THE ATTITUDE OF BASIC SCHOOL EFL TEACHERS AND SUPERVISORS TOWARDS THE PROCESS OF SUPERVISION IN SULAIMANI CITY.

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ABSTRACT

The current study is an extracted paper from an MA thesis that aimed to find out how Kurdish EFL instructors saw the effectiveness of their role as supervisors and how that perspective influenced their cognitive, behavioral, and affective scale of attitudes toward the decisions, made in the classroom concerning challenges which in this study, organically paves the way to examine the relationship between instructors' experiences as teachers and their views, feelings, and attitudes toward instructional leadership in Sulaimani City in Kurdistan region - Iraq. To conduct the study, a descriptive survey research design was employed and a concurrent type of mixed research method was used to enrich the data. The study was carried out in public basic schools in Sulaimani city using a simple random sampling technique. 365 randomly selected teachers filled out questionnaires and 8 supervisors were also included for the interview. Questionnaires and interviews were the main data gathering instrument for this study. Quantitative data collected through the questionnaire was analyzed by using mean scores, frequency, percentage, and independent sample t-test and SPSS version 20 was used for the analysis.

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Moreover, it aims to highlight the supervisors' perceptions and challenges they face in the implementation of this process, they are explored through a semi-structured interview. Findings of the study indicated that some supervisors display optimism regarding new supervision projects aimed at enhancing the educational system in Sulaimani city. Despite acknowledging certain drawbacks teachers exhibited a negative attitude towards basic school supervision in Sulaimani City and expressed dissatisfaction with how school-based instructional supervision was carried out, highlighting discrepancies in their approaches to fulfilling its objectives. Also, the results unveiled that teacher perceived their supervisors as inadequate in effectively carrying out school-based instruction supervision, leading to their dissatisfaction with the approaches employed in their schools. Furthermore, the study confirmed that various factors negatively impacted teachers' attitudes towards this process. These factors encompassed inappropriate supervisory approaches, supervisors' lack of essential skills and knowledge, diminished trust between teachers and supervisors, teachers' limited awareness of the importance and benefits of the process of supervision, inadequate feedback from supervisors, inadequate communications among teachers and supervisors, the influence of age and gender, as well as a lack of motivations and commitment among experienced teachers to engage collaboratively in implementation of basic school supervision.

Keywords: Attitude, challenges, instruction, and supervision.

موقف معلمي ومشرفي اللغة الإنجليزية في المدارس الأساسية تجاه عملية الإشراف في مدينة السليمانية

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المستخلص

الدراسة الحالية هي ورقة مستخرجة من رسالة ماجستير تهدف إلى معرفة الاتجاه الحالي لمعلمي ومشرفي المدارس الأساسية نحو عملية الإشراف في مدينة السليمانية. لإجراء الدراسة، تم استخدام تصميم بحث مسحي وصفي وتم استخدام نوع متزامن من طريقة البحث المختلطة لإثراء البيانات. أجريت الدراسة في المدارس الأساسية العامة في مدينة السليمانية باستخدام تقنية أخذ العينات العشوائية البسيطة. قام 365 معلمًا تم اختيارهم عشوائيًا بملء الاستبيانات وتم تضمين 8 مشرفين أيضًا في المقابلة. وكانت الاستبيانات والمقابلات أداة جمع البيانات الرئيسية لهذه الدراسة. تم تحليل البيانات الكمية التي تم جمعها من خلال الاستبيان باستخدام متوسط الدرجات والتكرار والنسبة المئوية واختبار t للعينة المستقلة وتم استخدام الإصدار 20 من برنامج SPSS للتحليل. علاوة على ذلك، يهدف إلى تسليط الضوء على تصورات المشرفين والتحديات التي يواجهونها في تنفيذ هذه العملية، ويتم استكشافها من خلال مقابلة شبه منظمة. أشارت نتائج الدراسة إلى أن بعض المشرفين يبدون تفاؤلاً بشأن المشاريع الإشرافية الجديدة التي تهدف إلى تعزيز النظام التعليمي في مدينة السليمانية. على الرغم من الاعتراف ببعض العيوب، أظهر المعلمون موقفًا سلبيًا تجاه الإشراف على المدارس الأساسية في مدينة السليمانية، وأعربوا عن عدم رضاهم عن كيفية تنفيذ الإشراف التعليمي في المدرسة، وسلطوا الضوء على التناقضات في أساليبهم لتحقيق أهدافه. كما كشفت النتائج أن المعلمين ينظرون إلى المشرفين عليهم على أنهم غير كافيين في تنفيذ الإشراف على التعليم في المدرسة بشكل فعال، مما يؤدي إلى عدم رضاهم عن الأساليب المستخدمة في مدارسهم. علاوة على ذلك، أكدت الدراسة أن عوامل مختلفة أثرت سلباً على اتجاهات المعلمين تجاه هذه العملية. وشملت هذه العوامل الأساليب الإشرافية غير المناسبة، وافتقار المشرفين إلى المهارات والمعرفة الأساسية، وتضاؤل الثقة بين المعلمين والمشرفين، ومحدودية وعي المعلمين بأهمية وفوائد عملية الإشراف، وعدم كفاية التغذية الراجعة من المشرفين، وعدم كفاية الاتصالات بين المعلمين والمشرفين، تأثير

العمر والجنس، فضلاً عن الافتقار إلى الحوافز والالتزام بين المعلمين ذوي الخبرة للمشاركة بشكل تعـاوني فـي تنفيـذ الإشراف على المدارس الأساسية.

الكلمات الدالة: الموقف، التحديات، التدريس والإشراف

1. INTRODUCTION

This study entitled "The Attitude of Basic School EFL Teachers and Supervisors Towards the Process of Supervision in Sulaimani City" The purpose of this study was to investigate how Kurdish EFL teachers felt about supervising and how that mindset affected the choices they made in the classroom based on cognitive, behavioral, and affective scale of attitude. The study looked at how teachers' attitudes toward instructional leadership and their teaching experience related to one another. The practice of supervision in the Kurd's EFL environment appears to be one-dimensional, and both its theoretical underpinnings and methods in the classroom require refinement. Even after passing TTC, instructors especially new teachers in several schools and English Language Institutes still encounter numerous difficulties in the classroom. In some other institutions where supervision is required by institute policy, it mostly serves as an administrative task rather than a means of enhancing instruction and, ultimately, student learning. Some institutions have built their supervision practices on conventional ideas of supervision, which deny the teacher any responsibility and largely disregard his inventiveness and freedom. To create a successful teaching environment, collaboration between qualified and experienced supervisors and language teachers is essential. Teachers and administrators can learn more about the nature of classes and how they are taught by carefully planning and carrying out systematic classroom observations. These observations can aid them in improving their teaching abilities. The scholar has been wondering for a long time why some EFL schools with an experienced supervisor and an effective observation system for their teachers are more successful. According to the researcher's opinions, the appropriate supervision of teachers' attitudes and judgment in EFL classes may be one factor. Discovering Kurds' EFL instructors' attitudes regarding monitoring and how that affects their choices in the classroom is the goal of this study. The study examines the connection between a teacher's teaching experience and their attitude toward classroom supervision, taking into account both their differences and similarities in this regard. This thesis is tended to answer such questions as:

1- What are the attitudes of basic school teachers towards the process of supervision?
2- What are the attitudes of basic school supervisors towards the process of supervision?
3- What are the challenges supervisors face in the process of supervision?

1.1 THE PROBLEM

The practice of supervision in the Kurd's EFL environment appears to be one-dimensional, and both its theoretical underpinnings and methods in the classroom require refinement. Even after passing TTC, instructors especially new teachers in several schools and English Language Institutes still encounter numerous difficulties in the classroom. In some other institutions where supervision is required by institute policy, it mostly serves as an administrative task rather than a means of enhancing instruction and, ultimately, student learning. Some institutions have built their supervision practices on conventional ideas of supervision, which deny the teacher any responsibility and largely disregard his inventiveness and freedom.

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1.2.THE AIMS

The research aims to identify the attitudes of EFL teachers and supervisors regarding the difficulties faced in the supervision process in Sulaimani City and evaluate such challenges based on the opinions of English language instructors, and the true role that the supervisors of English basic schools performed. Furthermore, determines how English language supervisors contribute to the improvement of basic school instructors' productivity. The purpose of the aforementioned research is to ascertain the following: First, the importance of supervision in Sulaimani Basic schools; Second, the objectivity of supervision; and Third, the contribution of the supervisory process to the professional development of EFL instructors. The end goal of the paper is to provide a comprehensive understanding for EFL supervisors, teachers, and policymakers that an efficient observation system may help ensure that the goals and requirements of an English teacher preparation program are met. While sufficient supervision is an essential component of any instructor training program,

its impact on the attitudes and judgment of EFL teachers is not well understood since there are few studies on the subject in Sulaimaniyah libraries.

2. THEORITICAL BACKGROUND
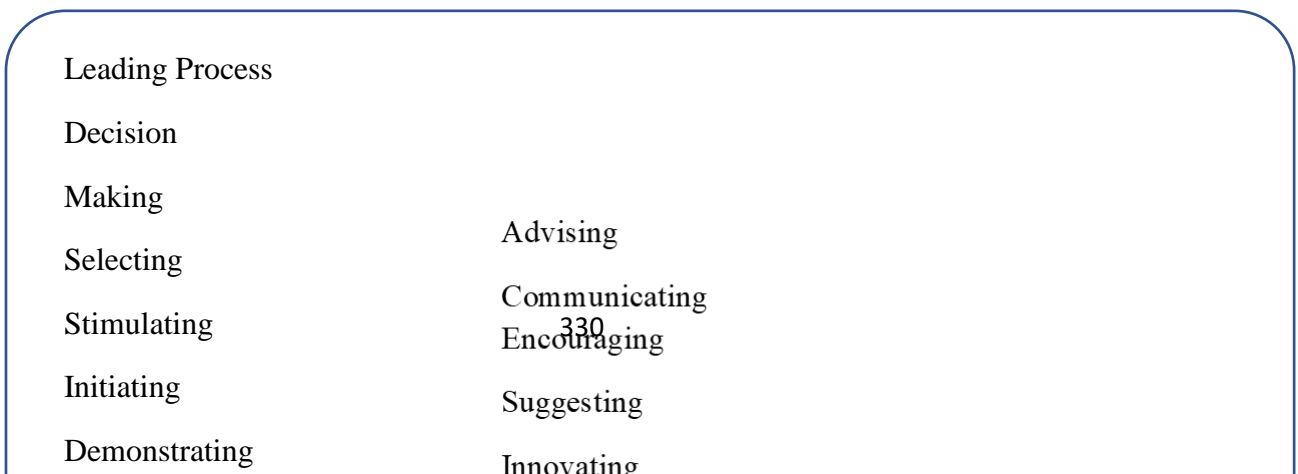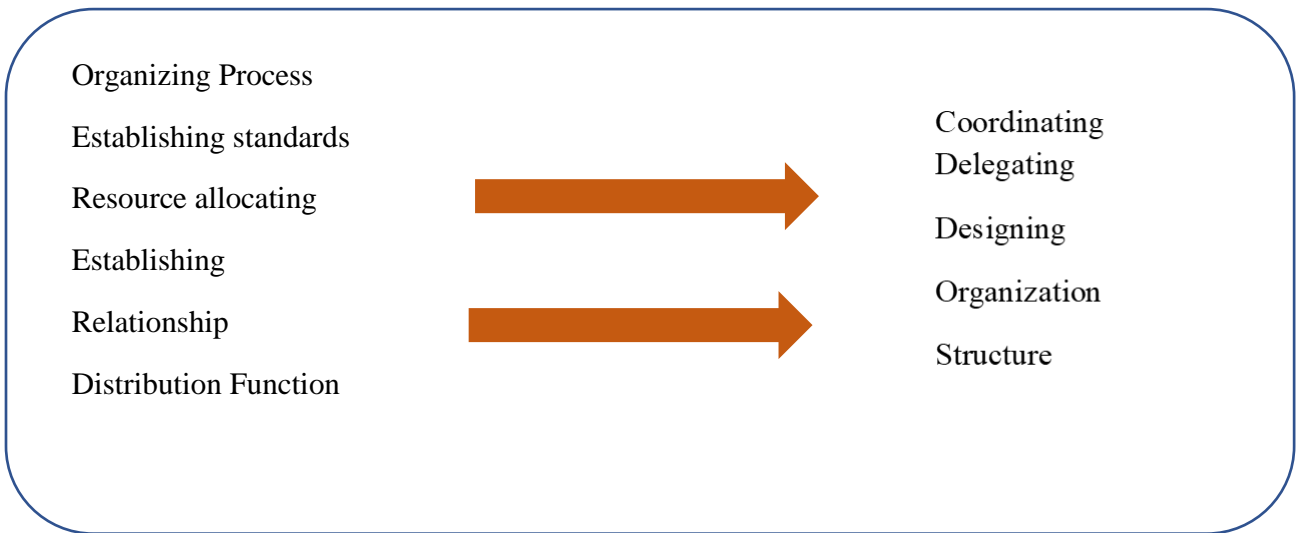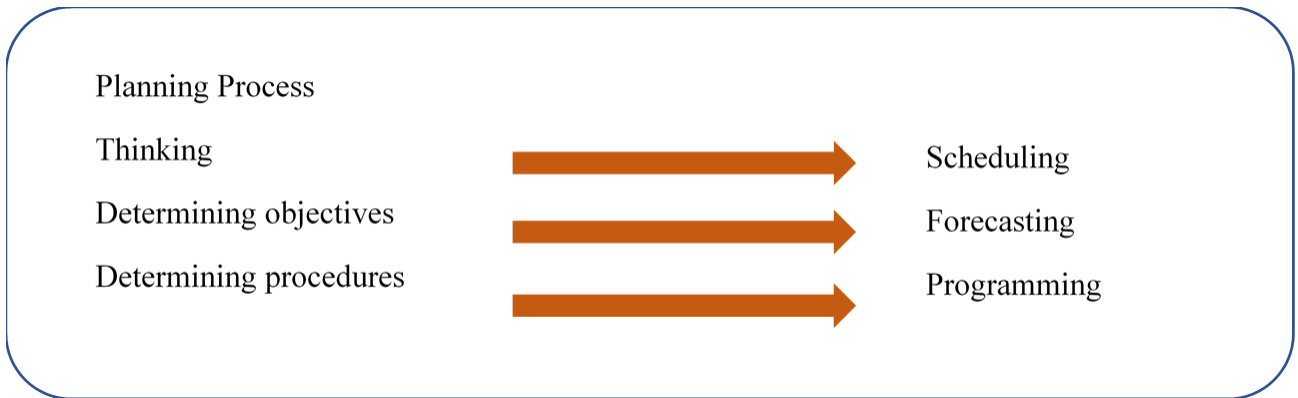
2.1. The Concept of Supervision

Supervision as a demonstrative role originated in the early twentieth century and spread quickly in the 18th century. It is difficult to define supervision since several meanings are incompatible with one another. There are several definitions of supervision. In certain cases, supervision has been specified to achieve commercial and legal purposes. A supervisor, for example, is described in New Jersey law as "any appropriately certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members." The administrative code describes supervision in the situation as being quite similar to assessment (Hazi, 1994, p. 199)
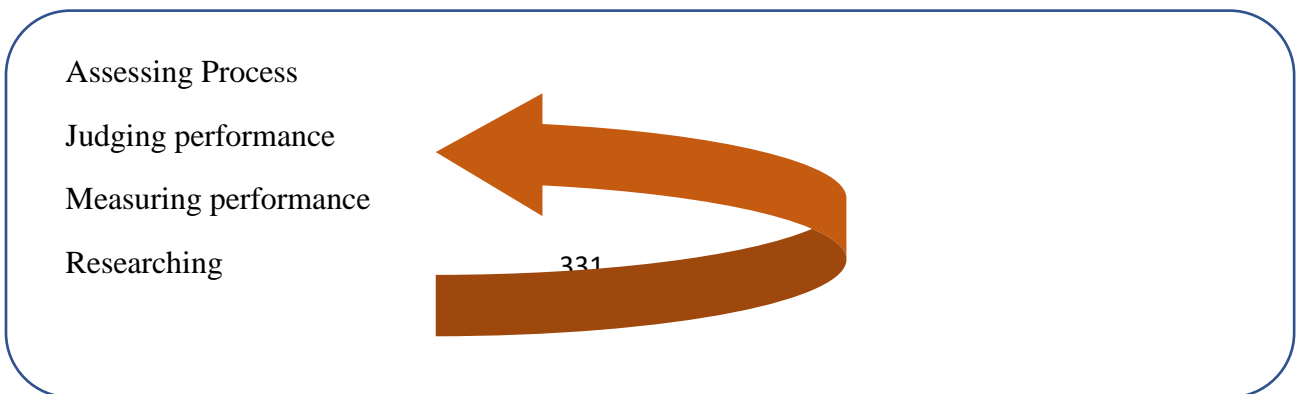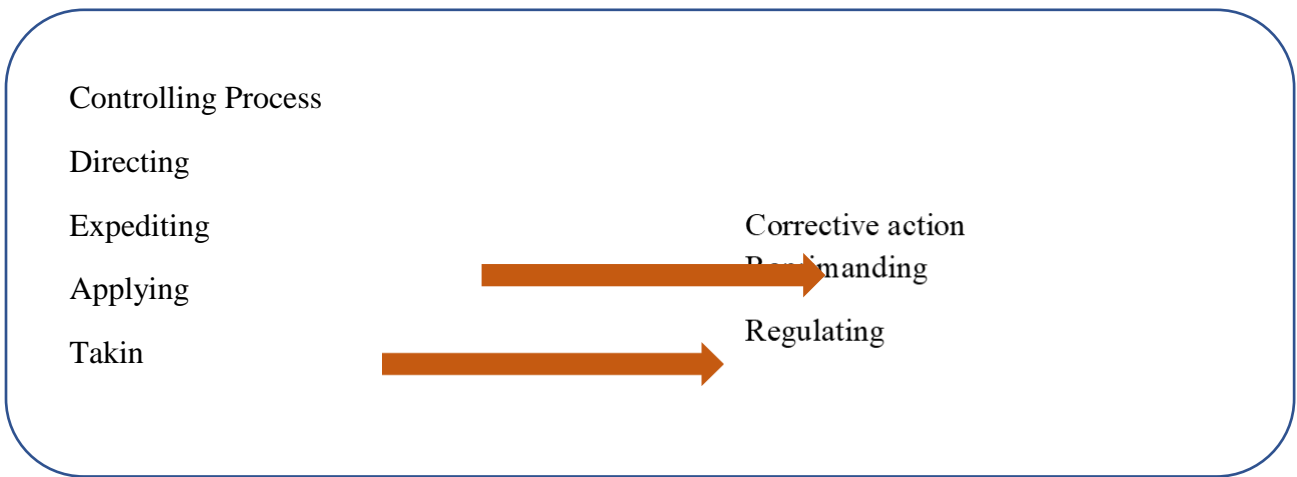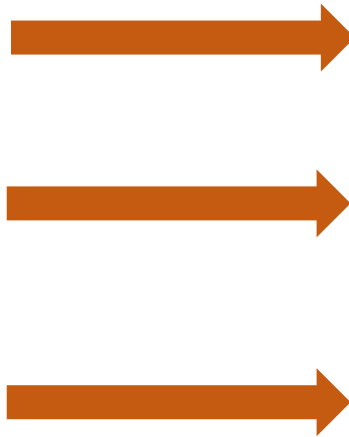
The seminal contribution by Dangel & Tanguay described the process of supervision as reading and scanning a text to spot mistakes and departures from the original passage. In a variety of sectors of life, including management, business, education, health, the army, and social work. (Dangel, 2014).

2.2. The Educational Supervision

The element of educational management known as educational supervision involves daily demonstrative direction, coordination, and the development of positive working relationships among all parties involved in the teaching-learning process. In a way, supervision serves as the foundation for educational advancement (Education Commission). To help teachers and educational administrators perform more effectively, the inspection section of the Ministry of Education offers supervision (Gordon, 2019).

Educational supervision functions and objectives are fulfilled through proposed processes, dating back to Allan and Loomis' ideas. These processes have been renewed and classified as follows (Verma & Romesh, 2005).

Planning Process

Thinking

Determining objectives

Determining procedures

Scheduling

Forecasting

Programming

Organizing Process

Establishing standards

Resource allocating

Establishing

Relationship

Distribution Function

Coordinating

Delegating

Designing

Organization

Structure

Leading Process

Decision

Making

Selecting

Stimulating

Initiating

Demonstrating

Advising

Communicating
Encouraging

Suggesting

Innovating

Controlling Process

Directing

Expediting   Corrective action

                                              Reprimanding
Applying

Takin   Regulating

Assessing Process

Judging performance

Measuring performance

Researching   331

In fact, the term "supervision" has been used interchangeably with other administrative concepts, like a variety of management and sociology terms. School supervision involves principals and inspectors observing, discussing, and making decisions to improve teaching and learning processes (Agrawal, 1989).

According to "Supervision in Today's School," There are three sorts of educational demonstrative supervision: corrective, preventative, and proactive.

- ✓ Corrective monitoring focuses on highlighting flaws in instructors, classroom environments, and institutions without making recommendations for correction. It highlights the need to reward outstanding work and eliminate flaws.
- ✓ Preventive monitoring enables teachers to anticipate new teaching scenarios and devise appropriate solutions to address weaknesses. Successful supervisors, on the other hand, must be well-trained and experienced in their work.
- ✓ Creative supervision entails a supervisor recognizing and praising teachers' initiative and ingenuity in the classroom. This strategy promotes healthy and long-term adjustments in objectives, curriculum, material structure, and teaching techniques, resulting in a more inventive and successful learning environment (Oliva, 2004).

2.3. The Objective of Educational Supervision

Barrie defines educational demonstrative supervision's goal as the coordination, stimulation, and direction of the teachers' ability to stimulate and direct the growth of each student through the use of his or her talents to achieve the richest and most intelligent participation in the civilization in which he or she lives (Barrie, 2021, p. 102).

- ➢ The very first objective has been discussed supervision purposes by Kilminster as integrating resources and materials, merging staff efforts, and coordinating staff activities concurrently, supervision strives to unite and integrate educational efforts (Kilminster, 2010)
- ➢ In the sense of, teamwork and adequate planning are necessary to improve the teaching-learning environment. Supervision creates beneficial improvements by frequently changing the course and tailoring instruction to the needs of the students. Life-centered education should take into account the learners' personalities, needs, and relationships with their families and communities (Ozdemir, 2015)
- ➢ To enhance instructors' knowledge and abilities: The planning for supervision is centered on the teachers' work, philosophy, and approach. Teachers must learn to collaborate in groups in order to do the majority of the school's work effectively,

and one of the main goals of supervision is to improve teachers' abilities to work cooperatively (Ozdemir, 2015).

➢ The process of developing and achieving a group's aims and objectives is known as leadership. The group's activities and cohesion are in danger without leadership. In order to provide leadership that fosters teamwork and unity, supervision is essential. Any capable member can conduct leadership, and democracy is a key component of oversight, education is a cooperative group effort, with supervision encouraging collaboration and supporting personal growth. Working in groups encourages democratic principles, moral principles, and group efforts to achieve objectives. Understanding roles and responsibilities is necessary for effective group interaction, and choices are taken following group discussion (Patel, 2016).

➢ Education is a cooperative group effort, requiring supervision for collaboration and personal growth. Effective group interaction requires an understanding of roles and responsibilities. Motivation is crucial for educational institutions, and continuous improvement is essential, highlighting strengths and potential areas (Glanz, 2019).

2.4. Instructional Supervision

Iroegbu analyzed in his investigation that instructional supervision is a critical role that entails facilitating collaborative strategy development with all stakeholders, including parents, board members, teachers, administrative workers, and support staff. Throughout the strategic planning process, S.M.A.R.T. goals (specific, measurable, attainable, results-oriented, and timely) should be defined. Then follows expert help and training following so the process of ensuring that a school's instructional aim is met through overseeing, enabling, and empowering teachers to provide meaningful learning experiences for students is known as instructional supervision. (Iroegbu, 2016). In terms of the practical application of instructional supervision should frequently observe classroom instruction and offer feedback on its power on students. A strong supervisor strives for both teacher and student evidence of best performance. For example, an instructor might detect that small groups for cooperative work are effective when learners are debating irrelevant topics (Malunda, 2016).

2.5. Models of Instructional Supervision

Several literatures have discussed the term models of instructional supervision as Instructional leadership is a school leadership paradigm in which a principal works with teachers to help them build best practices in teaching. Principals who adopt this leadership model collaborate with their personnel to establish clear goals for student achievement. In this setup, teachers are supported by the principal. The principal provides coaching and mentorship to teachers in need, as well as professional development programs that allow instructors to research optimal teaching approaches. The goal of

instructional leadership is for the principal to work closely with teachers to increase student achievement (Hallinger, 2020, pp. 1629-1650).
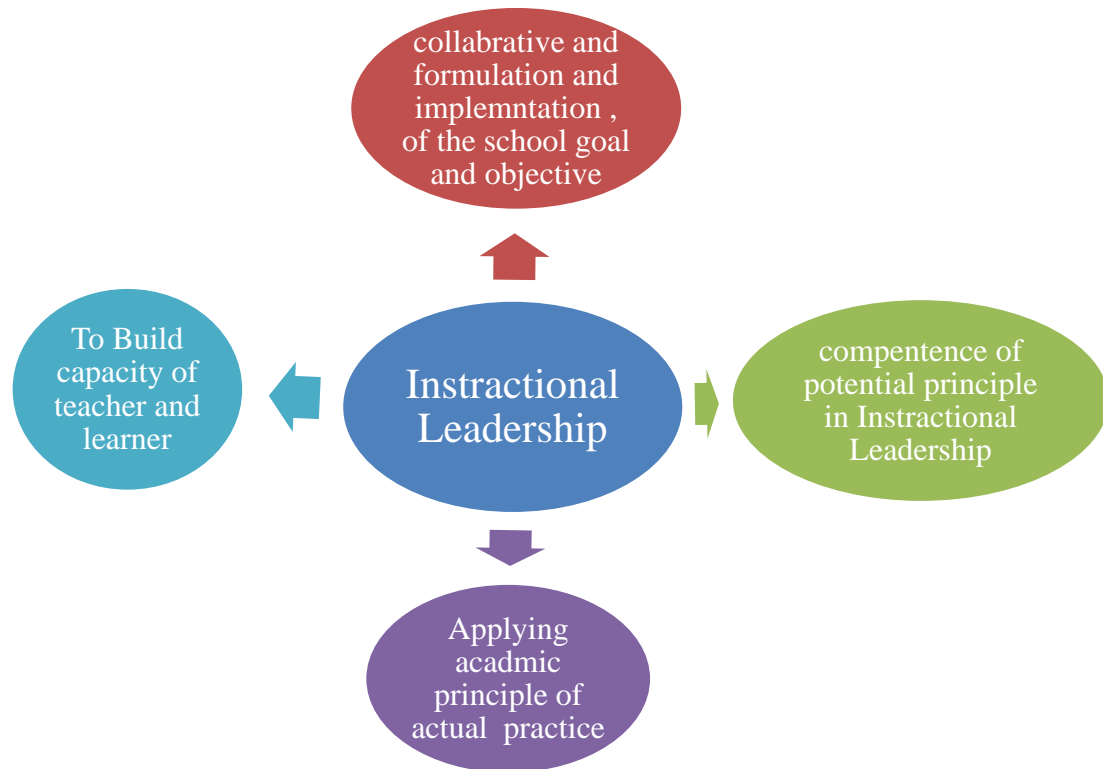

Figure 1: The goal of instructional leadership (Hallinger, 2020)

The literature review shows that the SOIL Model is a unique illustration of supervisory models available to educational leaders. The previously discussed supervisory models were studied and classified into three developmental levels (structured, moderately structured, and relatively unstructured) for the instructional leader to consider when selecting which technique would be ideal for a specific teaching circumstance. (Guthrie, 2018, pp. 40- 55)

These developmental levels were developed using situational leadership theoretical frameworks. The Situational Leadership Model provides various leadership tactics to utilize depending on the level of preparation of the followers and the specific situation. Similarly, the SOIL Model encourages the instructional leader to employ a range of supervision models (Ghazzawi, 2017)

Hersey, Blanchard, and Johnson (2001) established situational leadership as a leadership development platform in educational institutions. It is made up of three major components: the leader's interpersonal behavior, task behavior, and the amount of

follower readiness. Task behavior is the assignment of group chores and obligations, whereas relationship behavior includes two-way communication (Hawkinson, 2016).

Comprehensive research about Team teaching, like co-teaching, entails two or more teachers collaborating to instruct in the classroom. This definition, however, is inapplicable to this study because the teachers working together are not equal. Because of this disparity, team teaching becomes increasingly relevant to leadership theory. Individual attention is commonly provided through co-teaching in special education. Certified Japanese teachers teach English lessons in tandem in Japan and other Asian nations, giving students teaching experience as well as practical language use (Hawkinson, 2016).

Prior frameworks let team teachers establish appropriate teaching environments and analyze efficacy for learning objectives. The situational team-teaching matrix assesses contributions and complementary roles while emphasizing supporting and directing actions.

2.6. Qualities of a Good Supervisor

Being a competent supervisor is essential for preserving teachers' productivity and morale. Individuals who excel in this profession frequently have both interpersonal and management abilities, as well as an affable, confident, and supportive demeanor. excellent supervisor is constantly learning, building on their strengths, and identifying areas of weakness where they may grow. Meanwhile, the qualified supervisor is proactive, accountable, dependable, and capable of aiding team members in their growth and achievement. Key characteristics include ingenuity, equal team worth, respect, positive feedback, constructive criticism, and dealing constructively with workplace problems. Effective communication is critical for supervisors since it requires assigning projects and providing key information to staff regularly. Transparency is essential, and supervisors should provide a platform for staff to discuss their concerns or requirements (Abdull, 2021).

Based on the book of "effective supervision" most supervisors are aware of their strengths and weaknesses, as well as how personal characteristics and interpersonal styles may influence supervision behavior. Empathy, authenticity, openness, and adaptability are characteristics shared by good supervisors, teachers, and counselors. They value their supervisees as individuals and professionals, acknowledging individual differences and rewarding their performance. Good supervisors are at ease with authority and evaluative functions, and they communicate their supervision. They appreciate supervision and are dedicated to assisting counselors in their development, displaying high levels of conceptual functioning (Marzano, 2011)

flexibility is vital in supervisory skills since it enables for rapid and efficient decision-making, thinking, and flexibility. Being adaptable, inventive, and open to new ideas helps improve leadership confidence and trust. Accepting individual conditions and problem-solving without rigorous protocols can improve leadership effectiveness. (Aseltine, 2006)

Empathy and approachability Excellent supervisor collaborate closely with their team and are easily accessible when questions, disputes, or concerns arise. When teachers come to them with workplace problems or recommendations, as a supervisor, they must listen. This needs important social skills such as empathy and emotional intelligence (awareness of one's own and other's emotions) (Sullivan, 2013)

2.7 The Old Educational Process of Supervision in Sulaimani City
Constructive supervision has passed through a revolutionary period to the foundation period, in the past it was more about finding mistakes rather than concentrating on performance. Furthermore, it does not rely on a plan or standard for evaluating the learning capacity to determine the difference between the old fashion of educational supervision and new approaches, the old fashion is concentrated on the main components of education which are (the student, School manager, and teacher. (Abdulrahman, 2019)

The old educational system in Suleimani City is part of the larger Kurdistan process. Based on the Ministry of Education report released by RAND Corporation in 2016, administration, School Monitoring, Private School Policies, and Teacher Training are among the attempts to Improve the Quality of Education in the Kurdistan Region of Iraq that were detailed in a report issued by the Minister of Education. Since 2008, the Kurdistan Regional Government (KRG) has carried out a thorough education reform. Top administrators at the Ministry of Education (MoE) think that the organization's existing setup is insufficient for supporting new educational initiatives and regulatory reforms. They performed case studies, literature reviews, interviews, and assessments of the KRG MoE's structure as well as that of competing organizations (Vernez, 2016). In the book "Educational Administration" written by Abdull, the distinguishes between the old supervision system as Due to incomplete and erroneous data, the Ministry of Education lacks a logical procedure for strategic planning and fact-based decision making. (Abdull, 2021)

2.8 The New Approach Introduced by the British Council to Supervise Basic
    Schools in the Iraqi Kurdistan Region
External school evaluation is the process of determining if a school's performance levels and learning capacity are adequate. It is essentially an evaluation technique that allows the assessor to analyze the school's strong qualities. The new approach to external assessment helps the school develop in a variety of ways.

o The method provides a scientific assessment of the school's weaknesses and strengths, which aids school management and those working in the Ministry of Education.

o Based on data, the quality of education in Kurdistan is examined to determine which schools have attained the appropriate standard and which need to improve.

o The evaluation is carried out by a committee of three persons who were carefully chosen by the rule that they were not members of the school critique friendship.

o The length of the evaluation is chosen by the committee's head after considering the size of the school and the number of students and instructors; it normally takes three days. If there are many schools in the building, each one is evaluated by a distinct committee.

o The evaluation is based on 25 standards, including clarification of each method's usage, proof of notice, and interviews with the school manager and instructors

The description is used to assess educational performance. The evaluation criteria is contained in the guidelines; following the results of each assessment, the committee reviewed the results of each evaluation to determine how the school improved day by day.

The European Union has given the British Council to carry out a 40-month initiative to enhance Iraq's educational system. Girls, children with disabilities, and those impacted by conflict and relocation are the program's main target areas. The research will guide the development of senior officials' and practitioners' abilities. Initial schools covered by the initiative will include those in Baghdad, Erbil, Basra, Babil, Anbar, Salah Al din, and Nynawa. However, there is a chance that intervention, such as transforming the existing function of educational supervisors from one of inspection to one of support for a school and its employees, may reach every school in the nation. To implement this new approach, the program will need to include and help more than 2000 supervisors, as well as more than 10,000 teachers in schools. Various programs have been established to train teachers about new educational opportunities. One of these programs is dedicated to supervision and is titled "The Guidance External Evaluation of the School." These programs work with the school's supervision to build capacity and improve the skills and talents of both students and teachers (British Council., 2011)

2.9 Concept of Attitude

The definition of attitude is "the relatively stable overt behavior of a person which affects his status." Social attitudes or "values" in the Thomasian meaning refer to attitudes that are shared by a group Attitude research thus relies on the observation, measurement, and generalization of overt behavior (Eagly, 2007)

Ungar defined the concept of attitude as follows "Attitudes displayed by instructors and students in the educational environment have an essential influence in achieving educational goals. Traditional teaching methods, in particular when it comes to the application of new developments in the classroom, Methods are being compelled to adapt sometimes incompatible information technology. The perspectives Teachers have an

important role in educational interaction as well as instructional decisions and are thus essential in investigating the effects of technology integration in the classroom (Ungar, 2016)

2.10 The Component of Attitude

Ewing introduced the Attitudes' aspects are distinguished by two key characteristics: readiness for reaction, which refers to a person's proclivity to respond to an attitude object, and motivational force, which is the driving factor behind attitudes. Attitudes are not inert outcomes of previous experiences, but rather intentional behaviors that shape behavior via directive or dynamic influence.

- ✓ "Behavior" component Dynamic action propels or pushes behavior, whereas directive action directs behavior along specified paths, promoting some activities while discouraging others. Both factors influence a person's general well-being and decision-making (Ewing, 2018).
- ✓ The "cognitive" component is knowledge-based, but the emotional component is impacted by emotions accepting individuals' attitudes are crucial parts of their conduct, with some being constant and others shifting.
- ✓ The "affective" component of an attitude refers to the emotional or feeling portion of the remark that affects another person. A recent research emphasized the appraisal component, which consists of a tendency to respond favorably or negatively to provided objects

2.11 Functional Theory of Attitude

According to Katz's (1960) hypothesis, attitudes are mental structures that organize and categorize information in our cognitive system, assisting us in making sense of the environment and processing and storing knowledge. The knowledge function of attitudes relates to the urge to keep the world structured, stable, and meaningful. This function contributes to a more predictable and managed environment. Individuals create attitudes to make sense of their surroundings and to comprehend the world around them (Katz, 1960).
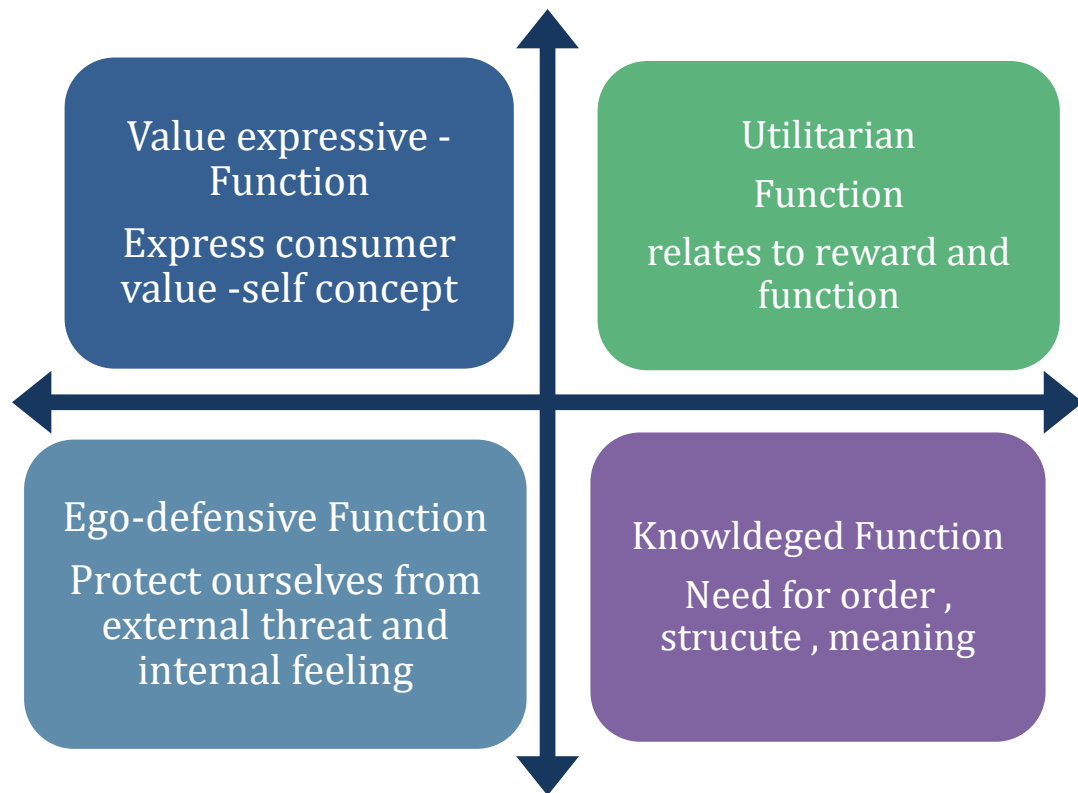
Figure 2:Functional Theory of Attitude *(Rind, 2021, pp. 47-50)*

Value Expressive Functions are important in expressing one's self-concept and basic values, reflecting one's self-identity, and communicating one's opinions to others. They aid in the definition of oneself and the communication of one's values and views. By articulating underlying values and beliefs, publicly voiced perspectives on social issues such as gender equality or racial equality frequently perform the value-expressive role. These attitudes also contribute to a sense of self-consistency and integrity, since they link external behaviors with inner ideas and ideals. Attitudes express who we are and can make us feel good by reaffirming our identity. Attitudes can be expressed nonverbally through bumper stickers or phrases. Because attitudes are a component of our identity, they assist us in being aware of and expressing our feelings, beliefs, and values (Rind, 2021, pp. 47-50).

On the side, of the adaptive function of attitudes, people adopt particular attitudes because they are advantageous in their social context. It entails establishing beliefs that coincide with influential groups to achieve approval or avoid discomfort. This function is especially powerful in settings when social pressures are great or group opinions are dominant. Attitudes are associated with the behavioral component of attitudes, which assists individuals in fitting in with a social group. These attitudes, however, may not

always correspond with personal views or values, resulting in internal conflict (Çavuşoĝlu, 2023, pp. 586-606.).

2.12 Factors that Affect Teachers and Supervisors' Attitude Towards the Supervision Process

Supervisors should promote active engagement, organize professional events, help in the evaluation and production of instructional materials, and perform action research to solve these concerns. Strong ties among administrators are critical for identifying and filling deficiencies in teachers, principals, and supervisors (Ameri, 2020)

The study looked at teachers' opinions about school-based instructional monitoring in Wolaita Zone secondary schools. The findings revealed a negative attitude toward supervision, with instructors feeling their supervisors were incompetent. Inappropriate methods, a lack of fundamental skills, low trust, a lack of pre- and post-observation conferences, inadequate feedback, age and gender impact, poor communication, and a lack of enthusiasm were all factors influencing instructors' attitudes (Kurka, 2019).

2.13 Sociocultural Theory and Language Teacher Supervision

In the critical view of Vygotsky's book the concept of Attitude and awareness are important components of how instructors learn. Supervisors can benefit from studying sociocultural theory in order to facilitate teacher learning, the goal of this theory is to "develop an account of human mental processes that recognizes the critical relationship between these processes and their cultural, historical, and institutional contexts." (Vygotsky, 1986)

Sociocultural theory is a human development theory that stresses the necessity of investigating the external social environment in which a child's life develops. It sees learning as an integrated social activity rather than a linear, linear process with fixed steps. Participation in historically and culturally placed social activities results in development, which is a dynamic, socially mediated process (Panhwar, 2016, pp. 183-185)

Ameri describes sociocultural theory as a human-science approach that explains the connections between human mental processes and the cultural, institutional, and historical contexts in which those processes occur. Teachers are adult learners, and much of their attention is focused on kid learning. Nonetheless, there is a plethora of material in sociocultural theory that may be utilized to inform supervisors' work with teachers (Ameri, 2020)

This work investigates Vygotskian sociocultural learning theory. It implies that the idea may be used to create context-based language teaching-learning pedagogies that improve students' language abilities and cognition. The Zone of Proximal Development (ZPD)

hypothesis emphasizes student-centered learning through scaffolding, fostering learner autonomy, and promoting communication (Panhwar, 2016).

2.14 Previous Studies on Language Supervision in EFL Context

Numerous researchers have made efforts to investigate the supervision process. However, this current study stands as an original contribution due to its distinctive context and the innovative nature of the gathered data. Specifically conducted within universities in the Iraqi-Kurdistan Region, this study is notable for its substantial sample size and the novel approaches added to data collection. The primary goal of this study is to unveil the behaviors and perspectives of teachers and supervisors within elementary schools in Suleimani City, aiming to quantify the frequency at which each behavior and attitude is perceived. Subsequent paragraphs present a selection of studies that share a common focus on this issue.

In their research conducted by (Ramin Rahmany, Mohammad Taghi Hasani, and Kaivan Parhoodeh) entitled "EFL Teachers" Attitudes towards Being Supervised in an EFL Context, 2014", the researcher strained to explain the attitude of English teachers in Iran on the process of monitoring and evaluation conducted by scientific and educational supervisors. Seventy-four male and female teachers with bachelor's degrees participated in this study. For this purpose, the researcher used letter questionnaires to obtain teachers' opinions on the supervision process. According to the results of the study, teachers with less experience, less than five years of experience, are more influenced by the supervision process when it comes to teacher decisions in the classroom but the teachers in this study are optimistic about the supervision process and believe it is an attempt to improve the skills of less experienced teachers, while teachers with six to ten years of experience are pessimistic and believe the supervision process is a repetitive routine. For those teachers with more than 10 years of experience, the supervision process was written on the pages and was not realistic. In the research which was titled "Exploring Iranian EFL Teachers' Perceptions on Supervision" International Conference on Current Trends in ELT, 2014" conducted by (Khaled Moradia , Saleh Sepehrifarb, Toktam Parhizkar Khadiv), the main purpose of the research is to investigate the perceptions of English teachers and the behavior of supervisors during the evaluation of their lessons in the classroom. A validated questionnaire and a series of interviews were used to collect data from the teachers. The collected data were carefully recorded in SPSS files and analyzed using frequency, descriptive statistics, and inferential tests. The results of the study highlight the fact that teachers tried to make them happy during supervision to avoid giving and writing unfavorable results to teachers. Teachers report that sometimes some supervisors automatically write down results and always look for teachers' weaknesses to criticize their teaching methods.

In the study "English Language Teachers' Perceptions of Educational Supervision in Relation to their Professional Environment: A Case Study of Northern Cyprus, 2010" conducted by (Murat HİŞMANOĞLU and Sibel HİŞMANOĞLU), conducted in Turkey (Cyprus), the researcher closely examines the attitude of English teachers towards the supervision process by educational supervisors, the results show that educational supervisors try to highlight the weaknesses of English teachers and encourage them to reflect on their weaknesses and find resolutions to overcome them. The researcher collected data from English teachers through letter questionnaires and analyzed the data with SPSS. Results of this study Teachers believe that the supervision process in Turkish Cyprus remains on its old traditions and there is little innovation in their supervision methods educational institutions and centers.

In the research which was titled "Exploring Iranian EFL Teachers' Perceptions on Supervision" International Conference on Current Trends in ELT, 2014" conducted by (Khaled Moradia , Saleh Sepehrifarb, Toktam Parhizkar Khadiv), the main purpose of the research is to investigate the perceptions of English teachers and the behavior of supervisors during the evaluation of their lessons in the classroom. A validated questionnaire and a series of interviews were used to collect data from the teachers. The collected data were carefully recorded in SPSS files and analyzed using frequency, descriptive statistics, and inferential tests. The results of the study highlight the fact that teachers tried to make them happy during supervision to avoid giving and writing unfavorable results to teachers. Teachers report that sometimes some supervisors automatically write down results and always look for teachers' weaknesses to criticize their teaching methods.

3. METHODOLOGY

The study seeks to understand the perceptions, experiences, and preferences of both EFL teachers and supervisors regarding the supervisory process in order to identify potential areas for improvement and enhance the effectiveness of supervision in the EFL educational context. This methodology includes the approaches to the quantity and quality of the data and its collection. This paper covers participant selection, sampling methods, the tool for data collection, measures to be employed for reliability and validity, administration and management procedures, and techniques for data analysis.

3.1.Population and Sample

A sample is some subset selected from the set sampling frame or sometimes from the whole population. Therefore, The sub-group chosen or sample is selected to allow inferences about the larger population to generalize findings of the establishment of theories. Ultimately, the capability to achieve these objectives hinges on choosing an appropriate sampling technique Brown (Boynton et al., 2004). In this research paper, a method or sampling strategy such as Purposive or judgmental was used to establish the participants. According to Boynton, et al. (2004) it is the deliberate choosing of particular settings, persons or events in the effort of collecting important information that other alternatives in sampling might be unable to.This approach involves the researcher including cases or participants in the sample because they believe these cases or individuals deserve to be included based on specific criteria or relevance. For the present study, the researcher used published tables to organize the quantitative data. The participant pool consisted of 365 English as a Foreign Language (EFL) teachers out of 2019 size teachers from basic schools in Sulaimaniyah city, comprising 252 females and 113 males, all aged 22 and older. This participant count aligns with the criteria established by (Kathleen, 2006).

3.2 The Data Collection Instruments

To address the research inquiries and gather data, a combination of qualitative and quantitative approaches, known as mixed methods research, is applied. The tools utilized encompass a student questionnaire and interviews with supervisors. The rationale and method of utilizing these tools are elaborated upon in detail.

3.2.1 Teachers' Questionnaire

Quantitative data is collected using a 24 item for teachers' survey. Surveys are a popular method for gathering substantial data quickly and cost-effectively. The use of closed-ended questions, particularly a five-point Likert scale, is common due to its ease of response. Additionally, in this study, the survey is distributed in a paper-based format (Boynton and Greenhalgh, 2004).

3.2.2 Supervisors' face to face interview

Semi-structured interviews with eleven supervisors from basic schools were used to collect qualitative data. Expert assessment ensures the legitimacy of the interview questions. The researcher receives permission from the interviewees before beginning the interviews. Following the recommendation of (Warren, 2002), all interviews are recorded with the participants' agreement, using a mobile phone with voice recording capability. This approach enables the generation of verbatim transcripts, which are an important component of the study data.

3.2.3 The Research Tools' Validity and Reliability

Both tools which are employed in this study are shown and exposed to some experts (12 jury members) (see Appendix C) in literature, applied linguistics and linguistics. Their valuable comments, notes and recommendations that make the questionnaire and interview more appropriate are taken into account, and changes are made to the recommended items.The questionnaire's items were analyzed for internal consistency, ensuring that questions assessing the same construct yielded similar responses. This was typically done using Cronbach's alpha coefficient, aiming for a value of 0.70 or higher, indicating good reliability. The researcher conducted semi-structured interviews with 6 supervisors to collect qualitative data. The interview questions were validated by experts, and the researcher obtained the interviewees' approval before starting the interviews.

3.2.4 Data Analysis Tools

The data obtained from the questionnaire is analyzed using IBM SPSS Statistics version 26.0 after contacting a statistics specialist to ensure that all procedures are done and the demands of the questionnaire are met. Various statistical steps are used to address each study issue connected to quantitative data. Following data entry into the program, frequency, percentage, mode, reliability, and an independent sample t-test are performed. Thematic analysis is added to analyze the interview data. The first step involves transcribing all the interviews verbatim. Subsequently, the transcribed data is systematically coded to identify recurring themes and patterns within the dataset.

4. ANALYSES AND RESULTS DISCUSSION

The Research Findings from questionnaires:

4.1 Teachers Attitude on the Practices of School-based Instructional Supervision

Table. 1 *Frequency and Percentage of the First Question*

Q	Rank	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree	weight
1	1	17	330	7	7	4	3.96
16	2	219	24	10	97	15	3.92
8	3	215	21	12	104	13	3.88
2	4	208	26	12	114	5	3.87
20	5	20	231	12	91	11	3.43
21	6	9	232	14	96	14	3.35
23	7	6	233	12	106	8	3.34
5	8	13	220	12	116	4	3.33
11	9	15	224	8	100	18	3.32
17	10	9	221	25	95	15	3.31
13	11	8	233	8	95	21	3.31
12	12	6	224	16	101	18	3.27
4	13	21	115	10	218	1	2.83
19	14	19	108	17	220	1	2.79
7	15	11	125	8	218	3	2.79
22	16	11	124	10	216	4	2.79
9	17	11	126	7	215	6	2.78
15	18	16	111	16	219	3	2.78
3	19	4	130	10	218	3	2.76
14	20	7	122	12	222	2	2.75

24	21	20	108	7	222	8	2.75
6	22	7	124	9	219	6	2.75
18	23	6	119	13	223	4	2.73
10	24	15	115	17	21	197	2.26

Based on the responses provided by the majority of teachers regarding their experiences with school-based instructional supervision practices, several key themes emerged. Firstly, teachers expressed that the primary purpose of supervision seemed to be focused on evaluation rather than meeting their professional needs. This evaluation-centric approach may have a negative impact on the professional growth of teachers.

Furthermore, teachers described their supervisors as fault finders, indicating that they often focused on identifying mistakes rather than providing constructive feedback and support. This perception created hesitancy and reluctance among teachers to actively engage with their supervisors. the level of trust between teachers and supervisors has a significant impact on the quality of support provided. The data suggests a lack of trust between them which can hinder effective assistance in an academic context.

In addition, teachers felt that their supervisors did not effectively encourage them to develop their teaching strategies. The lack of support and guidance in this aspect could hinder their ability to enhance student learning. Besides instructional supervisors were rated as having low performance in arranging training programs for teachers which could harm the professional growth of teachers.

Moreover, teachers expressed a reluctance to involve their supervisors in their classrooms, suggesting a lack of trust and confidence in their supervisors' ability to provide meaningful assistance.

Furthermore, the influence of age, gender, and work experience on supervisors is generally seen as negative. These factors can affect how supervisors interact with teachers. Besides teachers highlighted that supervisors did not consistently provide constructive feedback to all teachers and that open discussions were not fostered. This lack of communication and dialogue may limit opportunities for professional growth and improvement.

Overall, the majority of teachers expressed dissatisfaction with the current school-based instructional supervision practices, as they felt that supervisors focused more on evaluation rather than providing support and guidance for their professional development.

4.2 The Research Findings from the Interview

4.2.1 Concerning the Attitude Supervisors Holds Towards the Process of Supervision in Sulaimani City:

Themes of the second research question are classified according to the aspects of attitude			Frequency	Percentage
Affective	Positive attitude and Negative attitude	Positive	2	33.4%
		Negative	4	66.7%
Cognitive	Risks to the future of students participating in the grade 12 national examination.	Mentioned	5	83.1%
		Not Mentioned	1	16.9%
	The burden on principals due to heavy administrative tasks		6	100%
	level of tension between teachers and principals.	Positive	2	33.4%
		Negative	4	66.7%
Behavioral	Committee supervision system		6	100%
	Rewards and punishments.	Mentioned	2	33.4%
		Not Mentioned	4	66.7%

4.2.2 Analysis of Feelings Towards the Process:

Some supervisors have expressed optimism about the new supervision project and its potential to improve the education process in Kurdistan and the region. They believe that despite some drawbacks, similar initiatives are needed to overcome the stagnation in the supervision process. This project has introduced new elements, such as involving parents through parent councils, engaging NGOs and civil society, and addressing school-related issues. According to supervisors, the project has brought positive competition between schools and provided a critical friend who identifies shortcomings and collaborates with the principals to find solutions. However, they also mention that expertise is sometimes overlooked in this project and suggest the possibility of conducting evaluations every two years or dividing them annually. Overall, they feel that while improvements are needed, the project has had positive impacts and should be further developed. However, some supervisors have a negative perspective on this new supervision method, believing that

the government's main intention behind the project was to cut costs in education and label it as shaping the expertise of supervisors. Another drawback is the limited time available to implement all the project's provisions, as well as a shortage of supervisors for all schools in Sulaimani. The government's aim to reduce expenses led to assigning only one supervisor for multiple schools, which hinders the improvement of schools' and teachers' knowledge. During the previous supervision system, different experts would visit schools and evaluate teachers' knowledge based on their respective specialties.

4.3 Current Beliefs or Thinking about the Process

- This new method of supervision would have worse effects on students who are in 12th grade. On the contrary, the principals are caught up in how this new technique will affect the major grade level. They told us that this level is special and couldn't afford to be touched by the principal, who has been three steps away from the teaching process. The supervisors emphasized this matter to be solved as early as possible because these grade twelve students will soon be the apple of the problem.
- Moreover, the high-rope challenges in this new form of primary school supervision come further with many already existing burdens, such as huge administrative jobs without much professional backing. This role often overburdens most school principals as they are left with administrative work instead of being true educational leaders. The design of the current supervision process is generally more about administrative matters and not the specialized knowledge that the supervisors have; different assessments result. Supervisors also feel that a specialized approach to assessment would show positive results—differences in the evaluations. Current supervisors with no prior managerial pasts are creating challenges as managers take a rising role. The two combined pose an enormous challenge in the overall heavy administrative tasks and limited consideration for expertise in the affairs of Principals and Supervisors in education.
- The degree of tension in the relationship between principals and people was found to vary according to the work atmosphere, the effectiveness of communication, and the leadership style of the person in charge. In inducting dissonant school managers, the average supervisor can usually point to one item: the common lack of training in educative or psychological classes. Although lower in this sample, lack of training may handicap supervisors' abilities to serve and exercise control over teachers. For instance, the principal's leadership style significantly influences how a manager evaluates teachers based on personal relationships rather than objectiveness. Then, they can give subjective evaluations that might lead to conflicts. Therefore, the problems should be investigated to enhance a supportive and professional environment for the teachers and the principals.

4.4 Suggested Procedures for the Process

The system leads to the development of educational institution committees that help supervise the many different components of the operation of schools, policies, programs, and initiatives within those institutions or administrative offices. The system leads to collaboration, shared decision-making, and effective management of the many different educational activities. Some of the proponents of the practice of supervision advocate the utilization of both the methods of supervision, that is, the committee of supervisors and the instructional supervision method. It is intended to get better and more appropriate results of the process altogether by considering the fields of both specialty areas. Even at that time when imparting education and training, the field of expertise of a leader in leading a school in need of a principal is not to be forgotten. In most cases, when the supervisors visit a school, a committee of supervisors exhibits a composition of multiculturalism wished for in an environment that nurtures a balance in answers to many questions and concerns brought about by teachers. The two methods of supervision get harmonized to better care out of the whole task of supervision.

4.5 The Challenges Supervisors Face as They Engage with the Process

▪ Based on the comments from external supervisors, one of the challenges they face during supervision is the lack of adequate training. They emphasized the importance of supervisors attending regular training courses to stay updated with the changes in education. Some supervisors suggested that these courses should also be made available to teachers and school administrators, with internationally trained experts. This would ensure that supervisors, managers, and teachers receive the necessary knowledge and skills to effectively carry out their roles. It was noted that the existing qualification courses were not sufficient, as they lacked professional trainers and did not meet international standards. Therefore, there is a need for comprehensive and high-quality training programs to support the professional growth of supervisors and educators.

▪ Thus, the problem is that nowadays, supervision subordinates the supervisors' expertise and, therefore, may yield rather arbitrary evaluations that, in turn, could be inhibitive for the professional development process of the teachers. What should be realized is supervisors' highly specialized information and abilities. A more complete and competent process of professional development for the teachers would take place by separating the specializations in the evaluations.

▪ Increased workload occasioned by requirements of monitoring more than a school. The current system requires the public supervisory unit to be responsible for individual schools for both private and public centers. This workload may be too much and prevent the supervisor from completing the due evaluation process. The number of schools pronounces this; each county supervisor must evaluate at least 18 schools annually in some areas. The analysis has thus been a source of speculation on the part of the supervisors themselves, pressured by the continued quest to go through the huge swathes of documentation and other statistics generated by the schools. In the context of this condition, it is obvious that the supervisors themselves raised the question of how a comprehensive assessment is expected.

- This brings a communication breakdown unless it does not cause misunderstanding in the classroom. One way of a good working relationship is providing each teacher and supervisor a clear understanding of the responsibilities that fall solely to him or her. The other challenge that supervisors are bound to face is a lack of awareness, which is one of the reasons teachers show the existence of authority whereby they bring up every complaint. The supervisor is not at liberty to solve. Structured factors seem to be controlled by the path provided by supervisors, professional guidance through personal and individualized demands, and how teachers move their expectations from the expectations.

- Misguiding of supervisors within a school setup is a very serious affair that would yield destructive results to an individual and the educational setup at large. In a real sense, when supervisors are guided by false information or lied to by the principals, trust erosion and compromise integrity in the education system is inevitable. This challenge reflects the most, especially with the supervisors who often get misinformed by the school principals to see to it that all administration lapses are covered for them to achieve a positive appraisal.

- Ranking of schools is defined as a complex action of putting various educational institutions in their respective ranks using a given pre-set criterion consensually applied to them. While rankings present useful data to parents, students, and policymakers, supervisors express unease about existing methods. They are firm on the modification of the process of supervision, processes, and mechanisms, offering a base for overhauling the ranking system to a more scientific model. As the supervisors point out, it is not possible to give an evaluation and ranking of these schools within a short period of about three days. They argue that this is so because the process or undertaking a complete process of instruction and learning from the teachers and the schools is very complex and lengthy, which would warrant the process to go through a reasonable period. As the accompanying comments of the principals themselves reveal, what is clearly desired is an approach to ratings generally, and to schools particularly, that will be more pervasive and more elaborate in its employment approach that will cover the entire range of educational centers and do more than give a slick evaluation of teachers or administrators.

5. Conclusions

This thesis examines the perceptions of teachers and supervisors towards the supervisory process in Sulaimani city, with a primary focus on identifying attitudes and challenges within the school-based supervision framework. The study's conclusions are structured into two main sections:

1. Teachers' Perspectives:

  - The study finds that while teachers acknowledge the importance of school-based supervision for professional development and curriculum improvement, they exhibit a generally negative attitude towards supervisors. This discontent stems from several factors, including supervisors' inadequate supervisory approaches, perceived lack of

competence, a tendency to criticize rather than assist, poor organization of developmental programs, a preference for administrative control over educational support, feelings of disempowerment, and insufficient dissemination of supervisory process information. Additionally, demographic factors of supervisors (age, gender, work experience) are perceived to influence their effectiveness.

2. Supervisors' Perspectives and Challenges:

  - On the other hand, some supervisors display optimism regarding new supervision projects aimed at enhancing the educational system in Sulaimani and the broader region of Kurdistan. Despite acknowledging certain drawbacks, these projects are seen as essential for overcoming the stagnation in educational supervision. Notable aspects include the involvement of parents and NGOs, fostering positive competition among schools, and focusing on collaborative approaches to problem-solving. However, questions have been thrown on the intentions of the government, about spending behind such these initiatives, the feasibility of teaching the provisions of the project, considering the binding time and the number of supervisors have been considered its adequacy. Other problems identified include an overemphasis on administration, crimping the role of the principal to an administrator rather than an educational expert and a provider of the needed psychological support. As identified, there is inadequate preparation for the principals in the two areas of academic and psychological support and, simultaneously, possible subjective evaluation instead of criteria based on objective assessment.

This thesis emphasizes multi-perspectives given supervisory reform and recommends blending the two approaches that are seen incompatible, the committee and the instructional, to ensure the reform fosters collaborative decision-making and eventually leads to improved educational practices. Professional development and inclusion of special knowledge in the supervision process are given heed in this paper, which means the inconsistencies in evaluations will be experienced so that teachers' professional growth is supported as well.

In other words, these findings were expected to be considerably important regarding the implication of taking holistic approaches to improve the supervision process in Basic Schools in Sulaimani by policymakers or concerned educational authorities. In literal terms, it opens an area for further research to build more expanded knowledge related to supervision practices and their effect on the education landscape.

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