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The contribution degree of EFL education supervisors in developing EFL Kuwaiti teachers' professional performance according to the EFL Kuwaiti teachers' perspectives

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Abstract---This study aimed at evaluating the contribution of the EFL education supervisors in developing EFL Kuwaiti teachers' professional performance according to the EFL Kuwaiti teachers' perspectives. To achieve the purpose of the study, a five - point Likert Scale questionnaire was designed. The questionnaire consisted of (20) items. The (20) items are classified into four domains: teaching and learning process, assessing the learning process, subject, and learning environment. The findings revealed that that the contribution degree of the EFL education supervisors in developing EFL Kuwaiti teachers' professional performance according to the EFL Kuwaiti teachers' perspectives is low. Accordingly, the study put forth several recommendations.

Keywords---EFL Kuwaiti education supervisors, teachers' professional performance.

Introduction

Professional development of teachers refers to the appropriate opportunities that teachers need to develop their understanding of their areas of specialization, teaching and learning, and what they must do to help and guide all students. It is a lifelong process that helps in developing teachers' knowledge, ideas, beliefs, understanding and capabilities. Professional development extends from pre-

service preparation experiences and programs, up to self-continuous and continuous learning experiences, and in-service training programs until the end of the career. Consequently, continuous professional development is very essential.

According to Fullan (1990), teachers' professional development is an activity that improves the content of understanding, present and future roles of teachers. However, professional development in the teaching profession depends on some factors such as self-review, goal setting, and individual procedural planning, which can be supported and guided by an effective educational supervision. Educational supervision should provide the teachers with enough support to improve their own capabilities that develop and promote their performance professionally. Educational supervision seems to be one of the most important forms of support for the educational system in general and teacher professional development in specific. It serves as the prime mover of education directorates wheel since it works in conjunction with the teachers. Developing teachers' professional performance is one aspect of the effective educational supervision.

Statement of the problem

It has been noticed by the researchers that some Kuwaiti EFL teachers face difficulties in understanding their roles. The problem may due to the lack of the appropriate support for developing the teachers professionally. Therefore, the main concern of this study is to determine the contribution degree of EFL education supervisors in developing EFL Kuwaiti teachers' professional performance from EFL Kuwaiti teachers' perspectives.

Purpose and Question of the Study

This study aims mainly at determining the degree of contribution of EFL education supervisors in developing EFL Kuwaiti teachers' professional performance according to EFL Kuwaiti teachers' perspectives. It aims at answering the following question:

- To what degree is the role of EFL education supervisors contributing to developing EFL Kuwaiti teachers' professional performance according to EFL Kuwaiti teachers' perspectives?

Significance of the Study

To the researchers' best knowledge, few studies have been conducted to determine the degree of contribution of EFL education supervisors in developing EFL Kuwaiti teachers' professional performance according to EFL Kuwaiti teachers' perspectives. Thus, Kuwait Ministry of Education may find in this study some practical implications for developing teachers professionally. Moreover, the findings may be beneficial to Kuwait Ministry of Education which may take the recommendations into consideration when developing teachers professionally.

Limitations of the Study

The study is limited to the perspectives of the teachers who teach English in Kuwait towards the contribution of the EFL education supervisors.

Operational Definition of Terms

The following terms have the associative meaning whenever they appear in the study.

EFL Education Supervisor: the person whose duty is monitoring the learning process in the EFL teacher's classroom with the aim of improving the quality of teaching done by the teacher.

Teachers' Professional Performance: an activity to ensure that teachers succeed in responding to their students' learning needs and understanding their roles in achieving their teaching goals.

Review of the Related Literature

This section is divided into two parts. The first part concerns with the theoretical literature of the study, and the second part sheds light upon the empirical studies conducted in the field and is relevant to the current study.

Theoretical Literature

Much information has been written about the roles of education supervision in developing teachers professionally and in improving teaching and learning process. Wallace (1991) divides the roles of language teachers' supervision into two approaches: the perspective approach and the collaborative approach. The supervisor according to the perspective approach judges the teachers' teaching skills, whereas the supervisor in the collaborative approach helps teachers develop their skills as well as their abilities. Ponticell and Zepeda (2004) raise the following question: What does supervision mean to teachers and principals? They reveal that supervision is simply an evaluation conducted through fulfilling the steps required by law where the principals' role is to judge teacher performance and the teacher was the listener and implementer.

However, Dickson (2011) states that supervision roles include promoting the teaching and learning processes, creating a favorable atmosphere for learning, achieving synergy and coordination of efforts in a way that improves the educational outcomes, ensuring professional development of teachers, enhancing teachers' motivation, enhancing of teaching and learning quality, identifying good as well as bad traits in a teacher's practice, helping less-competent teachers to become more competent, and supporting new teachers in adapting to the school environment.

According to Tesema (2014), the supervisor is responsible for helping teachers in selecting what goals and objectives will be implemented in the teaching process, which in fact plays an important role in motivating students and managing the classroom environment with the aim of improving the learning atmosphere. Ismail

(2018) considers the educational supervision as one of the most important supports for the educational system and educator's professional development that requires several factors to qualify its role. It requires time, dedication and adequate training. It also requires from the educational supervisors to understand the educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties.

Empirical Studies

On the practical level, some research has been done to investigate the effect of supervision on teachers' performance professionally. Mandell (2006) investigated the effect of supervision on teacher's professional growth from the principal's perspective. Ten High School Principals were interviewed in a semi-structured, open-ended interview format. The findings indicated that the principals felt that supervision can affect teacher's professional growth, but the level to which is dependent on the type of supervision model used. Most principals felt that the Walkthrough model is the most effective method in helping teacher's focus on instruction and improves their skills, but time was the biggest barrier. Khawaldeh, Al-Omari, and Al-Majali (2012) investigated supervisory beliefs of educational supervisors in Jerash Directorate of Education in Jordan. The study sample consisted of 24 educational supervisors. The study used the descriptive analysis methodology and employed a questionnaire as the tool for the study. The study concluded that only 16.6% of supervisors were aware of their supervisory beliefs, while 83.4% of them weren't. The supervisors didn't have the necessary skills to be completely aware of their supervisory beliefs and there was a contradiction between belief and practice.

Aldaihani (2017) aimed at determining the effects of supervision on teachers' professional performance in Kuwaiti high schools from the viewpoints of heads of departments and school teachers, as well as identifying the gap between ideal and prevalent supervisory styles in Kuwaiti high schools. The researcher took a qualitative approach, using structured interviews with a study sample represented by six heads of departments and six teachers from two high schools in Kuwait. It was found that supervision as a tool for continuous improvement in the school system positively affected the school climate. There was a gap between actual and ideal supervisory styles in the schools studied. Supervision had a positive effect on the professional performance of teachers; supervisors' notes and observations helped teachers in identifying their shortcomings and modifying their behavior accordingly.

Reviewing the previous studies that are related to the present one revealed that these studies in general agree with the present study in the following points:

- Most of these studies are in harmony with the necessity of the education supervision to improve the teachers' ability of teaching and to provide them with the latest teaching techniques that will enable them to be effective in conducting their tasks.
- Stressing the importance of developing teaching performance of EFL teachers.

The Participants of the Study

The sample of the study were chosen purposefully. It consisted of (90) male and female EFL teachers. The participants were from six governorates of Kuwait (Mubarak Al-Kabeer, Al-Ahmadi, Al-Jahra, Al-Asimah, Hawally, Al-Farwaniyah).

The Instrument of the Study

To answer the research question, which addressed the contribution of EFL education supervisors in developing EFL Kuwaiti teachers' professional performance according to the EFL Kuwaiti teachers' perspectives, a five - point Likert Scale questionnaire was designed. The questionnaire consisted of (20) items. The (20) items are classified into four domains: teaching and learning process, assessing the learning process, subject, and learning environment.

Validity and Reliability of the Instrument

The questionnaire was checked by a jury of two university professors and four English supervisors to establish its validity. The jury made several suggestions which were all considered in the final versions of the instrument. To establish the reliability of the questionnaire, it was administered twice to a sample of 20 EFL teachers, who were excluded from the main sample of the study, with a two-week time lapse. Pearson correlation coefficient between the first and the second administration amounted to 0.85 which was deemed suitable for purposes of the current research.

Findings of the Study

To answer the research question, means and standard deviations of the EFL teachers' responses were calculated according to the four domains: teaching and learning process, assessing the learning process, subject, and learning environment. Table 1 below shows means and standard deviations of the EFL teachers' responses of teaching learning process domain.

Table 1: Means and Standard Deviations of the EFL Teachers' Responses of Teaching Learning Process domain

First domain	No.	Performance indicator	Rating					المتوسط الحسابي	الانحراف المعياري	
			Very weak	weak	medium	high	Very high			
Teaching and learning process	1	Your EFL education supervisor improves your ability in creating a comprehensive daily plan for the lesson.			56.5	21.7	17.4	31.8	21.4	2
	2	Your EFL education supervisor improves your ability in	13	8.7	43.5	26.1	8.7	20	14.9	4

		creating a comprehensive semester plan for the course.								
3		Your EFL education supervisor improves your ability in utilizing time ideally to achieve the educational outcomes.	8.7	17.4	30.4	39.1		23.9	13.4	3
4		Your EFL education supervisor improves your ability in following a logical sequence in teaching the educational content.		13	47.8	26.1	8.7	23.9	17.5 6	3
5		Your EFL education supervisor improves your ability in employing active-learning instructional strategies.			47.8	34.8	13	31.8	17.5 8	2
6		Your EFL education supervisor improves your ability in maximizing the duration of students' active engagement in learning.		13	43.5	34.8	8.7	33.3	16.8	1
Total								27.4 5	2.73	

Table (1) shows that statement (6): “Your EFL education supervisor improves your ability in maximizing the duration of students’ active engagement in learning” comes in the first rank. It seems that EFL supervisors adequately helps teachers in their classes engage students in learning activities that promote their learning. Teachers find difficulty in fostering students’ participation, especially in large classes. Many students cannot express their opinions or ask questions in front of their classmates. Therefore, teachers should always focus on creating an encouraging environment where all students feel supported to speak up, ask questions and express their opinions. Teachers should continually provide students with enough opportunities that help students be active in their learning. Table (1) also shows that statement (2): “Your EFL education supervisor improves your ability in creating a comprehensive semester plan for the course” comes in the last rank. Regarding the second domain, Table (2) below shows means and standard deviations of the EFL teachers’ responses for assessing the learning process.

Table 2: Means and Standard Deviations of the EFL Teachers' Responses for Assessing the Learning Process Domain

Second domain	No.	statements	Rating					means	standard deviations	Rank
			Very weak	weak	medium	high	Very high			
Assessing the learning process	7	Your EFL education supervisor improves your ability in employing the appropriate assessment strategies to assess students' progress.		13	52.2	26.1	8.7	25	19.58	1
	8	Your EFL education supervisor improves your ability in employing the appropriate assessment tools to assess students' progress.		13	52.2	26.1	8.7	25	19.58	1
	9	Your EFL education supervisor improves your ability in utilizing the assessment analysis results to improve the learning process.		13	60.9	8.7	17.4	25	24.19	1
Total								25	2.66	

Table (2) shows that all the three performance indicators of assessing the learning process come in the same rank. This finding may indicate that

Regarding the third domain, Table 3 shows means and standard deviations of the English subject.

Table 3: means and standard deviations of the Kuwaiti EFL teachers' responses for the Subject domain

Third domain	No.	Statements	Rating					means	Standard deviations	rank
			Very weak	weak	medium	high	Very high			
Subject	10	Your EFL education supervisor improves your ability in demonstrating proficiency in English and serves as a good language model for you.		13	39.1	34.8	13	24.9	13.93	3
	11	Your EFL education supervisor improves your ability in applying various instructional strategies to teach reading effectively.		13	60.9		17.4	30.4	26.47	1
	12	Your EFL education supervisor improves your		17.4	43.5	17.4	21.7	25	12.49	2

		ability in applying various instructional strategies and resources to teach listening skill.								
	13	Your EFL education supervisor improves your ability in applying various instructional strategies to teach speaking skill.		39.1	34.8	13	13	24.9	13.93	3
	14	Your EFL education supervisor improves your ability in applying various instructional strategies to teach writing skills.		13	34.8	34.8	13	23.9	13.93	4
	15	Your EFL education supervisor improves your ability in creating activities, tasks, and assignments that encourage authentic use of language by students.		26.1	47.8	17.4	8.7	25	16.77	2
Total								25.68	5.19	

Table 3 shows that statement 11: “Your EFL education supervisor improves your ability in applying various instructional strategies to teach reading effectively” comes in the first rank. This finding may indicate that EFL supervisors have conscious plans that helps EFL teachers become purposeful, active teachers who are in control of their own teaching reading process. Table 3 also shows that statement 14: “Your EFL education supervisor improves your ability in applying various instructional strategies to teach writing skills” comes in the last rank. However, teachers’ performance regarding the specialist side include the four skills: speaking, writing, reading and listening. Therefore, these skills are taught with integration. Regarding the fourth domain, Table 4 shows means and standard deviations of the learning environment domain.

Table 4: Means and Standard Deviations of the EFL Kuwaiti Teachers’ Responses of Learning Environment Domain

Fourth domain	No.	Statements	Rating					means	Standard deviations	Rank
			Very weak	weak	medium	high	Very high			
Learning environment	16	Your EFL education supervisor improves your ability in creating an engagement environment.		17.4	47.8	13	17.4	23.9	16.06	2
	17	Your EFL education supervisor improves your ability in promoting learning opportunities among students.		17.4	52.2	17.4	13	25	18.25	1

	18	Your EFL education supervisor improves your ability in providing a safe educational environment that supports students' psychological and social characteristics.		21.7	47.8	26.1		23.9	13.97	2
	19	Your EFL education supervisor improves your ability in providing students with opportunities that promote innovative and creative thinking.	8.7	17.4	30.4	34.8	8.7	25	12.13	1
	20	Your EFL education supervisor improves your ability in using life skills in educational situations.		34.8	39.1	8.7	13	23.9	15.27	2
								24.34	2.28	

Table 4 shows that three performance indicators come in the first rank. These indicators are statements 16, 18 and 20. Creating an engagement environment, providing the students with a safe educational environment and using life skills in educational situations seem as important aspects of learning environment that EFL supervisors contribute in improving teachers professionally in a medium degree. However, statements 17 and 19 which include improving teachers' ability in promoting learning opportunities among students and providing students with opportunities that promote innovative and creative thinking come in the last rank. Table (5) summarizes the EFL Kuwaiti Teachers' responses to the four domains of the questionnaire.

Table 5: Means and Ranks of the Four Domains according to the Kuwaiti EFL Teachers' Responses

No.	Domain	means	Rank
1	Teaching and learning process	27.45%	1
2	Assessing the learning process	25. %	3
3	Subject	25.68%	2
4	Learning environment	24.34%	4
Total		25.6%	

The researchers use the statistical model of proportional scaling in order to classify the means of the four domains as shown in Table (6).

Table (6): The Statistical Model of Proportional Scaling

Means	Degree
Less than 20%	Very low

20% - less than 40%	Low
40% - less than 60%	Moderate
60% - less than 80%	High
more than 80%	Very high

Based on Table (6) and according to the findings that are shown in Table (5), it is concluded that degree of the contribution of the EFL education supervisor in developing EFL Kuwaiti teachers' professional performance according to the EFL Kuwaiti teachers' perspectives is low as a whole since the total mean is (25.6%). This finding does not go in harmony with Aldaihani (2017) that found that supervision as a tool for continuous improvement in the school system positively affects the school climate. However, the findings of this study are in line with Khawaldeh, Al-Omari, and Al-Majali (2012) that concludes the supervisors do not have the necessary skills to be completely aware of their supervisory beliefs and there is a contradiction between belief and practice.

Recommendations

Considering the findings, the study recommends the following: Facing the challenges that affect the effective contribution of education supervision such as unsuitable supervisory practices, loss of connection between the teacher and the supervisor, teacher resistance to support, and lack of meaningful feedback. Broadening the cooperation between school teacher and education supervisors in Kuwaiti schools by employing advanced supervisory styles. Training the supervisors to be aware of their beliefs and to have the ability to examine them as well as the ability to analyze of the difference between perceived and actual beliefs. Moreover, EFL researchers should conduct further research to determine the effect of supervision on the relationship between teachers and students. The researchers also can investigate the effect of training Kuwaiti EFL teachers on developing their performance. Moreover, it is recommended that there must be a kind of evaluation for teachers' teaching performance to specify the real level and performance before training them.

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