

# Secondary Teachers' Attitudes Regarding Educational Supervision

Dr. Mekki Sihem <sup>1</sup>, Dr. Djamel Belbekkai <sup>2</sup>

<sup>1</sup>Higher Normal School -Asia Djabbar, Constantine (Algeria).

<sup>2</sup>High School Teachers For Technological Education, Skikda (Algeria).

Received: 15/02/2023 , Published: 03/02/2024

## Abstract:

This paper aims to identify secondary teachers' perspectives regarding educational supervision as well as the role of the inspector in convincing teachers of his/her applied supervisory method. The previous viewpoint has given way to a new one that believes in the developmental supervision method, as this new method stems from the supervisor's ability to anticipate the future and stay current on educational developments in the professional development field. This includes the ability to forecast future educational needs for the organization and the administrative direction of education. In addition, the developmental supervision method comprises the presentation of educational innovations and their incorporation into study programs, content, practices, and means, as well as the target audience. The goal is to prepare in advance for new roles and tasks to instill a sense of seriousness in the educational process and propel it forward.

**Keywords:** Perspectives, role, education, program, method.

## I. INTRODUCTION

The school is a learning and raising institution with specific rules and regulations established to guide society toward all advancement. Furthermore, its goal is to actualize a great concept and a high notion. Its concept is to educate every child to make him or her a valuable member of society through structured instruction and ongoing training. However, regardless of how the professors, the system, or the students change, the spirit, ideals, and traditions of the school remain constant. The most essential principle that the school must strive for is to fully and holistically educate the child-spiritually, mentally, physically, nationally, emotionally, morally, and socially-so that he can fulfil his responsibilities. The purpose of school is not to teach children to read, write, and count, but rather to prepare them for the

demands of the society in which they live (Al-Khatib, 1998, p. 111).

Only by preparing competent and skilled teachers with a desire to teach and a passion for the teaching profession, as well as a thorough understanding of child psychology and current educational methods, can the school exist. The function of the school is not only to educate but also to teach and do what the home has neglected in terms of morale and habits necessary for success in life. As a result, we believe it is difficult for an educator to work if he is dishonest in his profession. This latter cannot carry out his responsibilities without the assistance, direction, and supervision of a specialist who is familiar with the educational environment and all of its problems and barriers. In this regard, Algeria is one of the human societies pursuing new policies aimed at reforming

the educational system and adapting it to the era's social and economic realities.

This renewal and reform cannot be satisfied by developing plans without putting them into action, developing a curriculum without coordinating it, and applying established supervision methods.

Because it is part of the educational process, educational supervision is an important need. It is seen as the foundation of on-the-ground follow-up, and so the educational process is ongoing. Furthermore, the educational conditions that students encounter evolve quickly in order to meet the needs of a society in full change and to move to the best. The traditional view of supervision as the surrender of control and the identification of teacher mistake has given way to a modern supervision process in which experimentation has become its distinguishing feature. If the educational process becomes permanent and routine, it becomes an object of interrogation and testing under the new idea of supervision, as it is submitted to review and analysis at all phases in order to alter and improve it.

Because this modern notion of supervision is founded on the fact that it is a dynamic and changing concept, rather than a rigid and sclerotic one derived from societal requirements and purposes, it is more flexible and adaptable (Allam, 2000,p.38). It tries to attain these goals in a sound and realistic manner, in accordance with society's philosophy and values. Between these two ancient and modern views, current research focuses on secondary school teachers' attitudes toward the science of supervision. The educational supervisor, whose performance is determined by the success of the supervisory process at the rocedural level, where all efforts, both practical and administrative, and varied educational activities are crystallized.

### **The study problematic:**

The role of supervision entails objective formulae such as field control, assessment, supervision, direction, orientation, and career ladder advancement. The more this activity is founded on the finest scientific technique, the more it will benefit the instructor and student, and therefore the educational process as a whole.

Algeria was constructing an integrated education system that adapts to current situations, pursues the development pillar, and helps the development of people's capacities to establish a human society that ensures security, freedom, and prosperity for everyone. At this level, it is vital to investigate features of our educational system, such as the compulsory time, the school form, the substance of curriculum and textbooks, and the supply of teaching aids and guidance and counselling services for students. In addition, it is crucial to prepare teachers and educational and school management models, as well as educational orientation and supervision, so that education may play an effective role in achieving societal goals.

Pedagogical surveillance is required at all levels of schooling. It is especially important in secondary school because this educational level is critical in our society. This is due to its contribution to the improvement and growth of the many components of the educational process, guiding it towards the attainment of the goals and objectives set out (Ismail, 1993,p.105). The Algerian educational institution is currently facing several complaints. Because pedagogical supervision is part of the educational institution, this critique affects it for various reasons, including the issue of assessment, the relational foundations on which pedagogical supervision is built, and the nature of the supervisor. On this basis, we attempt to shed light on the reality of the supervision process in secondary schools, and the problematic raised through the central question of this research is the

following:

Are secondary school teachers' attitudes toward pedagogical supervision positive?

## 2. The study Hypothesis and indicators:

The following hypotheses have been developed on the basis of the study's theoretical aspect and questions raised in the context of the overall research study:

### 2.1 General hypothesis

The attitudes of secondary school teachers toward pedagogical supervision are positive

### 2.2 Partial hypothesis

1- The attitude of secondary school teachers towards the personal qualities of the supervisor is positive.

2- Secondary school teachers' attitudes towards the relationship aspect of the supervisor are positive.

3- Secondary school teachers' attitudes towards the evaluative side of the educational supervisor are positive.

The research aimed to address the issues given in the problematic using three

primary indicators and eight sub-indicators, referred to as "study indicators".

## 3. The study samples:

One of the most significant works a researcher has is selecting the sample on which to carry out his research, because most educational phenomena include a huge number of items. As a result, the researcher had to choose a sample, i.e. individuals representing the group, investigate, and then generalize his results to the entire group. To get a representative sample, the researcher must follow a specified approach, items, organized and controlled settings, and fulfil all of the standards and features of the original community (Jaber,1973,p.33).The sample consisted of 60 out of 138 male and female teachers, representing 43.4% of the research population. The research group was selected from four secondary schools in the commune of Constantine, and the percentages of the groups in the sample reflect their presence in the study community. The table below depicts the total sample and the distribution of its members based on the groupings that comprise the designated community.

**Table 1.The distribution of the sample by categories**

Categories	Total categories	Percentage	Sample number	Sample category number
<b>Sisters Saadan</b>	33	26.66	60	16
<b>Jugurtha</b>	45	33.33		20
<b>El-Taieb El-Okbi</b>	32	16.66		10
<b>Soumeia</b>	28	23.33		14
<b>Total</b>	138	100	43.4	60

**Source :**The researchs fields.

## 4. Materials and Methods

This case study was conducted during the school year 2003-2004.

The research was limited to secondary school teachers. Because of the facilities accessible to us, the city of Constantine was chosen for the field research.

This survey was conducted in four secondary schools that represented all of the secondary schools in Constantine city, namely Jugurtha Secondary School - El-Taieb El-Okbi Secondary School - Soumeia Secondary School the Sisters Saadan Secondary School.

## 5. The study approach

The type of research being conducted and its objectives are essential factors in determining the approach used in any study, as well as the relationship of this approach with the issue and the sort of data that the study seeks to get. As a result, the descriptive approach is the most appropriate for the present study. Furthermore, the study's topic is trend analysis, which involves obtaining data to analyse and identify principal directions and their negative or positive nature. Dr Fakher Aqeel has said: "Descriptive research reveals specific facts about current situations and ignites relationships by providing helpful and valuable information. As a result, it assists in planning, reforming, and laying the proper foundations for direction and change. In addition, it aids in understanding the present and its causes and drawing plans and orientations (Fakhir, 1982,p.129).

### 5.1 Data collect tools:

The survey questionnaire was developed to examine the validity of the hypotheses using the descriptive approach used to gather data for this study. According to Abd al-Rahman Adas, "descriptive data is frequently obtained using questionnaires and observation methods" (Touq.1984, p.110).

#### 5.1.1 The questionnaire:

Also known as the survey; It is a valuable scientific research tool widely used to obtain facts, identify circumstances and conditions, and study attitudes, and views. This questionnaire supplemented and completed the observation. It is frequently the only practical way to carry out a scientific study. The present questionnaire was designed to elicit secondary teachers' statements toward the educational supervision process. The purpose is to learn about the inspector's characteristics and to activate the teachers' relationship with him,

as well as his methods for evaluating. The questionnaire had three sections, each of which held a group of items, for 28. The questionnaire's paragraphs were structured as closed questions with only three acceptable answers: agree, disagree, and do not know.

#### 5.1.2 The questionnaire validity:

To ensure the validity of the questionnaire and to measure the reality of what needed to be measured, the following steps were taken:

#### 5.1.3 Refereescredibility:

The questionnaire was presented in its initial form to a group of three referees, whom were Bukhnan Saleh: Professor at the Institute of Psychology and Educational Sciences. An inspector in EL-OUED: Mansouri Abdel Karim, and another in the province of Abdel Moumen in Constantine. They were asked to give their opinion on:

- The questionnaire question formulation is based on two factors: Clarity and proper language
- The relationship between the questions and the study's topic;
- The breadth of knowledge in many facets of the study's subject.

After defining the study's problematic and hypotheses and conducting the review procedure, certain questions were revised and others were introduced. The corrections were confined to terminology, so complex questions like questions No. 01 and 04 were simplified.

We determined the validity of the questionnaire with a high degree of certainty based on the referees' observations, which were limited to a few changes in the language and structure. The observations were employed to develop the questionnaire in its final form, as shown in Annexes n° 1 and 2.

## 6. Data analysis and presentation method

Throughout our research, we have not merely presented the qualitative and quantitative data collected but rather analysed and interpreted them statistically. Thus, we treated the information obtained through the statistical processing of the questionnaire after tabulating it appropriately. The total number of tables reached nine. The tables' content was interpreted and analysed following the study's aspects.

As previously stated in the definition of the approach used, the statistical methods used in the presentation of quantitative data were to apply addition to percentages according to the equation:

**Percentage: The number of repetitions x 100 / total repetitions**

The attitudes were identified, where (-) represents the negative attitude, and (+) the positive attitude, and were followed by an in-depth analysis and interpretation.

**7. Data presentation, analysis, and interpretation**

**A. General results of the first indicator: Personal characteristics**

**A-1-Table 2.** Represents rigour and organisation at work:

Quest No:1-2-3

Alternatives Expressions	Agree		Disagree		Do not know		Total		Attitude orientation
	T	%	T	%	T	%	T	%	
1	+54	90	04	-	-2	3	60	100	+0.86
2	+54	57	15	-	-11	18	60	100	+0.38
3	+53	88	03	-	-4	7	60	100	+0.81

**Source:** Form SPSS

From the table, it is clear that respondents answer positively to all indicator sentences related to rigour and organisation at work. Secondary school teachers answered positively to the indicator sentences, and these responses are represented in sentences 1, 2 and 3, the wording of which was, for sentence 1, "Your inspector is organised", and for sentence 2, which was worded as follows: "Your supervisor is severe". The third sentence is "Your supervisor is eager to complete his work." Sentence 1 demonstrates how well

organized the supervisor is at work. He may be eager to complete his work, but he does not have to be strict. This contributes to the smooth operation of the supervisory process, which positively affects the educational process to meet the school's goals. In terms of the sample individuals' responses to the indicator phrases, 54 teachers, responded, and the attitude is estimated to be positive (+0.86) towards the inspector being regarded as a regulator and more eager to perform the work than strict, which is confirmed by the previous results.

**A- 2- Table 3.** Resents rigour and organisation at work:

Questions No: 4-5-6-7

Alternatives	Agree	Disagree	Do not know	Total	Attitude orientation

<b>Expressions</b>	<b>T</b>	<b>%</b>	<b>T</b>	<b>%</b>	<b>T</b>	<b>%</b>	<b>T</b>	<b>%</b>	
<b>4</b>	+48	80	09	-	-3	5	60	100	+0.75
<b>5</b>	+48	80	06	-	-6	10	60	100	+0.7
<b>6</b>	+39	65	14	-	-7	12	60	100	+0.53
<b>7</b>	+33	65	18	-	-9	15	60	100	+0.4

Source: Form SPSS

The percentage of respondents who answered the indicator sentences was 80%, or 48 respondents. While working with the supervisor, teachers are generally positive about his method, as seen by the results of the first and second lines of the table. According to the results of the first and second tables, organisation and the desire

to complete work are inextricably linked to the approach of the inspector, who does work outside of the law and opens the way for dealing with teachers without control and with complete democracy. The attitudes were positive and did not change much in terms of the two indicators.

**A- 3- Table 4:** Represents the communication of the supervisor with teachers:

Questions No: 8-9-10-11

<b>Alternatives Expressions</b>	<b>Agree</b>		<b>Disagree</b>		<b>Do not know</b>		<b>Total</b>		<b>Attitude orientation</b>
	<b>T</b>	<b>%</b>	<b>T</b>	<b>%</b>	<b>T</b>	<b>%</b>	<b>T</b>	<b>%</b>	
<b>8</b>	+39	65	14	-	-7	12	60	100	+0.53
<b>9</b>	+43	72	11	-	-6	10	60	100	+0.61
<b>10</b>	+15	25	26	-	-19	32	60	100	-0.06
<b>11</b>	+25	42	15	-	-20	33	60	100	+0.08

Source: Form SPSS

Based on our findings, we conclude that the supervisor works diligently to improve both the supervisory and educational processes to achieve the desired results. The estimated percentage of respondents who responded to the indicator phrases was 72% or 43 respondents. In general, teachers are positive about the inspector's relationships with them, including the inspector's ability to accept responsibility and work without fear or interference from others trust in oneself, and problem-solving. Moreover, the previous two models support the result and the strength of the attitude is estimated to be +0, 61.

#### **A- The first indicator general results: Personal characteristics**

In our study of secondary teachers' attitudes towards supervisor personal characteristics, we found that the majority of them had positive answers, which is reflected in the attitude results, which is estimated to be +0, 53. In this regard, the indicator was met; the qualities that the inspector possesses enable him to carry out his duties with diligence and care, and to achieve the desired outcomes of the supervising process, which has been and continues to be the subject of research and interest by a wide range of experts.

**B– The second indicator general results: The rational aspects:**

**B –1– table 5:** Represents the nature of the relationship between the supervisor and the teacher: Questions No: 12-13-14-15

Alternatives Expressions	Agree		Disagree		Do not know		Total		Attitude orientation
	T	%	T	%	T	%	T	%	
12	+25	42	15	-	-20	33	60	100	+0.08
13	+45	75	9	-	-6	10	60	100	+0.65
14	+26	43	15	-	-19	32	60	100	+0.11
15	+40	67	15	-	-5	8	60	100	+0.58

Source: Form SPSS

It is concluded that the inspector works hard to pay attention to the problems and impediments that impede the professor's performance. This is done to improve and prepare the environment for work, including the relationships during the supervision process.

The percentage of responses to the indicator phrases was estimated to be 75%, or 45. In general, professors have a positive relationship with the inspector, as evidenced by their attitude, which is estimated to be + 0.65.

**B-2- Table 6:** Represents the respect and satisfaction from the professor toward the inspector: Questions No: 16-17-18-19

Alternatives Expressions	Agree		Disagree		Do not know		Total		Attitude orientation
	T	%	T	%	T	%	T	%	
16	+25	42	15	-	-20	33	60	100	0.09
17	+31	52	20	-	-9	15	60	100	+0.36
18	+52	87	5	-	-3	5	60	100	+0.81
19	+45	75	10	-	-9	15	60	100	+0.6

Source: Form SPSS

We can see from the results that the inspector treats his employees as human beings capable of exchanging ideas and taking on responsibilities. In addition, he treats them equally throughout his visits, with no arrogance or bias toward any of them. Thus, the teacher must have faith in his supervisor to be willing to accomplish any work assigned to him. As for the percentage of responses to the indicator sentences, the percentage was estimated at 87%, or 52 respondents. The intensity of the teachers' general attitude is positive and tends towards satisfaction and respect,

which is confirmed by the attitude intensity estimated at 0.81 +.

**C. Second indicator general results: Rational aspect**

Through our study of secondary school teachers' attitudes towards the relational aspect of the supervisor, predominantly positive results were obtained with regard to the inspector's relations. This is reflected in the attitude intensity estimated at +0.40, at which the second indicator was reached.

From this positive attitude, we can infer that the inspector is aware of the

treatment and comprehension method and welcomes discussion to foster interpersonal connections that support the reality of the educational process.

### D- Third indicator general results: Evaluation aspect

**D-1- table 7:**Tools adopted for the evaluation: Questions No: 20-21-22-23

Alternatives Expressions	Agree		Disagree		Do not know		Total		Attitude orientation
	T	%	T	%	T	%	T	%	
20	+40	67	13	-	-7	11.33	60	100	+0.55
21	+55	92	3	-	-2	3	60	100	+0.88
22	+46	77	11	-	-3	5	60	100	+0.71
23	+43	72	9	-	-8	13	60	100	+0.28

Source: Form SPSS

The findings show that the inspector is attempting to enhance the teacher's abilities by utilizing research and experimentation techniques as well as by exposing the teacher to fresh and cutting-edge educational opportunities. 92% of respondents, or 55 teachers, responded to

the indicator phrases. In general, the attitude towards sentences ranging from 20 to 23 reflects the inspector's interest in the tools approved by the teacher during the instructional process, as the intensity of attitude is estimated to be + 0.88.

**D-2- Table 08:** Represents methods of evaluation: Questions No: 24-25-26-27-28

Alternatives Expressions	Agree		Disagree		Do not know		Total		Attitude orientation
	T	%	T	%	T	%	T	%	
24	+9	15	6	-	-45	75	60	100	-0.6
25	+22	37	16	-	-22	37	60	100	00
26	+33	38	8	-	-29	49	60	100	-0.15
27	+19	32	16	-	-3	51	60	100	+0.26
28	+48	80	3	-	-9	15	60	100	+0.65

Source: Form SPSS

According to the findings, both the professor's evaluation process and the inspector's reliance on objective process methods are related. In addition, the supervisor is concerned with the human aspect and the effort put forth by the teacher to benefit both the educational process in general and the encumbrance process in particular.

There were 48 respondents, or 80%, of those who answered. Hence, the intensity of the attitude toward the evaluation

methods, estimated at +0.65, has not changed much.

### General results of the third indicator: Evaluation aspect

Positive results were obtained from our study of secondary school teachers' attitudes toward the assessment aspect of the supervisor. This is indicated in the attitude intensity estimated +0.40, from which the third indicator was obtained.



This highlights the significance of assessment and the method used to assess the performance of the teacher. A factor contributes to the development of positive human relationships and personal qualities that must be provided in order to prepare the school environment for the enrolment and educational processes.

## 8. CONCLUSION

Based on all of the results obtained and after analysing and commenting on the data collected through the questionnaire, which aims to answer the central question: Are secondary school teachers' attitudes toward pedagogical supervision positive? The following hypothesis was employed in this study: secondary school instructors have positive attitudes regarding the instructional supervision process. The study hypothesis is met, as the intensity of the attitude reaches (+0.48), owing to the instructors' belief in the supervisory approach used by the pedagogical supervisor. The previous viewpoint has given way to a new one that believes in the developmental supervision method. This new method stems from the supervisor's ability to anticipate the future and stay current on educational developments in the professional development field.

This includes the ability to forecast future educational needs for the organization and the administrative direction of education. In addition, the developmental supervision method comprises the presentation of educational innovations and their incorporation into study programs, content, practices, and means, as well as the target audience. The goal is to prepare in advance for new roles and tasks to instil a sense of seriousness in the educational process and propel it forward. Thus, Given that evolution follows the pace of human life, our current era has witnessed numerous developments in several fields. In education, it is observed that the school is oriented toward the effective scientific

method by the nature of daily life. To achieve scientific progress, schools focus on all aspects of education, including study programs, teacher training, and new educational aids. In addition, schools have emphasized educational supervision since it is an integral component of the educational process. It enables students to improve their academic performance and teachers to develop their professional skills through ongoing training

## 9. Recommendations

Based on the research findings, we have developed the following recommendations:

- Provide appropriate qualities for the supervisory profession, including attitudes and orientations, such that desire and love of work are provided.
- The supervisor must respond to cognitive, psychological, and physical situations. Attitudes are the first step, and they are orientations that lead to different behavioural patterns in relation to people or particular intellectual circumstances.
- The selection of supervisors and teachers must be done employing scientific methods that reveal the individual's ability to do the job, because making the right choice is one of the requirements for success in their career.
- The supervisor takes the lead in listening to and discussing the teachers' perspectives during the post-visit evaluation. Likewise, the teacher is more aware of school issues than the supervisor is.
- The supervisor's recommendations and directions must be appropriate for the circumstances and capabilities outside of the theoretical framework.
- Trimestral visits must be accompanied with orientation visits in order to sustain work and ensure objective supervisor evaluation.

- Follow the training programs and benefit from the most recent educational and psychological research.

**Bibliography List:**

1. Al-Aqeel, F.(1982). Foundations of Scientific Research in Behavioral Sciences. Lebanon: Dar Al-Ilm for Millions.
2. Al-Khatib, R.(1998). School administration and educational supervision. Al-Farazdaq Commercial Press. 2nd edition.
3. Allam, S.(2000). Educational and psychological measurement and evaluation, its basics, directions and contemporary applications. Cairo: Dar Al-Fikr Al-Arabi.
4. Diab, I.(1993). Basic Education, Traditional Study and Teachers' Attitudes. Cairo: Anglo Egyptian Bookshop.
5. Jaber, A.,& Kazem, k.(1973). Research Methods in Education and Psychology. Cairo: Dar Al-Nahda Al-Arabiya.
6. Touq, A.,& Touq, M.(1984) Fundamentals of Educational Psychology.