NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

KURDISH ENGLISH FOREIGN LANGUAGE TEACHERS' ATTITUDE

TOWARDS SUPERVISION IN IRAQI KURDISTAN-RANIYAH CITY

MASTER THESIS

ABUBAKIR MUHAMMAD MAHMOOD

Nicosia

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Master thesis

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June, 2015

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This is to certify that we have read this thesis submitted by Abubakir Muhammad Mahmood, titled 'Kurdish English Foreign Language Teachers' Attitude towards Supervision in Iraqi Kurdistan-Raniyah City', and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DECLARATION

I hereby declare that all the information in this document thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to the study.

Name, Middle name and Last name: Abubakir Muhammad Mahmood

Signature: ……………………………………

DEDICATION

I would like to dedicate this study to

- The pure soul of my father

- My beloved mother, wife, brothers and sisters

- My beloved children Ara and Aga

ACKNOWLEDGMENTS

ABSTRACT

KURDISH ENGLISH FOREIGN LANGUAGE TEACHERS' ATTITUDE TOWARDS SUPERVISION IN IRAQI KURDISTAN-RANIYAH CITY

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The study aimed to examine the Kurdish English Foreign Language (EFL) Teachers' attitude towards supervision in Iraqi Kurdistan-Raniyah city. It undertakes to figure out whether Kurdish EFL teachers have positive or negative attitude towards the supervision in the region. Furthermore, the research was organized to investigate whether Kurdish EFL teachers' attitude regarding the supervision vary according to their gender, qualifications and years of teaching experience. In order to achieve this goal, a questionnaire consisting of 48 items, was adapted and used. The questionnaire was divided into two parts: The first part was to collect demographic information about the participants including schools, gender, qualification, and years of teaching experience. The second part was to find out EFL teachers' attitude towards supervision. Two different Likert scales were used. For items 1 to 28 always, often, sometimes, seldom and never responses and for items 29 to 48 strongly agree, agree, neutral, disagree and strongly disagree options were used. In different basic and preparatory schools in Raniyah-city, 320 male and female Kurdish EFL teachers participated in the study. The data were analysed using SPSS program version 20.

The results of the study indicated that Kurdish EFL teachers were positive towards supervision in terms of '*Professional growth and development*' with their role to enhance teachers' instructional improvement. Furthermore, EFL teachers exhibited neutral opinions about supervisors regarding the '*Notion of supervision*'. However, the teacher participants had negative attitudes with supervisors in terms of '*Curriculum: Teaching and learning, Relationship with teachers, Supervision practice: Pre – during – post* and *Evaluation and Feedback*'. Additionally, the results of the T-test showed that Kurdish EFL teachers varied according to their gender and had significantly different attitudes in eight statements: 1, 2, 14, 18, 20, 25, 27, and 34. In addition, the results of one- way ANOVA indicated that there were significant differences in teachers' qualifications. Similarly, the results of one-way ANOVA to examine the significant differences between the participant teachers' *teaching experience* and their attitudes towards supervision showed that there were significant differences between the groups.

Key Words: Educational Supervision, inspection, Supervisors, Attitudes, instructional Development, Teachers' Observation and evaluation.

ÖZ

IRAK KÜRDISTAN'I RANIYAH ŞEHRINDE KÜRT INGILIZCE ÖĞRETMENLERININ DENETMENLIĞE KARŞI TUTUMLARI

Abubakir Muhmmad Mahmood
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Bu araştırmanın amacı Irak Kürdistan'ı Raniyah şehrinde Kürt İngilizce (EFL) öğretmenlerinin denetmenliğe dair tutumları incelemektir. Bölgedeki Kürt İngilizce (EFL) öğretmenlerinin denetmenliğe karşı tutumlarının olumlu ya da olumsuz mu olduğunu ortaya çıkarmak amaçlanmıştır. Araştırma, aynı zamanda,

Kürt İngilizce öğretmenlerinin denetmenliğe karşı tutumlarının cinsiyet, kalifikasyon ya da tecrübeye göre değişip değişmediğini ortaya koyacak şekilde düzenlenmiştir. Bu amaca ulaşmak için 48 sorudan oluşan bir anket formu hazırlanmış ve kullanılmıştır. Anket formu iki kısımdan oluşmaktadır: Birinci kısımda katılımcılar hakkında okul, cinsiyet, kalifikasyon ve tecrübeden oluşan demografik bilgiler toplanmıştır. İkinci kısımda EFL öğretmenlerinin denetmenliğe karşı tutumları saptanmaya çalışılmıştır. İki farklı Likert ölçeği kullanılmıştır. 1'den 28'e kadar olan sorularda sıklıkla, bazan, nadiren ve hiçbir zaman şeklinde cevaplar, 29'dan 48'e kadar olan sorularda kesinlikle katılıyorum, katılıyorum, bilmiyorum, katılmıyorum ve kesinlikle katılmıyorum seçenekleri verilmiştir. Raniyah şehrindeki temel eğitim ve hazırlık okullarında 320 erkek ve kadın Kürt EFL öğretmeni çalışmaya katılmıştır. Elde edilen veriler SPSS programının 20. Sürümü kullanılarak analiz edilmiştir.

Çalışmadan elde edilen sonuçlar, Kürt EFL öğretmenlerinin denetmenliğe karşı tutumlarının *"Mesleki gelişme ve büyüme"* ile öğretmenlerin eğitici becerilerini geliştirecek bir rol oynaması bağlamında olumlu olduğunu göstermiştir. Bundan başka EFL öğretmenleri *"Denetmenlik kavramı"* konusunda tarafsız görüş sergilemişlerdir. Bununla beraber, katılımcı öğretmenler *"Müfredat:Öğretme ve öğrenme, öğretmenlerle ilişkiler, denetmenlik uygulaması:Önce-boyunca-sonra ve Değerlendirme ve geribildirim"* bağlamında olumsuz tavır göstermişlerdir.

Dahası, sonuçlar göstermiştir ki öğretmenler 1, 2, 14, 18, 20, 25, 27 ve 34 numaralı 8 soruda cinsiyetlerine göre farklı tutumlarda olmuşlardır. Bundan başka, tek yönlü ANOVA sonuçları göstermiştir ki öğretmenlerin kalifikasyonlarında önemli farklar mevcuttur. Benzer şekilde, *"öğretmenlik tecrübesi"* ve denetmenliğe karşı tutumlarında önemli farkları saptamak için tek-yönlü ANOVA sonuçları kullanıldığı zaman katılımcı öğretmenler arasında önemli farklar olduğu görülmüştür.

***Anahtar Kelimeler*:** Eğitim denetmenliği, teftiş, Denetmenler, tutumlar, Eğitimsel gelişme, Öğretmen gözlemleme ve değerlendirme

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ABBREVIATIONS

EdS   :   Educational supervision

MOE   :   Ministry of education

EFL   :   English foreign language

ELT   :   English language teaching

ELL   :   English language and literature

TEFL   :   Teaching English as a Foreign Language

ELS   :   English Language Supervisor

CHAPTER I

INTRODUCTION

Overview

This chapter presents detailed information on the background of the study, statement of the problem, aim of the study, significance of the study, definition of key terms and the limitation of the study.

Background of the Study

Teaching and supervising together, are two unique and associated actions in the process of education that will never be separated from each other because "Supervision is a fundamental part of teachers' career" (Chen & Cheng, 2013, p.1), and they both target the same aim which is developing the process of education. As Gebhard (1984) once commented that it is likely that most teachers, at one time or another have experienced teacher supervision, either as an outside observer or as a supervisor being supervised as a teacher before. What supervisors do is to encourage teachers to improve their techniques of teaching and reinforce learning. "Providing this education is a key element of raising the quality and status of the teaching profession" (EWAG, 2010, p.4). Through these views, developing teaching career goes equally with the development of the educational supervising constantly in the instructional process.

According to the philosophical foundations of supervision, it seems that teachers in general (pre-service and in-service teachers) need to be supported educationally, morally and technically. As Kayaoglu (2012) stated teachers need to identify their problems which immediate their attention with teaching, then, they need to be observed in their classes and communicated about their weakness, strength and their performance. Particularly, the novice teachers who have not been fully educated about the recent varied methods, instructional techniques and learning characteristics (physically and

psychologically). For this reason, teachers are to be helped, directed, trained and supported systematically.

Gebhard (1990) and Duzer (1969) stated that supervision of language teachers is a constant and progressive process to educate teachers. In the process of educational supervision, supervisors follow and observe everything that goes on in the classroom in order to improve the quality of learning and instruction. Badiali (1998) emphasized that enabling teachers to do a better job in serving students' learning is the aim of supervisors. He continued and said that enabling schools to fulfil their purposes as communities and/or as organizations are aimed by supervisors. Furthermore, he added that supervisors also try to help administrators to be seriously busy with keeping their eyes on the equity and quality of education in the process of teaching and learning. In this regard, Sullivan and Glanz (2009) argued that supervision has a very important and essential role in improving education. They said that supervisors and supervisees maintain face to face open dialogue in a collaborative approach in order to improve teaching, help students, boost learning and solve problems in the process of learning. In this vein, also Al-Nazer and Mohammad (2013) pointed out that:

> Educational supervision is considered a significant factor in improving education, because it is an operation with only one purpose, it is improvement of teaching, and it is an operation that is completed among persons with numerous ideas tackling teaching behavior, educational curriculum, teaching environments, dividing students into groups, investing efforts of the instructor and vocational development (p.22).

Supervisors as negotiators, supporters and managers of tensions have a great role in educational process with encouraging a realistic view of professional situations and having the sight of pedagogical intentions and purposes in order that even the problems

become part of change and professional development (VIEIRA, 2000; Kalule & Bouchamma, 2013). At the same time Al-Nazer and Mohammad (2013) argued that educational supervision, is measured to be a significant factor in improving instruction. For this reason, it can be said that educational supervision is just one purpose operation which is done to improve teaching and completed among persons with various notions to tackle teaching behaviour, teaching environment, educational curriculum, grouping students in the classrooms, advancing instructor efforts and vocational developments. Furthermore, according to the studies conducted in a number of the African countries like Ethiopia, Tanzania, Uganda, Guinea, Ghana and Madagascar, teacher supervision in the class is an outstanding method to improve the excellence of both teaching and learning in the process of education (Mulkeen et al, 2007).

On the other hand Kilminster et al. defined educational supervision as "a matter of guidance and feedback regarding personal, professional and educational development in the context of trainee's experience" (as cited in, Ghapanchi & Baradaran, 2007, p.3). To address this issue, the present study aims at examining the role of supervisors in the process of education in Kurdistan-Raniyah city, the North part of Iraq, through the attitudes of the Kurdish EFL teachers.

Problem of the Study

The dearth of the research on supervision in Kurdistan, the North part of Iraq is perhaps due to the fact that none of the supervisors is academic. In other words, they do not have any academic certification of supervision from a private college or university to carry out their job scientifically as a professional educational supervisor. For this reason, supervisors cannot play their role professionally in supervising teachers in the process of education as well. This constitutes a major problem for the teachers who are almost confused with what the right target would be. Kurdish EFL teachers criticize their

supervisors' role seriously and view them as mere inspectors. This deficiency obstructs the process of education that make teachers see supervision a burden on their shoulders instead of an effective practice. As (Kayaoglu, 2012, p.110) states :

> For the majority of the teachers, supervision is an inspection rather than a collaborative process, indicating that the relationship between the two sides is based on a hierarchical structure in which the supervisor dominates the whole process and there is not an appropriate atmosphere for involvement and collaboration in real sense.

Consequently, the researcher chose to conduct this study to investigate the attitudes of the Kurdish EFL teachers towards supervision in different areas, aiming to provide both EFL supervisors and teachers with a better understanding of English Language Supervision (ELS) in Kurdistan- Raniyah city, Northern Iraq.

The Aim of the Study

The aim of this study was to examine and find out Kurdish EFL teachers' attitudes towards Supervision in Iraqi Kurdistan-Raniyah city. Furthermore, the study investigated the significant differences of the teachers' attitude towards supervision according to their years of teaching experience, gender and qualifications. Based on the research findings, the study also aimed at providing some recommendations to the field of educational supervision in Kurdistan Regional Government (KRG) and to the Ministry of Education (MOE) in Kurdistan.

Research Questions:

In order to reach the general aim of the research, the study will examine the following research questions:

1. What are the Kurdish EFL teachers' attitude towards supervision in Kurdistan Region, the North part of Iraq, Raniyah city?
2. Do the attitudes of Kurdish EFL teachers towards the processes of supervision vary according to their gender, qualifications, and teaching experience?

Significance of the Study

Whilst there may exist a large number of researches, theses and studies on the EFL teachers' attitudes towards supervision and supervisors all over the world there is not any published study on this topic in Kurdistan, the North part of Iraq as far as the researcher's knowledge goes. This study would be the only attempt to discover and evaluate the role of supervisors through Kurdish EFL teachers' attitudes towards supervision in Iraqi Kurdistan. The researcher believes that the study is very important for a number of reasons;

1. It provides a deeper understanding of the Kurdish EFL teachers' attitudes towards the role and the process of educational supervision in Kurdistan.
2. Through the results, it can help the ELS to identify and evaluate their role to develop positive attitudes towards EFL teachers in the process of education in Kurdistan.
3. With the knowledge gained from this investigation, the MOE can guide the supervisory sector to have new and different practices towards supervision in educational process.

4. The information gained from this study, can also help Kurdish EFL teachers improve teaching in Iraqi Kurdistan to cultivate learning in the process of education in the future with new collaborative model of supervision.

Definition of Key Terms

For the purpose of the study, the researcher define the following terms operationally:

1. **Supervision**: "ways that should be followed by a man/ woman in power, who observes the educational progress in a specific subject. e.g., The English language". (Abu Naba'h et al. 2009, P.230)

2. **Supervisor**: "a person formally designated by the Ministry of Education to assist the teachers in improving their performance and to promote their participation in enhancing the teaching process". (Abu Naba'h et al. 2009, P.230).

3. **Basic schools in Kurdistan:** "A school for students who are six to fifteen years old. It includes grades 1- 9, and it is the equivalent to primary and intermediate school / Junior high schools in other countries" (Qadir, H., 2014, P.6).

4. **Preparatory schools in the educational system of Kurdistan:** "A school for students who are 16- 18 years old. The objective of these schools is to prepare students for technical institutions, teachers' institutions, colleges or universities" (Qadir, H., 2014, P.6).

5. **Formal classroom observations: "**The actual classroom observation takes place over an entire lesson and generally lasts 30 – 60 minutes" (HCPS, 2011, p.6).**Pop- in observation:** "This observation is designed for peers, mentors, principals, or other administrators to capture and document their observations from four to seven minute classroom visits" (HCPS, 2011, p.16).

6. **Informal observation process:** "The informal observation process complements the formal observation process by enabling mentors, peers, supervisors, and administrators to conduct additional observations in order to gather more information about the teacher's practice. An informal observation is designed to collect information about a teacher's performance within domains 2 and 3 or on a particular component within a domain" (HCPS, 2011, p.15).

7. **Pre- observation conference:** "The purpose of the Pre-Observation Conference is for the observer to become familiar with the lesson to be observed" (HCPS, 2011, p.13).

8. **Post- observation conference:** "After the classroom observation takes place, and using the Classroom Observation Summary as a guide, the observer meets face-to-face with the teacher to provide feedback" (HCPS, 2011, p.14).

9. **Central Teachers' Institutes in Kurdistan: "**It is an institute with a two-years English Teaching as a Foreign Language (EFLT) program that post graduate students attended it to be trained and prepared for teaching. They studied teaching methodological approaches for two years." (Qadir, H., 2014, P.42).

Limitations of the Study

This research study aims to investigate Kurdish EFL teachers' attitudes towards supervision. The collected data are limited to the Kurdish EFL teachers at Raniyah city in Kurdistan, the North part of Iraq.

The researcher adapted a questionnaire which was developed by (Abu Naba'h, et al., 2009, Hişmanoğlu & Hişmanoğlu, 2010, and Kayaoglu, 2012), and used it to achieve the aim of the study. The scope of this study is limited to a number of teachers, teaching in the basic and preparatory schools and it is conducted in Raniyah-city. Therefore, the findings cannot be generalized to teachers of others cities or towns in Iraqi Kurdistan Region.

CHAPTER II

LITERATURE REVIEW

Over view

This chapter of the study concentrates on the following topics: English as a foreign language, supervision, notion of supervision, supervisors' relationship with teachers, supervision: pre-during-post, 1) Pre-observational conference. 2) Observation or during observation and 3) post-observation conference, professional growth, development, curriculum; teaching and learning, evaluation and feedback and review of the previous related and relevant researches and studies.

English as a Foreign Language (EFL)

A foreign language is a native language to another country which is used there or it is the language that not spoken in the native country of the person referred to, i.e., a Kurdish speaker living in United Kingdom can be said that English is a second language to her or him. Here in Kurdistan, the Northern part of Iraq, English language is taught and studied as a foreign language by the EFL teachers that may be native or non-native speakers of English.

Now doubt that English language is the language that has a great importance and influence; it is used, taught and studied all over the world under many circumstances. In a region like Kurdistan the Northern part of Iraq, English language plays a very great substantial role in the process of education and socioeconomic mobility. As Turkan (2013) states "In most EFL settings, English is often associated with easier and prestigious access to educational and socioeconomic benefits which increases the importance of acquiring the language" (p.1). The EFL is taught and acquired primarily in the classrooms by native or non-native speakers of English in Kurdistan. However, the

ways in which EFL is represented in classroom instructions have been hardly examined and understood. Typically in this setting (Kurdistan), English language is not commonly learned and/or spoken outside classroom settings as the first language. Hence, classroom instruction has important implications for what students acquire in classrooms as it is the teachers who transform and enact English language content with the learners. In this tendency, educational supervisors were constantly working and collaborating with the teachers and encourage the students in the process to become more powerful, scientific and having greater impact in Kurdistan. As Rahmani et al. (2014) argues "Supervision is an indispensable process for organizational effectiveness. Supervision is commonly used in education as a tool to support understanding and development and it is one of the most challenging areas in program management" (p.348). According to this, supervisors are the only supporter in a collaborative manner with teachers to make teaching process much more effective, improving instruction and promoting educational leadership as well as change in the sense of challenging.

Supervision

There are many different understandings at different times in the history to a wide variety of forces for the concept of supervision in the field of educational system, which seems to mean different things to different people and agencies. As NOUN (2014) remarks supervision to them is often referred to as instructional supervision in order to reflect the content in which the supervision is undertaken, and to others like a principal teacher, supervision may mean an investigation, to a teacher who is being supervised, may mean a challenge to his/her personality, and to another teacher may mean an avenue for personal recognition. The researcher believes that supervision facilitates dialogue to promote instructional improvement as a dynamic process which is central to a constant renovation of classroom teaching and learning.

There are different kinds or models of supervision according to Gebhard (1984) like: directive, alternative, collaborative, non-directive, and creative. Gordon (1997) and Patrick (2003) define supervision as the observation, evaluation and implementation progress in educational process to improve instruction aiding teachers to develop the curriculum, and cooperate in providing a wholesome learning environment for children. Furthermore, Panigrahi (2012) also defines it as "a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement"(p.52). Supervisors critically take part in every vital features of educational programs in the development of instructional process. They have a fundamental role and position in all school instructional programs to support the process of education for the sake of providing effective professional developments as Franseth (1965) implies:

> Supervisors work in classrooms, in staff meetings, in group conferences, in the office, in workshops, in the community, and in State and national organizations. They work with the teachers, administrators, supervisors, lay citizens, and others to help improve learning experiences for children and adults. Among their activities are observing and participating in classroom activities ; serving as consultant, participant, or discussion leader in meetings ; helping teachers understand children ; interpreting and using the findings of research on human development and the learning process ; participating in action research studies ; helping to prepare curriculum guides ; using resources of community agencies for curriculum enrichment; locating and procuring services of public and private agencies concerned with the welfare of children and growth ; helping schools pioneer in the use of materials and methods ; helping schools select and

use teaching materials ; helping to interpret schools to the public ; helping to involve lay citizens in school improvement ; directing work conferences ; and helping to appraise educational progress (p.20).

With all these remarks, as NOUN (2014) points out "supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school" (p.14), and it is considered to occupy a unique place in the entire educational system as a dynamic machine to improve teaching strategies and techniques that are proposed as practical guide to the varied and alternative approaches aiming to classroom instructions.

Notion of Supervision

Through reading the history of education we can see different understandings for the notion of supervision. Since supervision was started with inspecting teachers' performances to hunt the faults of the teachers. Moreover, it was detection process over the teachers. Finally, the future of the observed teachers were in risk and depended on the report of the inspectors. Those days affected teachers psychologically and made them misinterpret the notion of the current supervision. On the other hand, in a collaborative manner, supervision is a significant factor to improve instruction and help teachers since it has a goal which is improving teaching, and learning through assisting and guiding teachers in the process of teaching and learning to develop themselves professionally and scientifically. As VIEIRA (2009) supports "supervision aims to empower teachers to become autonomous practitioners and encouraging them to take a decisive role in the understanding and transformation of educational situations" (p.36). The supervisors take the role of supporters and negotiators in the strains responsively with taking into consideration the most pedagogical intentions to encourage a realistic view of

professional situations (VIEIRA, 2009). In a way, supervisors are like teachers in achieving their tasks' improvements as Ghapanchi and Baradaran (n. d.) describe: "Supervision can be seen as similar to teaching in that teachers wish to improve students' behaviour, achievement, and attitudes while supervisors wish to improve teachers' behaviour, achievement and attitudes" (p.4).

According to the characteristics of a supervisor in the process of supervision, Robbins (1999) argues that they are to afford and provide the observed teachers with problem-solving skills, feedback, guidance, support, and a network of colleagues who share resources, practices, insights, and materials. These characteristics of the supervisors are totally in line with how educational supervision is conceived by EFL teachers. Particularly, in this trend, EFL teachers believe as Daresh (2001) asserts that EdS attempts to detect mistakes of the teachers, focusing specially on control style and looking at their job performance judgmentally in their classrooms. This condition displays that EdS do not extend beyond the traditional notion of supervision that evokes the sense of forcing them to prescribe to a specific educational philosophy which will lead to a less desirable effect on the teaching process. Instead, EdS must provide the teachers with a satisfactory support to inspire them to develop their own ways and means for the sake of using their own competences that will help to build or generate a collaborative culture or practical community in the process of education (Sergiovanni, 2005). Hişmanoğlu and Hişmanoğlu (2010) also define the current nature of modern educational supervision as " a democratic, strategic, resourceful, and coordinating process during which supervisors and teachers come together to stimulate discussions and suggestions, provoke reflective thoughts and weed out deficiencies in the educational setting" (p.20).

Supervisors' Relationship with Teachers

During the 1920s, as Rutrough (1967) pointed out supervisors' role in education was mostly like industry supervisors and they were viewed as autocratic superior. This implies that there was not any good educational relationship between supervisors and teachers. In this tendency, Titanji and Yuoh (2000) stated, the findings for effective supervisory practices concluded that poor interpersonal relations existed between supervisors and teachers. Furthermore, Glickman et al. (1998) stated, the real supervision practices in many countries involved, has revealed that supervisors spent most of their time on management matters. Besides, they added, while the supervisors were in a school, they focused more on control than on support instruction, and this has led to deterioration in relationships between supervisors and teachers. But over the years as new educational practices have been introduced into the schools, and supervision has changed: "Today, the supervisor is viewed as being a friend, a co-worker, a consultant and advisor to teachers. He works with teachers as a team member in providing the best possible program of education for boys and girls"(Rutrough, 1967, p.255).

Generally speaking, the supervision process is interested in engaging teachers in educational discourses aiming at improving process of teaching and aiding learners to enhance teaching (Sullivan& Glanz, 2000). The relationship of supervisors with teachers is characterized by collaborative efforts between them to achieve mutual goals in the process of education. This collaboration indicates both common contribution in distinguishing and choosing particular aims and shared accountability for scheming, implementing, and assessing policies to achieve these goals. The common possession of their goals is accomplished through their mutual capability (Sergiovanni, 1982). Such relationship and interaction must positively influence students' educational growth in the educational process. It becomes more efficient as Abu Naba et al., (2009) argues: "The

supervisors can fulfil their tasks more effectively, to establish personal relationships with teachers, when they present a school environment of warmth and trust" (p.229). Moreover, in order to improve the working situation, an excellent use of the supervisors' relationships with teachers can be made in taking care to those problems, grievances, issues and injustices that need to be corrected by the supervisors themselves (Rutrough, 1967). The instructional practice of supervision is supposed to be built on the norms of collaboration, trust, openness to mistakes and mutual respect, amongst others as Sergiovanni (1982) quotes:

> A goal common to both teachers and supervisors is instructional improvement. When a supervisor and a teacher (or group of teachers) cooperatively interact to identify and implement changes that will positively influence student educational growth, and when these decisions are made jointly, irrespective of formal authority, they are operating in colleagueship and Starratt state that "Neither the teacher's autonomy' as a professional nor the supervisor's responsibilities as a professional are compromised in the process since the relationship is based not on authority but on a commitment to professional improvement. (p.105)

Abu Naba'h, et al.(2009) supported this by stating that "the concept of modern supervision requires the supervisor to be an integral member of the school staff and calls for teachers to participate in all the supervisory tasks that directly impact instruction and aim at the improvement of student learning"(p.227).

Supervision Practice: Pre – During – Post

Supervision is one of the major components of the instructional improvement in the learning centres and/or classrooms in the sense of collaboration as Pajak (1993) states: Supervision practice is a process of co-operation between supervisors and teachers. Cogan (1973) asserts that "Within a positive general supervisory climate, a strong and dynamic relationship exists between the teacher and the supervisor" (as cited in Sharma, Yosef, & Kannan, 2011, p. 36). Man (1996) emphasizes that "Through the supervision process, we became more than just working colleagues; we grew to be trusting friends" (p.10).

Supervision process has different models and they have different phases, too. For example; instructional supervision is a process that has three phases, namely; 1) pre-observation conference, 2) observation or (during observation), and 3) post-observation conference.

1) Pre-Observation Conference

In the pre-observation conference, before observation starts, the person to be observed is met by the supervisor at their schools, the specific points for observation and the structure of the observation instrument are discussed with teachers and it collaboratively gives a great benefit to the supervisee, (Kelehear, 2010). According to Panigrahi (2012) the pre–observation conference is the most suitable approach since it provides a chance for the teachers and the supervisors to have a common respect and trust relationship and through this, they will get to know each other as fellow professionals. So it becomes an essential part to establish a good foundation for the teaching observation and analysis. Similarly Rutrough, (1967) asserts that:

The value of observing the teaching methods, techniques, and styles of other teachers (inter-visitation) has long been recommended as a professional development tool for teachers " When combined with post observation conferences, inter-visitation offers a potentially powerful avenue for teacher collaboration directly pertaining to classroom practice. (p.100)

2) Observation or (During Observation)

Mpofu (2007) believes that "Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the appraiser and appraisee to work hand in hand before and even after the observation process" (p.12) because in this stage, while the teacher is at work during a formal lesson, everything (that is performed in the class by the teacher) is observed by the supervisor as "Scaffolding of classroom observation and feedback techniques" (NIE, 2009; p.67) for the reason that it is seen as "a way of gathering information for appraisal purposes" (Mpofu, 2007:P.13). In this tendency, Panigrahi (2012) believes that classroom visits are the only equally important choice for a better progress of instructions because in the classroom observation opportunities are created for the supervisor to help test reality (the reality of his/her own perceptions and judgments about teaching) like obtaining the first-hand information and/or experience of the classroom atmosphere. Nowadays, classroom observation is different from the traditional observation process because it is not concerned with the detection of mistakes and looking for teachers' shortages and/or to judging what is good or bad in teaching, instead it is concerned with the work of the teachers (observees) to explore and identify the limitations as well as the positive aspects in the classroom. To support this, Rahmani, et al. (2014) argues that "English Language Teaching (ELT)

classroom observations nowadays, however, have emphasized the need for holding more developmental than judgmental view in classroom observations" (p.348), which is important for stimulating the observed teachers to think critically and grow professionally in their career. During classroom observations, the data are collected, analysed and gathered for the post observation conference with the aim of improving quality of teaching and learning.

3) Post-Observation Conference

In the final stage in the instructional supervision model, evaluation of the process and outcome is shown. When the classroom observation ended, the gathered data (from the observation) are organized into clear discipline for feedback (Glickman, 2000). The main purpose of supervision in this stage is to give teachers feedback about their performance in the class, It is clear that what happens from the positive improvement and/or change depends on the quality of the feedback that is provided by the supervisors to the teacher (Sullivan and Glanz, 2002) which is used as a means of the supervisors' self- improvement. As Panigrahi (2012) states during the conference the nature of communication, the effectiveness of the strategies used, the role of the teacher, and the extent to which progress was made on the issue are discussed.

Professional Growth and Development

Referring to the viewpoints that have been seen in educational context, supervision in both developed and developing countries is critical in the development of any education system, and it can be seen in deferent lenses. Nowadays, instructional supervision in the schools and the educational centres works on improving the

instructional situations for the benefits of both teachers and learners.   Jared (2011) stated that "Supervision encourages professional growth and development of staff and high quality classroom performance that promotes improved student learning" (p. 18). Likewise, Panigrahi (2012) asserts that with supervision, teachers are helped to identify their strengths and weaknesses through the activities that are directed for the sake of better professional growth   and more modern teaching utilities as the basis of improving teaching strategies. Furthermore, Jared (2011) adds that in the sector of education the major purposes of supervision process are classroom instructional improvement and teachers' promotion of professional growth and development. He further comments that protection of the best interests of the teacher is one of the crucial elements of the idea of supervision. In this trend, Glickman (1992) believes that "supervision can be seen as similar to teaching in that teachers wish to improve students' behaviour, achievement, and attitudes while supervisors wish to improve teachers' behaviour, achievement and attitudes" (as cited in Ghapanchi and Baradaran, (n. d.), p.4). The relationship between supervisors and teachers, as Vitti (2013-2014) states establishes a constant cycle of support and a commitment to the professional growth of teachers and a positive impact on student achievement. According to these views as Jared (2011) remarks "behind every successful school there is an effective supervision program" (p. 15).

Curriculum: Teaching and Learning

With all the great role of the school supervisions has got in the process of education, it is concerned with another important function which is the development and improvement of the curriculum to promote teaching progression. In the concept of modern supervision, Abu Naba'h, et al. (2009) states that supervisors are required to be an integral member of the school staff, and teachers also are called to contribute in all the

supervisory tasks aiming at student learning improvement which affect teaching process directly. They also added that modern supervision is comprehensive; all the parts are cared that all the instructional processes (curriculum, principals, teachers, students, local community) are affected.

Furthermore, modern conception of educational supervision helps teachers to use modern and suitable teaching techniques for their students to develop students' thinking and communication skills. Crosley (1957) stresses on that and says that "Modern supervision helps the teacher to evaluate learning and in so doing makes it possible for the teacher to grow in ways which will stimulate learning" (as cited in Glanz, 1997; p.7). Besides, it makes the teachers be familiar with the latest updated issues about the curriculum and gives the teachers the chance to discuss ways of solving any problem with the curriculum in the term of participation in the curriculum development process, which is done beyond curriculum guides preparation or textbooks selection. "It also involves assessing needs of students and the community, engaging in dialogue and reflection about the purpose and aims of the curriculum, and the design and development of curricular innovations" (Abu Naba'h, et al., 2009,p.2), which helps teachers to overcome any problem faced in their teaching and develop their teaching professionally. In this tendency, Glanz (1997) asserted that "Supervision is of vital importance to promote instructional improvement. Modern conceptions of supervision promote professional growth of teachers, foster curriculum development, and support instruction" (p.9). Hereafter, the supervisors must have new ideas and willingness in the terms of change to help new generation entrusted under their professional attentive care and this (Glanz, 1997) "involves systematic efforts to improve curriculum, materials, teaching, support services, assessments, and leadership for instruction" (p.16).

Evaluation and Feedback

Instructional supervision with the evaluation of teachers are often coupled by teachers. Jared (2011) points out that most teachers often replace instructional supervision with evaluation (Alabdulkareem, 2014, p.2) "which hinders the improvement of supervision". Supervision and evaluation exist side by side and they influence on another. In other words, the importance of the evaluation depends on the type of supervision process. Furthermore, if there is a supervisory program, there is a report of evaluation. Okumbe (2007) states that if supervision does not have an evaluation report, the supervisory program is imperfect, because both are definitely two associated processes and they have the same target. On the differences between supervision and evaluation, Glanz (2000) states that:

> One of the most persistent problems in supervision is the dilemma between evaluating a teacher in order to make decisions about retention, promotion, and tenure, and working with the teacher as a friendly critic or colleague to help develop skills the teacher wants to use and to expand the repertoire of strategies that can be employed. (p. 209)

Evaluation has two forms: formative and summative. Winton, McCollum, and Catlett (1997) argued that the supervisor performs the evaluation to improve and/or change a program. Winton, et al., added on their views and wrote that;

> Formative evaluation can focus on evaluating instructional questions, examples, practices, sequences, pacing, and reinforcement. But, summative evaluation efforts focus on results or outcomes of the personnel preparation program. For example, participant satisfaction, effects on learner performance, changes in attitudes of participants, and benefits to

others are types of outcome evaluations. In practice, a combination of formative and summative evaluation efforts is most useful. (p.179)

When teachers are met from formal and informal classroom observations, based on the data, evaluations are conducted for several major purposes: evaluating the program itself, the teachers' instructional process, the students' obtaining enhancement, and mainly providing feedback to the teachers to improve their performances. HCPS (2011) asserts that the evaluation will be based primarily on classroom observations which are essential to evaluation process of the teachers. "Evaluators (peers, mentors, supervisors, and administrators) conduct formal classroom observations to gather and document evidence of effective teaching. Additionally, in order to gather more information, evaluators or observers also conduct informal and pop-in classroom observations" (HCPS, 2011, p.6).

Through formal classroom observation, the teacher's live observation is involved and with this, his/her classroom practices, the teaching - learning process, lesson note, lesson presentation, student-teacher collaborations, and teacher's personality are being analysed. The supervisor observe all these actions while he/she is present as a witness in the classroom and (Archibong, 2004). According to Aseltine, et al. (2006) "This gives an opportunity to the supervisor to see instructional interventions in action and provide feedback that will inform about the teachers' further professional development and future instruction" (pp. 62-63). When the supervisor becomes an educational auditor for verifying the instructional process, nothing less than a higher productivity and good performance from teachers is expected by the effective supervisors (Jared, 2011) since the supervisors act as problem solvers and decision makers as they find out why something is going wrong and then decide what to do about it.

Review of the Previous Related and Relevant Research

English language teachers' attitudes have been researched for a long time by many researchers all over the world. As far as the researcher of this study is concerned, he found and selected a number of studies that reflect the importance of supervision. Ghapanchi and Baradaran (n.d.) investigated the nature of instructional supervision in SAFIR English Language Academy and Ferdawsi University of Mashhad in Iran. As the population of the study, 45 teachers from the two academic centres were used by the researchers. A qualitative method was employed and for that reason, a questionnaire and interviews were conducted face to face with the teachers to collect data for the study. According their findings English language teachers seem to show a very positive attitude towards their professional development that they were able to build on their previous activities learn new trends in the context, exchange their experiences with other teachers to reflect upon their own teaching. The results of the study showed that the strengths of English language teachers' performances were highlighted by the educational supervisors, and the teachers were encouraged for further practice to tackle their weaknesses and overcome them through supervisors' assistance and guidance.

In an attempt, Rahmani, et al. (2014), explored Iranian EFL teachers' attitude towards supervision and the relationship between teachers' teaching experience and their attitude towards classroom supervision at Jahad Daneshgahi Language School in Kermanshah, Iran and the other language institutes across the country. The researchers used quantitative and qualitative methods in their study. Seventy four male and female English teachers holding BA, MA, or PhD degrees were used as participants in the study. In their study, the researchers found out that supervision had more impact on the less experienced teachers those who had less than five years of teaching experience.

In another attempt, in Turkey, Kayaoglu (2012) explored the standpoints of the Turkish supervised English language teachers towards the supervisory process. He found that the supervision then was not of pedagogical or professional value and did not have a positive impact on the growth of the teachers' performance. In other words, supervision practiced at that time failed to diagnose problems specific to the field.

In his study on the Canadian and Ukrainian beginning high school teachers' perceptions, Kutsyuruba (2003) showed that the participants (Canadian and Ukrainian) advocated the need and importance of supervision for the teachers' instructional and professional improvement in general and especially, in order to become effective teachers. The beginning teachers (participants) showed their positive attitude and agreement with supervision process.

In their study aiming at identifying the supervising practices of educational supervisors in the Capital Amman and their relationship with the attitudes of high Basic Stage Teachers towards the profession, Al-Nazer & Mohammad (2013), found that supervising practices level of educational supervisors in Amman was at medium level and the attitudes of school teachers of the basic stages in Amman towards their profession and the supervision process was positive. They also found that there was statistically a significant relationship between the supervision and the High Basic Stage Teachers attitudes towards the profession.

Abu Naba'h, et al. (2009) investigated the perspectives of English language teachers towards ELS in Jordan. They used 150 male and female teachers as the participants for responding their questionnaire. They found that EFL teachers' opinions towards English language supervisors were almost negative and there were no statistically significant differences among the respondents towards ELS according to gender, qualification, and experience.

From North Cyprus, in their attempt to find out English language teachers' perceptions of educational supervision in relation to their professional development, Hişmanoğlu and Hişmanoğlu (2010), used qualitative and quantitative methods. The population of the study was 42 non-native (Turkish and Cypriot) and 8 native (English, American and Australian) teachers working at English Preparatory Schools at three different universities in North Cyprus. Through the study, the researchers revealed that the teachers' attitudes were negative towards the educational supervision process.

In Turkey, Memduhoğlu (2012) conducted a study aimed at "determining the views of teachers, administrators, supervisors and lecturers that are experts in their fields as people having roles in education regarding the aim, structure, process, strong sides and main problems of the education supervision". He employed a qualitative method, and obtained the data via interview technique by using semi-structured form. He was able to get benefit from 30 individuals as participants for the study. Through the research he found that teachers' attitude towards educational supervision was more pessimistic because the supervision restrictively focused on control and evaluation which was not at a desirable level for the teachers' expectations for the supervisors in Turkey.

Sharma, et al. (2011) indicated the nature of instructional supervision carried out in schools in three Asian countries India, Malaysia and Thailand. They used qualitative method to collect the data. The population of the study was about 100 teachers, 25 principals and other heads from the three countries. They found that the teachers and the principals attitudes towards the instructional supervision were very negative based on the idea that "supervision was just an eye wash, a paper completion and punitive process" instead of developing a sense of ownership for teachers and care more their professional growth.

CHAPTER III

METHODOLOGY

Overview

In chapter three, the methodological procedures of the study are presented and clarified. The demographic characteristics of the participants, design of the study, instrumentations, data collection as well as data analysis procedures are described in detail. More precisely, in this chapter it is reported on the survey procedures through which the data was collected to achieve its declared goals. It is also summarized how the survey was carried out to collect data from the EFL teachers in Kurdistan- Raniyah city, the Northern part of Iraq.

Design of the Research study

The researcher designed this research study by using quantitative methods to examine Kurdish EFL teachers' attitudes towards supervision in Kurdistan, Raniyah city, the Northern part of Iraq. In addition, the study tried to find out whether Kurdish EFL teachers' attitudes varied according to their gender, qualification and years of teaching experience. The researcher utilized the cross-sectional survey method in this study. Fraenkel et al. (2012) stated that "A cross-sectional survey collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time" (p. 391). According to Fraenkel et al. (2012) the major target behind using a survey is to collect the data with depicting the characteristics of the population. Hence, a survey method was employed in the present study in order to examine the characteristics of Kurdish EFL teachers' attitudes towards supervision in Iraqi Kurdistan-Raniyah city.

Participants

The participants consisted of *355* Kurdish EFL teachers who were randomly selected from different basic and preparatory schools from Raniyah city in Iraqi Kurdistan. 21 of the participants did not return the questionnaires. The total number of collected questionnaires was *334*. Since 14 of the participants filled in the questionnaires with invalid answers or had missing parts, their questionnaires were not considered in the statistical analyses. The participants had different qualifications. Diploma holders were 229 (71.6%) who graduated from the Central Teachers' Institutes which train teachers with academic teaching methods. 82 of the teacher participants (25.6%) had BAs in ELT and English Language Literature (ELL) as they graduated from the universities in Kurdistan (Salahaddin, Sulaymaniyah, Koya, Soran, Dohuk, and Rapareen) or other universities in Iraq. *Only* nine (2.8%) of the participants had MAs in ELT. The participants had various teaching experiences. 113 (35.3%) had one to five years of experience. 128 (40%) had six to ten years of experience. 61 (19.1%) of them had eleven to fifteen years of teaching experience and eighteen (5.6%) of them had sixteen to twenty years of teaching experience. According to gender of the participants, 191 of them (59.7%) were males and 129 of them (40.3%) were females, as the information shown in Table 1, below.

Table 1

			YOE				
gender			1-5	6-10	11-15	16-20	Total
male	certification	Diploma	33	63	24	9	129
		BA	34	15	3	3	55
		MA	1	3	3	0	7
	Total		68	81	30	12	191
female	certification	Diploma	24	40	30	6	100
		BA	19	7	1	0	27
		MA	2	0	0	0	2
	Total		45	47	31	6	129
Total	certification	Diploma	57	103	54	15	229
		BA	53	22	4	3	82
		MA	3	3	3	0	9
	Total		113	128	61	18	320

gender certification YOE of the participants

Data-Collection Procedures

Instrumentations

To structure an appropriate tool and collect the data for this quantitative study, a questionnaire was adapted by the researcher after modifying some of the statements from three questionnaires.18 statements with few modifications were borrowed from Kayaoglu, (2012), 20 statements with some modifications were also borrowed from Abu Naba'h, et al., (2009) and other 10 statements with some modifications were   borrowed from Hişmanoğlu and Hişmanoğlu (2010). The questionnaire is divided into two parts: The first part of the questionnaire was designed to collect demographic information about the participants including gender, qualification, and teaching experience. The second part of the questionnaire was designed to disclose the Kurdish EFL teacher attitudes towards supervision including 48 statements with two different five-point Likert scales.

Statements from 1 to 28 had options labelled as '*always, often, sometimes, seldom and never*' and statements from 29 to 48 had options labelled as '*strongly agree, agree, neutral, disagree and strongly disagree*'.

Reliability and Validity

While the researcher was in constant contact with the supervisors of the study during the process of adapting the questionnaire, a copy of the questionnaire was sent to two experts of the field to confirm the suitability of the instruments for the purpose of the study and check the validity of the questionnaire. One of the experts is an Asst. Professor and has a PhD in the University of Human Development in Garmiyan and the other is also an Asst. Professor and has a PhD degree in ELT in the University of Salahaddin in Erbil. They confirmed that the items were appropriate for the purpose of the study. In order to estimate the reliability of the statements in the questionnaire, the questionnaire was given to 28 Kurdish EFL teachers in Raniyah city, as a pilot study. The Cronbach's Alpha for the pilot study was .832, and.766 for the main study as shown in the Tables 2 and 3. Therefore, the questionnaire was found to be reliable**.**

Table2

Reliability Statistics

Cronbach's Alpha	N of Items
.832	48

Table 3

Reliability Statistics

Cronbach's Alpha	N of Items
.766	48

Procedures

The Questionnaire

During the preparation of collecting the data, at the very beginning, the researcher applied to the General Directorate of Education in Raniyah to get the required official permission. The researcher collected the data in Raniyah, since it has many schools and teachers and it is the educational district centre of Raniyah. Then, the researcher took benefit from three meetings held by the main unit of the educational supervision of the General Directorate of Education in Raniyah. Three Kurdish ELS arranged the meetings at three different schools at different times on November 6th, 2014 to inform the Kurdish EFL teachers about the changes made by the MOE in Kurdistan Regional Government (KRG) regarding the English Curriculum and provide them with instructions on how to teach English effectively. Generally, 266 teachers attended the three meetings. The supervisors who held the meetings, permitted the researcher to distribute the questionnaires to the teacher attendants. Then, the supervisors asked the teachers to participate and fill in the questionnaires. After that, the researcher was able to collect 250 of them.

To collect further data, the researcher sent the questionnaires to thirty other Kurdish EFL teachers on Facebook, 25 of whom filled in the questionnaires online and sent them back to the researcher. Still to collect more data, the researcher visited a number of schools in the region randomly for nearly two weeks and asked the Kurdish EFL teachers to fill in the questionnaires. The researcher was able to collect data from other 59 teachers. Therefore, the researcher altogether collected 334 completed questionnaires. While putting the data from the questionnaires on the SPSS program, the researcher found out that 14 of them were either invalid or had missing information. Therefore, they were

excluded from the statistical analyses. As a result, the total number of valid collected questionnaires was 320.

Data Analysis Procedures

For the sake of making the data set more manageable, the researcher used the IBM SPSS (Statistical Package for Social Scientists) program, version 20 to analyse the quantitative data of the study. The researcher used the descriptive statistics to find out the frequencies, means, percentages and standard deviations for each of the domains and to sum up their results. Then, the researcher analysed the data according to each of the research questions. The researcher used one-way ANOVA and post hoc LSD to display the statically significant results concerning the teachers' years of experience and qualifications. Following that, the researcher used the independent sample T-test to show if there were any significant differences between the two genders and the two schools participants taught in (basic and preparatory).

CHAPTER IV

RESULTS AND DISCUSSION

Overview

This chapter contains four main parts which aim to answer the research questions. The first part is related to the results of the questionnaire, analysing the frequencies and means, percentages and standard deviations of the domains regarding the Kurdish EFL teachers' attitudes towards supervision. The second part is about gender and attitudes of Kurdish EFL teachers towards supervision. The third part deals with Kurdish EFL teachers' educational background (qualification) and their attitudes towards supervision. Finally, the fourth part discusses the attitudes of Kurdish EFL teachers towards the processes of supervision according to their teaching experience.

Kurdish EFL Teachers' Attitudes towards Supervision

There are various viewpoints of teachers towards supervision process in the field of education that have been significantly debated all over the world. The attitudes might be positive and/or negative towards educational supervision. According to Glickman (1990) and Jared (2011), supervision is the glue of a successful school, in a collaborative sense aiming at covering all school practices inside and outside the classroom to enhance instructional improvement.

To answer the first research question of the study, 'What are the Kurdish EFL teachers' attitude towards supervision in Kurdistan the Northern part of Iraq - Raniyah city?' Frequencies of the teachers' attitudes towards supervision were computed. The means and standard deviations of all the 48 items were also calculated, regarding the Kurdish EFL teachers' attitudes towards supervision of the questionnaire according to the

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all six domains: 1) Notion of supervision, 2) Relationship with teachers, 3) Supervision practice: Pre – during – post, 4) Professional growth and development, 5) Curriculum: Teaching and learning and 6) Evaluation and Feedback, and presented in descending order in table 4.

Table 4

The mean and std. deviation of the domains regarding Kurdish EFL teachers' attitudes.

Domain	N of Items	*N*	*M*	*SD*
Professional growth and development	8	320	3.268	.842
Curriculum: Teaching and learning	6	320	3.251	.505
Relationship with teachers	8	320	2.967	.537
Evaluation and Feedback	5	320	2.922	.733
Supervision practice: PRE – DURING – POST	13	320	2.895	.428
Notion of supervision	8	320	2.518	.791

As can be seen from Table 4, 'professional growth and development' was the most employed domain that got the highest mean score of 3.268 (*SD*=.842). Okeafor and Poole (1992) supported these findings and studied the educational supervision as a cooperative problem solving process, which can be considered as a key feature in teachers' professional development. 'Curriculum: teaching and learning' was the second most employed domain with a mean score of 3.251 (*SD*= .505). 'Relationship with teachers', was the third of the most employed domains with a mean score of 2.967 (*SD*= .537) regarding the attitudes of the participant teachers towards the supervisors. The results revealed that the participating teachers were mostly at disagree side. They were mostly dissatisfied of the supervisors in terms of 'relationship with teachers'. For instance, they

stated that the supervisors they had met so far were like a judge, did not know English well and did not have a BA degree. Moreover, they thought that the process of supervision was mostly for paperwork formalities and regulations. At the same time, they disagreed that supervisors had distinguished between the males and female teachers during classroom supervision. Besides they did not believe that the authority of supervisors stemmed from teachers' confidence. They also, did not agree that the supervisors had guided skills for teachers. This revealed mostly negative attitudes towards supervision in the sense of relationship with teachers. 'Evaluation and feedback' was the fourth most employed domain with a mean score of 2.922 (*SD*= .733) and obtained the fourth rank order concerning the attitudes of the participating teachers towards the supervisors. 'Supervision practice: pre – during – post observation' was the fifth most employed domain concerning the participant teachers' attitudes towards the supervision with a mean score of 2.895 (*SD*= .428). 'Notion of supervision' was the sixth and the last domain with the least mean score of 2.518 (*SD*= .791).

Professional growth and development. According to the findings shown in Table 5 regarding the attitudes of the participating teachers towards 'professional growth and development', it is clear that 72.75% of the participating teachers thought that the supervisors were creative the most (*M*= 3.6375, *SD*= 1.33432). In addition, 69.06 % of the participant teachers (*M*= 3.4531, *SD*= 1.18678), stated that the supervisors helped them to overcome their instructional problems. On the other hand, only 57.12 % of the teachers with a mean of 2.8563 (*SD*= 1.26861) believed that supervisors helped them to discover their shortcomings. That stems from the supervisors' lack of academic certification. For instance, they were Diploma holders like most of the teachers, but their years of experience affected them to be supervisors. Moreover, they did not care about

Table 5

*Means, percentage and std. deviation of the domain of '**Professional growth and development**'*

	Statement	N	M	%	SD
S.9	The supervisor is creative in his work.	320	3.6375	72.75	1.33432
S.2	The supervisor helps teachers to overcome instructional problems.	320	3.4531	69.06	1.18678
S.8	The supervisor aims to control teachers, rather than improvement.	320	3.3250	66.5	1.30612
S.10	The supervisor plans to develop teachers' teaching abilities.	320	3.2531	65.06	1.24505
S.7	The supervisor increases teachers' motivation and morale.	320	3.2219	64.43	1.34053
S.3	The supervisor provides educational materials and assists teachers in their courses.	320	3.2125	64.25	1.31014
S.1	The supervisor helps teachers to improve their teaching skills and practice.	320	3.1813	63.62	1.11907
S.4	The supervisor helps teachers to discover their shortcomings.	320	2.8563	57.12	1.26861

the teachers' teaching improvement and did not help teachers to find their shortcomings and give them a chance to overcome these by collaborating with supervisors. As Jared (2011) concluded in his findings, the supervisor must act as an educational auditor to verify the instructional and learning consequences to provide a curative mechanism in stimulating teaching development.

Curriculum: teaching and learning. According to the findings presented in Table 6 regarding the participating teachers' attitudes towards 'curriculum: teaching and learning', it is clear that about 69.31 % of the participating teachers stated that supervisors provided them with necessary teaching resources for teaching any curriculum (*M*= 3.4656, *SD*= 1.31738). Similarly, 66.18% of the participating teachers thought that supervisors provided them with recent assessment techniques (*M*=3.3094, *SD*= 1.317). Furthermore, 61.37% of the participant teachers claimed that the supervisors did not focus

on a specific teaching method in teaching English for the secondary stage (*M*= 3.0688, *SD*= 1.18571) and 62.3% of the participants stated that the they were not helped and given opportunities to discuss ways of solving any problems with the curriculum by the supervisors (*M*=3.1156, *SD*=1.39043). Subsequently, there was a negative attitude towards the supervision in terms of 'curriculum development; teaching learning'. That is because of the supervisors' lack of modern techniques and academic qualifications in the process of supervising, as Sule (2013) supported these findings and stated:

> Some of the supervisors are actually out of touch with modern supervision techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little value to the teachers and students At the same time, some of the teachers have developed negative attitudes towards the supervision. (p.39)

Table 6

Means, percentage and standard deviation of the domain 'Curriculum: Teaching and learning'

	Statement	*N*	*M*	*%*	*SD*
S.31	The supervisor provides teachers with necessary teaching resources for teaching any curriculum.	320	3.4656	69.31	1.31738
S.30	The supervisor provides the teachers with recent assessment techniques.	320	3.3094	66.18	1.30633
S.41	The supervisor develops English language curricula in cooperation with teachers.	320	3.3031	66.06	1.31258
S.43	The supervisor trains the teachers to use modern teaching techniques.	320	3.2406	64.81	1.35127
S.44	The supervisor lets the teachers discuss ways of solving any problems with the curriculum.	320	3.1156	62.31	1.39043
S.42	The supervisor focuses on a specific teaching method in teaching English for the secondary stage.	320	3.0688	61.37	1.18571

Relationship with teachers. According to the findings shown in Table 7 regarding the attitudes of the Kurdish EFL teachers towards 'relationship with teachers', it is vivid that 65.5% of the participating teachers believed that the supervisors they had met so far were like a judge (*M*= 3.2750, *SD*= 1.33414). Likewise, 65.37% of the participating teachers disbelieved that supervisors distinguish between the males and female teachers during classroom supervision (*M*=3.2688, *SD*=1.28762). This might be because the supervisors were fair and just in treating the female and male teachers in the classroom. Besides, only 48.18% of the EFL Kurdish teachers as the least employed item with a mean score of 2.4094 (*SD*= 1.23351) agreed and believed that the supervisors they had met so far had at least a BA degree. That was due to the fact that most of the supervisors (75%) were Diploma holders who became supervisors depending on the years of experience, not on an academic certification. On the other hand, only 53.12% of the participating teachers agreed that the supervision was mostly for paperwork formalities and regulations (*M*= 2.6563, *SD*= 1.50046). These findings revealed that the Kurdish EFL teachers were dissatisfied with such a kind of relationship with the supervisors. That depended on the lack of confidence between the supervisors and the teachers. At the same time, teachers believed that supervisors were indifferent towards teachers professionally. So the teachers' dissatisfaction with this kind of relationship is due to the fact that most of the supervisors perceived supervision as inspection. Bulach (1997) supported this result with his findings and stated that supervisors' poor practiced human relations with teachers, would make most of the teachers see the supervisors in a negative respect.

Table **7**

Mean, percent and standard deviation of domain 'Relationship with teachers'

	Statement	*N*	*M*	*%*	*SD*
S.26	The supervisors I have met so far are like a judge.	320	3.2750	65.5	1.33414
S.32	The supervisor distinguishes between the males and females during classroom supervision.	320	3.2688	65.37	1.28762
S.29	Supervisors' authority stems from teachers' confidence.	320	3.1531	63.06	1.22090
S.45	Female teachers hold different viewpoints from their male counterparts towards supervisors	320	3.1344	62.68	1.22567
S.24	The supervisors I have met so far have guiding skills.	320	2.9281	58.56	1.15743
S.25	The supervisors I have met so far know English well.	320	2.9094	58.18	1.19609
S.39	The supervisor is mostly for paperwork formalities and regulations.	320	2.6563	53.12	1.50046
S.27	The supervisors I have met so far have at least BA degree.	320	2.4094	48.18	1.23351

Evaluation and feedback. According to the findings in Table 8 regarding the attitudes of the Kurdish EFL teachers towards 'evaluation and feedback', it is clear that 67% of the participating teachers believed that the plans prepared by teachers were not studied by the supervisors carefully (*M*= 3.3500, *SD*= 1.41731). Furthermore, 60.43% of the participating teachers agreed that teachers' performance improved after the supervisors' visits to the classrooms (*M*=3.0219, *SD*= 1.29243). On the other hand, 64.43% of the participating teachers strongly agreed and believed that the time spent by supervisors with teachers in the classrooms was short and not enough for evaluating teachers (*M*= 2.4719, *SD*= 1.54934). Likewise, only 56.62% of the participating teachers stated that personal relationships highly contributed in improving teachers' evaluation reports by the supervisors (*M*= 2.8313, *SD*= 1.49910). These findings revealed that Kurdish EFL teachers' attitude towards supervision was negative in terms of 'evaluation

and feedback', because the participating teachers thought that the supervisors had to study the plans prepared by teachers carefully to improve teachers' performance after the visit. In other words, it can be said that supervisors are interested in teachers' certifications more than their experience. Besides, the personal relationships had great impact on improving teachers' evaluation reports and the time spent by supervisors with teachers was short and not enough for evaluation. With all these results, it was revealed that bureaucratic inspection was conducted more than democratic supervision. Supervision is a measurement tool which is used for evaluating work progression. Jared (2011) supported this and stated that an evaluation report is the result of any formal supervisory program. Besides, Okumbe (as cited in Jared, 2011) asserted that, without an evaluation report, a supervisory program is not completed.

Table 8

*Means, percent and standard deviation of the domain '**Evaluation and Feedback'***

Statement	N	M	%	SD
S.48 The supervisor studies the plans prepared by teachers carefully.	320	3.3500	67	1.41731
S.40 Teachers' performance improves after the supervisors' visit.	320	3.0219	60.43	1.29243
S.46 The supervisor is interested in teachers' qualifications more than experience.	320	2.9344	58.68	1.46390
S.33 Personal relationships contribute a lot to improve teachers' evaluation report.	320	2.8313	56.62	1.49910
S.47 The time spent by supervisors with teachers is short and not enough for evaluation.	320	2.4719	49.43	1.54934

Supervision practice: pre – during – post. According to the current findings in Table 9 concerning the attitudes of the Kurdish EFL teachers towards 'supervision practice: pre – during – post observation', it is clear that 80.18% of the participating teachers indicated that they did not have meeting session with the supervisor before observation (classroom visit) to state their personal concerns, expectations and problems (*M*= 4.0094, *SD*= 1.35648). Likewise, 79.06% of the participating teachers perceived that before the observation (classroom visit) the supervisors did not give teachers a chance to discuss the characteristics of the classes and the lessons with them (*M*= 3.9531, *SD*= 1.31342) due to the fact that the supervisors did not let the teachers   have such pre-observation meetings at all. That is because that the supervisors mostly conducted traditional inspection as spotting teachers' faults and shortcomings to criticize teachers and impose their instructions. At the same time, only 40.68% of the participants teachers agreed and believed that after the observation (classroom visit), the supervisors provided teachers with feedback and used objective observational data (*M*= 2.0344, *SD*= 1.17260). Moreover, only 43.87% of the participating teachers stated that after the observation (classroom visit), teachers got a written report of their evaluation (*M*= 2.1938, *SD*= 1.54756). According to these findings, it was revealed that the Kurdish EFL teachers had also a negative attitude towards supervisors in the sense of 'supervision practice; pre-during and post observation', because the supervision process was not conducted professionally and effectively. As Ghapanchi and Baradaran (n.d.), supported with their findings "Observation is still conducted on traditional basis in most educational systems" (p.18), that may be because of supervisors' inadequate professional and academic qualification. Yavuz (n.d.) supported this and stated that "Supervisors must be equipped with the necessary qualifications to perform these tasks through professional development or in-service training" (p.377).

Table 9

Mean, percentage and standard deviation of the domain 'Supervision practice:
pre – during – post'

	Statement	N	M	%	SD
S.11	Before the observation (classroom visit), teachers have a meeting session with the supervisor to state their personal concerns, expectations and problems.	320	4.0094	80.18	1.35648
S.12	Before the observation (classroom visit), teachers discuss the characteristics of the classes and the lessons with the supervisor.	320	3.9531	79.06	1.31342
S.35	Teachers are convinced of what the supervisor says about the ideal teaching methods.	320	3.4813	69.62	1.25682
S.13	Before the observation (classroom visit), the supervisor decides everything on his own.	320	3.4750	69.50	1.49377
S.34	The supervisor suggests remedial work to remedy the low level of students' achievement.	320	3.0531	61.06	1.31795
S.36	The supervisor imposes his own method of teaching upon teachers.	320	2.8469	56.93	1.42470
S.37	The supervisor has more interest in the teachers' strength of character in the class.	320	2.6563	53.12	1.23961
S.38	The supervisor is more interested in the daily plans than with students' achievements.	320	2.6000	52	1.56650
S.16	During the observation (classroom visit), the supervisor takes some notes which makes teachers feel embarrassed.	320	2.5563	51.12	1.28041
S.15	During the observation (classroom visit), the supervisor takes some notes which makes teachers nervous. .	320	2.4688	49.37	1.24403
S.14	During the observation (classroom visit), teachers feel tense because of the existence of a person who is observing (evaluating) them.	320	2.3125	43.87	1.33055
S.18	After the observation (classroom visit), teachers get a written report of their evaluation.	320	2.1938	43.87	1.54756
S.17	After the observation (classroom visit), the supervisor provides teachers with feedback using objective observational data.	320	2.0344	40.68	1.17260

Notion of supervision. According to the findings presented in Table 10 about the

Kurdish EFL teachers attitudes towards notion of supervision, it is clear that about

62.56% of the participating teachers (*M*= 3.1281, *SD*= 1.31515) believed that

supervisors defined the problems and helped in their solution. Likewise, 61.68% of the

participating teachers perceived that the supervisors relied on scientific and objective criteria in the process of supervision (*M*= 3.0844, *SD*= 1.34691), which was mostly a negative attitude towards supervisors. Despite of these findings, only 38.75% of the participants (*M*= 1.9375, *SD*= 1.19396) stated that the supervisors focused mostly on the teachers rather than students. On the other hand only 39.75% of the teacher participants stated that the supervision was more or less 'looking for errors' (*M*= 1.9875, *SD*= 1.13086), which was mostly a negative attitude towards supervisors, in the sense of notion of supervision depending on the Kurdish EFL teachers. That is because, the supervisors might have tried to conduct modern supervision model to elude the traditional inspection through defining the instructional problems and find their solutions. Furthermore, they relied on scientific and objective criteria in the process of supervision. But they could not surpass the traditional inspection style, as well. They focused mostly on the teachers rather than students. They looked for the teachers' faults during their observation. In other words, the supervisors overcame traditional inspection but their priority affected them to repeat what had been done with them before, when they were teachers by their former supervisors. That made the teachers have poor attitude towards supervision. Sule (2013) supported these findings and said:

The poor attitude toward supervision of teachers in the classroom is becoming alarming. Some of the supervisors are actually out of touch with modern supervision techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little value to the teachers and students. At the same time, some of the teachers have developed negative attitudes towards the supervision and thus cannot benefit much from the exercise (p.40).

Table 10

Means, percent and standard deviations of domain 'Notion pf supervision'

	Statement	*N*	*M*	*%*	*SD*
S.21	The supervisor defines the problems and helps in their solution.	320	3.1281	62.56	1.31515
S.19	The supervisor relies on scientific and objective criteria.	320	3.0844	61.68	1.34691
S.20	The supervisor evaluates and measures classroom activities objectively.	320	2.7438	54.87	1.27305
S.22	The supervisor creates fear and nervousness in teachers.	320	2.6031	52.06	1.36756
S.6	The supervisor aims to control teachers, rather than improvement.	320	2.3375	46.75	1.34555
S.5	The supervisor inspects more than supervises.	320	2.3250	46.50	1.37852
S.28	The supervision is more or less 'Looking for errors'.	320	1.9875	39.75	1.13086
S.23	The supervisor focuses mostly on the teachers rather than students.	320	1.9375	38.75	1.19396

Gender and Attitudes of Kurdish EFL Teachers towards Supervision

To answer the second question of the research, regarding the attitudes and gender of the participating teachers, the researcher conducted an independent sample-T test to show the significant differences between groups. Through the test, the statistically significant differences with the certain items between males and females revealed, as it is shown in Table 11.

Table 11

Significant differences between genders of the participants

	Statements	gender	N	M	SD	t	P	M.D.
S1	The supervisor helps teachers to improve their teaching skills and practice.	male	191	3.0524	1.12268	-2.528	.012	-.31974
		female	129	3.3721	1.09022			
S2	The supervisor helps teachers to overcome instructional problems.	male	191	3.3351	1.19771	-2.178	.030	-.29283
		female	129	3.6279	1.15292			
S14	During the observation (Classroom visit), teachers feel tense because of the existence of a person who is observing (evaluating) them.	male	191	2.4974	1.37218	3.064	.002	.45862
		female	129	2.0388	1.22093			
S18	After the observation (classroom visit), teachers get a written report of their evaluation.	male	191	2.3403	1.61062	2.072	.039	.36357
		female	129	1.9767	1.42777			
S20	The supervisor evaluates and measures classroom activities objectively.	male	191	2.9005	1.28782	2.707	.007	.38890
		female	129	2.5116	1.21909			
S25	The supervisors I have met so far know English well.	male	191	3.0628	1.17708	2.823	.005	.38066
		female	129	2.6822	1.19232			
S27	The supervisors I have met so far are like a judge.	male	191	2.5602	1.25038	2.688	.008	.37416
		female	129	2.1860	1.17771			
S34	The supervisor suggests remedial work to remedy the low level of students' achievement.	male	191	2.8953	1.26887	-2.631	.009	-.39153
		female	129	3.2868	1.35896			

* The mean difference is significant at the 0.05 level.

The first significant mean difference is with S1 'The supervisor helps teachers to improve their teaching skills and practice' ($t = -2.528$, $p=.012$). The mean of the male participants is 3.0524 ($SD= 1.12268$) and the mean of the female participants is 3.3721 ($SD= 1.09022$). The result indicates that female participants believed that supervisors helped teachers to improve teachers' teaching skills and practice more than the male participants with a mean difference of -.31974. That is due to the fact that the supervisors

behaved female participants more patiently than the male participants, which is lack of professionalism in supervision process.

The second significant mean difference is with S2 'The supervisor helps teachers to overcome instructional problems' (t = -2.178, p= .030). The mean of the male participants is 3.3351 (SD= 1.19771) and the mean of the female participants is 3.6279 (SD= 1.15292). This result indicates that the female participants were conceived that the supervisors helped teachers to overcome instructional problems more than the male participants, with the mean difference of -.2928. That might be due to the fact that in a male–dominated society, the female teachers have limited time to read and study, since they had to keep their houses, look after their children and etc. which made them to be tied up with home affairs seriously. For this, they were not exposed to bear such responsibility (overcome instructional problems) alone.

The third significant mean difference is with S14 'During the observation (classroom visit), teachers feel tense because of the existence of a person who is observing (evaluating) them' (t = 3.064, p= .002). The mean of the male participants is 2.4974 (SD= 1.37218) and the mean of the female participants is 2.0388 (SD= 1.22093). This result indicates that male participants were tenser than the female participants because of the existence of a person who was observing (evaluating) them with a mean difference of .45862. That is, because the male teachers might feel different from female teachers, in male-dominated societies, men, are more authoritative and powerful than females. Thus, they feel tenser than the female teachers during observation. Wang & Zhang (2012) supported this and stated that "The sense of anxiety for satisfaction and control is higher in male teachers" (p.26).

The fourth significant mean difference is with S18 'After the observation (classroom visit), teachers get a written report of their evaluation' (t = 2.072, p= .039). The mean of the male participants is 2.3403 (SD= 1.61062) and the mean of the female

participants is 1.9767 (*SD*= 1.42777). The results indicate that male participants believed that after the observation, teachers got a written report of their evaluation more than the female participants, with a mean difference of .36357. The reason behind this was that the female teachers might be more satisfied with their career than the male teachers and that influenced their occupational stress. Williams & Greene (2010) supported this and stated that "female teachers have higher job satisfaction levels than their male counterparts" (p. 40).

The fifth significant mean difference is with S20 'The supervisor evaluates and measures classroom activities objectively' (*t* = 2.707, *p*= .007). The mean of the male participants is 2.9005 (*SD*= 1.28782) and the mean of the female participants is 2.5116 (*SD*= 1.21909). This result also indicates that male participants believed more than the female participants in supervisors' objective evaluation and measurement of classroom activities   with the mean difference of .38890. The reason is that the supervisors might be more serious with male teachers in the evaluation or the classroom measurements than with the female teachers.

The sixth significant mean difference is with S25 'The supervisors I have met so far know English well' (*t* = 2.823, *p*= .005). The mean of the male participants is 3.0628, (*SD*= 1.17708) and the mean of the female participants is 2.6822 (*SD*= 1.19232). These results indicate that male participants thought that the supervisors they had met so far knew English language well more than the female participants with the mean difference of .38066. That is because the male participating teachers tried to use English Language and communicated with supervisors more than the female teachers. In other words, in male-dominated societies, limited interaction and feeling shyness prevented the female teachers practice their language with supervisors.

The seventh significant mean difference is with S27 'The supervisors I have met so far are like a judge' (*t* = 2.688, *p*= .008). The mean of the male participants is 2.5602

(*SD*= 1.25038) and the mean of the female participants is 2.1860 (*SD*= 1.17771). The results indicate that male participants believed that the supervisors they had met so far were like a judge more than the female participants with the mean difference of .37416. That is related to the fact that the male teachers pretended that they performed their duties and career better than the female teachers and the supervisors judged their achievements accordingly.

The eighth significant mean difference is with S34 'The supervisor suggests remedial work to remedy the low level of students' achievement.' (*t* = -2.631, *p*= .009). The mean of the male participants is 2.8953 (*SD*= 1.26887) and the mean of the female participants is 3.2868 (*SD*= 1.35896). The results show that female participant teachers thought that the supervisors suggested remedial work to remedy the low level of students' achievements more than the male teacher participants with the mean difference of -.39153. That was for the reason that the female teacher might be more empathetic and serious with the students in teaching process considering it as their duty. Wood (2012) supported this and stated that female teachers are more serious in their duty, giving more of their time to the students to show sympathy, empathy to their students and at the same time, they are more nurturing than the male teachers. Thus, the supervisors' remedial suggestions to remedy the low level of the weak students might be more than with the male teachers.

Kurdish EFL Teachers' Educational Background (Qualification) and their Attitudes towards Supervision.

In order to answer the second research question regarding the Kurdish EFL teachers' educational background (qualifications), the researcher conducted a one -way ANOVA and Post hoc analysis (LSD). According to the results presented in Table 12,

several significant differences were found regarding teachers' educational background
(qualifications) and their attitudes towards supervision.

Table 12

N, M, SD, df, F, and P of the statements that have significant differences according to **qualification** *of the participants*

Statements		*N*	*M*	*SD*	*df*	*F*	*P*
S16	During the observation (classroom visit), the supervisor takes some notes which makes teachers feel embarrassed.						
	Diploma	229	2.4629	1.29258*	2	3.076	.048
	BA	82	2.7317	1.22775	317		
	MA	9	3.3333	1.11803*			
	Total	320	2.5563	1.28041	319		
S26	The supervisors I have met so far are like a judge.						
	Diploma	229	3.4017	1.34269*	2	3.788	.024
	BA	82	2.9756	1.32381*	317		
	MA	9	2.7778	.44096			
	Total	320	3.2750	1.33414	319		
S33	Personal relationships contribute a lot to improve teachers' evaluation report.						
	Diploma	229	3.0306	1.53152*	2	8.498	.000
	BA	82	2.2561	1.27474*	317		
	MA	9	3.0000	1.32288			
	Total	320	2.8313	1.49910	319		
S36	The supervisor imposes his own method of teaching upon teachers.						
	Diploma	229	3.0175	1.45387*	2	6.002	.003
	BA	82	2.4024	1.26549*	317		
	MA	9	2.5556	1.23603			
	Total	320	2.8469	1.42470	319		
S38	The supervisor is more interested in the daily plans than with students' achievements.						
	Diploma	229	2.8515	1.63695	2	11.117	.000
	BA	82	1.9878	1.18106*	317		
	MA	9	1.7778	.97183*			
	Total	320	2.6000	1.56650*	319		
S39	The supervisor is mostly for paperwork formalities and regulations.						
	Diploma	229	2.8428	1.56488*	2	6.487	.002
	BA	82	2.1707	1.26496*	317		
	MA	9	2.3333	.50000			
	Total	320	2.6563	1.50046	319		
S45	Female teachers hold different viewpoints from their male counterparts towards supervisors.						
	Diploma	229	3.2620	1.22882*	2	4.536	.011
	BA	82	2.8293	1.19469*	317		
	MA	9	2.6667	.86603			
	Total	320	3.1344	1.22567	319		
S47	The time spent by supervisors with teachers is short and not enough for evaluation.						
	Diploma	229	2.6681	1.60150*	2	6.691	.001
	BA	82	1.9756	1.30503*	317		
	MA	9	2.0000	1.22474			
	Total	320	2.4719	1.54934	319		

The first significant mean difference was found in S16 'During the observation (classroom visit), the supervisor takes some notes which makes teachers feel embarrassed.' (F [2,317] = 3.076, p=.048). The result of this statement showed that MA degree holder participants (M= 3.3333) were more convinced that the teachers felt embarrassed when the supervisor took notes during observation, when compared with the group of Diploma holders with a mean score of 2.4629. The MA holders may feel more embarrassed with such kind of observation. That is for the fact that, they might see themselves higher than the supervisors in certification (i.e. most of the supervisors were Diploma holder). But for the group of Diploma holders, as theory are less qualified and experienced teachers, supervisors' taking notes during observation might not be so embarrassing like the MA holders. Tshabalala (2014) supported this result and stated that "Most teachers were not inhibited in their lesson–delivery by the presence of the supervisor in the classroom" (p.31).

The second significant mean difference was found in S26 'The supervisors I have met so far are like a judge.' (F [2,317] = 3.788, p= .024). The result of this item indicated that Diploma holder participating teachers (M= 3.4017) thought that the supervisors they had met so far were like a judge more than the BA degree holders (M= 2.9756). According to these results, supervisors behaved towards Diploma holders judgmentally, since they thought that Diploma holders were less experienced teachers. They need guidance, explanations and requirements more than the BA holder teachers.

The third significant difference was found in S33 'Personal relationships contribute a lot to improve teachers' evaluation report.' (F [2,317] = 8.498, p= .000). Diploma holders (M= 3.0306) believed that contribution of personal relationship had great impact on improving teachers' evaluation report more than the BA holders (M= .2561). That is due to the supervisors' lack of professionalism in supervising, or the BA holders might be more experienced and acquainted with enough knowledge to cope with

the problems they faced more than the Diploma holders. The findings of Abu Naba'h, et al. (2009) support these results, they revealed that "teacher's evaluation was affected by the degree of sociability between the teacher and the supervisor" (p.236).

The fourth significant mean difference was found in S36 'The supervisor imposes his own method of teaching upon teachers.' (F [2,317] = 6.002, p= .003). The group of Diploma holders (M=3.0175) agreed and believed that the supervisors imposed their own method of teaching upon teachers more than the group of BA holders (M= 2.4024). These results indicated that Diploma holders might have been more competent. Besides, they often tried their own ways of teaching. Consequently, depending on their experiences, the supervisors impose their most suitable methods for the teachers to follow.

The fifth significant mean difference was found in S38 'The supervisor is more interested in the daily plans than with students' achievements.' (F [2,317] = 11.117, p= .000). According to the results of this item, three significant differences can be seen among the groups, the group of Diploma holders with the most (M= 2.8515) agreed and believed that the supervisors were more interested in the daily plans than the student achievements, more than the group of BA holders (M= 1.9878). Furthermore, the group of MA holders (M= 1.7778) would not agree that the supervisors were interested more in daily plan than the student achievements. This might be because of two reasons; first, it is concerned with the MOE teachers' evaluation form, which 25% of the grades is on the daily plan preparation, which obliged supervisors to follow it. Second, Diploma holders might have been unable to set academic and/or good daily plan, so they thought that the supervisors always focused on daily plan rather than the student achievements. The researcher believed that the same picture might be true for the BA holders and with MA holders.

The sixth significant mean difference was found in S39 'The supervisor is mostly for paperwork formalities and regulations.' (F [2,317] = 6.487, p= .002). The result of

this item revealed that the group of Diploma holders (*M*= 2.8428) agreed and thought that the supervision was mostly for paperwork formalities and regulations, more than the group of BA holders (*M*= 2.1707). This might be also because of two main reason; first, the supervisors are tied with an MOE form to evaluate teachers with, and it has been repeated yearly without any development. Second, the supervisors were not   expected to deliver new knowledge for the teachers and that was why the teachers believed that supervision was mostly for paperwork formalities and regulations.

The seventh significant mean difference was found in S45 'Female teachers hold different viewpoints from their male counterparts towards supervisors.' (F [2,317] = 4.536, p= .011). The result of this statement presented that the group of Diploma holders with (M=3.2620) strongly agreed that the female teachers held different viewpoints from their male counterparts towards supervisors, more than the group of BA holders (M= 2.8293). This is also related to the male-dominated society where the supervisors behaved friendlier and tendentious towards the female teachers than their male teacher counterparts.

The eighth significant mean difference was found in S47 'The time spent by supervisors with teachers is short and not enough for evaluation.' (*F* [2,317] = 6.691, *p*= .001). The result of this statement indicates that Diploma holders (*M*= 2.6681) agreed and believed that the time spent by supervisors with teachers was very short and not enough for evaluation, more than the BA holders (*M*= 1.9756). That is because the Diploma holders needed more time to be supervised (observed), guided, and evaluated than the BA holders since all Diploma holders graduated from two-year Teaching English as a Foreign Language (TEFL) programs. They studied English methodology and they were prepared to be teachers in Central Teachers' Institutes in Kurdistan

Attitudes of Kurdish EFL Teachers towards the Processes of Supervision According to their Teaching Experience.

In order to answer the second research question, regarding the attitudes of the Kurdish EFL teachers towards supervisors depending on the years of teachers teaching experience, the researcher conducted a one - way ANOVA and Post hoc analyses (LSD) test to find out whether there was any significant difference between the groups. According to the results shown in Table 14, several significant mean differences were

Table 13

*N, M, SD, df, F, and P of the statements that have significant differences according to **years of experience** of the participants*

	statements	Groups	N	M	SD	df	F	P
S17	After the observation (classroom visit), the supervisor provides teachers with feedback using objective observational data	1-5	113	2.3009	1.28094*	3	3.678	.012
		6-10	128	1.8047	1.06526*	316		
		11-15	61	2.0328	1.15423			
		16-20	18	2.0000	.97014			
		Total	320	2.0344	1.17260	319		
S22	The supervisor creates fear and nervousness in teachers.	1-5	113	2.9823	1.33619*	3	4.786	.003
		6-10	128	2.3516	1.31969*	316		
		11-15	61	2.4918	1.39789*			
		16-20	18	2.3889	1.37793			
		Total	320	2.6031	1.36756	319		
S24	The supervisors I have met so far have guiding skills.	1-5	113	2.7788	1.17818*	3	2.954	.033
		6-10	128	2.9922	1.12590*	316		
		11-15	61	2.8689	1.11767*			
		16-20	18	3.6111	1.19503*			
		Total	320	2.9281	1.15743	319		
S29	Supervisors' authority stems from teachers' confidence.	1-5	113	2.8673	1.22842*	3	3.289	.021
		6-10	128	3.3281	1.24931*	316		
		11-15	61	3.2787	1.11252*			
		16-20	18	3.2778	1.07406			
		Total	320	3.1531	1.22090	319		
S46	The supervisor is interested in teachers' qualifications more than experience.	1-5	113	3.3540	1.42629*	3	6.555	.000
		6-10	128	2.8516	1.45856*	316		
		11-15	61	2.5574	1.39672*			
		16-20	18	2.1667	1.29479*			
		Total	320	2.9344	1.46390	319		

found regarding the years of experiences and attitudes of teacher participants.

The first significant mean difference was found in S17 'After the observation (classroom visit), the supervisor provides teachers with feedback using objective observational data.' (F [3,316] = 3.678, p= .012). The result of this statement revealed that teachers with 1 to 5 years of experience thought that the supervisors provided teachers with feedback using of objective observational data (M= 2.3009) more than teachers with 6 to 10 years of experience (M=1.8047). As the 1 to 5 years of experience group was somehow new in teaching process, they might not be aware enough of the instructional methods. So, they needed such feedback at their beginning years of teaching career, but the teachers with 6 to 10 years of experience had more qualification and more expertise about teaching. So, they might have been acquainted with such guidance or recommendations before. In other words, teachers with 6 to 10 years of experience were right, because the supervisors did not focus on those teachers who were given such feedback before (for more than 5 years constantly). Ünal and Ünal (2012) supported these findings and stated that years of experience has a great important role on the beliefs of the teachers, as it made teachers   change their viewpoints about teaching and learning, when they gain experience over the time they are teaching.

The second significant mean difference was found in S22 'The supervisor creates fear and nervousness in teachers.' (F [3,316] = 4.786, p=.003). The results indicated that teachers with 1 to 5 years of experience thought that the supervisors created fear and nervousness in teachers (M= 2.9823) more than teachers with 11 to 15 years of experience (M= 2.4918). At the same time, teachers with 11 to 15 years of experience thought that the supervisors created fear and nervousness in teachers (M= 2.4918) more than 6 to 10 teachers (M= 2.3516).   1 to 5 teachers have not been accustomed to be visited, observed and criticized directly before, by a supervisor to observe their behaviour and teaching

performance as teachers with 11 to 15 years of experience. The comments of the teachers of 11 to 15 and 16 to 20 years of experience groups are almost the same in terms of inexperienced teachers towards experienced teachers. To support these findings Ünal and Ünal (2012) stated that, in instructional management, when teachers become more experienced their behaviour becomes more controlling and they might not feel fear and nervousness in teaching.

The third significant mean difference was found in S24 'The supervisors I have met so far have guiding skills.' (F [3,316] = 2.95, p=.033). The result indicated that teachers with 16 to 20 years of experience thought that the supervisors they had met so far had guiding skills (*M*= 3.6111) more than 6 to 10 years of experience teachers (M= 2.9922). At the same time, teachers with 6 to 10 years of experience thought that the supervisors they had met so far had guiding skills (M= 2.9922), more than teachers with 11 to 15 (M= 2.8689). Furthermore, teachers 11 to 15 years of experience thought that the supervisors they had met so far had guiding skills (M= 2.8689), more than the teachers of 1 to 5 years of experience (M= 2.7788). According to these results, the group of 16 to 20 years of experience teachers might believe so because they knew the efficiency of supervision process with their great experiences dealing with the challenges they faced in teaching process, whereas the group 6 to 10 years of experience might not have got such attitudes. The same idea might be true with the other groups as Kalule and Bouchamma (2013) supported and stated that "the older the teacher, the more closely they were associated with the professional development activities proposed by their supervisor" (p.100).

The fourth significant mean difference was found in S29 'Supervisors' authority stems (comes) from teachers' confidence.' (*F* [3,316] = 3.289, *p*= .021). This result showed that teachers with 6 to 10 years of experience thought that the supervisors authority stemmed from teachers' confidence (*M*= 3.3281) more than the teachers with

11 to 15 years of experience (*M*= 3.2787). Moreover, the teachers with 11 to 15 years of experience, also thought that the supervisors authority stemmed from teachers' confidence (*M*= 3.2787) more than 1 to 5 years (*M*= 2.8673). That is because the 6 to 10 years of experience teachers had less experience with supervisors as compared to 11 to 15 group. On the other hand, the 11 to15 years of experience teachers stated that supervisors' authority stemmed from teachers' confidence more than 1 to 5 group. That is because, the very novice teachers did not familiarize themselves with enough reliable knowledge regarding teaching methodology. Moreover, they were treated as new 'in-trained session teachers' by supervisors according to formal and directive MOE recommendations, without thinking of the teachers' feelings. In other words, the 1 to 5 years of experience teachers, did not familiarize enough with the supervising process, but for the teachers of 11 to 15 years of experience (as more experienced and qualified teachers) they had different understanding towards supervision, and being more confidence in it. This way of thinking and cooperation would affect teachers' views and tended to be more positive towards supervision. To support these findings, Glanz (1994), Bennet (1995) and Bulach (1997) found that when the teachers' way of thinking is respected by the supervisor and cooperated with teachers', the teachers' views of supervision process tended to alter positively.

The fifth significant mean difference was found in S46 'The supervisor is interested in teachers' qualifications more than experience.' (*F* [3,316] = 6.555, *p*= .000). The results indicated that teachers with 1 to5 years of experience thought that the supervisors were interested in teachers' qualifications more than their experience (*M*= 3.3540) more than teachers of 6 to 10 years of experience (*M*= 2.8516). At the same time, teachers of 6 to 10 years of experience believed that the supervisors were interested in teachers' qualifications more than their experience (*M*= 2.8516), more than teachers with 11 to 15 (*M*= 2.5574). At the same time, teachers with 11 to 15 years of experience

thought that the supervisors were interested in teachers' certifications more than their experience(M= 2.5574), more than teachers 16 to 20 years of experience with (M= 2.1667). As the results indicated, teachers of 1 to 5 years of experience, are somehow new in teaching (novice teachers) and their inadequate experience, limited their instructional achievements. They might believe that experience resulted from constant practicing and permanency in teaching, thus the teachers with the more years of teaching experience are the more expertise in their career. In this way, the 1 to 5 years of experience teachers, thought that the supervisors were interested in teachers' certifications than their experience. Based on these findings and discussions, it can be said that the reason for the other groups, regarding to the current significant mean difference (item) are the same in terms of less experienced with more experienced teachers. Since, the higher qualified teachers, acquire the more instructional methods concerning to their career. Fasasi (2011) supported this and stated that "perception of supervisory roles tends to be different between experienced and less experienced teachers" (p.135).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Overview

In this chapter, the main findings of this study are summarized, after that, they are compared with those of the other researchers in the field. Finally, several recommendations, several educational implications and recommendations for further research are provided.

Conclusions

Through this study, the attitudes of Kurdish EFL teachers towards supervision in Kurdistan the Northern part of Iraq- Raniyah city were examined thoroughly. For this purpose, a 48 - item survey questionnaire was adapted by the researcher incorporating items from three questionnaires developed by Abu Naba'h et al. (2009), Hişmanoğlu & Hişmanoğlu (2010) and Kayaoglu (2012) respectively.

The questionnaire was divided into two parts and 320 Kurdish EFL teachers were asked in Kurdistan Region Government, Raniyah-city, to choose one of the five Likert scale options. From 1-28 items the Likert scale of '*always, often, sometimes, seldom and never*' and from 29-48 items the Likert scale of '*strongly agree, agree, neutral, disagree, strongly disagree*' were used to find out how often the teacher participants agreed regarding the statements presented to disclose their attitudes towards supervision in the study context. After that, the participants' attitudes towards supervision were analysed through SPSS version 20. At the same time, the frequencies, percentages, means and standard deviations were computed regarding the following domains : 1) Notion of supervision, 2) Relationship with teachers, 3) Supervision practice: Pre – during – post,

4) Professional growth and development, 5) Curriculum: Teaching and learning and 6) Evaluation and Feedback.

According to the results, the first and the most frequently employed domain was the 4th. : 'Professional growth and development'. Kurdish EFL teachers in KRG stated that they believed the supervisors were very helpful and effective with their role to enhance teachers' instructional improvement through increasing teachers' motivation and morale. Similarly, they helped teachers to overcome instructional problems, provided educational materials and assisted teachers in their courses. Likewise, they helped teachers to improve their teaching skills with practice and helped teachers to discover their shortcomings. Consequently, there was a very positive Kurdish EFL teachers' attitude towards supervision in terms of 'professional growth and development' in the process of supervision in Kurdistan, the Northern part of Iraq, Raniyah-city.

The second most frequently employed domain according to the results was the 5th. : 'Curriculum: Teaching and learning'. The teacher participants were mostly on neutral side and/or disagreed with it, which implies teachers' disagreement towards the supervision that they did not provide teachers with necessary teaching resources for teaching any curriculum. Besides, they neither provided teachers with recent assessment techniques nor developed English language curricula in cooperation with teachers. They also, did not train teachers to use modern teaching techniques and they did not give teachers the chances to discuss ways of solving any problems with the curriculum with focusing on a specific teaching methods in teaching English. This was a serious negative attitude of Kurdish EFL teachers towards supervision process in terms of 'curriculum; teaching and learning'. This finding is in line with the results of Sule (2013) who stated that some of the teachers developed negative attitudes towards the supervision because some of the supervisors were actually out of touch with modern supervision techniques.

The third most frequently employed domain was the 2nd. : 'Relationship with teachers'. The results revealed that the participating teachers were mostly dissatisfied with the supervisors in terms of 'relationship with teachers'. For instance, they stated that those they had met so far of the supervisors were like a judge, did not knew English well and did not have BA degree. Moreover, they thought that, the process of supervision was mostly for paperwork formalities and regulations. At the same time, they disagreed that supervisors had distinguished between the males and female teachers during classroom observation. Besides they did not believe that the authority of supervisors stemmed from teachers' confidence. They also, did not agree that the supervisors had guiding skills for teachers in teaching instructions. This revealed a mostly negative attitude towards supervision in the sense of 'relationship with teachers'. Bulach (1997) and Abu Naba'h et al. (2009) supported this result with their findings and stated that supervisors' poor practiced human relations with teachers would make most of the teachers see the supervision as inspection.

The fourth most employed domain depending on the results was the 6th. : 'Evaluation and Feedback'. According these findings the attitudes of Kurdish EFL teachers towards supervision in terms of evaluation and feedback were negative, since the participating teachers thought that the supervisors had to study the plans prepared by teachers carefully to improve teachers' performance after the visit. Furthermore the supervisors leaned more on teachers' certifications than their experience. Moreover, the personal relationships had great impact on improving teachers' evaluation reports and the time spent by supervisors with teachers was short and not enough for evaluation. Based on these findings, supervision in the term of evaluation and feedback was not healthy, scientific and professional. The findings of Richard (1999) and Abu Naba'h et al. (2009) support this result and reveal that teachers would be concerned with the evaluation of

supervisors if supervisors make fair judgments about teachers and communicate positively with teachers during the evaluation process.

The fifth most employed domain was the 3rd. 'Supervision practice: Pre – during – post'. According to the results, the participant teachers were dissatisfied with the supervisors' role in terms of supervision practicing process in pre – during – post observation with teachers. That is because, teachers viewed supervision as inspection rather than supervision, for the great anxiety in teachers towards supervision which is resulted from the lack of: 1) plans for school visits, 2) pre-observational conference, and 3) scientific feedback objectively after classroom observation. Thus, resulted in the lack of mutual relationship between them (teachers and supervisors).

The last and the least frequently employed domain regarding the Kurdish EFL teachers' attitudes was the 1st. 'Notion of supervision'. Depending on the outcomes, the participating teachers stated that, in spite of the fact that the supervisors created fear and nervousness in teachers with looking for errors in observation, they had a great impact on developing classroom activities, defining problems and finding their solutions objectively. Thus, the results of this domain showed that Kurdish EFL teachers' attitude stayed neutral towards supervision in terms of 'notion of supervision'. In other words, depending on the results, supervision in Kurdistan was considered neither obstructive nor constructive.

Gender. The results of independent sample T- test to examine whether there were any significant differences between the two groups of gender (female and male) showed that the participants had significantly different attitudes in eight statements:

1. Statement 1: 'The supervisor helps teachers to improve their teaching skills and practice'. The results indicated that female participants believed that supervisors helped teachers to improve teachers' teaching skills and practice, more than the male participants. That is due to the fact that the supervisors behaved female participants more patiently than the male participants, which can be considered as the lack of professionalism in the process supervision.

2. Statement 2 'The supervisor helps teachers to overcome instructional problems'. These results indicated that the female participants conceived that the supervisors helped teachers to overcome instructional problems more than the male participants. That might be due to the fact that in such a male–dominated society, the female teachers have limited time to read and study, since they had to keep their houses, look after their children and etc. which made them tied up with home affairs seriously. For this, they were not exposed to bear such responsibility (overcome instructional problems) alone. Longwood University (2013), in its website asserted this and stated that in male- dominated society woman's job is inside home for bearing and rearing children, she is the house keeper and runs the errands.

3. Statement 14 'During the observation (classroom visit), teachers feel tense because of the existence of a person who is observing (evaluating) them'. According to the results male participants felt tenser than the female participants during observation. That is because the male teachers might feel different from female teachers. In male-dominated societies, men are more authoritative and powerful than females. Thus, they feel tenser than the female teachers during observation. In other words, the male teachers might feel tenser because of anxiety than the female teachers, during observation. Wang & Zhang (2012) supported

this and stated that 'The sense of anxiety for satisfaction and control is higher in male teachers' (p.26).

4. Statement 18 'After the observation (classroom visit), teachers get a written report of their evaluation'. The results indicated that male participants were more satisfied than the female participants in getting a written report of their evaluation, after classroom visit by a supervisor. The reason behind this was the female teachers might be more satisfied with their career than the male teachers which influenced their occupational stress. Williams & Greene (2010) supported this and stated that 'female teachers have higher job satisfaction levels than their male counterparts' (p. 40).

5. Statement 20 'The supervisor evaluates and measures classroom activities objectively'. This result indicated that male participants were more optimistic than the female participants in supervisors' evaluating and measuring classroom activities objectively. The reason is that the supervisors might be more serious with male teachers in the evaluation or the classroom measurements than with the female teachers.

6. Statement 25 'The supervisors I have met so far know English well'. According to the findings, male participants thought that the supervisors they had met until then knew English language well, more than the female participants. That is because the male participating teachers tried to use English Language and communicated with supervisors more than the female teachers. In other words, in male-dominated societies, limited interaction and feeling shyness prevented the female teachers practice their language with supervisors as well, hence they felt so.

7. Statement 27 'The supervisors I have met so far are like judges'. The results indicated that male participants believed that the supervisors met until then were

like judges, more than the female participants. That is for the fact that the male teachers pretended that they performed their duties and career better than the female teachers and the supervisors judged their achievements accordingly.

8. Statement 34 'The supervisor suggests remedial work to remedy the low level of students' achievement'. The results showed that female participant teachers understood that the supervisors suggested remedial work to remedy the low students' achievement levels more than the male teacher participants. That was for the reason that the female teacher might be more empathetic and serious with the students in teaching process considering it as their duty. Wood (2012) supported this and stated that 'female teachers are more giving of their personal time and show more empathy to their students' (p.329).

Qualification. The results of one- way ANOVA to examine significant differences between (educational background) *qualifications* of the participant teachers and their attitudes towards supervision indicated that there were significant differences between Diploma, BA and MA holders in the eight statements:

1. Statement 16 'During the observation (classroom visit), the supervisor takes some notes which makes teachers feel embarrassed'. The results of this statement showed that MA holder participants were more convinced than Diploma holders in feeling embarrassed when the supervisor takes notes during observation. The MA holders may feel more embarrassed with such kind of observation, since they may see themselves higher in qualification than the supervisors, i.e. the supervisors were Diploma holder. They became supervisors depending on their years of experience not on academic qualification. But for the group of Diploma holders, as less qualified and experienced teachers, supervisors' noting down their viewpoints on teachers' performance during observation might not be so

embarrassing like the MA holders. That is because of the supervisors' age and years of experience. Tshabalala (2014) supported this result and stated that "Most teachers were not inhibited in their lesson – delivery by the presence of the supervisor in the classroom" (p.31).

2. Statement 26 'The supervisors I have met so far are like a judge'. The result of this item indicated that Diploma holder participating teachers thought that the supervisors had been met until then were like judges more than the BA holders. According to these results, supervisors behaved to the Diploma holders judgmentally, since they thought that the Diploma holders were less experienced teachers. They needed guidance, explanations and requirements more than the BA holder teachers.

3. Statement 33 'Personal relationships contribute a lot to improve teachers' evaluation report'. Regarding the outcome of this statement, the group of Diploma holders believed that contribution of personal relationship had great impact on improving teachers' evaluation report more than the BA holders. That is due to the supervisors' lack of professionalism in supervising, or the BA holder might be more experienced and acquainted with enough knowledge to cope with the problems they faced more than Diploma holders. The findings of Abu Naba'h, et al. (2009) support these results, they revealed that "teacher's evaluation was affected by the degree of sociability between the teacher and the supervisor" (p.236).

4. Statement 36 'The supervisor imposes his own method of teaching upon teachers'. According to the results, Diploma holders agreed that the supervisors imposed their own method of teaching upon teachers more than the BA holders. These results indicated that Diploma holders might have been more competent. Besides, they often tried their own ways of teaching. Consequently, depending on their

experience, the supervisors were obliged to impose their methods that they thought were more beneficial for those teachers to follow.

5. Statement 38 'The supervisor is more interested in the daily plans than with students' achievements'. According to the results of this item, three significant differences can be seen among the groups, the group of Diploma holders strongly agreed and believed that the supervisors were more interested in the daily plans than the student achievements, more than the group of BA holders. On the other hand, the group of MA holders disagreed that the supervisors to be interested more in daily plans than the student achievements. This might be because of two reasons; *first*, it was related to the MOE teachers' evaluation which 25% of the grading is based on the daily plan preparation, which obliged supervisors to follow it. *Second*, Diploma holders graduated from two-year TEFL programs, they might be unable to set an academic and/or good daily plan, so they thought that the supervisors always focused on daily plan rather than the student achievements. The researcher believed that the same picture might be true for the BA holders and with MA holders.

6. Statement 39 'The supervisor is mostly for paperwork formalities and regulations'. The result of this item revealed that the group of Diploma holders agreed and thought that the supervision was mostly for paperwork formalities and regulations, more than the group of BA holders. This might be also because of two main reason; *first*, the supervisors were tied to an MOE form to evaluate teachers with, and it was repeated yearly without any improvement. *Second*, the supervisors were not expected to deliver new knowledge to the teachers and that was why the teachers believed that supervision was mostly for paperwork formalities and regulations.

7. Statement 45 'Female teachers hold different viewpoints from their male counterparts towards supervisors'. The result of this statement presented that the group of Diploma holders strongly agreed that the female teachers held different viewpoints from their male counterparts towards supervisors, more than the group of BA holders. This is also related to the male-dominated society that the supervisors usually behaved the female teachers more tendentious than their male teacher counterparts. Nadeem et al. (2011) supported this finding and stated that as compared to male teachers, the female teachers are given more respect by the society.

8. Statement 47 'The time spent by supervisors with teachers is short and not enough for evaluation'. This is also revealed that Diploma holders agreed and believed that the time spent by supervisors with teachers was very short and not enough for evaluation more than the BA holders. That is because the Diploma holders needed more time to be supervised (observed), guided, and evaluated than the BA holders. All Diploma holders graduated from two-year TEFL programs. They studied English methodology and they were prepared to be teachers in Central Teachers' Institutes in Kurdistan.

Experience. The outcomes of one-way ANOVA to examine significant differences between the participant teachers' *teaching experience* and their attitudes towards supervision showed that there were significant differences between the groups 1-5, 6-10, 11-15 and 16-20 teachers' years of experience in five statements:

1. Statement 17 'After the observation (classroom visit), the supervisor provides teachers with feedback using objective observational data'. The result of this statement revealed that teachers with 1 to 5 years of experience thought that

the supervisors provided teachers with feedback depending on the using of objective observational data, after the observation (classroom visit), more than teachers with 6 to 10 years of experience. As the 1 to 5 years of experience group was somehow new in teaching process, they might not be aware of enough instructional methods. So, they need such feedback at their beginning years of teaching career, but the teachers with 6 to 10 years of experience had more qualification and more expertise about teaching and/or they might have been acquainted with such guidance or recommendations. In other words, 6 to 10 years of experience teachers were right, because the supervisors did focus on those who have been accustomed with such feedbacks before (for more than 5 years constantly). Ünal & Ünal (2012) supported these findings and stated that years of experience has an   important role on the beliefs of the teachers, as it made teachers change their belief as they gain experience over the time they are teaching.

2. Statement 22 'The supervisor creates fear and nervousness in teachers'. The result of this item indicated that the group of teachers with 1 to 5 years of experience thought that the supervisors created fear and nervousness in teachers, more than teachers with 11 to 15 years of experience. At the same time, teachers with 11 to 15 years of experience thought that the supervisors created fear and nervousness in teachers, more than teachers with 6 to 10 years of experience. As it was revealed in these results, the group of 1 to 5 teachers were accustomed to be visited, observed and criticized directly before, regarding their instructional career with the presence of someone in the classroom as a supervisor to observe their behaviour and teaching performance like teachers with 11 to 15 years of experience. The references and/or comments for the other groups 11 to 15 and 16 to 20 years of experience teachers were almost the same in terms of inexperienced teachers towards qualified and experienced teachers. To support these findings,

Ünal and Ünal (2012) stated that, in instructional management, when teachers became more experienced their behaviour became more controlling and they did not feel fear and nervousness in teaching.

3. Statement 24 'The supervisors I have met so far have guiding skills'. The result indicated that teachers with 16 to 20 years of experience thought that the supervisors they had met until then had guiding skills more than teachers with 6 to 10 years of experience. Likewise, teachers with 6 to 10 years of experience thought that the supervisors had been met until then had guiding skills more than teachers with 11 to 15 years of experience. Furthermore, teachers with 11 to 15 years of experience thought that the supervisors they had met so far, had guiding skills more than the teachers of 1 to 5 years of experience. According to these results, the group of 16 to 20 years of experience teachers might believe so, because they knew the efficiency of supervision process, with their great experiences dealing with the challenges they faced in teaching process and / or might have got a great satisfaction with their job experience, whereas the group 6 to 10 years of experience might not have got such beliefs with their little of experience. Longwood University (2013) supported this findings and stated that "the very youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers" (p.7). The same idea might be true with the other groups as Kalule & Bouchamma (2013) supported the findings and stated that "the older the teacher, the more closely they were associated with the professional development activities proposed by their supervisor" (p.100).

4. Statement 29 'Supervisors' authority stems from teachers' confidence'. According to the results, teachers with 6 to 10 years of experience thought that the supervisors' authority stemmed from teachers' confidence more than the teachers with 11 to 15 years of experience. Moreover, the teachers of 11to 15 years of

experience, also thought that the supervisors' authority stemmed from teachers' confidence more than 1 to 5 years of experience. This is because, less experienced teachers need more support or feedback in front of supervisors and trusted more on supervisors. On the other hand, the 11 to15 years of experienced teachers stated that supervisors' authority stemmed from teachers' confidence more than 1 to 5 group. That is because, the very novice teachers did not familiarize with enough reliable knowledge regarding instructional methodology. Moreover, the supervisors treated them very formally and applied the recommendations of MOE regardless differentiation between them. In other words, the 1 to 5 years of experience teachers (inexperienced teachers) did not associate well with supervision process, but for 11 to 15 years of experience teachers as they were more experienced and qualified, they had different point of views and understandings concerning supervision. This way of thinking and cooperation would affect teachers' views and tend to be more positive towards supervision. To support these findings, Glanz (1994), Bennet (1995) and Bulach (1997) found that when the teachers' way of thinking is respected by the supervisor and cooperated with teachers', the teachers' views of supervision process tended to alter positively.

5. Statement 46 'The supervisor is interested in teachers' qualifications more than experience'. The results indicated that teachers of 1 to 5 years of experience thought that the supervisors were interested in teachers' certifications more than their experience more than teachers of 6 to 10 years of experience. At the same time, teachers of 6 to 10 years of experience believed that the supervisors were interested in teachers' qualifications more than their experience more than teachers with 11 to 15 years of experience. At the same time, teachers with 11 to 15 years of experience thought that the supervisors were interested in teachers'

qualifications more than their experience more than teachers 16 to 20 years of experience. As the results indicated, teachers of 1 to 5 years of experience, are somehow new and got insufficient information in teaching (novice teachers). Their less and/or limited experience, limited their instructional achievements. The supervisors thought that the higher certification holders are the more experienced teachers. They might also believe that the experience resulted from constant practicing and permanency in teaching, thus the more qualified teachers got more expertise and information about their career. In this way, the 1 to 5 years of experience teachers, thought that the supervisors were interested in teachers' certifications more than their experience. Based on these findings and discussions, it can be said that the other groups, regarding the current significant difference (item) is the same because the more qualified teachers studied more instructional methods. Fasasi (2011) supported this and stated that "perception of supervisory roles tends to be different between experienced and less experienced teachers" (p.135).

Educational Implications

The researcher believed that the study was very important to enhance the process of learning through its findings, since the aim of educational supervision is to improve instructional process and contribute to the teachers' development to improve student learning and educate them scientifically. Moreover, the operational instructional supervision is an important tool in achieving that primary goal of the schools. Thus, the researcher believed that it provides a deeper understanding of the Kurdish EFL teachers towards the role of educational supervision in Kurdistan. Moreover, the results, can help the ELS to identify and evaluate their role to develop more positive attitudes towards

EFL teachers in the process of education in KRG. With the knowledge gained from this study, the MOE can guide the supervisory sector to have innovative and different attitudes towards supervision in the content area. Finally, through the information gained from this work, the process of education can also be guided in KRG to cultivate learning in the future with new collaborative model of supervision.

In terms of 'notion of supervision', the teachers should be familiarized with the practice and understand that they are provided with adequate support by the educational supervision to encourage them to develop their own ways and means for using their own capabilities that will create a culture of collaboration or community of practice in the process of education.

In terms of 'relationship with teachers', there have to be a powerful interpersonal relations involved between the educational supervisors and the teachers to support the process of instruction. Moreover, they should be a friend, consultant, advisor and a co-worker as team members in a team to provide the best possible programs to the learners because the supervision process deals with engaging teachers in educational discourses aiming at improving instruction and helping learners (boys and girls) with improving teaching.

In terms of 'supervision practice; pre–observation, during–observation and post-observation conferences', the supervisors have to be very collaborative with the teachers and must create a strong dynamic relationship to be trusting friends. Furthermore, the supervisors must arrange their school visits systematically, and examine the existing reality with the whole performance done in the classroom during the teaching process. Consequently, this creates great opportunities to identify and explore the limitations as well as the positive aspects of the teaching performance. Finally, with the feedback

provided by the educational supervisors, the observed teachers are encouraged to think more critically and grow professionally in their career.

In terms of 'professional growth and development', the supervisors have to help the teachers with their career in providing educational materials to practice and improve teachers' teaching skills. Furthermore, for the sake of bridging the gaps, overcoming instructional problems, and using modern teaching utilities, the supervisors must help teachers to identify their strengths and weaknesses through the activities that are aimed to improve instructional process.

In terms of 'curriculum: teaching and learning', under the guidance of the MOE the supervisors should provide teachers with necessary teaching resources for teaching any curriculum and   recent assessment techniques to develop English language curricula in cooperation with teachers. They also have to train teachers from time to time to use modern teaching techniques and give teachers the chances to discuss ways of solving any problems with the curriculum through focusing on specific teaching methods to develop students' thinking and communication skills as well.

In terms of 'evaluation and feedback', the supervisors must act collaboratively with teachers as problem solvers and decision makers, which will provide opportunities for   supervisors to observe and evaluate their instructional intervention in action and provide more constructive feedback to   teachers. This will result in   professional development. Because supervision and evaluation are unseparated actions; they go side by side and affect one another   to improve quality of teaching and learning.   .

Recommendations

Based on the above conclusions, the following recommendations can be made:

- Educational supervision should be well-planned, scheduled and frequently practiced. Sufficient time should be allotted for supervision by the MOE in KRG through taking benefit from the experience of the educational professionals in the process of education.

- Under the guidance of the MOE, the supervisors should offer training courses to teachers from time to time to use modern teaching and assessment techniques to improve quality of instruction and develop English language curricula in cooperation with teachers.

- The study recommends the MOE, (through the main bureau of supervision), to organize regular workshops, seminars and conferences in order to update the educational supervision process concentrating more on innovative instructional supervision approaches.

- Kurdish EFL supervisors have to be more cooperative with teachers by providing them necessary teaching resources for teaching any curriculum.

- For the sake of better awareness of the process of education, as well as suggesting problem solving practices, each supervisor is to be responsible for a small number of schools (1 to 5). Besides he/she has to supervise the teachers of his/her on specialty.

- Through taking benefit from the developed countries in the field of education, the MOE has to think about a new mechanism for training supervisors like (sending them abroad), to acquaint supervisors with various recent models, principles and techniques of supervision.

- Kurdish ELSs have to pay the teachers more than two supervisory visits during an academic year since the time spent by supervisors with teachers is short and not enough for the process of evaluation.

- Kurdish ELSs have to change their inspection practices; they need to be more friendly and collaborative with teachers. instead of focussing on hunting teachers' faults and shortcomings,

- It is recommended that the MOE should increase the number of workshops and seminars for supervisors. These seminars and workshops would help supervisors keep abreast with recent supervisory trends like having plans for school visits and meeting sessions before observation and giving scientific and objective feedback after classroom observations.

- The supervisors should be cooperative with teachers and give them chances to discuss ways of solving any problems with the curriculum and focusing more on specific teaching methods in order to make them feel autonomous in their career.

- The supervisors should avoid autocratic and bureaucratic behaviour and conduct modern supervisory practices in a democratic sense to obtain teachers' confidence.

Recommendations for Further Research

In the light of the findings/ results and the limitation of the study, several recommendations can be given for further research studies. The researcher conducted this study in Raniyah City and used 320 EFL teachers as participants of the study. Other researchers, can replicate this study in other cities in KRG with more participant teachers, so as to investigate their attitudes towards supervisors in different contexts in order to improve educational practices. The researcher did not use supervisors as participants in

the study, so more research   can be conducted to scrutinize supervisors' attitude towards the supervision process. Furthermore, no principals (school managers) were included in the study, therefore, further research can be conducted to examine principals' perceptions towards supervisors. Furthermore, this study was quantitative, since only survey method was used to collect data from the participants. But in future studies, both quantitative and qualitative methods can be used.

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APPENDICES

Appendix A

<u>Teachers' Questionnaire</u>

Dear teacher,

The researcher is interested in exploring Kurdish EFL teachers' attitude towards supervision. Please kindly spare a few minutes of your time to fill out this questionnaire. Your responses to this questionnaire will be treated with utmost confidence and will be used for academic research purposes and will also help to improve the role of supervisors in the process of EFL teaching and learning in Kurdistan. Please read each item carefully and *circle* or *tick* the letter that best applies to you. *You do not have to write your name.*

Thanks for your kind cooperation, it is appreciated

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The questionnaire consists of two parts:

Part 1:

Would you please answer the following short questions?

1. I teach at: ☐ basic-school   ☐ high-school

2. Gender: ☐ male   ☐ female

3. Certification: ☐ Diploma   ☐ Bachelor   ☐ MA   ☐ PhD

4. I have been teaching English for: ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ 31-35   ☐ 36-40

Part 2: General statements

Directions: Please read each of the statements below. Decide to what extent you agree or disagree with each statement. Circle the letter that best matches your choice for each statement. *Go with your first judgment and do not spend too much time on any one statement.* **PLEASE *ANSWER EVERY QUESTION.***

1. *Responses*: A = Always   O = Often   ST = Sometimes
                  S = Seldom   N = Never

Statements	Always	Often	Sometimes	Seldom	Never
1. The supervisor helps teachers to improve their teaching skills and practice.	A	O	ST	S	N
2. The supervisor helps teachers to overcome instructional problems.	A	O	ST	S	N
3. The supervisor provides educational materials and assists teachers in their courses.	A	O	ST	S	N
4. The supervisor helps teachers to discover their shortcomings.	A	O	ST	S	N
5. The supervisor inspects more than supervises.	A	O	ST	S	N
6. The supervisor aims to control teachers, rather than improvement.	A	O	ST	S	N
7. The supervisor increases teachers' motivation and morale.	A	O	ST	S	N
8. The supervisor plans to develop teachers' teaching abilities .	A	O	ST	S	N
9. The supervisor is creative in his work.	A	O	ST	S	N
10. The supervisor makes contribution to teachers' professional growth.	A	O	ST	S	N
11. Before the observation (classroom visit), teachers have a meeting session with the supervisor to state their personal concerns, expectations and problems.	A	O	ST	S	N
12. Before the observation (classroom visit), teachers discuss the characteristics of the classes and the lessons with the supervisor.	A	O	ST	S	N
13. Before the observation (classroom visit), the supervisor decides everything on his own.	A	O	ST	S	N

Statements

	Always	Often	Sometimes	Seldom	Never
14. During the observation (classroom visit), teachers feel tense because of the existence of a person who is observing (evaluating) them.	A	O	ST	S	N
15. During the observation (classroom visit), the supervisor takes some notes which makes teachers nervous. .	A	O	ST	S	N
16. During the observation (classroom visit), the supervisor takes some notes which makes teachers feel embarrassed.	A	O	ST	S	N
17. After the observation (classroom visit), the supervisor provides teachers with feedback using objective observational data.	A	O	ST	S	N
18. After the observation (classroom visit), teachers get a written report of their evaluation.	A	O	ST	S	N
19. The supervisor relies on scientific and objective criteria.	A	O	ST	S	N
20. The supervisor evaluates and measures classroom activities objectively.	A	O	ST	S	N
21. The supervisor defines the problems and helps in their solution.	A	O	ST	S	N
22. The supervisor creates fear and nervousness in teachers.	A	O	ST	S	N
23. The supervisor focuses mostly on the teachers rather than students.	A	O	ST	S	N
24. The supervisors I have met so far have guiding skills.	A	O	ST	S	N
25. The supervisors I have met so far know English well.	A	O	ST	S	N
26. The supervisors I have met so far are like a judge.	A	O	ST	S	N
27. The supervisors I have met so far have at least BA degree.	A	O	ST	S	N
28. The supervision is more or less "looking for errors".	A	O	ST	S	N

2. **_Responses:_**   **SA =Strongly Agree**   **A = Agree**   **N = Neutral**

D =Disagree   **SD =Strongly Disagree**

Statements	Strongly Agree	Agree	Neutral	Disagre	Strongly Disagre
29. Supervisors' authority stems from teachers' confidence.	SA	A	N	D	SD
30. The supervisor provides the teachers with recent assessment techniques.	SA	A	N	D	SD
31. The supervisor provides teachers with necessary teaching resources for teaching any curriculum .	SA	A	N	D	SD
32. The supervisor distinguishes between the males and females during classroom supervision.	SA	A	N	D	SD
33. Personal relationships contribute a lot to improve teachers' evaluation report.	SA	A	N	D	SD
34. The supervisor suggests remedial work to remedy the low level of students' achievement.	SA	A	N	D	SD
35. Teachers are convinced of what the supervisor says about the ideal teaching methods.	SA	A	N	D	SD
36. The supervisor imposes his own method of teaching upon teachers.	SA	A	N	D	SD
37. The supervisor has more interest in the teachers' strength of character in the class .	SA	A	N	D	SD
38. The supervisor is more interested in the daily plans than with students' achievements.	SA	A	N	D	SD
39. The supervisor is mostly for paperwork formalities and regulations.	SA	A	N	D	SD
40. Teachers' performance improves after the supervisors' visit.	SA	A	N	D	SD
41. The supervisor develops English language curricula in cooperation with teachers.	SA	A	N	D	SD
42. The supervisor focuses on a specific teaching method in teaching English for the secondary stage.	SA	A	N	D	SD
43. The supervisor trains the teachers to use modern teaching techniques.	SA	A	N	D	SD
44. The supervisor lets the teachers discuss ways of solving any problems with the curriculum.	SA	A	N	D	SD

Statements	Strongly Agree	Agree	Neutral	Disagre	Strongly Disagre
45. Female teachers hold different viewpoints from their male counterparts towards supervisors.	SA	A	N	D	SD
46. The supervisor is interested in teachers' qualifications more than experience.	SA	A	N	D	SD
47. The time spent by supervisors with teachers is short and not enough for evaluation.	SA	A	N	D	SD
48. The supervisor studies the plans prepared by teachers carefully.	SA	A	N	D	SD

Thanks for your kind participation, it is appreciated.

Appendix B.

Approval letter from General Directorate of Education in Raniyah

The supervision main unit.