional development activities, holding professional conversations, engaging in micro-teaching activities with other teachers, and setting goals.

Supervisors support staff development by helping teachers refine their teaching skills. Data obtained in the supervision process is used to evaluate the skills of teachers, develop goals, plan training activities and understand how to harness the skills of teachers. Also, the instructional supervisor is able to facilitate professional development opportunities for teachers both within and outside the school (Hosani & Abdalla, 2015). As stated by Taylor-Backor (2013) instructional supervisors support instructional innovation and provide opportunities for their teachers to gain information on current trends and new pedagogical ideas through conferences, seminars, and workshops. Within the school, the supervisor observes classroom management techniques and provides feedback on changes that have to be made. This enables teachers to refine what they have learned. The instructional supervisor may also serve as a coach for teachers. The effective supervisor is able to encourage intellectual stimulation among teachers, encourage teachers to collaborate with and learn from each other, as well as to promote reflection as an important learning strategy (Barett & Breyer, 2014; Taylor-Backor, 2013). This study will therefore seek to understand the staff development practices of instructional supervisors in the target schools by looking at how professional development activities are prioritized and carried out.

Teachers' Views of Supervision Practices

As noted above, there are many different skills and practices that supervisors are tasked with having in their work. From communication skills to providing opportunities for professional development activities, supervisors have a wide array of responsibilities. There have been

studies that have focused on teachers' views of their supervisors' practices. Overall, certain themes have emerged including the identification of weaknesses in current supervisory practices. For example, many teachers feel that their supervisors do little to actually help them in their work. Instead, they feel that their supervisors just fill out paperwork or reports for the government. Additionally, although evaluations used to be largely welcomed by teachers, many now see evaluations as judgmental rather than a provision of positive and constructive feedback. Apart from these more negative views, teachers have also offered valuable insights into what sorts of supervisory practices have been helpful and appreciated. From these insights, it is hopeful that better supervisory practices can be provided through better training of people place in Teacher Supervisor positions.

While some studies such as Abera's (2017) study of teachers in Ethiopia have shown that teachers feel evaluations by supervisors are positive experiences, many studies around the world have shown that teachers do not always have positive views of supervision,which can directly affect their performances in the classroom. As evidence, Coladarci and Breton (1997) examined the relationship between instructional supervision and special education teacher efficacy. They mailed surveys to 865 teachers to participate in the study in the state of Maine, and 560 teachers agreed to participate. In the study, results showed that the perception about the usefulness of supervision had a large effect on the efficacy of the teachers. Regression analysis of the data in the study showed that teachers' opinions about the usefulness of supervision rather than the frequency of it had the most effect on their sense of efficacy. In a related study in Saudi Arabia, Elyas and Al Grigri (2014) found that 70% of the English language teachers surveyed felt that weaknesses in supervisory methods were an obstacle to their teaching. A study of teachers' perceptions of supervision in Indonesia found significant differences in their ideas about actual

and ideal supervisory practices (Mudawali & Mudzofir, 2017). Furthermore, in a study of teachers in Turkey, Kayaoglu (2012) found that most English as Foreign Language teachers do not feel that their current supervision experiences are positive. Additionally, researchers interviewed 100 teachers from India, Malaysia, and Thailand and found that 97 of them do not feel any benefits from supervision. The "unsupportive attitudes" of supervisors was cited as a weakness in supervision programs among Turkish teachers (Deryakulu & Olkun, 2009). Teachers in Kuwait found that there was a loss of connection with their supervisors and that traditional methods did not enhance their own professional development (Aldaihani, 2017).

On the other hand, many teachers felt that supervision was just a method of completing paperwork, and that purposes of supervision are more punitive than helpful (Sharma et al., 2011). Supporting this idea, Rahmany, Hasani, and Parhoodeh (2014) surveyed English teachers in Iran and found that they also believed supervision was mostly just a "paperwork job" (p. 349). Teachers in Kenya voiced the same concern in their determination that supervision is merely a way to check up on others' work and ensure bureaucratic regulations and procedures are being followed (Wanzare, 2012). Furthermore, using questionnaires and diary-interviews, Kayaoglu (2012) questioned 135 English teachers from different cities in Turkey about their opinions on supervision. The majority of the teachers felt that most supervisors were just bureaucratic administrators. This may be due to the fact that many supervisors in the study did not have expertise to assist the teachers in any meaningful way (Kayaoglu, 2012).

There is also a growing consensus that teachers view supervision and observations as a judgment of them rather than as developmental support of their work. Judgmental observations are those that give teachers feedback on their deficiencies but few suggestions on how to turn those deficiencies into better practice. Developmental support points out when and how teachers

can improve their teaching skills so students are more engaged in learning. This often includes helping teachers become reflective in their practices so they can do self-evaluation of their teaching. According to a study by Shah and Harthi (2014), in the 1960s, classroom teachers in different parts of the world would often look at supervisors and observations of their classroom as a welcome and valuable evaluation. However, with years of educational reforms and changes in the classrooms, many teachers' views of supervision have changed. Rather than a welcome form of assistance, observations are often met with anxiety and stress. Shah and Harthi (2014) found that classroom observations are often seen as threatening, subjective, and ineffectual and that teachers wish these observations would be "developmental rather than judgmental" (Shah & Harthi, 2014, p. 1595). Abdul Rehman and Al-Bargi (2014) also found that teachers view observations with dread and have come to expect negative feedback. Tshabalala (2013) found that teachers in Zimbabwe become "anxious" and "resentful" during instructional supervision (p. 25). Furthermore, in a study by Owuso and Brown (2014) in Ghana, 125 trainee teachers completed questionnaires about teacher practice and supervision. Results showed that the teachers showed concern about supervisors judging them unfairly and antagonizing them rather than supporting them or offering assistance. In their study of 100 teachers in Asia, Sharma and colleagues (2011) found that 89 of them feel the purpose of supervision is punitive. Other teachers consider supervisors as "fault-finders" with nothing valuable to offer (Tesfaw & Hofman, 2014). Among English teachers in Iran, 66-75% of those surveyed felt that supervision instilled fear of penalization and was too focused on a superior versus inferior form of a relationship (Rahmany et al., 2014).

This focus on feeling "judged" brings about an important difference between supervision and inspection. As explained in her research article, Archibong (2012) writes that supervision

and inspection are two very different terms that teachers and supervisors must be familiar with and differentiate between. The goal of supervision is to help teachers improve their instruction by helping them find areas of needed professional development, by motivating them, and by offering support to help them achieve their goals. On the other hand, inspection is meant to ensure that teachers are meeting certain standards in their job (Archibong, 2012). So, while supervision is meant to support and guide teachers, inspection is meant to judge them and ensure they are being productive in their positions. These definitions become problematic when supervisors have the dual role of fulfilling both evaluative and supervisory needs. For example, Memduhoglu (2012) studied teachers and supervisors in Turkey and found that many believe the dual structure of inspecting and supervising brings too many challenges that are barriers to any cooperation, collaboration, or trust between teachers and their supervisors. In their study of teachers in Saudi Arabia, Rehman and Al-Bargi (2014) echoed this idea in finding that blurred lines between the evaluative and developmental roles of supervisors are linked to feelings of anxiety about job security among teachers.

The generally negative perceptions of supervisors by teachers was further studied by Yildirim (2013) who found that a majority of teachers labeled supervisors as “frightening” and “controlling.” Some teachers even labeled supervisors as “ineffective,” “inconsistent,” and “criticizing.” On the other hand, other words used to describe supervisors included “guiding” and “developing” (p. 116).

No matter the study, the main theme was that many teachers did not perceive their supervisors as educational leaders who were proficient at teaching students in the classroom. Supervisors were more perceived as reporters who gather information about teachers and student academic achievement on tests then reported this information to the Ministry of Education. It is

due to these definitions and perceptions about supervision that Saudi Arabia's Ministry of Education has cycled through different stages of supervision. While the focus in 1957 was on strict administrative inspection, this term changed to "direction" in the late 1960s, followed by "supervision" in the 1980s (Alabdulkareem, 2014, p. 188). These are just some steps in the move to make the act of supervision seen as supportive and developmental by teachers as opposed to restrictive and judgmental. The question arises concerning if female English teachers in Saudi Arabia have similar perceptions of their supervisors.

Types of Instructional Supervision

Leadership influences the actions of other people to achieve desired goals (Blasé & Blasé, 2002). By shaping motivations, goals, and actions, principals, as instructional and educational leaders, fulfill managerial, instructional, and political roles (Al-Mahdy & Al-Kiyumi, 2015). There are different theories of leadership and these theories are applicable in supervision and instructional leadership because they represent the attributes of leaders and how those attributes influence teacher performance and student outcomes. In this section we will focus on the three main models of leadership, which include: autocratic, democratic, and Laissez-Faire

Autocratic

Autocratic supervision is an early type of supervision that was seen largely in the end of the 19th century as schools transformed into larger organizations with larger enrollments and structures. Supervisors at this time adopted a form of leadership that was authoritarian and similar to the approach used in industry (Marzano et al., 2011). This approach to supervision focused on social efficiency and control over curriculum. Two specific tasks of supervisors were to guide teachers in the selection of teaching methods and to prepare and renew teachers (Marzano et al., 2011; Taylor-Backor, 2013). Ultimately, this type of supervision was met with

resistance as it placed teachers in a subservient position (Taylor-Backor, 2013). In the context of the present study, the practices in autocratic supervision align with the practices that were seen in the early inspection phases of supervision in Saudi Arabia when supervision involved approving and appointing teachers, providing directives on teaching methods, and resolving problems in the school (Abdulkareem, 2001; Alkrdem, 2011).

Democratic

Historically, the democratic type of supervision emerged because of criticism of the autocratic style of supervision and the need to find an alternative type of supervision that was effective (Taylor-Backor, 2013). Democratic supervision is located within an educational pedagogy that aligns the ideals of a democratic and diverse society (Taylor-Backor, 2013). The assumptions that support this model of supervision are that engagement of teachers and educators in decision-making will lead to improved school effectiveness and that legitimate stakeholders in the school can participate in leadership in (Bush, 2007). Democratic supervision, therefore, emphasizes cooperation between teachers and the supervisor in order to improve instruction (Taylor-Backor, 2013). The supervisor focuses on building relationships within the school and with the teaching community in ways that increase freedom in interaction, social relationships, and shared interests (Blasé & Blasé, 2002; Burch, 2007; Taylor-Backor, 2013). This style of supervision promotes staff cohesion while reducing resistance to the leadership and reducing the burden on the supervisor to allow for more effective prioritization of their responsibilities (Bush, 2007; Taylor-Backor, 2013).

Laissez-Faire

The laissez-faire style of supervision derives from the laissez-faire leadership style. In laissez-faire leadership, the leader purposely desists from interfering or directing the workers,

giving them freedom of choice and the opportunity to act individually (Adeyemi, 2010; Mullins, 2002). As noted by Adeyemi (2010), this type of leadership involves minimal to no oversight of work subordinates. Laissez-faire leadership is not always viewed in a positive light; some authors describe this style of leadership as involving the nomination and physical presence of a leader who has more or less abdicated from his or her duties and responsibilities. Therefore, not only is there a lack of presence, but such leaders are not seen as meeting the rightful expectations of their colleagues, superiors, and subordinates (Mullins, 2002; Tibagwa & Onen, 2016). Ineffective leadership such as laissez-faire leadership may contribute to stressors in the workplace such as role ambiguity, role conflict, and perceptions of poor leadership (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007). Studies show that this style of leadership is negatively associated with job satisfaction, leader effectiveness, and satisfaction with the leader. Studies also show a negative relationship between laissez faire leadership and group-level safety climate (Mullins, 2002; Tibagwa & Onen, 2016). Accordingly, the laissez faire supervision style is also known as independent supervision. As in laissez faire leadership, maximum freedom is allowed to the teachers or subordinates. The laissez faire supervisor never interferes in teachers' work and encourages them to solve their problems by themselves (Mullins, 2002). In the context of the current study, the laissez faire leader would not exhibit important supervisory behaviors such as encouraging teachers to develop themselves, challenging them to raise student achievement levels, supporting them in curricular development, or playing a role in building a positive learning climate.

Helpful Approaches to Supervision

Studies show that there are certain types of supervision that yield better impacts on teachers' opinions and teaching results. When teachers have better views and opinions of their

supervision, they are more likely to gain valuable understanding and guidance from that supervision. This, in turn, will affect their teaching results. Teachers must be open to and accepting of supervision before they can hope to truly learn from and value their supervisors' roles and input.

It is helpful to know exactly what kinds of supervision are considered to be the most or least helpful to teachers. In their study of the teacher supervision process in Taiwan, Chen and Cheng (2013) looked at supervision in English teachers' experiences through a qualitative study that used interviews, questionnaires, observations, journals, and more. They found that prescriptive supervision involved supervisors who observed teachers using a checklist of tasks that a teacher should be doing. They were seen as authority figures rather than collaborators and did not help the teachers or create a lasting impact. This suggests that teachers need to have more open communication with supervisors and other colleagues. Moreover, Hamzah, Wei, Ahmad, Hamid and Mansor (2013) used questionnaires and surveys to research relationships between 248 managers and 367 teachers in Kuala Lumpur, as well as 175 managers and 346 teachers in He Fei. Their findings indicated that it is especially important for supervisors to offer guidance on the curriculum, suggesting that supervisors should be hands-on and provide specific and useful guidance to teachers (Hamzah et al., 2013).

A study that expands the theme of whether, or not, supervision is helpful came from Gordon (1990) who compared three different approaches to supervision, including the directive, collaborative, and nondirective approaches as applied to 47 teachers in the Southeastern and Midwestern U.S. states. The directive approaches involved more authoritarian supervision, which includes more direct, standardized methods of observing teachers. Gordon also studied the collaborative approach with teachers that involved supervisors who presented ideas, problem

solving, and negotiating in a more collaborative way. Finally, the nondirective approach involved more listening, encouraging, and reflecting by the supervisor without too much direction for the teacher. In this case, Gordon found that 92.8% of directive approaches and 100% of collaborative approaches resulted in effective supervisors. Only 70.6% of the nondirective approaches resulted in effective supervisors. However, teachers had mostly positive reactions to all the approaches, supporting the theory of developmental supervision in which there is more than one best approach to supervision. The fact that 100% of the collaborative approaches resulted in effective supervisors suggests that this model may be successfully applied in Saudi Arabian schools.

Tesfaw and Hofman (2014) analyzed many of the widely used instructional supervision approaches ranging from clinical, to collaborative, to peer coaching. They found that teachers' perceptions of the supervisory approaches have a positive and significant correlation with the perceived professional development benefits of the relationship. For example, while a clinical approach is more sequential, systematic, and perhaps procedure-based, collaborative and coaching approaches place more focus on mentoring and working together to support and improve instruction. These latter approaches are often more associated with higher teacher satisfaction.

Overall, it seems that when supervisors are friendly, collaborative, and provide coaching, it provides some of the best ways for supervisors to help teachers develop confidence in their teaching (Owuso & Brown, 2014). In addition, Owusu and Brown (2014) found in their study of teaching practices in the University of Cape Coast, that teacher participants expressed that feedback is very important for continued growth and for future remedial teaching. Also, the teachers agreed that supervisors should not focus on only one aspect of a lesson they are

observing. Instead, they should have a more comprehensive perspective when assessing the teachers' competencies. Abdul-Rehman and Al-Bargi (2014) found that teachers in Saudi Arabia believe supervisors are too focused on prescribed techniques rather than the actual learning process in the classroom. By focusing only on specific observable behaviors of the teachers, supervisors fail to address the beliefs and feelings of teachers as well as the other aspects of learning in the room (Bates, Drits, & Ramirez, 2011). In his study of educators and supervisors in Turkey, Memduhoglu (2012) found similar issues with supervisors focusing too much on procedural ideas rather than developmental ideas. These findings support the belief of how teachers want to perceive supervisors as being supportive partners in education as opposed to evaluators who point out weaknesses but provide no constructive feedback for improvement.

Chapter II Summary

This chapter has reviewed a variety of literature that focused on instructional supervision and how that is necessary for the delivery of teaching and learning goals in schools. Supervision involves working with teachers and educators to enhance quality of student learning via improved instruction. The supervisor carries out many functions including supporting collaboration, promoting professional growth for teachers, evaluation, modeling effective teaching methods, encouraging creativity and innovation, coaching, promoting reflection through dialogue and feedback, and carrying out action research to improve instruction. In Saudi Arabia, English language is one of the major subjects taught in schools. The goals of the English language curriculum include to enable students acquire basic language skills - speaking, reading, listening, and writing and to develop awareness of English as important for international communication and exchange. Successful achievement of these goals including addressing challenges related to the role of supervision in improving learning, promoting teacher

development, and creating positive learning environments. The review of the previous studies confirms the urgent need of this research since there is no research specifically addressing female English Language teachers' perceptions in Saudi Arabia regarding the instructional supervisory practices of their supervisors.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate the effectiveness of educational supervision in improving the performance of Saudi female English language teachers from the teachers' perspectives. This chapter provides a description of the research design, population and sample, instrument, data collection procedure, and limitations and delimitations. Specifically, the study addressed the following questions:

1. What are the Saudi female English language teachers' perceptions of their supervisors regarding:
    a. the amount of time spent with their supervisor, and
    b. the effectiveness of their supervisors' skills?
2. To what extent do Saudi female English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teachers' beliefs about their improvement when controlling for the teachers' years of experience?

Research Design and Rationale

A quantitative study approach was best suited for this study. I utilized this approach because it involves the sampling and surveying of the targeted populations and performing statistical analysis of a body of numerical information in order to draw generalized inferences about the population (Creswell, 2014). My study examined teachers' perceptions of their supervisors' instructional supervisory practices. As I was interested in determining the extent to

which teachers' perceptions about the supervision practices they have experienced predicts their perceptions of the benefit they have received from the supervision, I used a correlational, predictive research design. The use of a survey is a useful research method to collect numerical data that describes teacher perceptions about their supervisors' instructional supervisory practices, as well as their perception of the personal benefit received from these practices. All participant teachers were asked to complete three parts of a survey; the initial part concerns participant demographics, the second part addresses perceptions about the participants' experiences with instructional supervisory practices, and the third part addresses how the teachers perceive those interactions to correlate with their own improvement.

A survey design was a preferred method for this study owing to its various advantages such as the inexpensive cost, flexibility in distribution, and usefulness in describing and generalizing about large populations. Since the surveys were conducted online, this approach was cost efficient, time effective, and convenient for both the respondents and the researcher. Also, an online survey made it easier to access teachers in Saudi Arabia who live in a geographically distant location. In addition, an online survey allows for quick responses, thus, leading to the possibility of a larger sample of respondents for accurate feedback (Creswell, 2014; Zhang, 2000). Finally, the survey was anonymous which lends itself to eliciting more honest answers from respondents.

Population, Sample, and Site

The population of this study consisted of roughly 543 female English language teachers within the Tabuk General Administration of Education, Saudi Arabia, during the academic year 2017-2018 (MOE, 2016). Tabuk is located in northwestern Saudi Arabia, and has a population of approximately 907,494. The Tabuk province (Saudi Arabia has 13 provinces) has 520 public

schools and 17 private schools. It is worth mentioning that Tabuk was selected as the site of this study because there have been no studies focusing on this city. Most of the previous studies were applied in Riyadh, Jeddah, and Dammam, as they are the biggest cities in Saudi Arabia. In addition, I was familiar with the province and was able to communicate with individuals more easily there.

The sample of this study included the entire population of 543 female English language teachers in Tabuk, Saudi Arabia. The questionnaire was forwarded to the 543 teachers requesting them to participate in the survey. By sending the survey to all the teachers, it helped mitigate missing and incomplete surveys and to eliminate the potential for sampling bias. When using multiple regression analysis, sample size is an important consideration. While there are different opinions among researchers about appropriate sample size, a common formula to determine appropriate sample size is $N > 50 + 8m$ where m is the number of independent variables (Pallant, 2007). Because this study had nine independent variables, a sample size between 122 and 160 was necessary. The final tally of 130 participants met this requirement.

Ethical Considerations

Before starting this research, I sought permission from the WMU Human Subject Institutional Review Board (HISRB) to perform a study using human subjects. Since this research involved an anonymous online survey, confidentiality was maintained for all participants. In addition, all participants understood that their answers would be anonymous before participating in the study as explained in the consent page of the survey. There were no direct manipulations or interventions with the participants themselves.

Instrumentation

For this study, I developed a survey (Appendix A) after an in-depth review of literature in

the field of educational research with special attention given to supervisory practices. A total of 57 questions were used to collect perceptions from teachers regarding their supervisors' instructional supervisory skills and practices, and their own skills and practices related to the assistance they received from their supervisor. These practices are categorized into seven constructs: supervisor's communication skills, learning environment, curriculum and instruction preparation, classroom teaching, student assessment, supervision and evaluation, and professional development activities. The eighth set of questions focuses on the teachers' perception of how their skills have improved as a result of the direction they received from the supervisor. The questionnaire consists of three parts.

Survey Questions

Part 1. The first part consists of the demographic information about the participants and includes four questions:

a. The school level you teach: (Elementary, Middle, High)

b. Years of teaching experience.

c. Supervisor's number of visits last year:

d. Average [minutes] per visit.

Part 2. The second part consists of seven constructs to determine the effectiveness of educational supervisors' skills in improving the performance of Saudi female English language teachers from the teachers' perspectives.

Construct 1: Supervisor's communication skills. Construct 1 includes seven items designed to examine teachers' perceptions regarding the way that supervisors communicate and interact with them. This includes various questions about how effectively the supervisor creates a positive working relationship, communicates, listens, and encourages the teacher.

Construct 2: Learning environment. Construct 2 includes five items designed to examine teachers' perceptions regarding the way the supervisor understands how the learning environment effectively enables teachers to be productive, develop classroom management, create a positive learning environment, and promote the use of English.

Construct 3: Curriculum and instruction preparation. Construct 3 includes nine items designed to examine teachers' perceptions regarding the way that supervisors help them prepare for successful use of the curriculum and instruction. Items include various questions about how effectively the supervisor enables the teacher to update curriculum, create lesson plans, select instructional materials, and create extension activities.

Construct 4: Classroom teaching. Construct 4 includes six items designed to examine teachers' perceptions regarding the way that supervisors assist them in their classroom teaching and has questions about how effectively supervisors help them with teaching strategies, assist in identifying instructional difficulties, and provide feedback on student engagement.

Construct 5: Student assessment. Construct 5 includes four items designed to examine teachers' perceptions regarding the way that supervisors effectively help the teachers with student assessment. For example, questions include how effectively the supervisor challenges the teacher to raise student achievement, to develop formative and summative assessments, and to create plans for low achieving students.

Construct 6: Supervision and evaluation. Construct 6 includes seven items designed to examine teachers' perceptions regarding the way that supervisors effectively supervise and evaluate them. This includes questions regarding pre-observation meetings, observations, post-observation meetings, and evaluations.

Construct 7: Professional development activities. Construct 7 includes six items

designed to examine teachers' perceptions regarding the way that supervisors encourage professional development. For example, questions include how effectively the supervisors assist in locating professional development opportunities, holding professional conversations with other teachers, setting professional development goals, and attending conferences or workshops.

Part 3: My skills related to my supervisor's direction. The third part consists of seven items designed to examine teachers' perceptions regarding their own skills and improvement in relation to their supervisors' direction. For example, questions include how effectively the teacher communicates as a result of supervisor guidance and how the teacher has improved in her understanding of curriculum, preparation for instruction, delivery of instruction, and assessment of students because of supervisor support.

All items followed Likert scale by assigning it with a number from 1 to 6 indicating his/her acceptance degree of this item, where 1 = Strongly Disagree; 2 = Moderately disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

Validity of Research Instrument

It was important to ensure that the survey had validity if I was to draw useful inferences about the data from the survey (Creswell, 2014). Also, according to Creswell (2014), the most important standards of validity are: (a) content validity, (b) predictive validity, and (c) construct validity. The predictive validity was not assessed in this study since this was the first time Saudi female English teachers have been surveyed in this manner. In order to ensure the content validity, I contacted knowledgeable dissertation committee members who had experience in quantitative research and asked them to review the content and the items of the questionnaire. This examination assisted in ensuring that survey questions related to the research questions. Additionally, I translated the survey into Arabic to better ensure clear understanding of the

survey by participants. After translation, Arabic faculty reviewed the survey for clarity. Their feedback and notes were considered carefully, and necessary changes were made to ensure more validity.

To help ensure construct validity, I conducted pilot testing of the survey by giving it to eight teachers who were not a part of the final sample. Two of the eight teachers had experience with writing surveys. After the pilot participants completed the survey, their feedback was taken into account and minor changes were made to the survey.

Reliability of Instrument

In the present study, computation of Cronbach's alpha was used to ensure the reliability of the measurement obtained from questionnaires during measurement of the perceptions, feelings, and other useful constructs (Pallant, 2007). In SPSS, the Minitab item analysis provides an evaluation of survey responses. Cronbach's alpha shows the strength of data consistency and correlates scores of each item scale with a total score of observations. The present study uses seven scale scores derived from sets of items measuring the practices and skills in seven areas of practice of instructional supervisors in improving the performance of English teachers. A six-point scale measures teacher responses ranging from strongly disagree to strongly agree. An eight scale score, derived from a set of items that measure teachers' perceptions of to what extent they have benefit from the reported supervisory practices, was used.

Cronbach's alpha is a significant scale to ensure that all questionnaires are measuring the same perceptions, feelings, and any other effective constructs (Pallant, 2007). In a study by Ikegbusi and Eziamaka (2016) that focused on the impact of the supervisor on teacher effectiveness, they reported an alpha value of 0.85 which was judged to indicate "very good" reliability of the instrument. While in another study by Mette, Range, Anderson, Hvidston, and

Nieuwenhuizen (2015), there were six items on the survey about principals' skills, and there was a 0.98 which indicates very high reliability. However, it should be noted that a Cronbach's alpha of very close to 1.0 may also be an indication of redundancy in the instrument and may lead to additional questions regarding the efficiency of the survey (Taber, 2016).

For the purpose of my study, a Cronbach's alpha of at least 0.7 was considered acceptable, while values above 0.7 were preferable (Pallant, 2007), and values that were very near to one were reviewed and discussed accordingly. My study resulted in Cronbach's alpha scores of between 0.91 and 0.96, so it meets acceptable values. Specifically, the instrument for this study used a six-point Likert scale and SPSS to calculate Cronbach's alpha.

Data Collection

Before starting this research, I sought permission from the WMU Human Subject Institutional Review Board (HISRB) to perform a study using human subjects (Appendix B). I contacted the General Administration of Girls Education in Tabuk Province to obtain permission to distribute the questionnaire (Appendix C and D) to all English teachers. The information in the email informed the teachers that this was a confidential survey that would be completed via e-Survey Creator, an online data collection service. The survey was translated into Arabic for better clarification and to help ensure full understanding of the questions. As mentioned before, I conducted a pilot study with eight teachers after receiving permission to conduct the research. After some changes were made as a result of the pilot study, I sent the final survey to the study participants.

After all permissions were granted and the pilot study was complete, I asked the General Administration of Girls Education in Tabuk to provide the teachers' email addresses. It was faster and easier for me to contact the teachers directly. I sent an official email (Appendix E) to

the teachers explaining the study and encouraging them to participate. The email included a link to the participation form. When the teachers clicked on the link, there was a paragraph of explanation to clarify the purpose of the study, to ensure them that all responses would be anonymous, and to request that they complete a participation form. Once the participation form was complete, the teachers clicked a *complete* button that provided them access to the survey. It was important to test the links in advance to be sure the emails were accurate and to encourage the teachers to participate. Two reminder emails were sent to teachers to remind them to complete the survey if they have not already completed it. The first reminder (Appendix F) was sent after one week, and the second (Appendix G) after one more week.

Data Analysis

To answer this study's research questions, the *Statistical Program for the Social Sciences* (SPSS) computer software was used due to its effectiveness of the data analyses and interpretation. Once the survey results were collected, the data was cleaned to avoid any problems such as missing or erroneous data. Descriptive statistics were used to gather summaries and understand data trends. This allowed for the determination of what data points were erroneous. This statistical technique offered a wide range of methods, tables, graphs, and charts that increased the level of validity and reliability of the data used for remaining analysis and allowed for visualization of the data and distributions used.

My research questions provided information that describes perceptions of the female English language teachers in regard to the role of their supervisors in improving teachers' performance.

First Stage: Internal Consistency

According to Pallant (2007), Cronbach's alpha ensures the reliability of the measurement obtained from questionnaires during measurement of the perceptions, feelings and other useful constructs. In SPSS, the Minitab item analysis provides an evaluation of survey responses. Cronbach's alpha shows the strength of data consistency and correlates score of each item scale with a total score of observations. Therefore, it is necessary to examine the assumptions of the normal distribution prior to conducting the analysis. A normal probability plot was used to determine if the errors in a data set were normally distributed. Specifically, SPSS was used to calculate Cronbach's alphas for the set of items that are combined to create the scale score for each construct in this study. The present study used seven scale scores measuring the practices and skills of instructional supervisors in improving the performance of English teachers. A six-point scale measured teacher responses ranging from strongly disagree to strongly agree.

For the purpose of my study, a Cronbach's alpha above 0.7 was considered acceptable, while values above 0.8 were preferable (Pallant, 2007), and values that were near to one were reviewed. Each individual construct was tested and Cronbach's alpha was obtained. This allowed me to determine if the constructs were acceptable to be used in their collapsed form as variables during multiple linear regression.

Second Stage: Data Analysis Related to Research Questions

Research question 1. What are the Saudi English Language teachers' perceptions of their supervisors', regarding:

(a) the amount of time spent with their supervisor, and

(b) the effectiveness of their supervisors' work?

In the beginning, descriptive statistics were used to describe the distribution of the responses about time spent with supervisors and teacher perceptions of the supervisor's skills embedded in the Likert-style questions, with options include Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, and Strongly Agree. Using descriptive statistics had advantages in identifying characteristics in the data. Creswell (2014) states that descriptive studies report summary data such as measures of central tendency including the mean, median, mode, variation, percentage, and correlation between variables. Descriptive statistics were used for this study to describe the distribution of the responses about teacher perceptions include frequencies, means, and standard deviations. Frequencies allowed me to view the number and percentage of specific outcomes in the data. Using means as a measure of center allowed me to find the central tendency for the specific variables. Using standard deviation allowed me to view the spread of the data and to get an idea of how much a specific variable could fluctuate. The descriptive analysis of the data from the first seven sections of the questionnaire provided the necessary information to answer Research Question 1 which asked about respondents' perceptions regarding the amount of time that their supervisor spend with them and the effectiveness of those supervisor's work.

So, analysis of the data in the first seven sections of the survey provided information about the participants, their time spent with supervisors, and their perceptions of their supervisors' knowledge and skills which would answer to the first research question.

Research question 2. To what extent do Saudi female English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teachers' beliefs about their improvement, when controlling for the teachers' years of experience and the number of years teaching at the current school level?

The focus of this study was to understand if the teachers believe that the supervisors have the time and skills for assisting teachers to improve their teaching proficiency. Therefore, a multiple regression analysis was completed to assist in determining which, if any, constructs and variables had a significant effect on teachers' perception of their own improvement.

According to Pallant (2007), multiple regression allows for more "sophisticated exploration of the interrelationship among a set of variables" (p. 146). Multiple regression is a powerful test used in finding the relationship between the dependent variable (teacher perception of improvements) and a set of independent variables (time with supervisor and supervisor skills) (Pallant, 2007). Pallant further describes how each independent variable is measured against the other independent variables in their predictive power when using standard multiple regression.

In this study, SPSS was facilitated in determining multiple regression related to the influence that the amount of time the teachers spend with their supervisors and the teachers' perceptions toward the effectiveness of their supervisors' skills have on the teachers' perception of their own instructional practices and skills. Specifically, there were nine independent variables in this study. The two non-construct variables included: (a) Supervision frequency per year; and (b) The amount of time that supervisor spent in the visit. In order to analyze the total time of supervision visits in the last year and to analyze the effects these variables may have, I needed to measure the frequency and duration of visits separately first to see if one has a larger impact. Then, I needed to measure both variables together (frequency x duration) as an interaction to see if the two variables worked together to have a significant effect on teachers' perception of their own improvement. The seven effectiveness variables included: (a) Communication skills; (b) Learning Environment; (c) Curriculum and Instruction preparation; (d) Classroom teaching; (e) Student assessment; (f) Supervision and evaluation; and (g) Professional development activities.

A scale score for each variable was computed by calculating a mean score for all the items defining that construct. The dependent variable was the teachers' perception of how the supervisors' direction assisted in teacher proficiency. A mean scale score was also computed for this variable. Thus, multiple regression assisted in answering research question two, and determined which independent variables influenced the dependent variable of teacher perception of their supervisors, and to what degree. Specifically, I created a single construct scale score for each variable used in the regression formula after collapsing the scores given to each item. This made it possible to analyze all the data more efficiently. By finding the means of individual responses to the survey items and using them as the construct scale scores, multiple regression analysis was made simpler and more straightforward.

Measuring the control variable was necessary due to the potentially significant effect on the outcome of the data analysis. In this study, there was only one control variable: *years of teaching experience.* This allowed the researcher to determine the effect of the control variable with the other variables to avoid any faulty results or what is called "confounding variables."

When performing multiple regression, I examined which of these variables were found to be significant predictors of teacher perceptions by looking at the p-values of the predictors as well as their slopes. P-value is measured as the probability of the result yielding a type I error. A type one error, also known as a false positive, obtains a significant result, when in fact there is no significant relationship between the variables. An alpha level of 0.05 will be used as a benchmark to determine significance. Any P-value that falls below the alpha level of 0.05 will be deemed a significant result. I was also able to use the slopes (beta) of each independent variable to create a model for predicting the outcome of future improvement perceptions based on the independent variables. This allowed me to see how much of an effect each individual

construct and variable had on teachers' perceptions and help to draw conclusions or ask additional questions as to why specific constructs are more impactful than others. The results compiled opened the possibility of future follow up research as well.

Crosswalk Table

A crosswalk schema is a method for showing how equivalent items relate to each other. Table 1 is the crosswalk table that visualizes the alignment of my research questions, variables, and statistics to be used. Independent variables for my two research questions are broken into three possible categories: frequency variables, effectiveness variables, and control variables. Question 1 was evaluated using descriptive statistics only, while question 2 was evaluated using both descriptive and inferential statistics.

Table 1

Crosswalk Presentation of Study Variables

Variables	Items from the Survey	Data Analysis
1. What are the Saudi female English language teachers' perceptions of their supervisors regarding: (a) the amount of time spent with their supervisor, and (b) the effectiveness of their supervisors'' skill?		
(Frequency Vs) Visit time	(Time of visit last year) (Average # of min in a visit)	Descriptive Statistics
(effectiveness Vs.) Communication Skills	(Positive relation, Building trust, Communication, Listening, Meeting needs, Encouraging, Setting goals)	Descriptive Statistics
Learning Environment	(Safe environment, Productive classroom, Classroom management, Positive learning environment, Using English skills)	

Table 1 – Continued

Variables	Items from the Survey	Data Analysis
Curriculum and Instruction Preparation	(Curriculum updating, Lesson planning, English Learning activities, Instruction methods, Instructional materials, Internet-based instructional materials, Using media materials, extension activities, English words pronunciation)	
Classroom Teaching	(Teaching strategies, Engage students, Pronunciation, Identify difficulties, Overcome problems, providing feedback)	
Student Assessment	(Student achievement, Formative assessment, Summative assessment, Treatment plan)	Descriptive Statistics
Supervision and Evaluation	(Pre-observation meeting, Observation process, Pre-observation discussion, Frequent observations, Post observation meeting, Written report, Self-evaluation)	
Professional Development Activities	(Professional knowledge, P.D. activities, Professional conversation, Micro-teaching, P.D. goals, Conference and workshops)	

Table 1 – Continued

Variables	Items from the Survey	Data Analysis
2. To what extent do Saudi English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teacher's beliefs about their improvement, when controlling for the teachers' years of experience?		
(FVs) Visit Time	Items noted above	
(EVs) Teachers' perception towards supervisors' instructional and practices.	Items noted above	Cronbach's alpha
(CV) Teachers' years of experience	Part 1 (Q.2: how many years of teaching experience do you have?)	Multiple Regression
(DV) Perceived improvement	Part 3, (7) perceived improvement due to supervisor's direction	

Assumptions, Limitations, and Delimitations

There were several assumptions involved in conducting this study. First, it was assumed that English will continue to be taught in Saudi Arabia. Saudi Arabia has put millions of dollars into the Teach English to Young Learners (TEYL) program, so it is likely that the country will continue to seek improvements in programs for teaching English (Wedell & Shumaimeri, 2014). Another assumption was that supervisors will continue to support English teachers. Since all teachers in Saudi Arabia have supervisors, it is very likely that English teachers will also continue to have supervisors assigned to them. Finally, an assumption of this study was that the sample is representative of the target population about which we wish to make inferences. With a focus on female teachers of the English language in Saudi Arabia, a survey of female English teachers from Tabuk should be representative of those throughout the country.

There were some limitations to this study involving the sample and perceptions of the participants. Participants were drawn from the researcher's own city which makes it somewhat of a convenience sample. However, having a large sample size of teachers with various years of experiences and teaching levels helps mitigate this limitation. Additionally, the study was limited to the participants' own perceptions about how their supervisors' practices have influenced their teaching practices and effectiveness in the classroom. They may have had personal biases that could not be controlled in the study.

Delimitations of this study involved aspects that were made by choices of the researcher. First, the participants of this study were all female English language teachers in Saudi Arabia. While this limits the ability to generalize findings to other cultures, male teachers, and teachers of other subjects, the fact remains that supervision of teachers is a worldwide phenomenon. Also, the noted issues with supervision such as a lack of time and trust are also widespread. Because of these facts, this study is still generalizable to other education systems depending upon their cultural norms. Because I have experience as an English language teacher who received little support from her supervisor, some of the problems could be perceived before the study was conducted. By knowing these problems and the problems stated in the literature review, the test items would be better focused. Knowing that female teachers in Saudi Arabia traditionally receive less training and support than their male counterparts bounded my study by focusing only on the perceptions of female English language teachers and the practices of their supervisors. Therefore, by excluding teachers of other content areas and male teachers and by focusing on one particular region of Saudi Arabia, this study was bounded to a group that is manageable for this study.

Chapter III Summary

This chapter reviewed the research questions, research design, and population. It also introduced the instrument, including a description of the questionnaire and the main instrument of this study. In addition, it discussed the ways in which validity was ensured. It also included a description of the procedure for collecting and analyzing data. Finally, this chapter concluded with a description of the limitations and delimitations of the study.

CHAPTER IV

RESULTS

This study sought to investigate the perceived effectiveness of educational supervision in improving the performance of Saudi female English language teachers from the teachers' perspectives.

Specifically, this study looked at the following research questions:

1. What are the Saudi female English language teachers' perceptions of their supervisors regarding:
    a. the amount of time spent with their supervisor, and
    b. the effectiveness of their supervisors' skills?
2. To what extent do Saudi female English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teachers' beliefs about their improvement when controlling for the teachers' years of experience?

Participants and Demographic Data

After obtaining HSIRB approval, a survey was emailed electronically through the eSurvey Creator website to 543 English language teachers in Tabuk, Saudi Arabia. Emails were sent over a three-week period starting in April 2018. A total of 234 participants started the survey, and 130 completed all or most of the survey. There were 104 surveys removed from analysis for reasons such as participants responded "yes" to the consent screen but then left the

survey, or they completed only the demographic section. After sending out the survey, I sent out a reminder email one week later, followed by a second reminder email after another week.

In summary, 130 surveys were used in the analysis of this research study. The following tables illustrate the properties of the sample who completed the survey. Specifically, these tables provide a numerical breakdown of the participation results classified by level of teaching, years of experience, the number of visits between teachers and supervisors, and the average number of minutes per visit.

Table 2 displays the demographic information of the 130 participants who completed the survey based on the school type classification. As shown in the table, high school level teachers represent the highest percentage with 43.8% of sample, followed by elementary school level teachers at 29.8%, and middle school level teachers at 26.9%. Of the teachers who completed the survey, high school teachers represent the largest group.

Table 2

Frequency Table of Responses Based on Their Level of Teaching

School Type	Frequency	Percentages
Elementary	38	29.8
Middle	35	26.9
High	57	43.8
Total	130	100.0

Figure 2 shows a histogram of the distribution of teaching level, which shows the largest group of respondents that completed the survey were high school teachers.

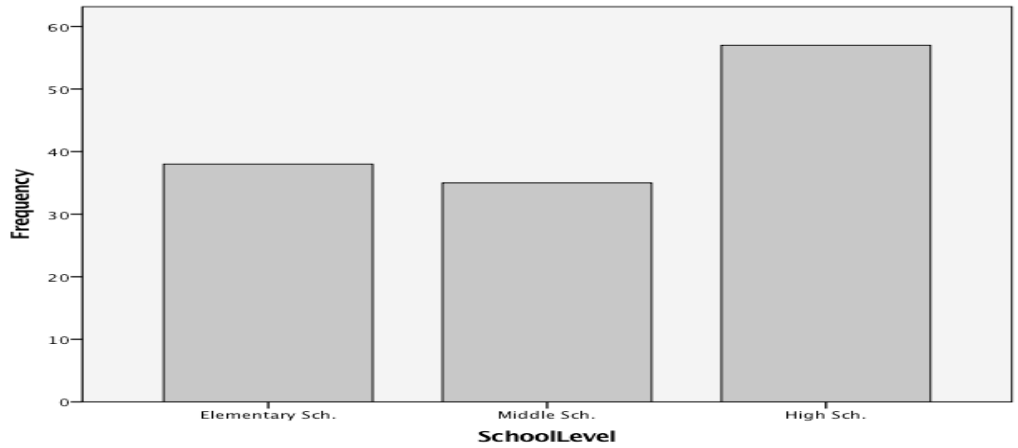

Figure 2. Histogram Showing Distribution of Respondent School Level.

Table 3 shows demographic information of participants based on the years of experience classification. The respondents were placed into one of the following groups based on their response: 5 years or less, 6 to 10 years, 11 to 15 years, and 16 years or more. More than half of participants that completed the survey had more than 5 years of experience as a teacher. As shown in the table, 21 (16.62%) had 5 years or less of teaching experience, 51 (39.2%) had 6 to 10 years of experience, 27 (20.8%) had 11 to 15 years of experience, and 30 (23.2%) teachers had 16 years or more experience. Of the teachers who completed the survey, teachers with 6 to 10 years of experience were most frequently represented, and the least represented were those with 5 years or less experience.

Table 3

Frequency Table of Responses Based on Years of Experience

Years of Experience	Frequency	Percent
5 or less years	21	16.2
6 to 10 years	51	39.2
11 to 15 years	27	20.8
16 or more years	30	23.1
Total	129	99.2

Figure 3 shows the distribution of respondents in terms of years of experience and shows visually that the most common respondent group was teachers with 6 to 10 years of experience.

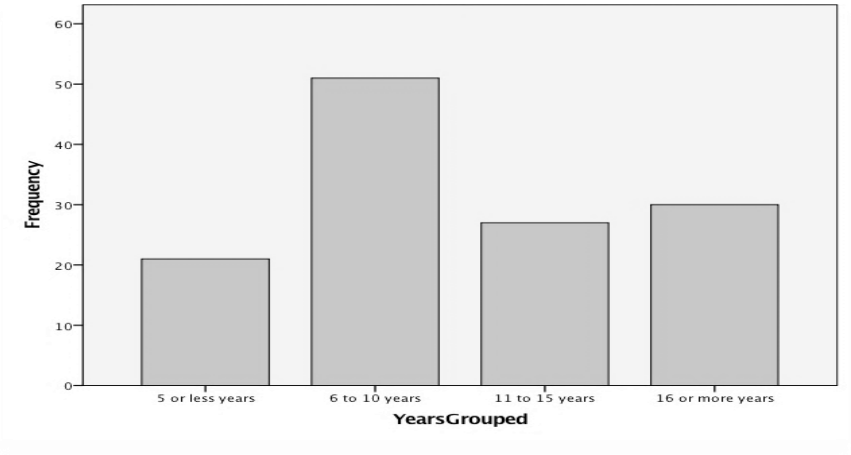

Figure 3. Histogram Showing Distribution of Respondent Years of Experience.

Reliability of the Instrument

When creating constructs with multiple independent variables it is necessary to determine if the construct is reliable and consistent. Since the constructs in this study have multiple survey item variables being collapsed, it is necessary to find a way to confirm there is reliability inside each individual construct. To measure the reliability of each construct, Cronbach's Alpha was calculated and applied to each construct. When measuring Cronbach's Alpha, it is ideal to fall between 0.7 and 1.0 (Pallant, 2007). Although it should be noted that Cronbach's Alpha scores that are very close to 1 could show that the construct is too bulky and, potentially, variables could be trimmed out. Table 4 shows the Cronbach's Alpha score for each construct. With each alpha level falling between 0.91 and 0.96 it can be confirmed that the constructs used in this study are reliable and thus can be used as independent variables for further analysis. None of the individual values of Cronbach's Alpha are less than the designated threshold of 0.7, and none are seemingly so close to 1 to warrant further evaluation of the construct itself to determine if there are questions in the survey that are duplicated or appear to be partially overlapping in theme.

Table 4 shows the breakdown on reliability of each construct. Showing both the Cronbach's Alpha value, and the number of questions that were collapsed into the single construct.

Table 4

Reliability Coefficients of the Survey Instrument

Construct	Cronbach's Alpha	Collapsed Variables
Communication Skills	.952	7
Learning Environment	.950	5
Curriculum and Instruction Preparation	.950	9
Classroom Teaching	.915	6
Teaching Assessment	.932	4
Supervision and Evaluation	.911	7
Professional Development Activities	.950	6

Research Question Results

Descriptive Results

Data was analyzed from the surveys collected and both descriptive and inferential statistics were utilized. Descriptive statistics were compiled for 48 of the 57 questions. Descriptive statistics such as means and standard deviations allow a quick perception of the variables to be obtained. Descriptive statistics are generally easier to follow and interpret and give the reader further insight into the data.

Research Question 1

What are the Saudi English Language teachers' perceptions of their supervisors, regarding:

(a) the amount of time spent with their supervisor, and

(b) the effectiveness of their supervisors' work?

To answer the first part of this question, I used descriptive statistics to find the mean and standard deviation to discuss the teachers' perceptions regarding the amount of time that their

supervisors spend with them. This is represented by both the number of visits per year, and the amount of time per visit. The total number of minutes per year is represented as an interaction time (visits x minutes per visit) and was used to help answer research question 2 in which multiple linear regression was used.

Table 5 shows the estimated number of times each teacher reported her supervisor visited throughout the 2017-2018 school year. Two surveys responses were removed from this portion of the analysis as the answers (245 and 345) were clearly typos and were greatly skewing the mean and standard deviation.

Table 5

Descriptive Statistics of Responses to the Number of Visits Question

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Number of Visits	125	0.0	6.0	1.576	1.0721

Note: Not all respondents responded to this item.

Table 5 shows that teachers reported that their supervisors visited an average of 1.576 times per year with a standard deviation of 1.0721 visits. The most a supervisor visited a teacher was 6 times throughout the school year, and the least was no visits at all.

Table 6 gives a breakdown in the form of a frequency table to get a better idea as to the distribution of *number of visits* by teacher. The table shows that nine supervisors never visited their teachers, while the majority of supervisors visited either once or twice, for 64 and 36 teachers, respectively. That accounted for 100 of the 125 respondents to the survey. There were also 16 teachers who reported being visited by their supervisor 3 or more times throughout the year. The distribution of the number of visits per year was skewed to the high end, which is often seen in data sets with a true zero value.

Table 6

Frequency Counts and Percentages of Responses to the Number of Visits Question

Number of Visits	Frequency	Percent
0.0	9	6.9
1.0	64	49.2
2.0	36	27.7
3.0	7	5.4
4.0	6	4.6
5.0	2	1.5
6.0	1	.8
Total	125	96.2
Missing	5	3.8
Total	130	100.0

Similar tables were tabulated for the perceived length of supervisor visits. Table 7 shows the mean and standard deviation of the average of minutes that teachers and supervisors spend with each other, with the mean (m= 74.3) and (std= 49.29). The average visit by each supervisor is approximately one class period, which is 75 minutes. It would seem logical that when a supervisor visited a teacher, they would decide to stay for approximately one class period. The overall shape of the distribution is skewed to the right, as some teachers chose to make their visits longer, with the longest visit perceived being 300 minutes, or 4 class periods. Table 8 offers further insight into the breakdown of the data by showing the frequency of each length of visit. This table gives further validation that the data is slightly skewed to the right, although the majority of visit times fall between 45 and 120 minutes.

Table 7

Descriptive Statistics for Amount of Time Question

	N	Minimum	Maximum	Mean	Std. Deviation
Avg. Minutes	124	0.0	300.0	74.315	49.2972

Note: Not all respondents responded to this item.

Table 8

Frequency Table of Responses to the Amount of Time Question

Amount of time in minutes		Frequency	Percentages
	0.0	2	1.5
	20.0	3	2.3
	25.0	1	.8
	30.0	10	7.7
	35.0	1	.8
	40.0	2	1.5
	45.0	25	19.2
	50.0	3	2.3
	60.0	42	32.3
	75.0	1	.8
	90.0	3	2.3
	120.0	18	13.8
	135.0	1	.8
	150.0	2	1.5
	180.0	8	6.2
	240.0	1	.8
	300.0	1	.8
	Total	124	95.4
Missing	System	6	4.6
Total		130	100.0

The total time each teacher spent with their supervisor is represented by the number of visits multiplied by the average length of visit. This variable has been named the *interaction time* as that is how it will be used in the multiple regression. However, it can also be referred to as the total time a teacher spends with their supervisor, or total interaction time between teachers and their supervisor. Table 9 shows the descriptive statistics for the interaction time (total time).

Table 9

Descriptive Statistics for Interaction Time

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Interaction Time (Min.)	123	0.00	960.00	124.1057	148.21621	21968.046
Valid N (listwise)	123					

Table 10

Frequency Table of Total Interaction Time Between Teachers and Supervisors

	Minutes	Frequency	Percent
Valid	0.00	9	6.9
	20.00	1	.8
	30.00	1	.8
	40.00	4	3.1
	45.00	10	7.7
	50.00	2	1.5
	60.00	36	27.7
	75.00	1	.8
	90.00	10	7.7
	100.00	2	1.5
	120.00	18	13.8
	135.00	3	2.3
	150.00	1	.8
	175.00	1	.8
	180.00	6	4.6
	240.00	8	6.2
	300.00	1	.8
	360.00	4	3.1
	540.00	2	1.5
	600.00	1	.8
	900.00	1	.8
	960.00	1	.8
	Total	123	94.6
Missing	System	7	5.4
Total		130	100.0

As seen in Table 9, the average number of minutes per year teachers and supervisors spend together is approximately 124. The minimum is 0.00 total minutes and the maximum is 960.00 total minutes. The standard deviation is approximately 148 minutes. Table 10 shows a frequency distribution of the total time spent with supervisors and reveals the majority of teachers spent approximately 120 minutes or less with their supervisors. Only 27 out of 123

teachers spent more than two hours with their supervisors, and 61 out of the 123 teachers spent an hour or less with their supervisor in total.

To measure the respondent's perception of the effectiveness of their supervisor's work for the first research question part 2, descriptive analysis was done on each question within the seven constructs. The questions were based on the Likert scale with six degree of measurement that included: 1= strongly disagree, 2= moderately disagree, 3= slightly disagree, 4= slightly agree, 5= moderately agree, and 6= strongly agree.

The first construct is titled *Communication Skills*. This construct is broken into seven questions that measure a positive teacher/supervisor relationship, the ability to build trust, communication, listening to concerns, meeting needs, encouraging, and setting goals. Table 11 shows the frequency account and percentage of responses for the first construct, *Communication Skills*.

Table 11

Supervisor's Effectiveness in Communicating with Teachers

Communication Skills	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Positive Relation	11 (8.4)	5 (3.8)	14 (10.7)	22 (16.8)	27 (20.6)	52 (39.7)	4.56	1.58
Building trust	13 (9.9)	10 (7.6)	14 (10.7)	21 (16.0)	23 (17.6)	50 (38.2)	4.38	1.70
Communication	15 (11.5)	9 (6.9)	12 (9.2)	21 (16.0)	31 (23.7)	43 (32.8)	4.32	1.69
Listening to concerns	19 (14.5)	7 (5.3)	15 (11.5)	23 (17.6)	26 (19.8)	41 (31.3)	4.17	1.75
Setting goals	16 (12.2)	10 (7.6)	14 (10.7)	32 (24.4)	28 (21.4)	31 (23.7)	4.06	1.64
Encouraging	20 (15.3)	9 (6.9)	12 (9.2)	30 (22.9)	24 (18.3)	36 (27.5)	4.05	1.74
Meeting needs	23 (17.6)	8 (6.1)	12 (9.2)	31 (23.7)	28 (21.4)	29 (22.1)	3.92	1.74
All items	(12.8)	(6.3)	(10.1)	(19.6)	(20.4)	(30.8)	4.21	1.51

As shown, the lowest rated item was Meeting needs with (m= 3.92) and (std= 1.74). The highest rated item was Positive Relationship with (m= 4.56) and (std= 1.58), followed by Building Trust with (m= 4.38) and (std= 1.70), then Communication with (m= 4.32), Listening to my Concerns (m= 4.17), Setting Goals (m= 4.06), and Encouraging (m= 4.05). The overall mean for the construct came in at 4.21 with a standard deviation of 1.51.

The second construct is titled *Learning Environment*. Learning Environment was measured using five questions. Those questions focused around having a safe environment, a productive classroom, classroom management, a positive learning environment, and English skills. Table 12 shows the descriptive statistics for the second construct, *Learning Environment*.

Table 12

Supervisor's Effectiveness Helping Teachers with Learning Environment

Learning Environment	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Using English skills	8 (6.1)	4 (3.1)	12 (9.2)	27 (20.6)	35 (26.7)	45 (34.4)	4.62	1.43
Productive classroom	13 (9.9)	7 (5.3)	12 (9.2)	29 (22.1)	34 (26.0)	36 (27.5)	4.31	1.57
positive learning environment	14 (10.7)	6 (4.6)	15 (11.5)	27 (20.6)	30 (22.9)	39 (29.8)	4.30	1.62
Safe environment	12 (9.2)	9 (6.9)	10 (7.6)	34 (26.0)	31 (23.7)	35 (26.7)	4.28	1.56
Classroom management	14 (10.7)	9 (6.9)	13 (9.9)	32 (24.4)	26 (19.8)	37 (28.2)	4.21	1.63
All items	(9.3)	(5.3)	(9.5)	(22.7)	(23.8)	(29.3)	4.34	1.43

The breakdown of the five questions in Table 12 show the lowest rated item was Classroom Management with (m= 4.21) and (std= 1.63). The highest rated item was Using English Skills with (m= 4.62) and (std= 1.43), followed by Productive Classroom with (m= 4.31) and (std= 1.57), Positive Learning Environment with (m= 4.30), and Safe Environment with (m=

4.28). The overall mean score of Construct 2 came in at 4.34, with an overall standard deviation of 1.43.

The third construct is titled *Curriculum and Instruction Preparation*. Construct 3 contains nine questions. These questions focus on curriculum updating, lesson planning, English learning activities, instruction methods, instructional materials, internet based instructional materials, using media materials, extension activities, and English words pronunciation. The breakdown of scores in Construct 3 are shown below on Table 13.

Table 13

Supervisor's Effectiveness Helping Teachers with Curriculum and Instruction

Curriculum and Instruction Preparation	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Instruction methods	15 (11.5)	5 (3.8)	14 (10.7)	30 (22.9)	32 (24.4)	35 (26.7)	4.25	1.60
Instructional materials	15 (11.5)	3 (2.3)	23 (17.6)	31 (23.7)	27 (20.6)	32 (24.4)	4.13	1.58
Eng. learning activities	16 (12.2)	4 (3.1)	16 (12.2)	39 (29.8)	27 (20.6)	29 (22.1)	4.10	1.56
Curriculum updating	17 (13.0)	5 (3.8)	18 (13.7)	33 (25.2)	25 (19.1)	33 (25.2)	4.09	1.63
Lesson planning	17 (13.0)	4 (3.1)	20 (15.3)	30 (22.9)	29 (22.1)	31 (23.7)	4.09	1.62
Eng. words pronunciation	19 (14.5)	8 (6.1)	15 (11.5)	29 (22.1)	22 (16.8)	38 (29.0)	4.08	1.73
Internet-based materials	17 (13.0)	5 (3.8)	22 (16.8)	35 (26.7)	21 (16.0)	31 (23.7)	4.00	1.62
Using media materials	26 (19.8)	7 (5.3)	23 (17.6)	25 (19.1)	21 (16.0)	29 (22.1)	3.73	1.78
Extension activities	25 (19.1)	11 (8.4)	22 (16.8)	25 (19.1)	27 (20.6)	21 (16.0)	3.62	1.72
All items	(14.2)	(4.4)	(14.7)	(23.5)	(19.6)	(23.7)	4.01	1.39

As shown, the lowest rated item was Extension activities with (m= 3.62) and (std= 1.72). The highest rated item was Instruction methods with (m= 4.25) and (std= 1.60), followed by Instructional materials with (m= 4.13) and (std= 1.58). The remaining questions scored as

follows; English learning activities with (m= 4.10), Curriculum updating and Lesson planning both scored a (m= 4.09), English words pronunciation with (m= 4.08), Internet based Instruction Materials with (m= 4.00), and Using media materials with (m= 3.73). Overall, the construct has a mean score of 4.01, and standard deviation equal 1.39.

The fourth construct is titled *Classroom Teaching* and contains 6 questions. Those questions center around teaching strategy, engaging students, pronunciations, identifying difficulties, overcoming problems, and providing feedback. Table 14 shows the descriptive statistics for *Classroom Teaching*.

Table 14

Supervisor's Effectiveness Helping Teachers with Classroom Teaching

Classroom Teaching	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Teaching strategies	7 (5.3)	4 (3.1)	11 (8.4)	28 (21.4)	39 (29.8)	42 32.1)	4.63	1.37
Engage students	7 (5.3)	6 (4.6)	13 (9.9)	27 (20.6)	38 (29.0)	40 (30.5)	4.55	1.41
Identify difficulties	19 (14.5)	5 (3.8)	15 (11.5)	34 (26.0)	33 (25.2)	25 (19.1)	4.01	1.61
Provide feedback	20 (15.3)	6 (4.6)	23 (17.6)	23 (17.6)	25 (19.1)	34 (26.0)	3.98	1.73
Pronunciation	21 (16.0)	5 (3.8)	18 (13.7)	31 (23.7)	29 (22.1)	27 (20.6)	3.94	1.67
Overcome problems	19 (14.5)	9 (6.9)	21 (16.0)	33 (25.2)	27 (20.6)	22 (16.8)	3.81	1.61
All items	(11.8)	(4.5)	(12.8)	(22.4)	(24.3)	(24.2)	4.15	1.31

As shown, the lowest rated item was Overcome problems with (m= 3.81) and (std= 1.61). The highest rated item was Teaching strategies with (m= 4.63) and (std= 1.37), followed by Engage students with (m= 4.55) and (std= 1.41), Identify difficulties with (m= 4.01), Provide feedback with (m=3.98), and Pronunciation with (m=3.94). Overall, Construct 4 has a mean of 4.15, and standard deviation equal 1.31.

The fifth construct is titled *Student Assessment*. Construct 5 contains 4 questions, each of which is shown in the table below. The questions in construct 5 focus around student achievement, formative assessment, summative assessment, and treatment plan. Table 15 shows the descriptive statistics for Construct 5.

Table 15

Supervisor's Effectiveness Helping Teachers with Student Assessment

Student Assessment	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Student achievement	13 (9.9)	6 (4.6)	14 (10.7)	28 (21.4)	32 (24.4)	38 (29.0)	4.33	1.58
Formative assessment	21 (16.0)	5 (3.8)	18 (13.7)	28 (21.4)	29 (22.1)	30 (22.9)	3.98	1.70
Summative assessment	22 (16.8)	7 (5.3)	18 (13.7)	23 (17.6)	29 (22.1)	32 (24.4)	3.96	1.76
Treatment plan	20 (15.3)	9 (6.9)	19 (14.5)	24 (18.3)	29 (22.1)	30 (22.9)	3.94	1.72
All items	(14.5)	(5.2)	(13.2)	(19.7)	(22.7)	(24.8)	4.05	1.54

As shown, the lowest rated item was Treatment plan with (m= 3.94) and (std= 1.72). The highest rated item was Student achievement with (m= 33) and (std= 1.58), followed by Formative assessment with (m= 3.98) and (std= 1.70), and Summative assessment with (m= 3.96). Overall, construct 5 had a mean of 4.05, and standard deviation equal 1.54.

The sixth construct is titled *Supervision and Evaluation*. Construct 6 contains 7 questions, each of which is shown in Table 16 below. These questions focus around pre-observation meeting, observation process, pre-observation discussion, frequent observation, post observation meeting, written report, and self-evaluation. These results are compiled and presented on Table 16 below.

Table 16

Supervisor's Effectiveness with Supervision and Evaluation Tasks

Supervision and Evaluation	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Post-Observation meeting	4 (3.1)	4 (3.1)	11 (8.4)	19 (14.5)	29 (22.1)	64 (48.9)	4.96	1.32
Written report	10 (7.6)	3 (2.3)	10 (7.6)	19 (14.5)	27 (20.6)	62 (47.3)	4.80	1.53
Self-Evaluation	18 (13.7)	5 (3.8)	33 (25.2)	20 (15.3)	23 (17.6)	32 (24.4)	3.92	1.68
Observation process	33 (25.2)	6 (4.6)	17 (13.0)	24 (18.3)	22 (16.8)	29 (22.1)	3.63	1.88
Pre-Observation discussion	29 (22.1)	12 (9.2)	21 (16.0)	17 (13.0)	25 (19.1)	27 (20.6)	3.60	1.84
Frequent observation	28 (21.4)	11 (8.4)	21 (16.0)	22 (16.8)	24 (18.3)	25 (19.1)	3.60	1.80
Pre-Observation meeting	35 (26.7)	9 (6.9)	18 (13.7)	16 (12.2)	20 (15.3)	33 (25.2)	3.58	1.96
All items	(17.1)	(5.5)	(14.3)	(14.9)	(18.5)	(29.7)	4.01	1.39

As shown, the lowest rated item was Pre-observation meeting with (m= 3.58) and (std= 1.96). The highest rated item was Post-observation meeting with (m= 4.96) and (std= 1.32), followed by Written report with (m= 4.80) and (std= 1.63), Self-Evaluation with (m= 3.92), Observation process with (m=3.63), both Pre-observation and Frequent observation scored similarly with (m= 3.6). Overall, construct 6 had a mean of 4.01, and standard deviation equal 1.39.

The seventh and final construct is titled *Professional Development Activities*. Construct 7 contains 6 questions which are shown on Table 17. Construct 7 focuses around items such as, professional knowledge, professional development activities, professional conversation, micro-teaching, professional development goals, as well as conference and workshops.

Table 17

Supervisor's Effectiveness Helping Teachers with Professional Development Tasks

Professional Development Activities	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Professional knowledge	15 (11.5)	6 (4.6)	23 17.6)	21 (16.0)	29 (22.1)	37 (28.2)	4.18	1.65
Professional conversation	14 (10.7)	7 (5.3)	22 16.8)	32 (24.4)	22 (16.8)	34 (26.0)	4.09	1.60
PD activities	17 (13.0)	9 (6.9)	20 15.3)	26 (19.8)	23 (17.6)	36 (27.5)	4.05	1.60
Conference and Workshops	21 (16.0)	6 (4.6)	17 13.0)	24 (18.3)	30 (22.9)	33 (25.2)	4.03	1.74
Micro-Teaching	18 (13.7)	10 (7.6)	18 13.7)	34 (26.0)	20 (15.3)	31 (23.7)	3.92	1.67
P.D. goals	22 (16.8)	5 (3.8)	26 19.8)	28 (21.4)	22 (16.8)	28 (21.4)	3.82	1.70
All items	(13.6)	(5.5)	(16.0)	(21.0)	(18.6)	(25.3)	4.01	1.50

As shown on Table 17, the lowest rated item was PD goals with (m= 3.82) and (std= 1.74). The highest rated item was Professional knowledge with (m= 4.18) and (std= 1.65), followed by Professional conversation with (m= 4.09) and (std= 1.60), PD activities with (m= 4.05), Conference and workshops with (m= 4.03) and Micro-Teaching with (m= 3.92). Overall, the mean score in construct seven was 4.01, and standard deviation equal 1.50.

Inferential Results

The second research question was: To what extent do Saudi female English language teachers' perceptions about their supervisors' effectiveness, and the amount of time spent with their supervisors, predict teachers' beliefs about their improvement when controlling for the teachers' years of experience?

This question was analyzed with both descriptive statistics and multiple linear regression. For the descriptive statistics, Table 18 shows the responses, means, and standard deviations.

Table 18

Teachers' Responses about Being More Effective After Working with Supervisor

My Skills Related to My Supervisor's Direction	(1) Strongly Disagree N (%)	(2) Moderately disagree N (%)	(3) Slightly Disagree N (%)	(4) Slightly Agree N (%)	(5) Moderately Agree N (%)	(6) Strongly Agree N (%)	Mean	SD
Assessing student learning	11 (8.4)	4 (3.1)	17 (13.0)	27 (20.6)	30 (22.9)	42 (32.1)	4.43	1.53
Delivering effective instruction	16 (12.2)	6 (4.6)	11 (8.4)	32 (24.4)	23 (17.6)	43 (32.8)	4.29	1.67
Preparing for instruction.	15 (11.5)	5 (3.8)	13 (9.9)	35 (26.7)	20 (15.3)	43 (32.8)	4.29	1.64
Communicate with my supervisor	16 (12.2)	6 (4.6)	13 (9.9)	29 (22.1)	24 (18.3)	43 (32.8)	4.28	1.68
Understanding the curriculum	18 (13.7)	7 (5.3)	12 (9.2)	28 (21.4)	23 (17.6)	43 (32.8)	4.22	1.73
Creating classroom-learning environment	18 (13.7)	6 (4.6)	10 (7.6)	33 (25.2)	24 (18.3)	40 (30.5)	4.21	1.70
Participating in professional D.	17 (13.0)	6 (4.6)	15 (11.5)	34 (26.0)	22 16.8)	37 (28.2)	4.14	1.66
All items	12.1	4.4	9.9	23.8	18.1	31.7	4.27	1.50

Table 18 shows the outcome data that examined teachers' perceptions about whether they are more effective in certain areas after working with their supervisor. The lowest rated item was Participating in PD with (m= 4.14) and (std= 1.66). The highest rated item was Assessing Student Learning with (m= 4.43) and (std= 1.53), followed by Delivering Effective Instruction with (m= 4.29) and (std= 1.67), Preparing for Instruction with (m= 4.29), Communicate with my Supervisor with (m= 4.28), Understanding the Curriculum with (m= 4.22). And Creating Classroom Learning Environment with (m= 4.21). Overall, the mean score of the output was 4.27, and standard deviation equal 1.50.

The second research question was also evaluated using multiple linear regression to determine which variables and constructs have a significant impact on the teacher's perception of their self-improvement, while controlling for the number of years they have spent teaching. I

chose to control for the number of years teaching as it could be a confounding variable that could affect the outcome of the study.

The second level of the multiple regression, after taking into account the control variable, contained the remaining independent variables. These variables are the number of supervisor visits per year, as well as the number of minutes per visit. These two variables were tested as an interaction to determine if there is a relationship between them that needs to be addressed in the multiple regression test. It was expected that visits and/or time together would have a significant effect on perceptions of teacher improvement. The remaining independent variables are made up of the seven constructs. The seven constructs contain multiple questions that are related and were collapsed into a single variable. The construct was represented as the mean of the scores for the questions in each of the constructs. As a reminder, each construct was tested for reliability using Cronbach's Alpha and each construct tested as reliable. It was also expected that these constructs would have a significant impact on teacher's perception of improvement.

It is necessary before completing a multiple regression analysis that the proper assumptions are met to ensure the test is strong and produces a trustworthy result. The assumptions for multiple regression are as follows:

1. Linear relationship between variables
2. Homoscedasticity
3. Normally distributed errors
4. No multicollinearity (Pallent, 2007).

For the first assumption it was confirmed that the data follows a linear pattern. This assumption was tested with a scatterplot of the standardized residuals, plotted by the predicted residuals. Figure 4 shows the scatterplot.

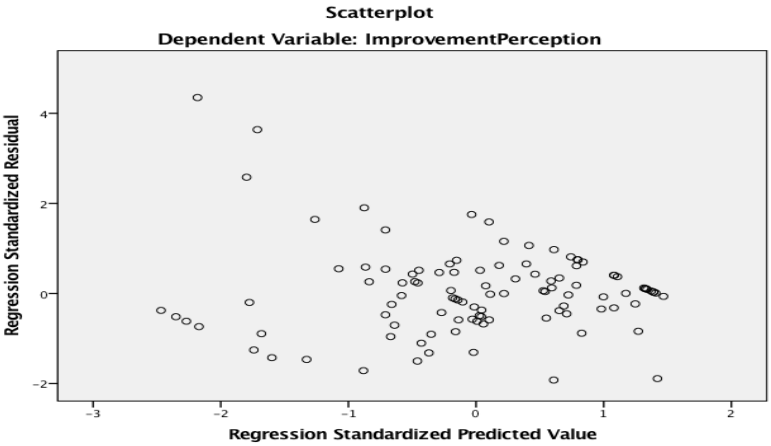

Figure 4. Standardized Residuals vs. Standardized Predicted Value.

Ideally, the scatterplot should not show any curvature. It should be able to be represented by a straight line when showing a good fit. Figure 5 shows the scatterplot with a line of best fit transposed.

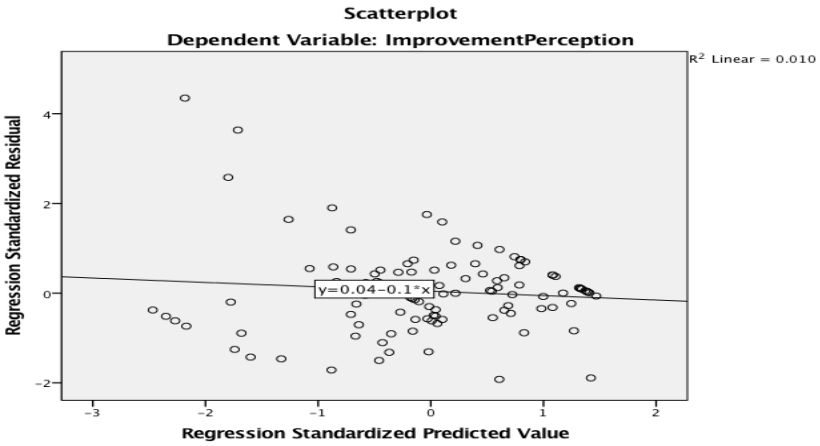

Figure 5. Line of Best Fit on Residual Plot.

Expect for a few outliers on the scatterplot, the residuals fall along the line of best fit quite evenly, which shows the data meets the assumption of linearity.

The second assumption tested was homoscedasticity. Homoscedasticity is met if the variance of the residuals does not expand in one direction or the other as the predicted residuals

increase or decrease. Figure 6 shows the scatterplot of the dependent variable against the standardized residuals.

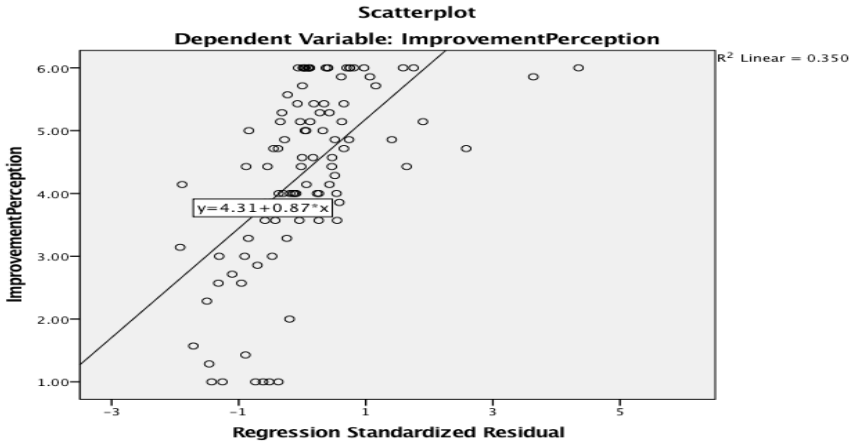

Figure 6. Improvement Perception vs. Standardized Residual.

The homoscedasticity assumption is met if there is not a funneling effect in either direction on the scatterplot. After evaluating the scatterplot, it was determined that there is a slight funnel effect as the standardized residual increases, but was not deemed drastic enough to say the data is heteroscedastic. Thus, the assumption of homoscedasticity is met.

The third assumption checked was ensuring that the errors are normally distributed. The errors were plotted using a normal probability plot which is shown in Figure 7.

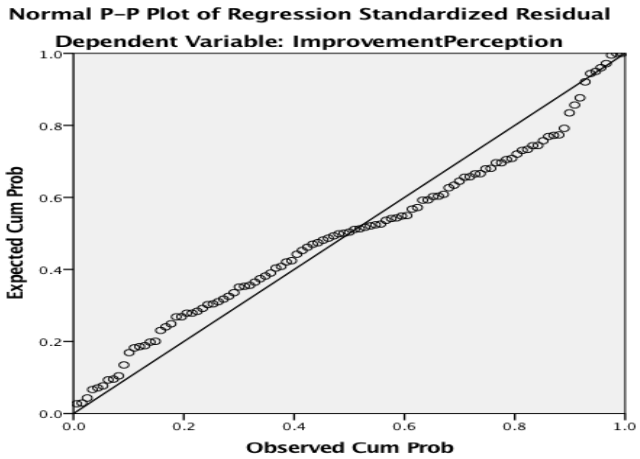

Figure 7. PP Plot.

In order to show normality of the errors, it is ideal for the errors to follow the transposed line of normality. A data set that follows a perfect normal distribution would have all the points plotted precisely on the transposed line of normality. It cannot be expected that the data will follow perfectly, so the goal to meet the normality assumption is that the residuals follow the line of normality relatively closely. It can be seen by Figure 4, that the residuals follow the line of normality relatively closely, and thus the assumption of normally distributed residuals was met.

The last assumption was to ensure that there is no multicollinearity between the independent variables. If two or more of the independent variables correlates too strongly with each other it can reduce the strength of the results in the multiple regression analysis. To test multicollinearity a VIF (variance inflation factor) was calculated for each independent variable. In order to keep multicollinearity in check, any VIF's of greater than 10 must be addressed (Pallent, 2007). Table 19 shows the VIF values for each variable.

Table 19

Collinearity Statistics

Coefficients[a]

		Collinearity Statistics	
Model		Tolerance	VIF
1	YearExp	1.000	1.000
2	YearExp	.942	1.061
	NumberOfVisits	.314	3.187
	AvgMinutes	.222	4.512
	InteractionTime	.138	7.221
	Contrust1mean	.187	5.358
	Construct2mean	.151	6.622
	Construct3mean	.124	8.040
	Construct4mean	.166	6.040
	Construct5mean	.244	4.101
	Construct6mean	.180	5.564
	Construct7mean	.135	7.429

a. Dependent Variable: Improvement Perception

It can be seen on Table 19 that no VIF values exist that are greater than 10, so it was determined that multicollinearity is not an issue that needs to be addressed in the data set, and thus the assumption is met.

Once all the assumptions for multiple linear regression were cleared, the regression test itself was completed. An alpha level of 0.05 was chosen as a threshold for significance before the test was completed. Since years of teaching experience was used as a control variable, the model summary for the multiple linear regression was calculated in two levels. Table 20 shows the SPSS model summary output for the multiple linear regression. With a correlation coefficient of 0.033, and a p-value of .723, our control variable actually had little effect on the model as a whole. The remaining variables after controlling for years' experience however, had a correlation of 0.786, with a p-value of almost 0. With a value for R-Squared of 0.618, 61.8% of the variance in teachers' perceptions of their own improvement can be accounted for with the variables and constructs applied in this study. This is a strong R-squared value as the variables chosen account for well over half of the variation in teacher's perception of their own improvement.

Table 20

SPSS Model Summary for Multiple Regression

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.033[a]	.001	-.008	1.52262	.001	.127	1	114	.723
2	.786[b]	.618	.577	.98621	.617	16.774	10	104	.000

a. Predictors: (Constant), YearExp

b. Predictors: (Constant), YearExp, Construct6mean, NumberOfVisits, AvgMinutes, Construct2mean, Construct5mean, Construct4mean, Contrust1mean, Construct7mean, InteractionTime, Construct3mean

c. Dependent Variable: ImprovementPerception

Table 21 shows the coefficients of each variable as well as the t-score and p-value of each variable. This table can be used to both show which variables are significant predictors of teachers' perceptions of their own improvement, as well as to formulate a predictive model based on the independent variables used in the model. Based on the model, only one of the seven constructs was shown to be a significant predictor of teachers' perception of their own improvement. Construct 2 (Learning Environment) proved to be a significant predictor of perception of improvement with a p-value of 0.011 and a Beta of 0.429. This means that with all other variables held constant, a one-point increase in mean score of Construct 2 results in an overall increase of 0.429 in the mean score of a teachers' perception of their own improvement. The additional constructs and variables had lesser effect on teachers' perceptions of their own improvement, or no effect at all. In fact, some variables and constructs actually had a slightly negative effect on a teachers' perception of their own improvement; however, those that were negative were very close to zero and thus have very little effect on the overall model and are not significant detractors for teachers' perception of their own improvement.

Table 21

Multiple Linear Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	4.224	.287		14.738	.000					
	Year of Exp.	.008	.022	.033	.356	.723	.033	.033	.033	1.000	1.000
2	(Constant)	.371	.477		.778	.439					
	Year of Exp.	.016	.015	.067	1.066	.289	.033	.104	.065	.942	1.061
	Number of Visits	-.044	.153	-.031	-.288	.774	-.012	-.028	-.017	.314	3.187
	AvgMinutes	.001	.004	.036	.283	.778	-.019	.028	.017	.222	4.512
	Interaction Time (frequency x duration) of visit	.000	.002	-.017	-.105	.916	-.025	-.010	-.006	.138	7.221
	Communication Skills	.050	.142	.050	.356	.723	.697	.035	.022	.187	5.358
	Learning Environment	.429	.166	.404	2.587	.011	.747	.246	.157	.151	6.622
	Curriculum and Instruction	.118	.185	.109	.636	.526	.717	.062	.039	.124	8.040
	Classroom teaching	-.004	.170	-.003	-.023	.981	.649	-.002	-.001	.166	6.040
	Student Assessment	-.029	.120	-.030	-.242	.809	.611	-.024	-.015	.244	4.101
	Supervision and Evaluation	.101	.154	.094	.654	.515	.664	.064	.040	.180	5.564
	Professional Development Activities	.228	.165	.228	1.380	.170	.697	.134	.084	.135	7.429

a. Dependent Variable: Improvement Perception

By taking the beta values of each variable from Table 21, a predictive formula for teachers' perception of improvement can be generated. That formula is as follows:

Teachers Perception of Improvement = 4.224 + 0.008(Years of Experience) + 0.371 + 0.016(Years of Experience) - 0.044(Number of Visits) + 0.001(Average Minutes) + 0.050(Construct 1) + 0.429(Construct 2) + 0.118(Construct 3) - 0.004(Construct 4) - 0.029(Construct 5) + 0.101(Construct 6) + 0.228 (Construct 7). It should be noted that the

interaction between the *number of visits* and the *average minutes* per visit had a Beta of 0.000 and thus was left off the predictive equation.

Where:

- Construct 1= communication skills
- Construct 2=learning environment
- Construct 3=curriculum and instruction preparation
- Construct 4=classroom teaching
- Construct 5=student assessment
- Construct 6=supervision and evaluation
- Construct 7=professional development activities

With all variables set to zero perception of improvement is 4.224 and controlling for years of experience adds on additional 0.008 increase in perception of improvement for each unit increase.

Years of experience had a slightly positive effect with teachers' perception of their own improvement with a beta of 0.16, and a p-value of 0.289. Years of experience was not a significant contributor to the model, however it did contribute to a slight increase in teachers' perception of their own improvement as the group of years of experience also increased. According to the equation, with all other variables held constant, for every unit increase of years of teaching experience, a teacher's perception of their improvement increases by 0.016 units.

Number of visits actually had a slightly negative effect at -0.044 and a p-value of .774. Though negative this result is essentially negligible as the beta of -0.044 is so close to zero so essentially has no effect on teachers' perception of their own improvement. According to the equation, for each additional visit, perception of improvement decreases by 0.044 units.

Average minutes per visit also had a negligible effect with a beta of 0.001 and a p-value of 0.778. Thus, average minutes is not a significant contributor to teachers' perception of their own improvement, and has virtually no effect on the final model. According to the equation, for each additional minute of visit length, perception of improvement increases by 0.001 units.

The interaction time between number of visits and average time per visit also had a negligible effect with a beta of 0.000 and p-value .916. This was to be expected after seeing that both the number of visits and the average minutes per visit had no real effect on the model.

Construct 1, Communication Skills, had a very slight positive effect on the model with a beta of 0.050 and a p-value of 0.723. This construct was deemed not significant and with a very low beta does not have much influence on the model. According to the equation, with all other variables held constant, for each one unit increase in construct 1 score this lead to an increase in the teachers' perceptions of their improvement by 0.050 units.

Construct 2, Learning Environment, had positive effect on the model with a beta of 0.429 and a p-value of 0.011. This construct is a significant contributor to the model and shows that as the scores in construct 2 increase, so will teachers perceptions of their own improvement. With all other variables held constant, for each one unit increase in construct 2, teachers' perceptions of improvement increases by 0.429 units. Thus, there was statistically significant relationship between learning environment construct and teachers' perception of their own improvement.

Construct 3, Curriculum and Instruction Preparation, had a slightly positive effect on the model with a beta of 0.118 and a p-value of 0.526. This construct however was deemed not significant and the effects on the model, though positive, are not strong in influencing teachers' perception of their own improvement. With all other variables held constant, for each one unit increase in construct 3, perception of improvement increases by 0.118 units.

Construct 4, Classroom Teaching, had a slightly negative effect on the model with a beta of -0.004 and a p-value of 0.981. Though negative, the beta value is so close to zero that Construct 4 has virtually no effect on teachers' perception of their own improvement. According to the equation, with all other variables held constant, for each one unit increase in construct 4, perception of improvement decreases by 0.004 units.

Construct 5, Student Assessment, also had a slightly negative effect on the model with a beta of -0.029 and a p-value of 0.809. Though negative, the beta value is very close to zero and thus construct 5 has virtually no effect on teachers' perception of their own improvement. According to the equation, for each one unit increase in construct 5, perception of improvement increases by 0.029 units.

Construct 6, Supervision and Evaluation, had a slightly positive effect on the model with a beta of 0.101 and a p-value of 0.515. This variable is not a significant contributor to the model and with the low beta, has very little effect on teachers' perception of their own improvement. With all other variables held constant, for each one-unit increase in construct 6, teachers' perceptions of improvement increases by 0.101 units.

Construct 7, Professional Development Activities, had a slightly positive effect on the model with a beta of 0.228 and a p-value of 0.170. Construct 7 has the second largest effect on the model of all the constructs and has positive influence on teachers' perception of their own improvement. According to the equation, for each one unit increase in construct 7 perception of improvement increases by 0.228 units.

The final review of the model left one major question about the regression results. How did a model with only one significant predictor, Construct 2 (Learning Environment), come to account for 61.8% of the variance in teachers' perception of their own improvement? There are

a few ways this could happen. The first being that the large number of variables could contribute to the result. The second being that the significant variable (Construct 2, learning environment) is extremely significant itself and accounts for a large amount of the R-squared value.

In order to explore this result further an alternative analysis was completed in which the same multiple regression analysis was completed, however, insignificant variables were removed from the model in a stepwise fashion. Table 22 shows the model summary for the stepwise multiple regression.

Table 22

Model Summary for Stepwise Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.055[a]	.003	-.007	1.42641
2	.703[b]	.495	.485	1.02029
3	.741[c]	.549	.535	.96907

a. Predictors: (Constant), YearExp

b. Predictors: (Constant), YearExp, Construct2mean

c. Predictors: (Constant), YearExp, Construct2mean, Construct7mean

The model summary shows that model 3 (the final model) has an R-squared value of 0.549. Which means the final model with only significant variables accounts for 54.9% of the variance in teachers' perception of their own improvement. Table 23 shows the variables that were considered significant in the stepwise analysis as well as their beta coefficients, t-scores, and significance.

Table 23

Coefficients Table for Stepwise Multiple Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.212	.286		14.710	.000
	YearExp	.012	.022	.055	.560	.577
2	(Constant)	.985	.383		2.570	.012
	YearExp	.014	.016	.065	.921	.359
	Construct2	.726	.073	.701	9.966	.000
3	(Constant)	.788	.368		2.139	.035
	YearExp	.015	.015	.069	1.034	.304
	Construct2	.477	.099	.461	4.800	.000
	Construct7	.320	.092	.334	3.474	.001

a. Dependent Variable: Improvement Perception

Table 23 shows that in the stepwise multiple regression Construct 7 (professional development) is now a significant predictor of teachers' perception of their own improvement, along with Construct 2 (learning environment). Both constructs have p-values very close to zero. This alternative look at the data helped gain better insight in account for the R-squared value in the initial analysis and helps confirm that the results of the multiple regression were indeed valid.

The final model in the stepwise multiple regression is as follows: teachers' perception of their own improvement = 0.788 + 0.15(Years of Experience) + 0.477(Construct 2) + 0.320(Construct 7). The stepwise multiple regression interpretation remains the same as the original model. Therefore, for example, a one-point increase in Construct 2 (learning environment) score is expected to increase teachers' perception of their own improvement by

0.477, and a one-point increase in Construct 7 (professional development) score would expect to yield an increase of 0.320 in teachers' perception of their own improvement.

Chapter IV Summary

Chapter 4 showed a presentation and analysis of the data regarding both demographic data, as well as inferential statistics regarding teachers' perception of their improvement based on supervisor instructional skills. Multiple linear regression was applied in order to determine which variables and constructs were significant. The application of the results will be included in Chapter 5.

CHAPTER V

DISCUSSION

This chapter provides a summary of the results of the online survey, *Female Saudi Arabian English Language Teachers Perspectives on Instructional Supervisors and Supervision*, which was completed by 130 Saudi female English language teachers from Tabuk, Saudi Arabia. The purpose of my study was to investigate the perceived effectiveness of educational supervision in improving the performance of Saudi female English language teachers according to their own perspectives.

This chapter explains how my study results answer the questions posed in Chapter 1 and how the findings compare to previous research in this area. Furthermore, limitations of the research as well as recommendations for future research are discussed.

Analysis/Discussion of Major Results

The perceptions of 130 Saudi female English language teachers about the success of supervision in improving their own performance are represented in the findings of my study. From the city of Tabuk, Saudi Arabia, respondents included 38 (29.8%) elementary teachers, 35 (26.9%) middle school teachers, and 57 (43.8%) high school teachers. Although the survey was initially mailed to a total of 543 teachers, only 234 teachers replied; of those, 130 teachers successfully completed the survey in its entirety.

Findings Related to Research Question One

The first research question asked about the teachers' perceptions of their supervisors regarding (a) the amount of time spent with their supervisor, and (b) the effectiveness of their

supervisors' skills. In regard to time spent, participants shared that supervisors visited them an average of 1.576 times per year. It was rare for a supervisor to visit three or more times during the year. In fact, only 16 out of 125 teachers (12.8%) reported three or more visits. Nine (7.2%), reported never being visited and nine teachers also reported four or more visits. Overall, each visit lasted an average of 74.315 minutes. This makes sense because it is the approximate length of one class period. Responses demonstrate that most teachers only saw their supervisors one or two times per year for approximately 1.25 hours.

In measuring the effectiveness of the supervisors' skills, respondents responded to a Likert scale survey to describe seven different constructs of their supervisors' skills including: (1) *Communication*, (2) *Learning Environment*, (3) *Curriculum and Instruction Preparation*, (4) *Classroom Teaching*, (5) *Student Assessment*, (6) *Supervision and Evaluation*, and (7) *Professional Development Activities*. The Likert scale ranged from 1 (*Strongly Disagree*) to 6 (*Strongly Agree*). Of the seven constructs the average scores were very consistent. As shown in the table 24, the range was 4.01 to 4.34, which shows that supervisors are able to apply all the skills in each construct consistently in their work according to teachers. Teachers scored constructs one (*Communication*) and two (*Learning Environment*) slightly higher than the other five, indicating that supervisors demonstrate slightly stronger proficiency with the skills involved in those constructs.

Table 24

Summary of the Seven Constructs Scores

Instructional Supervisory Practices and Skills	(1) Strongly Disagree (%)	(2) Moderately disagree (%)	(3) Slightly Disagree (%)	(4) Slightly Agree (%)	(5) Moderately Agree (%)	(6) Strongly Agree (%)	Mean	SD
Learning environment	(9.3)	(5.3)	(9.5)	(22.7)	(23.8)	(29.3)	4.34	1.43
Supervisor's Communication Skills	(12.8)	(6.3)	(10.1)	(19.6)	(20.4)	(30.8)	4.21	1.51
Classroom Teaching	(11.8)	(4.5)	(12.8)	(22.4)	(24.3)	(24.2)	4.15	1.31
Student Assessment	(14.5)	(5.2)	(13.2)	(19.7)	(22.7)	(24.8)	4.05	1.54
Curriculum and Instruction Preparation	(14.2)	(4.4)	(14.7)	(23.5)	(19.6)	(23.7)	4.01	1.39
Supervision and Evaluation	(17.1)	(5.5)	(14.3)	(14.9)	(18.5)	(29.7)	4.01	1.39
Professional Development Activities	(13.6)	(5.5)	(16.0)	(21.0)	(18.6)	(25.3)	4.01	1.50

Communication. Specifically, for the *Communication* construct, respondents rated their supervisors' skills the highest in building positive relationships. In fact, 39.7% of the teachers claimed they "Strongly Agree" with the statement that their supervisor effectively "creates a positive working relationship." Other aspects of *Communication* rated fairly high for supervisors included building trust and communication. Additionally, participants rated their supervisors lowest in (meeting needs) with only 22.1% of respondents choosing "Strongly Agree" and 17.6% of respondents choosing "Strongly Disagree" that their supervisors meet their needs. Overall, however, a slight majority of respondents seem to agree that their supervisors are effective when it comes to *Communication*. As seen in Table 25 below, slightly more than 50% of teachers felt their supervisors were effective in this area, nearly 30% were more neutral in their opinion, and nearly 20% did not feel their supervisors were effective. This seems to suggest that while many teachers agree that supervisors communicate effectively, it does not necessarily mean the

supervisors meet their needs which could include more action-oriented needs such as provision of resources.

Table 25

Collapsed Percentages for Communication Skills

Communication Skills	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	19.1%	29.7%	51.2%

Some of the findings of my study align with findings by Alkrdem (2011) and Lipscomb (1997) in which they found that teachers in Saudi Arabia and the United States feel most valued and respected with two-way communication so that their voices are heard. Also, Hamzah et al. (2013) found that teachers in Malaysia and China find it is especially important for supervisors to offer hands-on active support such as curriculum guidance.

However, other research does not confirm with my findings. For instance, Al Nazer and Mohammed (2013) found that there is a gap between the communication process and the educational supervisor and teacher in Jordan. Additionally, Abera (2017) found that teachers in Ethiopia often disagreed with current practices of communication with their supervisors.

Learning environment. For the *Learning Environment* construct, teachers rated their supervisors' skills highest in using English skills with 26.7% and 34.4% saying they "Moderately Agree" and "Strongly Agree," respectively. In fact, all five of the *Learning Environment* items were rated highly according to the participants. The lowest rated classroom management still had 72.4% of respondents choosing some degree of "agree." Overall, as seen in Table 26 below, slightly over 50% felt their supervisors are effective, slightly over 30% were more neutral in their opinion, and about 14% did not feel their supervisors were effective in this area.

Table 26

Collapsed Percentages for Learning Environment

Learning Environment	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	14.6%	32.2%	53.1%

The learning environment is important to teachers according to findings from other researchers as well. For instance, Almannie (2015) found that teachers in Saudi Arabia felt positive and supported when supervisors and teachers are part of a learning environment that simplifies knowledge transfer. However, Al Nazer and Mohammad (2013) found teachers in Jordan do not feel that their supervisors are as skilled as they should be in supporting the learning environment.

Curriculum and instruction preparation. The *Curriculum and Instruction Preparation* construct also had fairly high ratings from participants. Teachers rated supervisors most effective in helping with instructional methods with 51% moderately and strongly agreeing that their supervisor is effective in this area. The lowest rated skill involved having help in developing extension activities with only about 36% moderately or strongly agreeing with their supervisors' effectiveness. Overall, as seen in Table 27 below, about 43% agreed that their supervisor is effective, 38% were more neutral in opinion, and around 18% disagreed that their supervisor was effective in helping with curriculum and instruction.

Table 27

Collapsed Percentages for Curriculum and Instruction Preparation

Curriculum and instruction preparation	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	18.6%	38.2%	43.3%

In the literature, teacher involvement in curriculum development in the United States can result in teachers having a sense of ownership and validation in their teaching (Taylor-Backor, 2013). Due to this, it is encouraging that most teachers in my study felt supported in this area. Romano (2014) found that teachers and supervisors agree on necessary behaviors for instructional improvement such as having teachers experiment with creative teaching strategies. However, they disagreed on the extent to which these behaviors already exist in the current supervisory process (Romano, 2014).

Classroom teaching. For the fourth construct, *Classroom Teaching*, nearly half of participants seemed to agree that their supervisors are effective overall. The highest rated item was teaching strategies with 61.9% of participants moderately and strongly agreeing that their supervisors are effective in encouraging them to implement different teaching strategies. On the other hand, 21.4% of respondents strongly and moderately disagreed that their supervisors were effective in helping them overcome problems with their classroom teaching. This echoes the results of Kayaoglu's (2012) study in which most teachers disagreed that supervisors helped them overcome instructional problems. Overall, as seen in Table 28 below, nearly 50% of teachers agreed, about 35% were neutral, and about 16% disagreed that their supervisors are effective in this area.

Table 28

Collapsed Percentages for Classroom Teaching

Classroom Teaching	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	16.3%	35.2%	48.5%

Student assessment. In the fifth construct, *Student Assessment*, the highest rated item was student achievement with 53.4% of participants moderately and strongly agreeing that

supervisors are effective in challenging them to raise student achievement levels. The teachers rated their supervisors lowest with 22.2% moderately and strongly disagreeing that supervisors are effective in supporting them in coming up with a treatment plan for low performing students. However, 45% still moderately and strongly agreed that supervisors were effective with this item. According to the literature, one would think that more of the teachers would have felt that supervisors were more ineffective in helping them in this area. For instance, Guskey (2003) found that many teachers do not feel they have enough training to design and analyze assessments. Also, Hismanoglu and Hismanoglu (2010) found that teachers in Cyprus feel supervisors should know how to keep them informed about changes in assessment, how to design effective exams, and how to use techniques to diagnose student strengths and weaknesses. For Saudi Arabia specifically, Al-Seghayer (2015) found that one main reason that Saudi English teachers struggle with assessment are due to insufficient training opportunities in writing assessments and to fears of poor evaluations which causes teachers to make tests too easy for their students. Overall, as seen in Table 29 below, nearly 50% agreed, about 30% were neutral, and about 20% disagreed that their supervisors are effective in this area in general.

Table 29

Collapsed Percentages for Student Assessment

Student Assessment	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	19.7%	32.9%	47.5%

Supervision and evaluation. The sixth construct, *Supervision and Evaluation*, resulted in 71% of teachers moderately and strongly agreeing that their supervisors are effective in conducting the post-observations meetings. In my study, the lowest rated item in this construct was the pre-observation meeting with 26.7% of respondents saying they “Strongly Disagree” that

their supervisors are effective in conducting the pre-observation meeting. Among all the constructs, the pre-observation meeting had the lowest ratings with the most "Strongly Disagree" answers selected. Even though this reflects only about one quarter of respondents, it is obviously an area that needs to be addressed. In particular, these teachers seemed to feel their supervisors were especially ineffective with the pre-observation meeting, observation process, pre-observation discussion, and allowing for frequent observations. On the other hand, participants rated their supervisors' effectiveness higher for post-observation meeting and follow-up reports. However, overall findings suggest that supervisors are lacking time and skills in setting up observations and having discussions with teachers before the process. As seen in Table 30 below, nearly 50% of teachers agreed, about 30% were more neutral, and about 22% disagreed that supervisors are effective in this area.

Table 30

Collapsed Percentages for Supervision and Evaluation Effectiveness

Supervision and Evaluation Effectiveness	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	22.6%	29.2%	48.2%

My findings are supported by other research including Yildirim (2013) who found that teachers in Turkey often label their supervisors as "ineffective." In another study of Turkish teachers, Kayaoglu (2012) found that teachers feel post-conferences lack systematic planning, and 60% of teachers surveyed did not even receive any post-observation documents. Also, Abdul Rehman and Al-Bargi (2014) found that teachers in Saudi Arabia view observations with dread, expecting negative feedback. Observations are often seen as subjective and ineffectual by teachers in Saudi Arabia according to Shah and Harthi (2014). On the other hand, some research has shown that teachers feel supervision is effective. Tshabalala (2013) found that teachers in

Zimbabwe desire at least one or two meetings with their supervisors each term. Also, Abera (2017) found that teachers in Ethiopia had positive perceptions about evaluations and classroom observations.

Professional development activities. Finally, in the seventh construct, *Professional Development Activities*, teachers rated professional knowledge the highest with 50.3% moderately and strongly agreeing that their supervisors are effective in encouraging them to increase their own professional knowledge. On the other hand, the lowest rated item was micro-teaching with 21.3% of respondents moderately and strongly disagreeing that their supervisors are effective in inspiring them to conduct micro-teaching activities with other teachers. Overall, as seen in Table 31 below, slightly more than 40% agreed, slightly less than 40% were neutral, and about 20% disagreed that their supervisors are effective in this area.

Table 31

Collapsed Percentages for Professional Development Tasks

Professional Development Tasks	Strongly & Moderately Disagree	Slightly Disagree & Slightly Agree	Strongly & Moderately Agree
	19.1%	37%	43.9%

This is in accordance with Aldaihani's (2017) findings that teachers in Kuwait are often dissatisfied with traditional supervision in regard to enhancing their professional development. Also, Kayaoglu's (2012) study found that most teachers in Turkey disagreed that supervisors made contributions to their professional growth.

Overall. Overall, about half of teachers surveyed moderately or strongly agreed that their supervisors are generally effective in many skills of the measured constructs. Specifically, for all seven constructs, an average of 47.9% of survey participants either moderately or strongly agreed that their supervisors were effective, while an average of 18.6% of teachers either

moderately or strongly disagreed that their supervisors were effective. In particular, teachers feel that their supervisors are most effective in supporting the *Learning Environment* as this construct had "moderately agree" or "strongly agree" ratings with an average of 53.1%. This implies that about half of teachers feel supervisors are most helpful in supporting a productive, organized, and safe classroom and assisting teachers with classroom management. However, 14.6% of teachers either moderately or strongly disagreed that their supervisors are ineffective for this construct.

The other two most highly rated constructs include *Communication* and *Classroom Teaching* with 51.2% and 48.5% teachers moderately or strongly agreeing ratings, respectively. In these areas, about half of surveyed teachers generally feel that their supervisors are effective in creating positive work relationships, communicating, and listening to concerns. They also feel their supervisors encourage them to try various teaching strategies, identify instructional difficulties, and engage with students.

The lowest rated constructs according to participants included *Supervision and Evaluation* and *Professional Development*. For these constructs, 48.2% and 43.9% of teachers moderately or strongly agree their supervisors are effective. However, 22.6% of teachers moderately or strongly disagreed that their supervisors are effective in *Supervision and Evaluation*, while 19.1% felt this way for *Professional Development.* In particular, a significant minority of teachers seem to feel that their supervisors are ineffective in conducting pre-observation meetings, explaining the observation process, and meeting with them often enough to improve their practice. Additionally, ratings show that teachers feel their supervisors lack skills to help them with micro-teaching and encouraging teachers to observe each other for learning purposes. So, while it seems that a slight majority of the teachers feel supported in their

environment and feel listened to, many of them do not feel supported in the actual supervisory processes and in self-improvement processes.

Findings Related to Research Question Two

The second research question asked to what extent the teachers' perceptions about their supervisors' effectiveness and the amount of time spent with the supervisor predicted the teachers' beliefs about their own improvement. It is important to note that a mean scale score was computed for the dependent variable. Also, in order to examine which of these variables are significant predictors of teacher perceptions, it was necessary to have a p-value equal to or below 0.05.

In this question, the teachers' years of experience were controlled for so as not to introduce a potentially confounding variable. However, this variable had little to no effect on the outcome of the regression, which means that it likely would not have confounded the results of the regression had it not been used as a control variable. This result is somewhat unexpected since one would assume teachers with fewer years of experience would respond differently to supervisor influence. For instance, Tshabalala (2013) investigated perceptions about supervision of 48 teachers in Zimbabwe and found that over 75% of the teachers had fewer than 10 years of teaching experience, suggesting that less experienced teachers do need more attention. Because the reason for the lack of effect for this variable is unknown, this is an area where further research could be done.

When relating perceptions about supervisor effectiveness and the teachers' beliefs about their own improvement, there were some unexpected results. After performing the statistical analysis on all of the data, most independent variables, which included the time spent with supervisors and five of the seven supervisors' skills (Communication skills, Curriculum and

instruction preparation, Classroom teaching, Student Assessment, Supervision and evaluation), had weak to slightly positive significance in predicting teachers' perceptions about their own improvement. However, the remaining supervisors' skills, *Learning Environment* and *Professional Development Activities*, had a positive significant relationship with teachers' perceptions about their own improvement. Other research has shown that teachers perceive supervisors as helpful in improving their own performance (Aldaihani, 2017; Shakuna, Mohamad, & Ali, 2016; Tshabalala, 2013; Wanzare, 2012). For instance, Shakuna et al. (2016) found that Libyan teachers' abilities in teaching English were positively correlated to their supervision. Also, Aldaihani (2017) found that teachers in Kuwait perceive supervision as improving their own performance. Additionally, since the first research question resulted in moderately positive ratings of supervisors by the teachers, one would anticipate that those positive ratings would also result in the teachers' feelings of improvement based on their supervisors' skills.

On the other hand, the teachers' feelings that supervision did not significantly affect their own improvement in some areas has been echoed in other studies as well. For instance, participants in Wanzare's (2012) study of Kenyan teachers felt supervisory practices are "inconsistent, biased and subjective" and that supervision is not meaningful (p. 206). Also, Rahabav (2016) found that teachers in Indonesia feel their supervision is not frequent or intense enough, and one teacher even voiced how supervision did nothing to help improve his skills since supervision was more general in nature and not focused on the teacher's own specific problems. Mudawali and Mudzofir (2017) found that there was not a significant relationship between supervision and professional development of teachers in Indonesia.

The two constructs that proved to be significant in the regression were *Learning Environment* and *Professional Development Activities*. This implies that of the seven constructs, these two could predict teachers' perceptions of their own improvement. If a teacher rated her supervisor's support higher in these constructs, she was likely to feel she had more personal improvement in her work as well. This suggests that the aspects of the *Learning Environment* and *Professional Development Activities* constructs, are particularly important for teachers' personal growth.

For *Learning Environment*, these aspects include having a safe environment, a productive classroom, classroom management, a positive learning environment, and the use of English skills. In the literature, these ideas were reflected in various countries. For instance, Romano (2014) found that teachers and supervisors in New York in the United States agreed that creating a learning environment focused on student success was helpful in the development of teachers. Also, Almannie's (2015) study in Saudi Arabia concluded that teachers feel positive and supported when the learning environment is accessible to knowledge transfer and supervisor feedback.

For *Professional Development Activities,* the aspects include professional knowledge, P.D. activities, professional conversation, micro-teaching, P.D. goals, and conferences and workshops. Past literature also showed that these activities are important from teachers' perspectives around the world. In, Kuwait, Aldaihani (2017) found that teachers felt supervisors were essential for providing opinions on the "type and content of professional development programs" (p. 31). Also, Taylor-Backor (2013) found that teachers in the U.S. believe their leaders must understand current research and provide effective professional development for

them. In Saudi Arabia, Al-Seghayer (2015) found that it is important for English teachers to have access to mentoring or, in the very least, professional development opportunities.

In other research, different variables have been found to be more important in teachers' ideas of self-improvement. For instance, Mette et al. (2015) found the most important predictor of supervisory effectiveness according to teachers in the United States was discussions during pre-observation conferences about student engagement. This sentiment was echoed in Shah and Harthi's (2014) findings that Saudi Arabian teachers feel that reflecting on their own strengths and weaknesses in post-observation conferences with their supervisors is exceptionally important for their growth. Additionally, Sule, Ameh, and Egbai (2015) found a positive relationship in Nigeria between supervisory observations and teachers' effectiveness, especially when supervisory practices are "closer, regular and continuous…rather than snappy, unscheduled, and partial" (p. 43).

Somewhat unexpectedly, neither the number of visits from their supervisors, nor the time allocated per visit proved to be a significant indicator of improved perceptions about teachers' own skills. This indicates that it is the quality of supervision rather than the quantity that helps to facilitate improvement perception. This idea is echoed by Abera's (2017) study that perceptions of supervisors in Ethiopia are changing from that of an inspector to that of a leader who trusts teachers to become more effective in using their own skills when supervisors do not have great lengths of time to visit teachers. Likewise, Aldaihani's (2017) study finds that supervisors in Kuwait must focus on quality. However, that same study found that supervision needs to be continuous to yield growth for teachers, whereas the current study seems to imply that the amount of time with supervisors is not as significant. Additionally, Tshabalala (2013)

found that teachers in Zimbabwe preferred supervision at least once or twice per term. Overall, it seems that this is an area where further research could be helpful as well.

Relationship of Results to Existing Studies

Table 32

Summary of Key Findings of my Study and Comparisons to Previous Research.

AlBalawi (2018)	Previous Research
In rating their supervisors' skills, about 50% of teachers strongly and moderately agreed that their supervisors are effective overall, while about 15-20% strongly and moderately disagreed that they are effective.	Affirms: • The instructional supervisor needs to be an effective communicator (Alkrdem, 2011, Saudi Arabia). • The effective supervisor in their role as instructional leader is able to provide intellectual stimulation for teachers through awareness of current theories and practices (Barrett & Robert, 2014, United States; Blasé & Blasé, 2000, United States; Taylor-Backor, 2013, United States). • Teachers felt that supervision has a positive effect on their performance (Aldaihani, 2017, Kuwait) Adds to: • Teachers' abilities in teaching English were positively correlated with supervision (Shakuna, Mohamad, & Ali, 2016, Libya) • Teachers perceive supervision as positive generally (Tshabalala, 2013, Zimbabwe) Differs from: • Teachers felt there were some unsuitable practices including a loss of connection from the supervisor and a lack of meaningful support; some teachers felt the practice is not effective (Aldaihani, 2017, Kuwait). • Rahabav (2016, Indonesia) found teachers feel their supervision is not frequent or intense enough; nothing to help improve skills since supervision was more general in nature and not focused specific problems. • Al Nazer & Mohammad, (2013, Jordan) educational supervisors are in need of more understanding of the problems in which teachers tumble to assist in solving them an appropriate way. • Many teachers feel anxiety and resentment during instructional supervision (Tshabalala, 2013, Zimbabwe). • Wanzare's (2012, Kenya) study of teachers felt supervisory practices are "inconsistent, biased and subjective" and that supervision is not meaningful (p. 206). • Mudawali and Mudzofir (2017, Indonesia) found that there was not a significant relationship between supervision and professional development of teachers.

Table 32—Continued

AlBalawi (2018)	Previous Research
In rating their supervisors' skills, teachers feel that their supervisors are most effective in supporting the *Learning Environment.*	Affirms: • Alkrdem, 2011, Saudi Arabia; Abdulkareem, 2001, Saudi Arabia; Taylor-Backor, 2013 United States; Romano, 2014,). • Strengths of this supervision model included a positive impact on instruction and the environment of the school (Alabdulkareem, 2014, Saudi Arabia). • For teachers to feel more positive and supported, they must be part of an environment that simplifies the transfer of knowledge and supervisor feedback directly to their work (Almannie, 2015, Saudi Arabia). • Romano (2014, United States) found that teachers and supervisors agreed that creating a learning environment focused on student success was helpful in the development of teachers. Adds to: • Teachers' abilities in teaching English were positively correlated with supervision (Shakuna, Mohamad, & Ali, 2016, Libya)
Learning Environment construct could significantly predict teachers' perceptions of their own improvement. Aspects of the *Learning Environment* construct are particularly important for teachers' personal growth. These aspects include having a safe environment, a productive classroom, classroom management, a positive learning environment, and the use of English skills.	Differs from: • There is a loss of connection between the teacher and the supervisor (Aldaihani, 2017, Kuwait). • Teachers felt one of the most important indicators of supervisor effectiveness is in discussions about student engagement (Mette, Range, Anderson, Hvidston, and Nieuwenhuizen, 2015, United States) • Al Nazer and Mohammad (2013, Jordan), have found that teachers feel their supervisors are not as skilled as they should be in supporting the learning environment. • Teachers perceive supervisors as helping to increase their own performance (Shakuna, Mohamad, & Ali, 2016, Libya).
There was significant relation between *Professional Development Activities* construct and teachers' perceptions of their own improvement. Aspects of the *Professional Development Activities* include professional knowledge, P.D. activities, professional conversation, micro-teaching, P.D. goals, and conferences and workshops.	Affirms: • It is helpful for teachers to observe supervisors implementing teaching strategies in their classroom (Barrett & Breyer, 2014, United States). Adds to: • English teachers need to attend professional development opportunities and/or mentoring and induction programs (Al-Seghayer, 2015, Saudi Arabia). • Supervision is essential for providing opinions about the type and content of professional development programs as well as access to the latest programs (Aldaihani, 2017, Kuwait; Taylor-Backor, 2013 United States). • More consideration for supervision leads to an increase in teacher training programs; need to organize more effective trainings (Shakuna, Mohamad, & Ali, 2016, Libya).
In rating their supervisors' skills, teachers rated *Communication* and *Classroom Teaching* as the other most highly rated supervisor constructs.	Affirms: • Al Nazer & Mohammad, 2013; Jordan; Kayaoglu, 2012; Turkey; Yildirim, 2013, Turkey) • According to Alkrdem (2011, Saudi Arabia) and Lipscomb, USA (1997), teachers feel valued and respected when there is two-way communication in which their voices are heard and they are given honest, constructive, and regular feedback. Differs from: • Al Nazer & Mohammed (2013, Jordan) refer to the gap which appears in the communication process between the educational supervisor and the teacher. • Loss of connection between the teacher and the supervisor (Aldaihani, 2017, Kuwait). • Many teachers disagreed with current practices of communication between teachers and supervisors (Abera, 2017, Ethiopia).

Table 32—Continued

AlBalawi (2018)	Previous Research
In rating their supervisors' skills, teachers rated *Supervision and Evaluation* and *Professional Development* as the lowest constructs. In rating their supervisors' skills, teachers seem to feel that their supervisors are ineffective in conducting pre-observation meetings, explaining the observation process, and meeting with them often enough to improve their practice.	Affirms: • Al Nazer & Mohammed, 2013, Jordan; Chen & Cheng, 2013, Taiwan; Romano, 2014, United States). • Some teachers even labeled supervisors as "ineffective" (Yildirim, 2013, Turkey) • Abdul Rehman & Al-Bargi (2014, Saudi Arabia) found that teachers view observations with dread and have come to expect negative feedback. • Shah and Harthi (2014, Saudi Arabia) found that classroom observations are often seen as threatening, subjective, and ineffectual and that teachers wish these observations would be "developmental rather than judgmental"; lack of autonomy in these conferences. • Teachers felt there was a lack of feedback that was meaningful (Aldaihani, 2017, Kuwait). Adds to: • Aldaihani (2017, Kuwait) found that traditional supervision is often dissatisfying for teachers and offers little enhancement for professional development. • As in the pre-conference, the post-conference also appears to be lacking a systematic, well-planned session given the fact that 60 per cent of teachers stated not to have been given any written document concerning their supervision. This means that teachers do not know much about what to reflect on (Kayaoglu, 2012, Turkey), • Teachers felt that there were unsuitable supervisory practices; they felt there was a disconnect between ideal and actual practices (Aldaihani, 2017, Kuwait) • Teachers felt all pre-observation and post-observation items are valuable; they felt that the most important indicator of a supervisor's effectiveness is improving instruction with self-reflection in the post-observation conference (Mette, Range, Anderson, Hvidston, and Nieuwenhuizen, 2015, USA) Differs from: • Teachers had positive perceptions about evaluation from supervisors (Abera, 2017, Ethiopia). • Teachers felt positively about classroom observations from their supervisors (Abera, 2017, Ethiopia). • Aldaihani (2017, Kuwait) notes and observations from the supervisor helped teachers change behaviors for improvement. • Teachers had positive perceptions about evaluation from supervisors (Abera, 2017, Ethiopia)
Neither the number of visits from their supervisors, nor the time allocated per visit proved to be a significant indicator of improved perceptions about teachers' own skills.	Affirms: • Supervisors must focus on quality (Aldaihani, 2017, Kuwait) • Abera (2017, Ethiopia) finds that perceptions of supervisors are changing from inspector to leader since they do not have much time to visit with teachers. Differs from: • Supervision needs to be continuous to yield growth for teachers (Aldaihani, 2017, Kuwait). • Teachers preferred supervision at least once or twice per term (Tshabalala, 2013, Zimbabwe).
Years of experience was not a significant contributor to the model, however it did contribute to a slight increase in teachers' perception of their own improvement as the group of years of experience also increased.	Differs from: • Tshabalala (2013, Zimbabwe) found teachers with less experience needed more attention from supervisors.

Recommendations for Saudi Leaders

Research about teachers' perceptions and experiences is inherently difficult and can be fraught with inconsistencies and assumptions. As in my study, there can be unexpected findings that may or may not be universal in nature. For instance, Hismanoglu and Hismanoglu (2010) found that there are great differences between English language teachers' beliefs and actual experiences about educational supervision (p. 30). Furthermore, Mudawali and Mudzofir's (2017) study found that there is a difference between actual and ideal supervision practices as perceived by teachers in Indonesia. In the current study, Saudi teachers rated their supervisors' skills fair overall, but this did not then translate into teachers feeling that their supervisor helped them in their own improvement. Again, this could be a phenomenon similar to what other researchers have found in which perceptions and reality are not always the same. On the other hand, there are some implications from my study that are useful in examining the relationship between supervisors and English teachers, and what recommendations could improve this relationship and lead to better teaching.

One recommendation based on my study's findings is that supervisory skills in relation to direct supervision and evaluation are in need of improvement. One area where teachers rated their supervisors' skills lowest was in *Supervision and Evaluation*. In particular, it seems that teachers feel the observation processes are especially ineffective. Specifically, the meetings and discussions surrounding the observation process are not deemed effective or meaningful. Other studies have drawn the same conclusion with teachers' feelings that observations are threatening or simply ineffectual (Abdul Rehman & Al-Bargi, 2014; Aldaihani, 2017; Shah & Harthi, 2014; Yildirim, 2013). These conclusions are significant since observations processes, when implemented skillfully, have been found to be very valuable for teachers. For instance, Mette et

al. (2015) found that teachers feel that self-reflection and discussion with supervisors after observations are the most important indicator of a supervisor's effectiveness. Also, Shah and Harthi (2014) found that teachers' lack of autonomy in pre- and post-observation conferences is a crucial problem in teachers' improvement.

Another recommendation is for improvements in professional development opportunities for both supervisors and teachers. Along with the *Supervision and Evaluation* construct, teachers also rated their supervisors lowest in *Professional Development Activities*. Yet, this construct could significantly predict teachers' perceptions about their self-improvement in the second research question. This implies that variance in teachers' ratings of their supervisors' skills can result in variance in their perceptions of their own improvement. So, cultivating mentoring programs and professional development opportunities could help improve both teachers' perceptions of their supervisors and of their own self-improvement.

Overall, the Ministry of Education needs to organize training programs for both supervisors and teachers on how to work together more effectively and to increase positive interactions between them. Both supervisors and teachers need to understand instructional goals and work collaboratively to find effective, appropriate evaluation procedures. Having teachers and supervisors engage in more self-reflection throughout their trainings and work together could also lead to better supervisory practices.

Finally, although my study did not show a significant relationship between the amount of time spent together between teachers and supervisors, it did show that supervisors lack effectiveness in areas such as supervision and evaluation. If policy makers were to assign fewer teachers for each supervisor, this would allow for supervisors to improve their time with individual teachers. Improving both the quality and the quantity of time between teachers and

supervisors would likely result in improvements in such low-rated items as pre-observation meetings. By forming closer, more collaborative relationships between supervisors and teachers, policy makers could then see improvements in supervision, teacher effectiveness, and overall student instruction.

Recommendations for Future Research

A recommendation for future research based on my study involves teachers' years of experience in relation to their views on supervisors' skills and their own improvement. The logical conjecture would be that teachers with fewer years of experience would require more supervisory support and feel that they need more improvement. However, since years of experience had little to no significant effect in my study, it would be interesting to study this further. Do teachers feel more confident with more years of teaching? Do their feelings about the effect of supervision change with their experience? Answers to these questions could help hone the types of supervision and professional development that teachers receive depending on their years of experience.

Another area that would benefit from further research focuses on the amount of time that supervisors spend with teachers. Unexpectedly, the number and minutes of visits had virtually no effect on teachers' perceptions of their own improvement. It would seem as though the more involved a supervisor is with their teacher, the more a teacher would perceive improvement. However, that was not shown as the case here. In fact, the number of visits had a slightly negative effect on teacher's perception of their own improvement. This translates to a "quality over quantity" preference for teachers. It appears they do not value the time itself, so much as how it is used. Or, perhaps, too many visits start to cause a teacher to feel a loss of control of the classroom or gives her the perception that she is not doing well if she is being visited often.

Because other research has shown the importance of the amount of time for supervision and teachers have cited a lack of time with their supervisor as a common problem, it would be interesting to delve more deeply into this issue.

Finally, a third recommendation involves the overall finding that although the teachers rated their supervisors as generally effective and skilled in their work, this did not result in teachers finding their own skills improving as a result of their supervisors. This warrants further study since one would expect teachers' high ratings of their supervisors would have resulted in higher ratings of self-improvement. If teachers feel their supervisors are indeed skilled and effective, then should they not feel they have improved in their own work based on this effectiveness? Perhaps, further studies could analyze this gap between teachers' perceptions of supervisors and their own improvement.

Concluding Thoughts

In my study, Saudi female English language teachers provided their perceptions about both their supervisors' effectiveness and skills and the extent to which these perceptions predicted the teachers' beliefs about their own improvement. Overall, about half of teachers felt that their supervisors were generally effective in their work, especially in regard to the learning environment. The teachers felt their supervisors were not as effective in supervision and evaluation, especially in regard to the observation process. Due to the latter finding, a recommendation would be for these supervisors to have more training in providing effective supervision and evaluation, with careful attention given to adequate observations and meetings with the teachers.

In regard to their feelings about their own improvement as it relates to their supervisors' skills, teachers did not feel that they improved in their work. In addition, results did not show a

significance in teachers' perception of their improvement based on the amount of time spent with their supervisors. Further studies to explain why teachers' perceptions of their own improvement seem unrelated to their perceptions of their supervisors would provide further insight into improving teacher and supervisor relationships and outcomes.

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Appendix A

Survey

Survey of Female Saudi Arabian English Language Teachers Perspectives on Instructional Supervisors and Supervision

Directions: The purpose of this survey is to learn what you think about effectiveness of your educational supervision in improving your performance. Please read and answer each question carefully. Remember, all of your responses will remain anonymous and confidential. Your name will not be associated with any of your answers.

Female Saudi Arabian English Language Teachers
Perspectives on Instructional Supervisors and Supervision

Please choose a language. / الرجاء اختيار لغتك.

- ✓ English
- ○ العربية

Western Michigan University Department of Education Leadership, Researach, and Technology

Please read this consent information before you begin the survey.

You are invited to participate in a research project entitled "Female Saudi Arabian English Language Teachers Perspectives on Instructional Supervisors and Supervision) designed to investigate the role of educational supervision in improving performance of Saudi female English language teachers from the teachers' perspectives. The study is being conducted by Dr. Sue Poppink and Afaf Albalawi from Western Michigan University, Department of Education Leadership, Research, and Technology. This research is being conducted as part of the dissertation requirements for Afaf Albalawi.

This survey is comprised of 8 sections of short multiple choice questions and will take approximately from 6 to 8 minutes to complete. Your replies will be completely anonymous. When you begin the survey, you are consenting to participate in the study. If you do not agree to participate in this research project simply exit now. If, after beginning the survey, you decide that you do not wish to continue, you may stop at any time. You may choose to not answer any question for any reason.

If you have any questions prior to or during the study, you may contact Sue Poppink at (269) 387-3569, Afaf Albalawi at (269) 447-5133, the Human Subjects Institutional Review Board (269) 387-8293 or the vice president for research (269) 387-8298.

This study was approved by the Western Michigan University Human Subjects Institutional review Board (HSIRB) on (date). Please do not participate in this study after (one year after approval).

Do you consent to participate in this survey?

- ○ yes
- ○ no

Female Saudi Arabian English Language Teachers Perspectives on Instructional Supervisors and Supervision

Directions: The purpose of this survey is to learn what you think about effectiveness of your educational supervision in improving your performance. Please read and answer each question carefully. Remember, all of your responses will remain anonymous and confidential. Your name will not be associated with any of your answers.

Part 1: Demographic Information

1. The school level you teach:

- ◯ Elementary School
- ◯ Middle School
- ◯ High School

2. How many years of teaching experience do you have?

☐

3. How many times did your supervisor visit you during the 2017-2018 school year?

☐

4. What is the average number of minutes of a visit?

☐

Part 2: Instructional Supervisory Practices:

Please Indicate the extent of your perception regarding your supervisor's instructional supervisory practices using the following scale: 1 = Strongly Disagree; 2 = Moderately disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

1. Supervisor's Communication Skills
My supervisor effectively:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Creates a positive working relationship with me.	○	○	○	○	○	○
b) Builds trust when working with me.	○	○	○	○	○	○
c) Communicates with me.	○	○	○	○	○	○
d) Listens to my concerns and needs.	○	○	○	○	○	○
e) Works to meet my needs.	○	○	○	○	○	○
f) Encourages me to overcome any obstacles that get in the way of my professional effectiveness.	○	○	○	○	○	○
g) Assists me to set improvement goals.	○	○	○	○	○	○

2. Learning environment
My supervisor effectively:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Encourages me to create a safe and trusting environment.	○	○	○	○	○	○
b) Motivates me to develop a productive classroom organization.	○	○	○	○	○	○
c) Assists me to develop classroom management skills.	○	○	○	○	○	○
d) Helps me to create a positive learning environment toward learning English.	○	○	○	○	○	○
e) Supports me to promote the use of English for listening, speaking, reading, and writing.	○	○	○	○	○	○

3. Curriculum and Instruction Preparation
My Supervisor effectively:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Encourages me to update the curriculum when changes occur.	○	○	○	○	○	○
b) Assists me to create lesson plans aligned with the student learning goals in the Teacher's Guide Book.	○	○	○	○	○	○
c) Motivates me to create English language learning activities.	○	○	○	○	○	○
d) Encourages me to identify multiple methods of delivering instruction.	○	○	○	○	○	○
e) Assists me in selecting a wide variety of instructional materials.	○	○	○	○	○	○
f) Assists me in identifying Internet-based instructional materials.	○	○	○	○	○	○
g) Models for me how to use media materials to improve learning.	○	○	○	○	○	○
h) Encourages me to in create extension activities such as publishing magazines, newspapers, and the like in English.	○	○	○	○	○	○
i) Assists me in the pronunciation of English words.	○	○	○	○	○	○

4. Classroom Teaching
My supervisor effectively:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Encourages me to implement different teaching strategies.	◯	◯	◯	◯	◯	◯
b) Encourages me to engage with students in their learning.	◯	◯	◯	◯	◯	◯
c) Assists me in the pronunciation of the English language during instruction.	◯	◯	◯	◯	◯	◯
d) Assists me in identifying instructional difficulties.	◯	◯	◯	◯	◯	◯
e) Empowers me to overcome instructional problems.	◯	◯	◯	◯	◯	◯
f) Provides feedback on student engagement while I am teaching.	◯	◯	◯	◯	◯	◯

5. Student Assessment
My supervisor effectively:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Challenges me to raise student achievement levels.	◯	◯	◯	◯	◯	◯
b) Helps me to develop formative assessments on student learning.	◯	◯	◯	◯	◯	◯
c) Helps me to develop summative assessments on student learning.	◯	◯	◯	◯	◯	◯
d) Supports me to create treatment plans for low performing students.	◯	◯	◯	◯	◯	◯

6. Supervision and Evaluation
My supervisor effectively

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Conducts the pre-observation meeting.	○	○	○	○	○	○
b) Utilizes the pre-observation meeting to explain the observation process.	○	○	○	○	○	○
c) Utilizes the pre-observation to discuss what she will observe during my lesson.	○	○	○	○	○	○
d) Conducts observations often enough to improve my instructional practices.	○	○	○	○	○	○
e) Conducts a post-observation meeting.	○	○	○	○	○	○
f) Provides me with a written report of my evaluation.	○	○	○	○	○	○
g) Encourages me to evaluate my own teaching (self evaluation).	○	○	○	○	○	○

7. Professional Development Activities
My supervisor effectively:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Encourages me to increase my professional knowledge.	◯	◯	◯	◯	◯	◯
b) Assists me to identify appropriate professional development activities.	◯	◯	◯	◯	◯	◯
c) Encourages me to hold professional conversations with other teachers.	◯	◯	◯	◯	◯	◯
d) Inspires me to conduct micro-teaching activities with other teachers.	◯	◯	◯	◯	◯	◯
e) Assists me in setting goals for my professional improvement.	◯	◯	◯	◯	◯	◯
f) Allows me to attend professional conferences and workshops held off-campus.	◯	◯	◯	◯	◯	◯

Part 3: My Skills Related to My Supervisor's Direction

Please Indicate the extent of your perception regarding the benefit from the reported supervisory practices using the following scale: 1 = Strongly Disagree; 2 = Moderately disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

1. As a result of working with my supervisor, I am more effective in:

	Strongly Disagree	Moderately disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
a) Communicating with my supervisor.	○	○	○	○	○	○
b) Creating classroom-learning environment.	○	○	○	○	○	○
c) Understanding the curriculum.	○	○	○	○	○	○
d) Preparing for instruction.	○	○	○	○	○	○
e) Delivering effective instruction.	○	○	○	○	○	○
f) Assessing student learning.	○	○	○	○	○	○
g) Participating in professional development activities.	○	○	○	○	○	○

Thank you very much for participating in this study.

You have completed the survey. Thank you very much for your participation.

You can now close the window.

Appendix B

HSIRB Approval Letter

WESTERN MICHIGAN UNIVERSITY

Institutional Review Board
FWA00007042
IRB00000254

Date: April 26, 2018

To: Sue Poppink, Principal Investigator
Afaf Albalawi, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number 18-04-20

This letter will serve as confirmation that your research project titled "Saudi Arabian Female English Language Teachers: Perspectives on Instructional Supervisors and Supervision" has been **approved** under the **exempt** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may **only** be conducted exactly in the form it was approved. You must seek specific board approval for any changes in this project (e.g., ***you must request a post approval change to enroll subjects beyond the number stated in your application under "Number of subjects you want to complete the study***)." Failure to obtain approval for changes will result in a protocol deviation. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

Reapproval of the project is required if it extends beyond the termination date stated below.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: **April 25, 2019**

Office of the Vice President for Research
Research Compliance Office
1903 W. Michigan Ave., Kalamazoo, MI 49008-5456
PHONE: (269) 387-8293 FAX: (269) 387-8276
WEBSITE: wmich.edu/research/compliance/hsirb

CAMPUS SITE: 251 W. Walwood Hall

Appendix C

Letter of Approval of MOE at Tabuk

سعادة الملحق الثقافي بالولايات المتحدة الأمريكية الموقر

السلام عليكم ورحمة الله وبركاته

تقدمت المبتعثة / عفاف بنت محمد البلوي سجل مدني ١٠٠٣٦٩٧١٦٤ إلى الإدارة العامة للتعليم بمنطقة تبوك بغرض الموافقة على تطبيق دراسة لمتطلبات الحصول على درجة الدكتوراه بعنوان "درجة ممارسات مشرفي اللغة الإنجليزية لمهارات الاشراف التربوي من وجهة نظر معلمي اللغة الإنجليزية في مدارس تبوك" بجامعة ويسترن متشجن في الولايات المتحدة.

عليه فلا مانع لدى الإدارة من تطبيق الدراسة في الإدارة العامة للتعليم بمنطقة تبوك.

نأمل اطلاعكم وإجراءاتكم.

.

Appendix D

Letter to the Ministry of Education at Tabuk

To the Ministry of Education at Tabuk,

I am doing my Ph.D. dissertation examining Tabuk female English language teachers' perceptions about the instructional supervisory practices of their supervisor. The purpose of this study is to investigate the effectiveness of educational supervision in improving the performance of Saudi female English language teachers.

I am looking for your support by sending the invitation letter of my study to all *Tabuk* female English language teachers via email and encourage them to participate in the study. I know that you and the teachers are extremely busy, but I hope the results of this study add valuable insights to your department. Please ask the teachers to provide their input by taking the survey.

If you have any questions, please feel free to contact me via email at Aseel.8@hotmail.com or by telephone at 0553006835

Thank you for your time and consideration.

Please click on the link to the online survey below:

Sincerely,

Afaf Albalawi
Western Michigan University
Doctoral Candidate
aseel.8@hotmail.com
0553006835

Appendix E

Letter of Invitation to Teachers

Dear Teachers,

I am writing to you to request your participant in a brief survey. The purpose of this survey is to investigate the effectiveness of educational supervision in improving the performance of Saudi female English language teachers from the teachers' perspectives.

I know that you and the teachers are extremely busy, but the survey is very brief and will take approximately between 6 to 8 minutes to complete. Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of these data. Please provide your input by taking the survey.

If you have any questions, please feel free to contact me via email at Aseel.8@hotmail.com or by telephone at 0553006835

Thank you for your time and consideration.
Please click on the link to the online survey below:

Sincerely,

Afaf Albalawi
Western Michigan University
Doctoral Candidate
aseel.8@hotmail.com
0553006835

Appendix F

Reminder Letter to Teachers

Dear Teacher,

Thank you for considering participating in my survey. This letter is a reminder that I am inviting you to participate in a study on teachers' perceptions of their supervisors' instructional supervisory practices. If you have already completed the survey, thank you. If not this is friendly reminder.

I know that you are extremely busy, but the survey is very brief and will take approximately between 6 to 8 minutes to complete. Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of these data. Please provide your input by taking the survey

If you have any questions, please feel free to contact me via email at Aseel.8@hotmail.com or by telephone at 0553006835

Thank you for your time and consideration.

Please click on the link to the online survey below:

Sincerely,

Afaf Albalawi
Western Michigan University
Doctoral Candidate
aseel.8@hotmail.com
0553006835

Appendix G

Second Reminder Letter to Teachers

Dear Teachers,

Thank you for considering participating in my survey. This letter is a reminder that I am inviting you to participate in a study on teachers' perceptions of their supervisors' instructional supervisory practices. If you have already completed the survey, thank you. If not this is the final friendly reminder.

I know that you are extremely busy, but the survey is very brief and will take approximately between 6 to 8 minutes to complete. Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be associated with your responses to any reports of these data. Please provide your input by taking the survey

If you have any questions, please feel free to contact me via email at Aseel.8@hotmail.com or by telephone at 0553006835

Thank you for your time and consideration.

Please click on the link to the online survey below:

Sincerely,

Afaf Albalawi
Western Michigan University
Doctoral Candidate
aseel.8@hotmail.com
0553006835

Appendix H

Arabic Translation of Survey

جامعة غرب ميشيغان

قسم القيادة التربوية والبحث والتكنولوجيا

من فضلك اقرأ معلومات الموافقة على المشاركة قبل البدء في الاستبيان

أنت مدعو للمشاركة في بحثي والذي عنوانه "وجهة نظر معلمات اللغة الإنجليزية في المملكة العربية السعودية حول المشرفات والإشراف التعليمي." وتحاول هذه الدراسة الكشف عن دور الإشراف التربوي في تحسين أداء معلمات اللغة الإنجليزية في السعودية من وجهة نظر المعلمات. هذه الدراسة تجريها الدكتورة سو بوبينك، وعفاف البلوي من جامعة غرب ميشيغان، قسم القيادة التربوية والبحث والتكنولوجيا بالولايات المتحدة الأمريكية، وهي جزء من متطلبات نيل درجة الدكتوراة للطالبة عفاف البلوي.

ويتألف هذا الاستبيان من 8 أقسام على شكل أسئلة متعددة الاختيارات، وسوف تستغرق الإجابة عليها من 6 إلى 8 دقائق تقريبًا، مع العلم أن بياناتكم لن تكون ظاهرة ولن يتم التعرف على صاحب الإجابات، عندما تبدأ الإجابة على هذا الاستبيان فإنك توافق على المشاركة في هذه الدراسة. أما إذا كنت غير موافق على المشاركة في هذا الاستبيان فقم ببساطة بالخروج الآن. إذا قررت، بعد بدء الاستبيان، أنك لا ترغب في المتابعة، فيمكنك التوقف في أي وقت. يمكنك اختيار عدم الرد على أي سؤال لأي سبب من الأسباب.

إذا كانت لديك أية استفسارات يمكنك الاتصال بالدكتورة سو بابنك على الرقم 9968282962 أو عفاف البلوي على الرقم 2694775133 أو على إدارة البحث العلمي بجامعة غرب متشجن على الرقم 269282699.

حصلت هذه الدراسة على التصريح لإجراءها من إدارة البحث العلمي بجامعة غرب ميشيغان كما يتضح من تاريخ الموافقة. الرجاء عدم المشاركة في هذه الدراسة بعد مرور عام من تاريخ موافقة إدارة البحث العلمي.

هل توافق على المشاركة في هذا الاستبيان؟

نعم ☐

لا ☐

Directions: The purpose of this survey is to learn what you think about effectiveness of your educational supervision in improving your performance. Please read and answer each question carefully. Remember, all of your responses will remain anonymous and confidential. Your name will not be associated with any of your answers.

التعليمات: الغرض من هذا الاستطلاع هو معرفة رأيك في فعالية الإشراف التعليمي في تحسين أدائك. يرجى قراءة كل سؤال والإجابة عليه بعناية. تذكر، ستبقى جميع إجاباتك سرية ولن يرتبط اسمك بأي من إجاباتك.

الملحق أ

الاستبانة الإحصائية

الجزء الأول: معلومات الاستبانة الاحصائية:

1. المرحلة التعليمية التي تدرسين بها:
   المرحلة الابتدائية
   المرحلة المتوسطة
   المرحلة الثانوية

2. كم سنة خبرة في التدريس لديك؟

3. كم مرة زارتك المشرفة خلال السنة الأخيرة؟

4. ما هو المتوسط الإجمالي للوقت الذي تستغرقه زيارة المشرفة في المرة الواحدة؟

الجزء الثاني: الممارسات الاشرافية التعليمية:

Please Indicate the extent of your perception regarding your supervisor's instructional supervisory practices using the following scale: 1 = Strongly Disagree; 2 = Moderately disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

يرجى الاشارة الى مدى تقييمك للممارسات الاشرافية التي تتبعها المشرفة الخاصة بك باستخدام المقياس التالي: 1 = أرفض بشدة؛ 2 = أرفض بدرجة متوسطة؛ 3 = أرفض قليلاً ؛ 4 = أوافق قليلاً 5 = أوافق بدرجة متوسطة 6 = أوافق بشدة.

	أرفض بشدة	أرفض بدرجة متوسطة	أرفض قليلاً	أوافق قليلاً	أوافق بدرجة متوسطة	أوافق بشدة
1. مهارات المشرفة التواصلية **تتمتع مشرفتي بالمهارات التالية:**						
القدرة على خلق علاقة عمل إيجابية معي	☐	☐	☐	☐	☐	☐
بناء الثقة خلال العمل معي	☐	☐	☐	☐	☐	☐
التواصل الفعال معي	☐	☐	☐	☐	☐	☐
الاستماع إلى اهتماماتي واحتياجاتي	☐	☐	☐	☐	☐	☐
العمل على تلبية احتياجاتي المهنية	☐	☐	☐	☐	☐	☐
تشجيعي على تجاوز العقبات التي تعرقل كفاءتي المهنية	☐	☐	☐	☐	☐	☐
المساعدة على تحديد أهدافي للتطور المهني	☐	☐	☐	☐	☐	☐
2. البيئة التعليمية **تتمتع مشرفتي بالمهارات التالية:**						
تشجيعي على خلق بيئة آمنة ومطمئنة	☐	☐	☐	☐	☐	☐
تحفيزي على تطوير قدراتي على تنظيم الصف	☐	☐	☐	☐	☐	☐
مساعدتي في تطوير مهاراتي في إدارة الفصول الدراسية	☐	☐	☐	☐	☐	☐

مساعدتي على خلق بيئة تعليمية إيجابية ومحفزة لتعلم اللغة الإنجليزية	☐	☐	☐	☐	☐	☐
تشجيعي على استخدام اللغة الإنجليزية في الاستماع والتحدث والقراءة والكتابة	☐	☐	☐	☐	☐	☐
3. المناهج وإعداد المواد التعليمية **تتمتع مشرفتي بالمهارات التالية:**						
تشجيعي على تحديث المنهج عند حدوث التغييرات	☐	☐	☐	☐	☐	☐
مساعدتي على إنشاء خطط دراسية متوافقة مع أهداف الطلاب التعليمية وفقا لدليل المعلم	☐	☐	☐	☐	☐	☐
تشجيعي على تصميم أنشطة لتعلم اللغة الإنجليزية	☐	☐	☐	☐	☐	☐
تشجيعي على تحديد طرق متعددة لتقديم المحتوى التعليمي	☐	☐	☐	☐	☐	☐
مساعدتي على اختيار مجموعة متنوعة من المواد التعليمية	☐	☐	☐	☐	☐	☐
مساعدتي في تحديد مواد تعليمية من خلال الإنترنت	☐	☐	☐	☐	☐	☐
تقدم لي نماذج على كيفية استخدام المواد الإعلامية لتحسين التعلم.	☐	☐	☐	☐	☐	☐
تشجعني على إنشاء أنشطة إضافية مثل تصميم المجلات والصحف المدرسية وما شابهها باللغة الإنجليزية.	☐	☐	☐	☐	☐	☐
تساعدني على تحسين نطقي للكلمات الإنجليزية.	☐	☐	☐	☐	☐	☐
4. تدريس الفصول الدراسية **تتمتع مشرفتي بالمهارات التالية:**						
تشجعني على تطبيق استراتيجيات تعليمية مختلفة.	☐	☐	☐	☐	☐	☐
تشجعني على المشاركة بفعالية مع الطلاب في تعلمهم.	☐	☐	☐	☐	☐	☐

☐	☐	☐	☐	☐	☐	تساهم في تحسين نطقي للغة الإنجليزية أثناء التدريس.
☐	☐	☐	☐	☐	☐	تساعدني على تحديد الصعوبات التعليمية.
☐	☐	☐	☐	☐	☐	تساهم في تغلبي على المشاكل التعليمية.
☐	☐	☐	☐	☐	☐	تعطي ملاحظات متعلقة بالمشاركات الطلابية أثناء قيامي بالتدريس.
						5. تقييم الطلاب **تتمتع مشرفتي بالمهارات التالية:**
☐	☐	☐	☐	☐	☐	تحفزني على رفع مستويات تحصيل الطلاب.
☐	☐	☐	☐	☐	☐	تساعدني على وضع تقييمات تكوينية حول تعلم الطلاب.
☐	☐	☐	☐	☐	☐	تساعدني على وضع تقييمات ختامية لتعلم الطلاب.
☐	☐	☐	☐	☐	☐	تدعمني لوضع خطط علاجية للطلاب منخفضي الأداء.
						6.الاشراف والتقييم **تتمتع مشرفتي بالمهارات التالية:**
☐	☐	☐	☐	☐	☐	تعقد اجتماعات تحضيرية معي قبل زيارتها للصف.
☐	☐	☐	☐	☐	☐	تستغل الاجتماعات التحضيرية لشرح عملية الملاحظة.
☐	☐	☐	☐	☐	☐	تستغل الاجتماعات التحضيرية لمناقشة النقاط التي سوف تركز عليها أثناء زيارة الصف.

تعمل على زيارة صفي بصفة متكررة لتحسين مهاراتي التعليمية.	☐	☐	☐	☐	☐	☐
تجتمع معي بعد زيارة الصف لمناقشة ملاحظاتها.	☐	☐	☐	☐	☐	☐
تقدم لي تقريرا مكتوبا بعد زيارتها للصف توضح فيه تقييمها.	☐	☐	☐	☐	☐	☐
تشجعني على إجراء التقييم الذاتي.	☐	☐	☐	☐	☐	☐
7.أنشطة التطوير المهني **تتمتع مشرفتي بالمهارات التالية:**						
تشجعني على زيادة معرفتي المهنية.	☐	☐	☐	☐	☐	☐
تساعدني على تحديد أنشطة التطوير المهني المناسبة لي.	☐	☐	☐	☐	☐	☐
تشجعني على الاشتراك في الحوار المهني مع المعلمين.	☐	☐	☐	☐	☐	☐
تحفزني على إجراء أنشطة تعليمية جزئية مع المعلمين.	☐	☐	☐	☐	☐	☐
تساعدني على تحديد أهدافي الخاصة بالتطوير المهني.	☐	☐	☐	☐	☐	☐
تتيح لي فرص حضور المؤتمرات المهنية والورش العملية التي تعقد خارج الجامعة.	☐	☐	☐	☐	☐	☐

الجزء 3: مهاراتي الناشئة عن توجيهات المشرفة لي:

Please Indicate the extent of your perception regarding the benefit from the reported supervisory practices using the following scale: 1 = Strongly Disagree; 2 = Moderately disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Moderately Agree; 6 = Strongly Agree.

يرجى الإشارة إلى تقييمك للاستفادة من الممارسات الإشرافية المذكورة باستخدام المقياس التالي: 1 = أرفض بشدة؛ 2 = أرفض بدرجة متوسطة؛ 3 = أرفض قليلاً؛ 4 = أوافق قليلاً 5 = أوافق بدرجة متوسطة 6 = أوافق بشدة.

1. نتيجة للعمل مع مشرفتي، فأنا أكثر فعالية في:						

التواصل مع مديري في العمل.	☐	☐	☐	☐	☐	☐
خلق بيئة تعليمية ملائمة.	☐	☐	☐	☐	☐	☐
فهم المنهج.	☐	☐	☐	☐	☐	☐
التحضير للتدريس.	☐	☐	☐	☐	☐	☐
القيام بتعليم فعال.	☐	☐	☐	☐	☐	☐
تقييم تعلم الطلاب.	☐	☐	☐	☐	☐	☐
المشاركة في الأنشطة التطويرية المهنية.	☐	☐	☐	☐	☐	☐