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VOLUME 2

Role Perceptions And Role Performance of
Instructional Supervisors As Perceived by
Teachers and Supervisors in the
Public Schools of Qatar :
An Exploratory Study

Aref T.M.A. Al-ATARI

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A thesis submitted in fulfillment of the requirements for the
Degree of Doctor of Philosophy

School of Education
University of Durham

October 1989



31 OCT 1990

Appendix I

Supervisors' Questionnaire

Letter from the Researcher

Dear Supervisors,

I am pursuing a doctoral degree in instructional supervision at the University of Durham. I earnestly need your assistance in completing this questionnaire. The success of this study depends, to a great extent, on your accurate answers. Since I am interested only in your responses, names are not required. The information is stringly confidential.

Thank you,

Yours,

A.T. AL ATARI

Personal Data

Please tick

1. Nationality Qatari Non-Qatari
2. Sex Male Female
3. Qualification BA MA or PhD
4. Teaching cycle Primary Prep-secondary
5. Experience <10 yrs > 10 yrs

6. Do you keep in touch with literature on supervision?
Yes No

7. If your answer is yes, please mention some journals or books mostly concerned with supervision.

1. 2.
3. 4.
5. 6.

8. Have you attended any courses or seminars mostly concerned with supervision?
Yes No

9. If your answer is yes, please mention time and places.
.....
.....

Part I

1.0 Supervisory Tasks:

In your opinion, how important is each of the following supervisory tasks, then consider to what extent you undertake each of them. Please tick in the appropriate square:

| | | Ideal Responses Degree of Importance | | | | Actual Responses Frequency of Application | | | |
|-----|---|---|-----------|----------------|---------------|--|----------------|--------------------|------------|
| | | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 1.1 | to clarify the aims of education and the role of teachers | | | | | | | | |
| 1.2 | to promote teachers' professional growth | | | | | | | | |
| 1.3 | to evaluate and develop the curriculum | | | | | | | | |
| 1.4 | to orient teachers to suitable teaching methods | | | | | | | | |
| 1.5 | to develop human relations in schools | | | | | | | | |
| 1.6 | to encourage teachers to innovate | | | | | | | | |

If you have other ideas concerning the tasks of supervisors, please specify

.....

Part II

2.0 Supervisory Activities:

In your opinion, how important is each of the following activities, then consider to what extent you undertake each activity:

| | Ideal Responses Degree of Importance | | | | Actual Responses Frequency of Application | | | |
|--|---|-----------|----------------|---------------|--|----------------|--------------------|------------|
| | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 2.1 Providing materials and facilities | | | | | | | | |
| 2.2 Demonstration lessons | | | | | | | | |
| 2.3 Organizing for instruction | | | | | | | | |
| 2.4 Administrative and clerical work | | | | | | | | |
| 2.5 Evaluating the teaching/learning process | | | | | | | | |
| 2.6 Intervisitation among teachers | | | | | | | | |
| 2.7 In-service education | | | | | | | | |
| 2.8 Orientation programmes for new teachers | | | | | | | | |
| 2.9 Conducting research | | | | | | | | |
| 2.10 Classroom visits | | | | | | | | |

/contd.....

| | Ideal Responses | | | | Actual Responses | | | |
|------------------------------------|----------------------|-----------|----------------|---------------|--------------------------|----------------|--------------------|------------|
| | Degree of Importance | | | | Frequency of Application | | | |
| | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 2.11 Disseminating information | | | | | | | | |
| 2.12 Supporting the school library | | | | | | | | |

Please specify any other activities which, in your opinion, supervisors do or should undertake

.....

.....

.....

Part III

3.0 Supervisory visits:

Please tick in the appropriate square to indicate your agreement or disagreement with the following two sentences:

3.1 The number of supervisory visits in Qatar is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.2 The time spent during the visit is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.3 Is the visit preceded by a conference?

- Always
- Frequently
- Rarely
- Never

3.4 If there is a conference, how long does it last?

- $\frac{1}{2}$ hour (approx.)
- Few minutes
- It depends

3.5 and, what is it for?

.....

.....

Please tick in the appropriate square to indicate your agreement or disagreement with the following two sentences:

3.6 My teachers feel embarrassed during the observation:

Strongly agree

Agree

Disagree

Strongly disagree

3.7 My teachers behave differently during the observation:

Strongly agree

Agree

Disagree

Strongly disagree

3.8 Is the visit followed by a conference?

Always

Frequently

Rarely

Never

3.9 If there is a conference, how long does it last?

$\frac{1}{2}$ hour (approx.)

Few minutes

It depends

3.10 and, what matters are discussed?

.....

.....

Please tick in the appropriate square to indicate your agreement or disagreement with the following sentences:

3.11 My teachers feel free to express their viewpoint:

Strongly agree

Agree

Disagree

Strongly disagree

3.12 I take into account the circumstances of my teachers, put myself into their place imagining how I might be reacting in a similar situation:

Strongly agree

Agree

Disagree

Strongly disagree

3.13 I leave the impression that the aim of the visit is the improvement of the teaching/learning process rather than inspection or seeking to identify the teacher's errors:

Strongly agree

Agree

Disagree

Strongly disagree

3.14 The visit leads to a better teaching/learning situation:

Strongly agree

Agree

Disagree

Strongly disagree

Part IV

4.0 The evaluation of teachers:

Please tick in the appropriate square to indicate your agreement or disagreement with the following sentences:

4.1 The supervisor is capable of evaluating the teacher:

Strongly agree

Agree

Disagree

Strongly disagree

4.2 If you do not think that supervisors are capable of evaluating teachers, please give reasons:

.....
.....
.....

4.3 The criteria for evaluating teachers are made clear:

Strongly agree

Agree

Disagree

Strongly disagree

4.4 Do you place more emphasis on conformity or innovation?

I place more emphasis on conformity

I place more emphasis on innovation

I place equal emphasis on both

Part V

5.0

In your opinion, how important is each of the following criteria, and to what extent you consider each of them when evaluating the teacher's performance:

| | Ideal Responses Degree of Importance | | | | Actual Responses Frequency of Application | | | |
|---|---|-----------|----------------|---------------|--|----------------|--------------------|------------|
| | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 5.1 lesson plan | | | | | | | | |
| 5.2 pupils' attainment | | | | | | | | |
| 5.3 the personality of the teacher | | | | | | | | |
| 5.4 the teacher's mastery of the subject matter | | | | | | | | |
| 5.5 classroom skills | | | | | | | | |

Please add any other criteria you think supervisors do or should employ

.....

.....

.....

Part VI

6.0 Staffing:

Please tick

6.1 Supervisors need special training (professional education):

Strongly agree

Agree

Disagree

Strongly disagree

6.2 Whether you agree or disagree with the preceding statement, please comment:

.....
.....
.....

6.3 Teachers can play the role of supervisors:

Strongly agree

Agree

Disagree

Strongly disagree

6.4 Whether you agree or disagree with the preceding statement, please comment:

.....
.....
.....

6.5 Principals can play the role of supervisors

Strongly agree

Agree

Disagree

Strongly disagree

6.6 Whether you support or do not support the idea of 'the principal supervisor', please give reasons:

.....
.....
.....

Part VII

7.0 Problems and obstacles:

To what extent does each of the following problems mitigate the effectiveness of supervision in the schools of Qatar:

| | to a great extent | to some extent | to a little extent | not at all |
|--|-------------------|----------------|--------------------|------------|
| 7.1 insufficient time | | | | |
| 7.2 overwork | | | | |
| 7.3 location of schools | | | | |
| 7.4 lack of cooperation with teachers | | | | |
| 7.5 overlapping of duties with other officials | | | | |
| 7.6 the ambiguous role of supervisors in general | | | | |
| 7.7 The incompetence of some supervisors | | | | |

Please add any other problems you think hinder supervisors from undertaking their ideal roles:

.....

.....

.....

.....

Part VIII

8.0

Please tick

8.1 My teachers perceive me as a helper rather than an assessor:

Strongly agree

Agree

Disagree

Strongly disagree

8.2 Where do you derive your authority from?

From my legal position

From my experience and competence

From both

8.3 How satisfied do you feel with supervision?

To a great extent

To some extent

To a little extent

not at all

8.4 Add, if you wish, any other comments or suggestions you would like to make:

.....
.....
.....

Appendix II

Teachers' Questionnaire

Letter from the Researcher

Dear Colleagues,

I am pursuing a doctoral degree in instructional supervision at the University of Durham. I earnestly need your assistance in completing this questionnaire. The success of this study depends, to a great extent, on your accurate answers. Since I am interested only in your response, names are not required. The information is strictly confidential.

Thank you,

Yours,

A.T. AL ATARI

Personal Data

Please tick

1. Nationality Qatari Non-Qatari
2. Sex Male Female
3. Qualification Non-university BA MA or PhD
4. Teaching cycle Primary Prep-secondary
5. Experience <10 yrs > 10 yrs

6. Add, if you wish, any other information or comments:

.....
.....

Part I

1.0 Supervisory Tasks:

In your opinion, how important is each of the following supervisory tasks, then consider to what extent each task is undertaken by your present supervisor. Please tick in the appropriate square:

| | Ideal Responses Degree of Importance | | | | Actual Responses Frequency of Application | | | |
|---|---|-----------|----------------|---------------|--|----------------|--------------------|------------|
| | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 1.1 to clarify the aims of education and the role of teachers | | | | | | | | |
| 1.2 to promote teachers' professional growth | | | | | | | | |
| 1.3 to evaluate and develop the curriculum | | | | | | | | |
| 1.4 to orient teachers to suitable teaching methods | | | | | | | | |
| 1.5 to develop human relations in schools | | | | | | | | |
| 1.6 to encourage teachers to innovate | | | | | | | | |

If you have other ideas concerning the tasks of supervisors, please specify:

.....

Part II

2.0 Supervisory Activities:

In your opinion, how important is each of the following supervisory activities, then consider to what extent each activity is undertaken by your present supervisor:

| | Ideal Responses Degree of Importance | | | | Actual Responses Frequency of Application | | | |
|--|---|-----------|----------------|---------------|--|----------------|--------------------|------------|
| | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 2.1 Providing materials and facilities | | | | | | | | |
| 2.2 Demonstration lessons | | | | | | | | |
| 2.3 Organizing for teaching | | | | | | | | |
| 2.4 Administrative and clerical work | | | | | | | | |
| 2.5 Evaluating the teaching/learning process | | | | | | | | |
| 2.6 Intervisitation among teachers | | | | | | | | |
| 2.7 In-service education | | | | | | | | |
| 2.8 Orientation programmes for new teachers | | | | | | | | |
| 2.9 Conducting research | | | | | | | | |

/contd.....

| | Ideal Responses | | | | Actual Responses | | | | |
|------------------------------------|----------------------|-----------|----------------|---------------|--------------------------|-------------------|----------------|--------------------|------------|
| | Degree of Importance | | | | Frequency of Application | | | | |
| | very important | important | less important | not important | | to a great extent | to some extent | to a little extent | not at all |
| 2.10 Classroom visits | | | | | | | | | |
| 2.11 Disseminating information | | | | | | | | | |
| 2.12 Supporting the school library | | | | | | | | | |

Please specify any other activities which, in your opinion, supervisors do or should undertake:

.....

Part III

3.0 Supervisory visits:

Please tick in the appropriate square to indicate your agreement or disagreement with the following two statements:

3.1 The number of supervisory visits in Qatar is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.2 The time spent during the visit is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.3 Is the visit preceded by a conference?

- Always
- Frequently
- Rarely
- Never

3.4 If there is a conference, how long does it last?

- $\frac{1}{2}$ hour (approx.)
- Few minutes
- It depends

3.5 and, what is it for?

.....

.....

Please tick in the appropriate square to indicate your agreement or disagreement with the following two sentences:

3.6 I feel embarrassed during the observation:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.7 I behave differently during the observation:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.8 Is the visit followed by a conference?

- Always
- Frequently
- Rarely
- Never

3.9 If there is a conference, how long does it last?

- $\frac{1}{2}$ hour (approx.)
- Few minutes
- It depends

3.10 and, what matters are discussed?

.....

.....

Please tick in the appropriate square to indicate your agreement or disagreement with the following sentences:

3.11 I feel free to express my viewpoint:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.12 My present supervisor takes into account my circumstances, puts himself in my place imagining how he might react in a similar situation:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.13 My present supervisor leaves the impression that the aim of the visit is the improvement of the teaching/learning process rather than inspection or seeking to identify errors:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.14 The visit leads to a better teaching/learning situation:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Part IV

4.0 The evaluation of teachers:

Please tick in the appropriate square to indicate your agreement or disagreement with the following sentences:

4.1 The supervisor is capable of evaluating the teacher:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4.2 If you do not think that supervisors are capable of evaluating teachers, please give reasons:

.....
.....
.....

4.3 The criteria for evaluating teachers are made clear:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4.4 Does your present supervisor places more emphasis on conformity or innovation?

- He places more emphasis on conformity
- He places more emphasis on innovation
- He places equal emphasis on both

Part V

5.0

In your opinion, how important is each of the following criteria, and to what extent your present supervisor considers each of them when evaluating your performance:

| | Ideal Responses Degree of Importance | | | | Actual Responses Frequency of Application | | | |
|------------------------------------|---|-----------|----------------|---------------|--|----------------|--------------------|------------|
| | very important | important | less important | not important | to a great extent | to some extent | to a little extent | not at all |
| 5.1 lesson plan | | | | | | | | |
| 5.2 pupils' attainment | | | | | | | | |
| 5.3 the personality of the teacher | | | | | | | | |
| 5.4 mastery of subject matter | | | | | | | | |
| 5.5 classroom skills | | | | | | | | |

Please add any other criteria you think that supervisors do or should employ:

.....

Part VI

6.0 Staffing: Please tick

6.1 Supervisors need special training (professional education):

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.2 Whether you agree or disagree with the preceding idea, please give reasons:

.....
.....
.....

6.3 Teachers can play the role of supervisors:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.4 Whether you agree or disagree with the preceding statement, please comment:

.....
.....
.....

6.5 Principals can play the role of supervisors

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.6 Whether you support or do not support the preceding idea, please comment:

.....

.....

.....

Part VII

7.0

Please tick

7.1 My present supervisor appears as a helper rather than an assessor:

Strongly agree

Agree

Disagree

Strongly disagree

7.2 Where does your supervisor derive his/her authority from?

From his/her legal position

From his/her experience and competence

From both

7.3 How satisfied do you feel with supervision?

To a great extent

To some extent

To a little extent

not at all

7.4 Add, if you wish, any other comments or suggestions you would like to make:

.....
.....
.....

Appendix III

Supervisors' Report on Teacher
(rating instrument)

Confidential

Supervisor's Report on Teacher

The State of Qatar

Ministry of Education

Subject _____ Teacher's name _____

School _____ Qualification _____

Supervisor's name _____ Date of appointment _____

1. The teacher's personality (25 marks)

- | | |
|---|---|
| a - general appearance | 5 |
| b - conduct and self-discipline | 5 |
| c - relationship with colleagues and superiors | 5 |
| d - relationship with pupils and classroom discipline | 5 |
| e - implementing instructions | 5 |

2. Teacher's performance (75 marks)

- | | |
|--|----|
| a - mastery of subject matter and keeping up to date | 10 |
| b - teaching methods | 15 |
| c - lesson plan | 10 |
| d - pupils' work | 10 |
| e - teacher's impact on the students and curriculum | 10 |
| f - school activities | 10 |
| g - instructional aids | 10 |

Total Rating

3. Additional notes the supervisor would like to add Signature
Opinion of director of Technical Affairs Signature
Opinion of the Under-Secretary Signature

| | | | | |
|-----------|-----------|-------|---------|------|
| Excellent | very good | good | average | fair |
| 91-100 | 81-90 | 65-80 | 50-64 | 0-49 |



Appendix IV

Principal's report on teachers

Confidential

Principal's Report on Teacher

The State of Qatar

The Ministry of Education

Subject_____ Teacher's name_____

School_____ Qualification_____

District_____ Date of appointment_____

1. The teacher's personality (25 marks)

- | | |
|------------------------------------|----|
| a - conduct and general appearance | 10 |
| b - self-discipline | 8 |
| c - classroom discipline | 7 |

2. Administrative performance (50 marks)

- | | |
|--|----|
| a - punctuality and carrying out instructions | 10 |
| b - participating in administrative responsibilities | 10 |
| c - relationship with superiors | 10 |
| d - general school activities | 10 |
| e - relationship with pupils and their parents | 10 |

3. Classroom performance (25 marks)

- | | |
|--|---|
| a - preparation and using instructional aids | 5 |
| b - completing the curriculum | 5 |
| c - pupils' work | 5 |
| d - activities relating to subject matter | 5 |
| e - pupils' attainment | 5 |

Total Rating

Signature

Opinion of the Director of Technical Affairs

Signature

Opinion of the Under-Secretary

Signature

| | | | | |
|-----------|-----------|-------|---------|------|
| Excellent | very good | good | average | fair |
| 91-100 | 81-90 | 65-80 | 50-64 | 0-49 |

Appendix V

Report on Supervisors

Confidential

Annual Report on Supervisors

The State of Qatar

The Ministry of Education

Supervisors name _____

Qualification _____

Date of appointment _____

| Criteria | Points |
|---|--------|
| 1. Ability to conduct work and orient employees | 20 |
| 2. Comprehensive knowledge of the code of practice, regulations and ability to apply them | 20 |
| 3. Ability to innovate and regulate | 20 |
| 4. Supervisor's personality | 15 |
| 5. Relationship with employees | 15 |
| 6. Punctuality | 10 |

TOTAL

Rating

Signature

| | | | | |
|-----------|-----------|-------|---------|------|
| Excellent | very good | good | average | fair |
| 91-100 | 81-90 | 65-80 | 50-64 | 0-49 |

Except otherwise stated, the following symbols are used:

- x² = chi-square test
- d.f. = degree of freedom
- sig. = significance
- P = Probability
- M.R. = Mean Ranks
- S.D. = Standard deviation
- P.C. = Percentage
- W.q. = Weight quotient
- R.O. = Rank order
- T. = Teacher
- S. = Supervisor
- Q. = Qatari
- M. = Male
- F. = Female
- A. = Agree
- S.a. = Strongly agree
- D. = Disagree
- S.d. = Strongly disagree

TABLE 1

Students in Government Schools in 1951-1986

| Year | Male | Female | Total |
|-----------|-------|--------|-------|
| 1951/1952 | 240 | ---- | 240 |
| 1952/1953 | 320 | ---- | 320 |
| 1953/1954 | 457 | ---- | 457 |
| 1954/1955 | 560 | ---- | 560 |
| 1955/1956 | 1000 | 50 | 1050 |
| 1956/1957 | 1388 | 122 | 1510 |
| 1957/1958 | 1879 | 451 | 2330 |
| 1958/1959 | 2408 | 579 | 2987 |
| 1959/1960 | 3244 | 1423 | 4667 |
| 1960/1961 | 4023 | 1942 | 5965 |
| 1961/1962 | 4607 | 2450 | 7057 |
| 1962/1963 | 5353 | 2751 | 8068 |
| 1963/1964 | 6145 | 3381 | 9526 |
| 1964/1965 | 6981 | 3872 | 10853 |
| 1965/1966 | 7906 | 4811 | 12717 |
| 1966/1967 | 8301 | 5405 | 13706 |
| 1967/1968 | 8685 | 5651 | 14336 |
| 1968/1969 | 9371 | 6281 | 15652 |
| 1969/1970 | 10122 | 7101 | 17223 |
| 1970/1971 | 10704 | 7827 | 18531 |
| 1971/1972 | 11883 | 9096 | 20979 |
| 1972/1973 | 12957 | 10435 | 23392 |
| 1973/1974 | 13821 | 11654 | 25475 |
| 1974/1975 | 14885 | 12924 | 27809 |
| 1975/1976 | 15855 | 14087 | 29942 |
| 1976/1977 | 17051 | 15336 | 32387 |
| 1977/1978 | 17572 | 16321 | 33893 |
| 1978/1979 | 18354 | 17306 | 35660 |
| 1979/1980 | 19367 | 18284 | 37651 |
| 1980/1981 | 20588 | 19356 | 39944 |
| 1981/1982 | 21908 | 20702 | 42610 |
| 1982/1983 | 23466 | 21950 | 45416 |
| 1983/1984 | 24387 | 22898 | 47285 |
| 1984/1985 | 25393 | 23964 | 49357 |
| 1985/1986 | 26525 | 25525 | 52050 |

Source: Ministry of Education, The Annual Report, 1985/1986, Doha, 1987, p. 293.

TABLE 2

Students in Private Schools by Sex, Level of Education
and Type of School
1985/1986

| Type of School | Pre-Primary | | Primary | | Preparatory | | Secondary | | TOTAL |
|--------------------|-------------|------|---------|------|-------------|------|-----------|------|-------|
| | M | F | M | F | M | F | M | F | |
| Arabic Schools | 1859 | 1609 | 1102 | 912 | ---- | ---- | ---- | ---- | 5482 |
| Foreign Schools | 756 | 635 | 3602 | 3176 | 960 | 737 | 352 | 319 | 10537 |
| TOTAL | 2615 | 2244 | 4704 | 4088 | 960 | 737 | 352 | 319 | 16019 |

Source: Central Statistical Organization, Annual Statistical Abstract,
7th issue, Doha, 1987, p. 104.

TABLE 3

Teaching Staff in Government Schools by Sex

1985/1986

| Level of Education | Male | Female | Total |
|--------------------|------|--------|-------|
| Primary | 801 | 1232 | 2033 |
| Preparatory | 474 | 572 | 1046 |
| Secondary | 378 | 401 | 779 |
| Grand Total | 1653 | 2205 | 3858 |

Source: Ministry of Education, The Annual Report, 1985/1986, op.cit., pp. 69-70.

TABLE 4

Teaching Staff in Government Schools by Nationality

1985/1986

| Level of Education | Qatari Teachers | | | Non-Qatari Teachers | | |
|--------------------|-----------------|--------|-------|---------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Primary | 60 | 913 | 973 | 741 | 319 | 1060 |
| Preparatory | 10 | 328 | 338 | 464 | 244 | 708 |
| Secondary | 9 | 100 | 109 | 369 | 301 | 670 |
| Grand Total | 79 | 1341 | 1420 | 1574 | 864 | 2438 |

Source: Ministry of Education, The Annual Report, 1985/1986, pp. 69-70.

TABLE 5

Teaching Staff and Administrative Personnel
in Government Schools by Nationality
1985/1986

| Level of Ed. | M. Qataris | | F. Qataris | | M. Non-Qataris | | F. Non-Qataris | |
|--------------|------------|------|------------|------|----------------|------|----------------|------|
| | T. | Adm. | T. | Adm. | T. | Adm. | T. | Adm. |
| Primary | 60 | 74 | 913 | 316 | 741 | 144 | 319 | 122 |
| Preparatory | 10 | 36 | 328 | 121 | 464 | 107 | 244 | 51 |
| Secondary | 9 | 15 | 100 | 76 | 369 | 78 | 301 | 46 |
| Grand Total | 79 | 125 | 1341 | 513 | 1574 | 329 | 864 | 219 |

Source: Ministry of Education, The Annual Report, 1985/1986, pp. 69-70.

TABLE 6

Teaching Staff in Government Boys' Schools by Qualification

1985/1986

| Level of Ed. | Qatari Teachers | | | Non-Qatari Teachers | | |
|--------------|-------------------------------|----|---------------|-------------------------------|------|---------------|
| | Non-University Qualifications | BA | Higher Degree | Non-University Qualifications | BA | Higher Degree |
| Primary | 53 | 7 | -- | 308 | 432 | 1 |
| Preparatory | -- | 9 | 1 | 22 | 436 | 6 |
| Secondary | 4 | 5 | -- | 12 | 328 | 29 |
| Grand Total | 57 | 21 | 1 | 342 | 1196 | 36 |

Source: Ministry of Education, The Annual Report, 1985/1986, p. 69.

TABLE 7

Teaching Staff in Government Girls' Schools by Qualification
1985/1986

| Level of Ed. | Qatari Teachers | | | Non-Qatari Teachers | | |
|--------------|-------------------------------|-----|---------------|-------------------------------|-----|---------------|
| | Non-University Qualifications | BA | Higher Degree | Non-University Qualifications | BA | Higher Degree |
| Primary | 647 | 266 | -- | 181 | 134 | 4 |
| Preparatory | 5 | 323 | -- | 20 | 224 | -- |
| Secondary | -- | 99 | 1 | 3 | 292 | 6 |
| Grand Total | 652 | 688 | 1 | 204 | 650 | 10 |

Source: Ministry of Education, The Annual Report, 1985/1986, p. 70.

TABLE 8

Students in Commercial and Industrial Schools

| Year | Commercial School | Industrial School |
|-----------|-------------------|-------------------|
| 1966/1967 | 26 | 207 |
| 1967/1968 | 55 | 201 |
| 1968/1969 | 76 | 189 |
| 1969/1970 | 74 | 170 |
| 1970/1971 | 66 | 143 |
| 1971/1972 | 69 | 144 |
| 1972/1973 | 70 | 108 |
| 1973/1974 | 76 | 95 |
| 1974/1975 | 85 | 105 |
| 1975/1976 | 87 | 82 |
| 1976/1977 | 87 | 68 |
| 1977/1978 | 65 | 53 |
| 1978/1979 | 66 | 57 |
| 1979/1980 | 42 | 53 |
| 1980/1981 | 59 | 56 |
| 1981/1982 | 64 | 74 |
| 1982/1983 | 80 | 87 |
| 1983/1984 | 88 | 132 |
| 1984/1985 | 83 | 121 |
| 1985/1986 | 111 | 183 |

Source: Ministry of Education, The Annual Report, 1985/1986, p. 151.

TABLE 9

Students in Government Secondary Schools by Specialization

1985/1986

| Nationality and Sex | Arts Students | Science Students |
|---------------------|---------------|------------------|
| Qatari Boys | 748 | 426 |
| Qatari Girls | 1366 | 329 |
| TOTAL | <u>2114</u> | <u>755</u> |
| Non-Qatari Boys | 169 | 698 |
| Non-Qatari Girls | 424 | 514 |
| TOTAL | <u>593</u> | <u>1212</u> |

Source: Central Statistical Organization, Annual Statistical Abstract,
7th Issue, p. 94.

TABLE 10

Students in Government Schools by Sex

1985/1986

| Level of Education | Male Students | Female Students | Total |
|-----------------------------|---------------|-----------------|-------|
| Primary | 16573 | 15271 | 31844 |
| Preparatory | 6028 | 6003 | 12031 |
| Secondary | 3224 | 4251 | 7475 |
| Specialized Institutions | 700 | ---- | 700 |
| Grand Total | 26525 | 25525 | 52050 |

Source: Central Statistical Organization, Annual Statistical Abstract,
p. 94.

TABLE 11

Persons Attending Evening Schools and Anti-Illiteracy Centers

By Sex and Nationality

1985/1986

| Nationality | Male | Female | Total |
|-------------|------|--------|-------|
| Qataris | 1800 | 1806 | 3606 |
| Non-Qataris | 2499 | 892 | 3391 |
| Grand Total | 4299 | 2698 | 6997 |

Source: Central Statistical Organization, Annual Statistical Abstract,
7th Issue, p. 105.

TABLE 12

Students in Government Schools by Nationality,
Sex and Teaching Level
1985/1986

| Level of Education | Qataris | | | Non-Qataris | | |
|--------------------------|---------|--------|-------|-------------|--------|-------|
| | Male | Female | Total | Male | Female | Total |
| Primary | 9352 | 8489 | 17841 | 7221 | 6782 | 14003 |
| Preparatory | 3862 | 3827 | 7689 | 2166 | 2176 | 4342 |
| Secondary | 1857 | 2726 | 4583 | 1367 | 1525 | 2892 |
| Specialized Institutions | 381 | ---- | 381 | 319 | ---- | 319 |
| Grand Total | 15452 | 15042 | 30494 | 11073 | 10483 | 21556 |

Source: Ministry of Education, The Annual Report, 1985/1986, pp. 58.

TABLE 13

Male Supervisors by Nationality

| Subject | Qatari | Non-Qatari | Total |
|-----------------------------------|--------|------------|-------|
| Religion | 3 | 3 | 6 |
| Arabic language | - | 5 | 5 |
| English language | - | 5 | 5 |
| Mathematics | 1 | 4 | 5 |
| Science | - | 4 | 4 |
| Social studies | 1 | 3 | 4 |
| Physical education | 6 | 1 | 7 |
| Fine Arts | 2 | 1 | 3 |
| Philosophy | - | 1 | 1 |
| Primary cycle (up to 4th year) | 3 | 9 | 12 |
| | — | — | — |
| TOTAL | 16 | 36 | 52 |

Notes:- there are also non-subject supervisors: 1 (non-Qatari) supervisor for labs, 1 (Qatari) for science activities, 2 (1 Qatari and 1 non-Qatari) for private schools, 3 (Qatari) for theatre, and 3 (1 Qatari and 2 non-Qatari) for social welfare and 2 (non-Qataris) for school libraries.

- until very recently supervision of religion was independent of the Department of Supervision.
- Physical Education is still independent from the Department of Supervision of Instruction.

Source: Ministry of Education, Department of Technical Research,

Information compiled at the request of the author.

TABLE 14

Female Supervisors by Nationality

| Subject | Qatari | Non-Qatari | Total |
|-----------------------------------|--------|------------|-------|
| Religion | 4 | 2 | 6 |
| Arabic language | 4 | 1 | 5 |
| English language | 2 | 3 | 5 |
| Mathematics | 1 | 4 | 5 |
| Science | 3 | 2 | 5 |
| Social sciences | 2 | 2 | 4 |
| Physical education | 1 | 1 | 2 |
| Fine Arts | - | 2 | 2 |
| Female education | - | 2 | 2 |
| Philosophy | - | 1 | 1 |
| Primary cycle (up to 4th year) | 18 | 2 | 20 |
| | — | — | — |
| TOTAL | 35 | 22 | 57 |

Notes:- Except for a limited communication and coordination, the supervision in female schools is almost completely separate from supervision in male schools. Organizationally, supervision in female schools is affiliated to the Technical Affairs Directorate.

- in addition to subject supervisors, there are 4 (3 Qataris and 1 non-Qatari) supervisors for social welfare, and 2 Qatari supervisors for non-Government schools.

- the primary cycle includes a number of boys schools' up to the 4th year with female teachers.

Source: Ministry of Education, Department of Technical Research,

Information compiled at the request of the author.

TABLE 15

Frequency and Percentages of Respondents by Occupation,
Nationality, Sex, Qualification, Cycle and Experience

N = 510

| | Frequency | Percentage |
|----------------------|-----------|------------|
| <u>Occupation</u> | | |
| Teacher | 432 | 84.7 |
| Supervisor | 78 | 15.3 |
| <u>Nationality</u> | | |
| Qatari | 209 | 41.0 |
| Non-Qatari | 301 | 59.0 |
| <u>Sex</u> | | |
| Male | 249 | 48.8 |
| Female | 261 | 51.2 |
| <u>Qualification</u> | | |
| Non-university | 156 | 30.6 |
| BA | 322 | 63.1 |
| Higher degrees | 32 | 6.3 |
| <u>Cycle</u> | | |
| Primary | 221 | 43.3 |
| Prep-Secondary | 289 | 56.7 |
| <u>Experience</u> | | |
| < 10 years | 179 | 35.1 |
| > 10 years | 331 | 64.9 |

TABLE 16

Frequency and Percentages of Respondent Teachers by Nationality,
Sex, Qualification, Cycle and Experience

N = 432

| | Frequency | Percentage |
|----------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari | 177 | 41 |
| Non-Qatari | 255 | 59 |
| <u>Sex</u> | | |
| Male | 211 | 48.8 |
| Female | 221 | 51.2 |
| <u>Qualification</u> | | |
| Non-university | 156 | 36.2 |
| BA | 262 | 60.6 |
| Higher degrees | 14 | 3.2 |
| <u>Cycle</u> | | |
| Primary | 187 | 43.3 |
| Prep-Secondary | 245 | 56.7 |
| <u>Experience</u> | | |
| < 10 years | 155 | 35.9 |
| > 10 years | 277 | 64.1 |

TABLE 17

Frequency and Percentages of Respondent Supervisors by
Nationality, Sex, Qualification, Cycle and Experience

N = 78

| | Frequency | Percentage |
|----------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari | 32 | 41 |
| Non-Qatari | 46 | 59 |
| <u>Sex</u> | | |
| Male | 38 | 48.7 |
| Female | 40 | 51.3 |
| <u>Qualification</u> | | |
| BA | 60 | 76.9 |
| Higher degrees | 18 | 23.1 |
| <u>Cycle</u> | | |
| Primary | 34 | 43.6 |
| Prep-Secondary | 44 | 56.4 |
| <u>Experience</u> | | |
| < 10 years | 24 | 30.8 |
| > 10 years | 54 | 69.2 |

TABLE 18

A Cross-tabulation of Teachers' Nationality by
Sex, Qualification, Cycle and Experience

N = 432

| | Frequency | Percentage |
|--------------------------------------|-----------|------------|
| <u>Sex</u> | | |
| Qatari Male Teachers | 41 | 9.5 |
| Non-Qatari Male Teachers | 170 | 39.4 |
| Qatari Female Teachers | 136 | 31.5 |
| Non-Qatari Female Teachers | 85 | 19.6 |
| <u>Qualification</u> | | |
| Non-University (Qatari Teachers) | 82 | 18.9 |
| Non-University (Non-Qatari Teachers) | 74 | 17.1 |
| BA (Qatari Teachers) | 93 | 21.5 |
| BA (Non-Qatari Teachers) | 169 | 39.2 |
| Higher degrees (Qatari Teachers) | 2 | 0.5 |
| Higher degrees (Non-Qatari Teachers) | 12 | 2.8 |
| <u>Cycle</u> | | |
| Primary (Qatari Teachers) | 103 | 23.8 |
| Primary (Non-Qatari Teachers) | 84 | 19.5 |
| Prep-Secondary (Qatari Teachers) | 74 | 17.1 |
| Prep-Secondary (Non-Qatari Teachers) | 171 | 39.6 |
| <u>Experience</u> | | |
| < 10 years (Qatari Teachers) | 65 | 15.1 |
| < 10 years (Non-Qatari Teachers) | 90 | 20.8 |
| > 10 years (Qatari Teachers) | 112 | 25.9 |
| > 10 years (Non-Qatari Teachers) | 165 | 38.2 |

TABLE 19

A Cross-tabulation of Supervisors' Nationality
by Other Variables

N = 78

| | Frequency | Percentage |
|---|-----------|------------|
| <u>Sex</u> | | |
| Qatari Male Supervisors | 8 | 10.3 |
| Non-Qatari Male Supervisors | 30 | 38.5 |
| Qatari Female Supervisors | 24 | 30.7 |
| Non-Qatari Female Supervisors | 16 | 20.5 |
| <u>Qualification</u> | | |
| BA (Qatari Supervisors) | 28 | 35.9 |
| BA (Non-Qatari Supervisors) | 32 | 41.1 |
| Higher degrees (Qatari Supervisors) | 4 | 5.1 |
| Higher degrees (Non-Qatari Supervisors) | 14 | 17.9 |
| <u>Cycle</u> | | |
| Primary (Qatari Supervisors) | 23 | 29.5 |
| Primary (Non-Qatari Supervisors) | 11 | 14.1 |
| Prep-Secondary (Qatari Supervisors) | 9 | 11.5 |
| Prep-Secondary (Non-Qatari Supervisors) | 35 | 44.9 |
| <u>Experience</u> | | |
| < 10 years (Qatari Supervisors) | 23 | 29.5 |
| < 10 years (Non-Qatari Supervisors) | 1 | 1.3 |
| > 10 years (Qatari Supervisors) | 9 | 11.5 |
| > 10 years (Non-Qatari Supervisors) | 45 | 57.7 |

TABLE 20

A Cross-tabulation of Teachers' Sex
by Other Variables

N = 432

| | Frequency | Percentage |
|----------------------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari Male Teachers | 41 | 9.5 |
| Qatari Female Teachers | 136 | 31.5 |
| Non-Qatari Male Teachers | 170 | 39.4 |
| Non-Qatari Female Teachers | 85 | 19.6 |
| <u>Qualification</u> | | |
| Non-University (Male Teachers) | 77 | 17.9 |
| Non-University (Female Teachers) | 79 | 18.3 |
| BA (Male Teachers) | 124 | 28.7 |
| BA (Female Teachers) | 138 | 31.9 |
| Higher degrees (Male Teachers) | 10 | 2.3 |
| Higher degrees (Female Teachers) | 4 | 0.9 |
| <u>Cycle</u> | | |
| Primary (Male Teachers) | 80 | 18.6 |
| Primary (Female Teachers) | 107 | 24.7 |
| Prep-Secondary (Male Teachers) | 131 | 30.3 |
| Prep-Secondary (Female Teachers) | 114 | 26.4 |
| <u>Experience</u> | | |
| < 10 years (Male Teachers) | 70 | 16.2 |
| < 10 years (Female Teachers) | 85 | 19.7 |
| > 10 years (Male Teachers) | 141 | 32.6 |
| > 10 years (Female Teachers) | 136 | 31.5 |

TABLE 21

A Cross-tabulation of Supervisors' Sex
by Other Variables

N = 78

| | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| <u>Sex</u> | | |
| Qatari Male Supervisors | 8 | 10.3 |
| Qatari Female Supervisors | 24 | 30.7 |
| Non-Qatari Male Supervisors | 30 | 38.5 |
| Non-Qatari Female Supervisors | 16 | 20.5 |
| <u>Qualification</u> | | |
| BA (Male Supervisors) | 21 | 26.9 |
| BA (Female Supervisors) | 39 | 50 |
| Higher degrees (Male Supervisors) | 17 | 21.8 |
| Higher degrees (Female Supervisors) | 1 | 1.3 |
| <u>Cycle</u> | | |
| Primary (Male Supervisors) | 12 | 15.4 |
| Primary (Female Supervisors) | 22 | 28.2 |
| Prep-Secondary (Male Supervisors) | 26 | 33.3 |
| Prep-Secondary (Female Supervisors) | 18 | 23.1 |
| <u>Experience</u> | | |
| < 10 years (Male Supervisors) | 5 | 6.4 |
| < 10 years (Female Supervisors) | 19 | 24.4 |
| > 10 years (Male Supervisors) | 33 | 42.3 |
| > 10 years (Female Supervisors) | 21 | 26.9 |

TABLE 22

A Cross-tabulation of Teachers' Qualification
by Other Variables
N = 432

| | Frequency | Percentage |
|--|-----------|------------|
| <u>Nationality</u> | | |
| Non-University (Qatari Teachers) | 82 | 18.9 |
| Non-University (Non-Qatari Teachers) | 74 | 17.1 |
| BA (Qatari Teachers) | 93 | 21.5 |
| BA (Non-Qatari Teachers) | 169 | 39.2 |
| Higher degrees (Qatari Teachers) | 2 | 0.5 |
| Higher degrees (Non-Qatari Teachers) | 12 | 2.8 |
| <u>Sex</u> | | |
| Non-University (Male Teachers) | 77 | 17.9 |
| Non-University (Female Teachers) | 79 | 18.3 |
| BA (Male Teachers) | 124 | 28.7 |
| BA (Female Teachers) | 138 | 31.9 |
| Higher degrees (Male Teachers) | 10 | 2.3 |
| Higher degrees (Female Teachers) | 4 | 0.9 |
| <u>Cycle</u> | | |
| Non-University (Primary Teachers) | 140 | 32.4 |
| Non-University (Prep-Secondary Teachers) | 16 | 3.7 |
| BA (Primary Teachers) | 46 | 10.6 |
| BA (Prep-Secondary Teachers) | 216 | 50.0 |
| Higher degrees (Primary Teachers) | 1 | 0.3 |
| Higher degrees (Prep-Secondary Teachers) | 13 | 3.0 |
| <u>Experience</u> | | |
| Non-University (< 10 years) | 54 | 12.5 |
| Non-University (> 10 years) | 102 | 23.6 |
| BA (< 10 years) | 99 | 22.9 |
| BA (> 10 years) | 163 | 37.7 |
| Higher degrees (> 10 years) | 2 | .5 |
| Higher degrees (< 10 years) | 12 | 2.8 |

TABLE 23

A Cross-tabulation of Supervisors' Qualifications
by Other Variables

N = 78

| | Frequency | Percentage |
|---|-----------|------------|
| <u>Nationality</u> | | |
| BA (Qatari Supervisors) | 28 | 35.9 |
| BA (Non-Qatari Supervisors) | 32 | 41.1 |
| Higher degrees (Qatari Supervisors) | 4 | 5.1 |
| Higher degrees (Non-Qatari Supervisors) | 14 | 17.9 |
| <u>Sex</u> | | |
| BA (Male Supervisors) | 21 | 26.9 |
| BA (Female Supervisors) | 39 | 50 |
| Higher degrees (Male Supervisors) | 17 | 21.8 |
| Higher degrees (Female Supervisors) | 1 | 1.3 |
| <u>Cycle</u> | | |
| BA (Primary Supervisors) | 32 | 41.1 |
| BA (Prep-Secondary Supervisors) | 28 | 35.9 |
| Higher degrees (Primary Supervisors) | 2 | 2.5 |
| Higher degrees (Prep-Secondary Supervisors) | 16 | 20.5 |
| <u>Experience</u> | | |
| BA (< 10 years) | 23 | 29.5 |
| BA (> 10 years) | 37 | 47.4 |
| Higher degrees (< 10 years) | 1 | 1.3 |
| Higher degrees (> 10 years) | 17 | 21.8 |

TABLE 24

A Cross-tabulation of Teachers' Cycle
by Other Variables
N = 432

| | Frequency | Percentage |
|---------------------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari (Primary) | 103 | 23.8 |
| Non-Qatari (Primary) | 84 | 19.5 |
| Qatari (Prep-Secondary) | 74 | 17.1 |
| Non-Qatari (Prep-Secondary) | 171 | 39.6 |
| <u>Sex</u> | | |
| Male (Primary) | 80 | 18.5 |
| Female (Primary) | 107 | 24.8 |
| Male (Prep-Secondary) | 131 | 30.3 |
| Female (Prep-Secondary) | 114 | 26.4 |
| <u>Qualification</u> | | |
| Non-University (Primary) | 140 | 32.4 |
| BA (Primary) | 46 | 10.6 |
| Higher degrees (Primary) | 1 | 0.3 |
| Non-University (Prep-Secondary) | 16 | 3.7 |
| BA (Prep-Secondary) | 216 | 50 |
| Higher degrees (Prep-Secondary) | 13 | 3 |
| <u>Experience</u> | | |
| < 10 years (Primary) | 68 | 15.8 |
| < 10 years (Prep-Secondary) | 87 | 20.2 |
| > 10 years (Primary) | 119 | 27.5 |
| > 10 years (Prep-Secondary) | 158 | 36.5 |

TABLE 25

A Cross-tabulation of Supervisors' Cycle
by Other Variables
N = 78

| | Frequency | Percentage |
|---------------------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari (Primary) | 23 | 29.5 |
| Non-Qatari (Primary) | 11 | 14.1 |
| Qatari (Prep-Secondary) | 9 | 11.5 |
| Non-Qatari (Prep-Secondary) | 35 | 44.9 |
| <u>Sex</u> | | |
| Male (Primary) | 12 | 15.4 |
| Female (Primary) | 22 | 28.2 |
| Male (Prep-Secondary) | 26 | 33.3 |
| Female (Prep-Secondary) | 18 | 23.1 |
| <u>Qualification</u> | | |
| BA (Primary) | 32 | 41.2 |
| Higher degrees (Primary) | 2 | 2.5 |
| BA (Prep-Secondary) | 28 | 35.8 |
| Higher degrees (Prep-Secondary) | 16 | 20.5 |
| <u>Experience</u> | | |
| < 10 years (Primary) | 20 | 25.6 |
| < 10 years (Prep-Secondary) | 4 | 5.2 |
| > 10 years (Primary) | 14 | 17.9 |
| > 10 years (Prep-Secondary) | 40 | 51.3 |

TABLE 26

A Cross-tabulation of Teachers' Experience
by Other Variables

N = 432

| | Frequency | Percentage |
|-----------------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari (< 10 years) | 65 | 15.1 |
| Non-Qatari (< 10 years) | 90 | 20.8 |
| Qatari (> 10 years) | 112 | 25.9 |
| Non-Qatari (> 10 years) | 165 | 38.2 |
| <u>Sex</u> | | |
| Male (< 10 years) | 70 | 16.2 |
| Female (< 10 years) | 85 | 19.7 |
| Male (> 10 years) | 141 | 32.6 |
| Female (> 10 years) | 136 | 31.5 |
| <u>Qualification</u> | | |
| Non-University (< 10 years) | 54 | 12.5 |
| BA (< 10 years) | 99 | 22.9 |
| Higher degrees (< 10 years) | 2 | .5 |
| Non-University (> 10 years) | 102 | 23.6 |
| BA (> 10 years) | 163 | 37.7 |
| Higher degrees (> 10 years) | 12 | 2.8 |
| <u>Cycle</u> | | |
| Primary (< 10 years) | 68 | 15.8 |
| Prep-Secondary (< 10 years) | 87 | 20.2 |
| Primary (> 10 years) | 119 | 27.5 |
| Prep-Secondary (> 10 years) | 158 | 36.5 |

TABLE 27

A Cross-tabulation of Supervisors' Experience
by Other Variables

N = 78

| | Frequency | Percentage |
|-----------------------------|-----------|------------|
| <u>Nationality</u> | | |
| Qatari (< 10 years) | 23 | 29.5 |
| Non-Qatari (< 10 years) | 1 | 1.3 |
| Qatari (> 10 years) | 9 | 11.5 |
| Non-Qatari (> 10 years) | 45 | 57.7 |
| <u>Sex</u> | | |
| Male (< 10 years) | 5 | 6.4 |
| Female (< 10 years) | 19 | 24.4 |
| Male (> 10 years) | 33 | 42.3 |
| Female (> 10 years) | 21 | 26.9 |
| <u>Qualification</u> | | |
| BA (< 10 years) | 23 | 29.5 |
| Higher degrees (< 10 years) | 1 | 1.3 |
| BA (> 10 years) | 37 | 47.4 |
| Higher degrees (> 10 years) | 17 | 21.8 |
| <u>Cycle</u> | | |
| Primary (< 10 years) | 20 | 25.6 |
| Prep-Secondary (< 10 years) | 4 | 5.2 |
| Primary (> 10 years) | 14 | 17.9 |
| Prep-Secondary (> 10 years) | 40 | 51.3 |

TABLE 28

The Professional Education of Supervisors

Do You Keep in Touch With Literature on Supervision?

N = 78

| | Yes | No |
|----------------------|-----------|-----------|
| <u>Nationality</u> | | |
| Qatari | 12 (15.4) | 20 (25.6) |
| Non-Qatari | 15 (19.2) | 31 (39.8) |
| <u>Sex</u> | | |
| Male | 21 (26.9) | 17 (21.8) |
| Female | 6 (7.7) | 34 (43.6) |
| <u>Qualification</u> | | |
| BA | 19 (24.4) | 41 (52.6) |
| Higher degrees | 8 (10.2) | 10 (12.8) |
| <u>Cycle</u> | | |
| Primary | 5 (6.4) | 29 (37.2) |
| Prep-Secondary | 22 (28.2) | 22 (28.2) |
| <u>Experience</u> | | |
| < 10 years | 9 (11.5) | 15 (19.2) |
| > 10 years | 18 (23.1) | 36 (46.2) |

TABLE 29

The Professional Education of Supervisors

Have You Attended any Courses or Seminars on Supervision?

N = 78

| | Yes | No |
|----------------------|-----------|-----------|
| <u>Nationality</u> | | |
| Qatari | 3 (3.8) | 29 (37.2) |
| Non-Qatari | 15 (19.2) | 31 (39.8) |
| <u>Sex</u> | | |
| Male | 11 (14.1) | 27 (34.7) |
| Female | 7 (8.9) | 33 (42.3) |
| <u>Qualification</u> | | |
| BA | 14 (17.9) | 46 (58.9) |
| Higher degrees | 4 (5.2) | 14 (17.9) |
| <u>Cycle</u> | | |
| Primary | 3 (3.8) | 31 (39.8) |
| Prep-Secondary | 15 (19.2) | 29 (37.2) |
| <u>Experience</u> | | |
| < 10 years | 6 (7.7) | 18 (23.1) |
| > 10 years | 12 (15.4) | 42 (53.8) |

TABLE 30

The weight quotients and rank orders of six selected supervisory tasks

N = 510

| Item | Weight Quotient of importance | Rank Order | Weight Quotient of application | Rank Order |
|--|----------------------------------|---------------|-----------------------------------|---------------|
| 1 - clarifying the aims of education | 83.8 | 3 | 58.5 | 2 |
| 2 - promoting teacher's professional growth | 84.3 | 2 | 56.2 | 4 |
| 3 - evaluating curriculum | 74.4 | 5 | 50.8 | 5 |
| 4 - orienting teachers to suitable methods | 88.3 | 1 | 72.6 | 1 |
| 5 - developing human relations | 78.7 | 4 | 56.2 | 3 |
| 6 - encouraging innovation | 70.7 | 6 | 46.5 | 6 |

TABLE 31
Frequencies and percentages of participants who rated 6 selected supervisory tasks
according to their degree of importance and frequency of application

N = 510

| Item | Ideal Responses | | | | Actual Responses | | | |
|---|-----------------|---------------|----------------------|------------------|-------------------|----------------|--------------------|---------------|
| | very important | important | of little importance | of no importance | to a great extent | to some extent | to a little extent | not at all |
| 1 - clarifying the aims of education | 254 (49.8) | 196 (38.4) | 46 (9.0) | 14 (2.7) | 74 (14.5) | 151 (29.6) | 161 (31.6) | 124 (24.3) |
| 2 - promoting teacher's professional growth | 243 (47.6) | 222 (43.5) | 38 (7.5) | 7 (1.4) | 55 (10.8) | 150 (29.4) | 177 (34.7) | 122 (25.1) |
| 3 - evaluating curricula | 153 (30.0) | 206 (40.4) | 137 (26.9) | 14 (2.7) | 37 (7.3) | 99 (19.4) | 218 (42.7) | 156 (30.6) |
| 4 - orienting teachers to suitable methods | 292 (57.3) | 200 (39.2) | 16 (3.1) | 2 (.4) | 148 (29.0) | 215 (42.2) | 98 (19.2) | 49 (9.6) |
| 5 - developing human relations in schools | 178 (34.9) | 236 (46.3) | 90 (17.6) | 6 (1.2) | 46 (9.0) | 157 (30.8) | 185 (36.3) | 122 (23.9) |
| 6 - encouraging innovation | 111 (21.8) | 222 (43.5) | 157 (30.8) | 20 (3.9) | 24 (4.7) | 85 (16.7) | 198 (38.8) | 203 (39.8) |

TABLE 32

Mean Scores, Standard Deviations and t values : Comparing Actual and Ideal Responses concerning six selected supervisory tasks

| Item | Ideal | | Actual | | T | Probability |
|---|--------|-------|--------|-------|--------|-------------|
| | Mean | SD | Mean | SD | | |
| 1-clarifying the aims of education | 1.6471 | 0.758 | 2.6569 | 1.002 | -22.24 | .000 |
| 2-promoting teacher's professional growth | 1.6255 | 0.683 | 2.7412 | 0.955 | -26.56 | .000 |
| 3-evaluating curriculum | 2.0235 | 0.824 | 2.9667 | 0.889 | -23.08 | .000 |
| 4-orienting teachers to suitable methods | 1.4667 | 0.580 | 2.0941 | 0.927 | -16.68 | .000 |
| 5-developing human relations | 1.8510 | 0.743 | 2.7510 | 0.921 | -22.82 | .000 |
| 6-encouraging innovation | 2.1686 | 0.809 | 3.1376 | 0.858 | -26.25 | .000 |

TABLE 33

A comparison of teachers' and supervisors' perceptions concerning six supervisory tasks

No. of Teachers = 432
No. of Supervisors = 78

| Item | Independent Variable | Ideal Responses | | | | | | | Actual Responses | | | | | | | | |
|------|----------------------|-----------------|---------------|----------------|---------------|------|--------|---------|------------------|-------------------|----------------|--------------------|---------------|------|--------|---------|-------|
| | | Very Important | Important | Less Important | Not Important | W.q. | M.R. | μ | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | M.R. | μ | Sig. |
| 1 | Teacher | 212 (49.1) | 169 (39.1) | 37 (8.6) | 14 (3.2) | 83.5 | 257.34 | 16053.0 | n.s. | 48 (11.1) | 113 (26.2) | 151 (35.0) | 120 (27.8) | 55.1 | 274.94 | 8448.0 | <.001 |
| | Supervisor | 42 (53.8) | 27 (34.6) | 9 (11.5) | 0 (0.0) | 85.5 | 245.01 | | | 26 (33.3) | 38 (48.7) | 10 (12.8) | 4 (5.1) | 77.5 | 147.81 | | |
| 2 | T | 220 (50.9) | 181 (41.9) | 24 (5.6) | 7 (1.6) | 85.5 | 245.79 | 12633.5 | <.001 | 47 (10.9) | 106 (24.5) | 160 (37.0) | 119 (27.5) | 54.6 | 266.95 | 11901.5 | <.001 |
| | S | 23 (29.5) | 41 (52.6) | 14 (17.9) | 0 (0.0) | 77.8 | 309.28 | | | 8 (10.3) | 44 (56.4) | 17 (21.8) | 9 (11.5) | 66.3 | 192.08 | | |
| 3 | T | 112 (25.9) | 179 (41.4) | 127 (29.4) | 14 (3.2) | 72.5 | 268.39 | 11281.5 | <.001 | 20 (4.6) | 84 (19.4) | 192 (44.4) | 136 (31.5) | 49.3 | 263.06 | 13580.0 | <.01 |
| | S | 41 (52.6) | 27 (34.6) | 10 (12.8) | 0 (0.0) | 84.9 | 184.13 | | | 17 (21.8) | 15 (19.2) | 26 (33.3) | 20 (25.6) | 59.2 | 213.60 | | |
| 4 | T | 229 (53.0) | 185 (42.8) | 16 (3.7) | 2 (.5) | 87 | 266.64 | 12036.0 | <.001 | 91 (21.1) | 194 (44.9) | 98 (22.7) | 49 (11.3) | 68.9 | 279.36 | 6541.5 | <.001 |
| | S | 63 (80.8) | 15 (19.2) | 0 (0.0) | 0 (0.0) | 95.1 | 193.81 | | | 57 (73.1) | 21 (26.9) | 0 (0.0) | 0 (0.0) | 93.2 | 123.37 | | |
| 5 | T | 149 (34.5) | 195 (45.1) | 82 (19.0) | 6 (1.4) | 78.1 | 258.97 | 15347.0 | n.s. | 33 (7.6) | 112 (25.9) | 169 (39.1) | 118 (27.3) | 53.4 | 272.78 | 9383.5 | <.001 |
| | S | 29 (37.2) | 41 (52.6) | 8 (10.3) | 0 (0.0) | 81.7 | 236.26 | | | 13 (16.7) | 45 (57.7) | 16 (20.5) | 4 (5.1) | 71.4 | 159.80 | | |
| 6 | T | 90 (20.8) | 179 (41.4) | 143 (33.1) | 20 (4.6) | 69.6 | 263.41 | 13430.5 | <.01 | 17 (3.9) | 58 (13.4) | 163 (37.7) | 194 (44.9) | 44 | 271.83 | 9794.0 | <.001 |
| | S | 21 (26.9) | 43 (55.1) | 14 (17.9) | 0 (0.0) | 77.2 | 211.69 | | | 7 (9.0) | 27 (34.6) | 35 (44.9) | 9 (11.5) | 60.2 | 165.06 | | |

TABLE 34
 Teachers' Responses Concerning the degree of importance and frequencies of application of
clarifying the aims of education
 N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 87 (49.2) | 66 (37.3) | 16 (9.0) | 8 (4.5) | 82.7 | 3 | 1.10794 | n.s. | 13 (7.3) | 33 (18.6) | 76 (42.9) | 55 (31.1) | 50.5 | 3 | 16.62715 | <.001 |
| | 125 (49.0) | 103 (40.4) | 21 (8.2) | 6 (2.3) | 84 | | | | 35 (13.7) | 80 (31.4) | 75 (29.4) | 65 (25.4) | 58.3 | | | |
| Sex Male | 102 (48.3) | 91 (43.1) | 11 (5.2) | 7 (3.3) | 84.1 | 3 | 7.15532 | n.s. | 29 (13.7) | 75 (35.5) | 62 (29.4) | 45 (21.3) | 57.6 | 3 | 26.30881 | <.001 |
| | 110 (49.8) | 78 (35.3) | 26 (11.8) | 7 (3.2) | 82.9 | | | | 19 (8.6) | 38 (17.2) | 89 (40.3) | 75 (33.9) | 50.1 | | | |
| Qualification Non-Uni. | 81 (51.9) | 54 (34.6) | 16 (10.3) | 5 (3.2) | 83.8 | 6 | 3.85355 | n.s. | 13 (8.3) | 55 (35.3) | 54 (34.6) | 34 (21.8) | 57.5 | 6 | 16.85436 | <.01 |
| | 126 (48.1) | 108 (41.2) | 20 (7.6) | 8 (3.1) | 83.5 | | | | 35 (13.4) | 56 (21.4) | 92 (35.1) | 79 (30.2) | 54.4 | | | |
| Higher Degree | 5 (35.7) | 7 (50.0) | 1 (7.1) | 1 (7.1) | 78.5 | | | | 0 (0.0) | 2 (14.3) | 5 (35.7) | 7 (50.0) | 41 | | | |
| | 95 (50.8) | 68 (36.4) | 19 (10.2) | 5 (2.7) | 83.8 | 3 | 2.14838 | n.s. | 9 (4.8) | 59 (31.6) | 71 (38.0) | 48 (25.7) | 53.8 | 3 | 16.82389 | <.001 |
| Prep- Sec. | 117 (47.8) | 101 (41.2) | 18 (7.3) | 9 (3.7) | 83.2 | | | | 39 (15.9) | 54 (22.0) | 80 (32.7) | 72 (29.4) | 56.1 | | | |
| | 81 (52.3) | 60 (38.7) | 11 (7.1) | 3 (1.9) | 85.3 | 3 | 2.38888 | n.s. | 20 (12.9) | 55 (35.5) | 45 (29.0) | 35 (22.6) | 59.6 | 3 | 13.51268 | <.01 |
| Experience Inexp. | 131 (47.3) | 109 (39.4) | 26 (9.4) | 11 (4.0) | 82.4 | | | | 28 (10.1) | 58 (20.9) | 106 (38.3) | 85 (30.7) | 52.6 | | | |

TABLE 35
'Supervisors' ideal and actual responses concerning 'clarifying the aims of education' N = 78

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|-------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 10 (31.3) | 14 (43.8) | 8 (25.0) | 0 (0.0) | 76.5 | 2 | 14.97490 | <.001 | 5 (15.6) | 14 (43.8) | 9 (28.1) | 4 (12.5) | 65.6 | 3 | 21.04282 | <.001 |
| | 32 (69.6) | 13 (28.3) | 1 (2.2) | 0 (0.0) | 91.8 | | | | 21 (45.7) | 24 (52.2) | 1 (2.2) | 0 (0.0) | 85.8 | | | |
| Sex Male | 25 (65.8) | 11 (28.9) | 2 (5.3) | 0 (0.0) | 90.1 | 2 | 5.17964 | n.s. | 17 (44.7) | 18 (47.4) | 3 (7.9) | 0 (0.0) | 84.2 | 3 | 8.12086 | <.05 |
| | 17 (42.5) | 16 (40.0) | 7 (17.5) | 0 (0.0) | 81.2 | | | | 9 (22.5) | 20 (50.0) | 7 (17.5) | 4 (10.0) | 68.7 | | | |
| Qualification B.A. | 27 (45.0) | 24 (40.0) | 9 (15.0) | 0 (0.0) | 82.5 | 2 | 8.65635 | <.05 | 14 (23.3) | 32 (53.3) | 10 (16.7) | 4 (6.7) | 73.3 | 3 | 13.13684 | <.01 |
| | 15 (83.3) | 3 (16.7) | 0 (0.0) | 0 (0.0) | 95.8 | | | | 12 (66.7) | 6 (33.3) | 0 (0.0) | 0 (0.0) | 91.6 | | | |
| Cycle Primary | 14 (41.3) | 12 (35.3) | 8 (23.5) | 0 (0.0) | 79.4 | 2 | 9.31551 | <.01 | 7 (20.6) | 15 (44.1) | 8 (23.5) | 4 (11.8) | 68.3 | 3 | 13.76690 | <.01 |
| | 28 (63.6) | 15 (34.1) | 1 (2.3) | 0 (0.0) | 90.3 | | | | 19 (43.2) | 23 (52.3) | 2 (4.5) | 0 (0.0) | 84.6 | | | |
| Experience Inexp. | 5 (20.8) | 11 (45.8) | 8 (33.3) | 0 (0.0) | 71.8 | 2 | 22.54843 | <.001 | 2 (8.3) | 9 (37.5) | 9 (37.5) | 4 (16.7) | 59.3 | 3 | 32.86491 | <.001 |
| | 37 (68.5) | 16 (29.6) | 1 (1.9) | 0 (0.0) | 91.6 | | | | 24 (44.4) | 29 (53.7) | 1 (1.9) | 0 (0.0) | 85.6 | | | |

TABLE 36

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Clarifying the Aims of Education'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 8.80526 | 3 | <.05 |
| Non-Qatari Teacher Non-Qatari Supervisor | 7.69999 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 4.76359 | 3 | n.s. |
| Female Teacher Female Supervisor | 2.72464 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 4.88951 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 8.22857 | 3 | <.05 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 5.66738 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 5.42516 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 18.47927 | 3 | <.001 |
| Experienced Teacher Experienced Supervisor | 10.43151 | 3 | <.05 |

TABLE 37

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Clarifying the Aims of Education'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 14.82316 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 49.40115 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 31.74860 | 3 | <.001 |
| Female Teacher Female Supervisor | 33.69129 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 37.12973 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 25.90476 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 15.28750 | 3 | <.01 |
| Prep-secondary Teacher Prep-secondary Supervisor | 49.92732 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 1.20432 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 87.47935 | 3 | <.001 |

TABLE 38
Teachers' ideal and actual responses concerning the 'promotion of teacher's professional growth'
 N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 91 (51.4) | 76 (42.9) | 7 (4.0) | 3 (1.7) | 86 | 3 | 1.48463 | n.s. | 19 (10.7) | 27 (15.3) | 75 (42.4) | 56 (31.6) | 51.2 | 3 | 14.66433 | <.01 |
| | 129 (50.6) | 105 (41.2) | 17 (6.7) | 4 (1.6) | 85.1 | | | | 28 (11.0) | 79 (31.0) | 85 (33.3) | 63 (24.7) | 57 | | | |
| Sex Male | 96 (45.5) | 98 (46.4) | 13 (6.2) | 4 (1.9) | 83.8 | 3 | 4.88739 | n.s. | 29 (13.7) | 67 (31.8) | 72 (34.1) | 43 (20.4) | 59.7 | 3 | 20.50146 | <.001 |
| | 124 (56.1) | 83 (37.6) | 11 (5.0) | 3 (1.4) | 87.1 | | | | 18 (8.1) | 39 (17.6) | 88 (39.8) | 76 (34.4) | 49.8 | | | |
| Qualification Non-Uni. | 81 (51.9) | 65 (41.7) | 9 (5.8) | 1 (.6) | 86.2 | 6 | 10.36389 | n.s. | 15 (9.6) | 50 (32.1) | 60 (38.5) | 31 (19.9) | 57.8 | 6 | 17.02057 | <.01 |
| | 131 (50.0) | 113 (43.1) | 12 (4.6) | 6 (2.3) | 85.2 | | | | 32 (12.2) | 54 (20.6) | 96 (36.6) | 80 (30.5) | 53.6 | | | |
| | 8 (57.1) | 3 (21.4) | 3 (21.4) | 0 (0.0) | 83.9 | | | | 0 (0.0) | 2 (14.3) | 4 (28.6) | 8 (57.1) | 39.2 | | | |
| Cycle Primary | 103 (55.1) | 75 (40.1) | 8 (4.3) | 1 (.5) | 87.4 | 3 | 4.73674 | n.s. | 14 (7.5) | 51 (27.3) | 78 (41.7) | 44 (23.5) | 54.6 | 3 | 8.37129 | <.05 |
| | 117 (47.8) | 106 (43.3) | 16 (6.5) | 6 (2.4) | 84 | | | | 33 (13.5) | 55 (22.4) | 82 (33.5) | 75 (30.6) | 54.6 | | | |
| Experience Inexp. | 89 (57.4) | 59 (38.1) | 6 (3.9) | 1 (.6) | 88 | 3 | 5.50296 | n.s. | 21 (13.5) | 41 (26.5) | 56 (36.1) | 37 (23.9) | 57.4 | 3 | 3.18282 | n.s. |
| | 131 (47.3) | 122 (44.0) | 18 (6.5) | 6 (2.2) | 84.1 | | | | 26 (9.4) | 65 (23.5) | 104 (37.5) | 82 (29.6) | 53.1 | | | |

TABLE 39
Supervisors' ideal and actual responses concerning the 'promotion of teacher's professional growth'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|-------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 7 (21.9) | 15 (46.9) | 10 (31.3) | 0 (0.0) | 72.6 | 2 | 6.74899 | <.05 | 3 (9.4) | 12 (37.5) | 9 (28.1) | 8 (25.0) | 57.8 | 3 | 13.00017 | <.01 |
| | 16 (34.8) | 26 (56.5) | 4 (8.7) | 0 (0.0) | 81.5 | | | | 5 (10.9) | 32 (69.6) | 8 (17.4) | 1 (2.2) | 72.2 | | | |
| Sex Male | 14 (36.8) | 21 (55.3) | 3 (7.9) | 0 (0.0) | 82.2 | 2 | 5.63520 | n.s. | 6 (15.8) | 24 (63.2) | 7 (18.4) | 1 (2.6) | 73 | 3 | 8.29166 | <.05 |
| | 9 (22.5) | 20 (50.0) | 11 (27.5) | 0 (0.0) | 73.7 | | | | 2 (5.0) | 20 (50.0) | 10 (25.0) | 8 (20.0) | 60 | | | |
| Qualification B.A. | 13 (21.7) | 33 (55.0) | 14 (23.3) | 0 (0.0) | 74.6 | 2 | 9.88625 | <.01 | 4 (6.7) | 30 (50.0) | 17 (28.3) | 9 (15.0) | 62 | 3 | 12.96061 | <.01 |
| | 10 (55.6) | 8 (44.4) | 0 (0.0) | 0 (0.0) | 88.8 | | | | 4 (22.2) | 14 (77.8) | 0 (0.0) | 0 (0.0) | 80.5 | | | |
| Cycle Primary | 11 (32.4) | 15 (44.1) | 8 (23.5) | 0 (0.0) | 77.2 | 2 | 2.03175 | n.s. | 4 (11.8) | 14 (41.2) | 8 (23.5) | 8 (23.5) | 60.2 | 3 | 10.20717 | <.05 |
| | 12 (27.3) | 26 (59.1) | 6 (13.6) | 0 (0.0) | 78.4 | | | | 4 (9.1) | 30 (68.2) | 9 (20.5) | 1 (2.3) | 71 | | | |
| Experience Inexp. | 5 (20.8) | 10 (41.6) | 9 (37.5) | 0 (0.0) | 70.8 | 2 | 5.75064 | n.s. | 3 (12.5) | 9 (37.5) | 5 (20.8) | 7 (29.2) | 58.3 | 3 | 13.65187 | <.01 |
| | 18 (33.3) | 31 (57.4) | 5 (9.2) | 0 (0.0) | 81 | | | | 5 (9.2) | 35 (64.8) | 12 (22.2) | 2 (3.7) | 69.9 | | | |

TABLE 40

The Chi-Square Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Promoting the Teachers' Professional Growth'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 30.50389 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 5.08097 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 1.94095 | 3 | n.s. |
| Female Teacher Female Supervisor | 29.76245 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 32.91803 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 5.07423 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 17.90350 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 9.10281 | 3 | <.05 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 28.83759 | 3 | <.001 |
| Experienced Teacher Experienced Supervisor | 5.75625 | 3 | n.s. |

TABLE 41

The Chi-Square Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Promoting the Teachers' Professional Growth'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 8.99349 | 3 | <.05 |
| Non-Qatari Teacher Non-Qatari Supervisor | 28.24389 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 17.02766 | 3 | <.001 |
| Female Teacher Female Supervisor | 20.27991 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 27.73028 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 24.88889 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 4.98135 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 40.47190 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 2.91979 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 42.84870 | 3 | <.001 |

TABLE 42
Teachers' ideal and actual responses concerning the 'evaluation and development of the curriculum'
N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 47 (26.6) | 81 (45.8) | 45 (25.4) | 4 (2.3) | 74.1 | 3 | 3.90222 | n.s. | 8 (4.5) | 33 (18.6) | 81 (45.8) | 55 (31.1) | 49.1 | 3 | 0.23971 | n.s. |
| | 65 (25.5) | 98 (38.4) | 82 (32.2) | 10 (3.9) | 71.3 | | | | 12 (4.7) | 51 (20.0) | 111 (43.5) | 81 (31.8) | 49.4 | | | |
| Sex Male | 50 (23.6) | 97 (45.9) | 56 (26.6) | 8 (3.8) | 72.3 | 3 | 1.87717 | n.s. | 11 (5.2) | 39 (18.5) | 94 (44.5) | 67 (31.8) | 49.2 | 3 | 0.51011 | n.s. |
| | 62 (28.0) | 82 (37.1) | 71 (32.1) | 6 (2.7) | 72.6 | | | | 9 (4.1) | 45 (20.4) | 98 (44.3) | 59 (31.2) | 49.3 | | | |
| Qualification Non-Uni. | 31 (19.9) | 64 (41.0) | 55 (35.3) | 6 (3.8) | 69.2 | 6 | 25.22284 | <.001 | 10 (6.4) | 34 (21.8) | 67 (42.9) | 45 (28.8) | 51.4 | 6 | 6.15697 | n.s. |
| | 70 (26.7) | 113 (43.1) | 71 (27.1) | 8 (3.1) | 73.3 | | | | 9 (3.4) | 49 (18.7) | 116 (44.3) | 88 (33.6) | 47.9 | | | |
| | 11 (78.6) | 2 (14.3) | 1 (7.1) | 0 (0.0) | 92.8 | | | | 1 (7.1) | 1 (7.1) | 9 (64.3) | 3 (21.4) | 50 | | | |
| Cycle Primary | 43 (23.0) | 86 (46.0) | 53 (28.3) | 5 (2.7) | 72.3 | 3 | 3.19531 | n.s. | 12 (6.4) | 33 (17.6) | 83 (44.4) | 59 (31.6) | 49.7 | 3 | 2.82420 | n.s. |
| | 69 (28.2) | 93 (38.0) | 74 (30.2) | 9 (3.7) | 72.6 | | | | 8 (3.3) | 51 (20.8) | 109 (44.5) | 77 (31.4) | 48.9 | | | |
| Experience Inexp. | 26 (16.8) | 69 (44.5) | 56 (36.1) | 4 (2.6) | 68.8 | 3 | 12.41331 | <.01 | 7 (4.5) | 38 (24.5) | 67 (43.2) | 43 (27.7) | 57.5 | 3 | 4.35904 | n.s. |
| | 86 (31.0) | 110 (39.7) | 71 (25.6) | 10 (3.6) | 74.5 | | | | 13 (4.7) | 46 (16.6) | 125 (45.1) | 93 (33.6) | 48.1 | | | |

TABLE 43
Supervisors' ideal and actual responses concerning the evaluation and development of the curriculum
N = 78

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 9 (28.1) | 14 (43.8) | 9 (28.1) | 0 (0.0) | 75 | 2 | 17.38678 | <.001 | 0 (0.0) | 4 (12.5) | 14 (43.8) | 14 (43.8) | 42.1 | 3 | 21.81033 | <.001 |
| | 32 (69.6) | 13 (28.3) | 1 (2.2) | 0 (0.0) | 91.9 | | | | 17 (37.0) | 11 (23.9) | 12 (26.1) | 6 (13.0) | 71.1 | | | |
| Sex | 27 (71.1) | 9 (23.7) | 2 (5.3) | 0 (0.0) | 91.4 | 2 | 10.67769 | <.01 | 17 (44.7) | 15 (39.5) | 5 (13.2) | 1 (2.6) | 81.5 | 3 | 58.03303 | <.001 |
| | 14 (35.0) | 18 (45.0) | 8 (20.0) | 0 (0.0) | 78.7 | | | | 0 (0.0) | 0 (0.0) | 21 (52.5) | 19 (47.5) | 38.1 | | | |
| Qualification | 27 (45.0) | 23 (38.3) | 10 (16.7) | 0 (0.0) | 82 | 2 | 6.86835 | <.05 | 8 (13.3) | 9 (15.0) | 24 (40.0) | 19 (31.7) | 52.5 | 3 | 18.10951 | <.001 |
| | 14 (77.8) | 4 (22.2) | 0 (0.0) | 0 (0.0) | 94.4 | | | | 9 (50.0) | 6 (33.3) | 2 (11.1) | 1 (5.6) | 81.9 | | | |
| Cycle | 12 (35.3) | 13 (38.2) | 9 (26.5) | 0 (0.0) | 77.2 | 2 | 12.40771 | <.01 | 7 (20.6) | 3 (8.9) | 11 (32.3) | 13 (38.2) | 52.9 | 3 | 10.47013 | <.05 |
| | 29 (65.9) | 14 (31.8) | 1 (2.3) | 0 (0.0) | 90.9 | | | | 10 (22.7) | 12 (27.3) | 15 (34.0) | 7 (15.9) | 64.2 | | | |
| Experience | 6 (25.0) | 10 (41.7) | 8 (33.3) | 0 (0.0) | 72.9 | 2 | 16.88656 | <.001 | 0 (0.0) | 3 (12.5) | 8 (33.3) | 13 (54.2) | 39.5 | 3 | 19.37361 | <.001 |
| | 35 (64.8) | 17 (31.5) | 2 (3.7) | 0 (0.0) | 90.2 | | | | 17 (31.5) | 12 (22.2) | 18 (33.3) | 7 (13.0) | 68 | | | |

TABLE 44

The Chi-Square Results showing the Statistical Significance of Differences
Between Teachers' and Supervisors' Responses Concerning the Degree of
Importance of the 'Evaluation of the Curriculum'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 0.84883 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 39.09333 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 29.87075 | 3 | <.001 |
| Female Teacher Female Supervisor | 4.13397 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 9.62714 | 3 | <.05 |
| Higher degree Teacher Higher degree Supervisor | 1.55090 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 3.07991 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 28.88199 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 1.48961 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 26.69578 | 3 | <.001 |

TABLE 45

The Chi-Square Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of the 'Evaluation of the Curriculum'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 3.36745 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 49.98698 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 69.25529 | 3 | <.001 |
| Female Teacher Female Supervisor | 12.92979 | 3 | <.01 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 9.69070 | 3 | <.05 |
| Higher degree Teacher Higher degree Supervisor | 15.16289 | 3 | <.01 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 2.63731 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 41.80422 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 7.51779 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 44.40272 | 3 | <.001 |

TABLE 46
Teachers' ideal and actual responses concerning 'orientation of teachers to suitable teaching methods'
N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 97 (54.8) | 73 (41.2) | 7 (4.0) | 0 (0.0) | 87.7 | 3 | 1.79619 | n.s. | 37 (20.9) | 81 (45.8) | 40 (22.6) | 19 (10.7) | 69.2 | 3 | 0.15128 | n.s. |
| | 132 (51.8) | 112 (43.9) | 9 (3.5) | 2 (.8) | 86.6 | | | | 54 (21.2) | 113 (44.3) | 58 (22.7) | 30 (11.8) | 68.7 | | | |
| Sex Male | 104 (49.3) | 95 (45.0) | 10 (4.7) | 2 (.9) | 85.6 | 3 | 4.83201 | n.s. | 39 (18.5) | 98 (46.4) | 50 (23.7) | 24 (11.4) | 68 | 3 | 1.70842 | n.s. |
| | 125 (56.6) | 90 (40.7) | 6 (2.7) | 0 (0.0) | 88.4 | | | | 52 (23.5) | 96 (43.4) | 48 (21.7) | 25 (11.3) | 69.7 | | | |
| Qualification Non-Uni. | 94 (60.3) | 58 (37.2) | 3 (1.9) | 1 (.6) | 89.2 | 6 | 9.05306 | n.s. | 29 (18.6) | 91 (58.3) | 27 (17.3) | 9 (5.8) | 72.4 | 6 | 30.81207 | <.001 |
| | 130 (49.6) | 118 (45.0) | 13 (5.0) | 1 (.4) | 85.9 | | | | 60 (22.9) | 102 (38.9) | 63 (24.0) | 37 (14.1) | 67.6 | | | |
| | 5 (35.7) | 9 (64.3) | 0 (0.0) | 0 (0.0) | 83.9 | | | | 2 (14.3) | 1 (7.1) | 8 (57.1) | 3 (21.4) | 53.5 | | | |
| Cycle Primary | 105 (56.1) | 77 (41.2) | 4 (2.1) | 1 (.5) | 88.2 | 3 | 3.03875 | n.s. | 31 (16.6) | 110 (58.8) | 37 (19.8) | 9 (4.8) | 71.7 | 3 | 30.98763 | <.001 |
| | 124 (50.6) | 108 (44.1) | 12 (4.9) | 1 (.4) | 86.2 | | | | 60 (24.5) | 84 (34.3) | 61 (24.9) | 40 (16.3) | 66.7 | | | |
| Experience Inexp. | 89 (57.4) | 64 (41.3) | 1 (.6) | 1 (.6) | 88.8 | 3 | 7.29863 | n.s. | 37 (23.9) | 77 (49.7) | 28 (18.1) | 13 (8.4) | 72.2 | 3 | 6.26513 | n.s. |
| | 140 (50.5) | 121 (43.7) | 15 (5.4) | 1 (.4) | 85.9 | | | | 54 (19.5) | 117 (42.2) | 70 (25.3) | 36 (13.0) | 67. | | | |

TABLE 47
Supervisors' ideal and actual responses concerning 'orienting teachers to suitable teaching methods'
N = 78

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 27 (84.4) | 5 (15.6) | 0 (0.0) | 0 (0.0) | 96 | 1 | 0.14585 | n.s. | 25 (78.1) | 7 (21.9) | 0 (0.0) | 0 (0.0) | 94.5 | 1 | 0.33507 | n.s. |
| | 36 (78.3) | 10 (21.7) | 0 (0.0) | 0 (0.0) | 94.5 | | | | 32 (69.6) | 14 (30.4) | 0 (0.0) | 0 (0.0) | 92.3 | | | |
| Sex Male | 31 (81.6) | 7 (18.4) | 0 (0.0) | 0 (0.0) | 95.3 | 1 | 0.00000 | n.s. | 28 (73.7) | 10 (26.3) | 0 (0.0) | 0 (0.0) | 93.4 | 1 | 0.00000 | n.s. |
| | 32 (80.0) | 8 (20.0) | 0 (0.0) | 0 (0.0) | 95 | | | | 29 (72.5) | 11 (27.5) | 0 (0.0) | 0 (0.0) | 93.1 | | | |
| Qualification B.A. | 48 (80.0) | 12 (20.0) | 0 (0.0) | 0 (0.0) | 95 | 1 | 0.00000 | n.s. | 43 (71.7) | 17 (28.3) | 0 (0.0) | 0 (0.0) | 92.9 | 1 | 0.04398 | n.s. |
| | 15 (83.3) | 3 (16.7) | 0 (0.0) | 0 (0.0) | 95.9 | | | | 14 (77.8) | 4 (22.2) | 0 (0.0) | 0 (0.0) | 94.4 | | | |
| Cycle Primary | 28 (82.4) | 6 (17.6) | 0 (0.0) | 0 (0.0) | 95.5 | 1 | 0.00050 | n.s. | 25 (73.5) | 9 (26.5) | 0 (0.0) | 0 (0.0) | 93.3 | 1 | 0.00000 | n.s. |
| | 35 (79.5) | 9 (20.5) | 0 (0.0) | 0 (0.0) | 94.8 | | | | 32 (72.7) | 12 (27.3) | 0 (0.0) | 0 (0.0) | 93.1 | | | |
| Experience Inexp. | 20 (83.3) | 4 (16.7) | 0 (0.0) | 0 (0.0) | 95.8 | 1 | 0.00516 | n.s. | 17 (70.8) | 7 (29.2) | 0 (0.0) | 0 (0.0) | 92.7 | 1 | 0.00045 | n.s. |
| | 43 (79.6) | 11 (20.4) | 0 (0.0) | 0 (0.0) | 94.9 | | | | 40 (74.1) | 14 (25.9) | 0 (0.0) | 0 (0.0) | 93.5 | | | |

TABLE 48

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Orienting Teachers to Suitable Teaching Methods'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 10.02583 | 2 | <.01 |
| Non-Qatari Teacher Non-Qatari Supervisor | 11.6175 | 3 | <.01 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 13.91670 | 3 | <.01 |
| Female Teacher Female Supervisor | 8.05343 | 2 | <.05 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 18.93875 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 5.72275 | 1 | <.05 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 8.43235 | 3 | <.05 |
| Prep-secondary Teacher Prep-secondary Supervisor | 13.15376 | 3 | <.01 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 5.91847 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 16.19334 | 3 | <.01 |

TABLE 49

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application 'Orienting Teachers to Suitable Teaching Methods'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 44.25123 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 49.59015 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 52.80074 | 3 | <.001 |
| Female Teacher Female Supervisor | 41.48353 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 60.67959 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 21.63809 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 50.78151 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 45.95566 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 23.40464 | 3 | <.001 |
| Experienced Teacher Experienced Supervisor | 71.10540 | 3 | <.001 |

TABLE 50
Teachers' ideal and actual responses concerning 'developing human relations in schools'
N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 59 (33.3) | 87 (49.2) | 31 (17.5) | 0 (0.0) | 78.9 | 3 | 5.69146 | n.s. | 16 (9.0) | 41 (23.2) | 72 (40.7) | 48 (27.1) | 53.5 | 3 | 1.84268 | n.s. |
| | 90 (35.3) | 108 (42.4) | 51 (20.0) | 6 (2.4) | 77.6 | | | | 17 (6.7) | 71 (27.8) | 97 (38.0) | 70 (27.5) | 53.4 | | | |
| Sex Male | 73 (34.6) | 91 (43.1) | 45 (21.3) | 2 (0.9) | 77.8 | 3 | 6.9918 | n.s. | 15 (7.1) | 58 (27.5) | 83 (39.3) | 55 (26.1) | 53.9 | 3 | 0.78015 | n.s. |
| | 76 (34.4) | 104 (47.1) | 37 (16.7) | 4 (1.8) | 78.5 | | | | 18 (8.1) | 54 (24.4) | 86 (38.9) | 63 (28.5) | 53 | | | |
| Qualification Non-Uni. | 56 (35.9) | 65 (41.7) | 31 (19.9) | 4 (2.6) | 77.7 | 6 | 13.24087 | <.05 | 13 (8.3) | 46 (29.5) | 60 (38.5) | 37 (23.7) | 55.6 | 6 | 8.69421 | n.s. |
| | 83 (31.7) | 126 (48.1) | 51 (19.5) | 2 (.8) | 77.6 | | | | 20 (7.6) | 64 (24.4) | 105 (40.1) | 73 (27.9) | 52.9 | | | |
| | 10 (71.4) | 4 (28.6) | 0 (0.0) | 0 (0.0) | 92.8 | | | | 0 (0.0) | 2 (14.3) | 4 (28.6) | 8 (57.1) | 39.2 | | | |
| Cycle Primary | 71 (38.0) | 85 (45.5) | 28 (15.0) | 3 (1.6) | 79.9 | 3 | 4.06411 | n.s. | 14 (7.5) | 52 (27.8) | 76 (40.6) | 45 (24.1) | 59.6 | 3 | 1.93090 | n.s. |
| | 78 (31.8) | 110 (44.9) | 54 (22.0) | 3 (1.2) | 76.8 | | | | 19 (7.8) | 60 (24.5) | 93 (38.0) | 73 (29.8) | 52.5 | | | |
| Experience Inexp. | 40 (25.8) | 72 (46.5) | 38 (29.5) | 5 (3.2) | 73.7 | 3 | 11.83005 | <.01 | 10 (6.5) | 43 (27.7) | 61 (39.4) | 41 (26.5) | 53.5 | 3 | 0.82291 | n.s. |
| | 109 (39.4) | 123 (44.4) | 44 (15.8) | 1 (.3) | 80.6 | | | | 23 (8.3) | 69 (24.9) | 108 (39.0) | 77 (27.8) | 53.4 | | | |

TABLE 51
Supervisors' ideal and actual responses concerning 'developing human relations in schools.'
N = 78

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|-------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 10 (31.3) | 16 (50.0) | 6 (18.8) | 0 (0.0) | 78.1 | 2 | 4.39756 | n.s. | 5 (15.6) | 16 (50.0) | 8 (25.0) | 3 (9.4) | 67.9 | 3 | 3.03274 | n.s. |
| | 19 (41.3) | 25 (54.3) | 2 (4.3) | 0 (0.0) | 84.2 | | | | 8 (17.4) | 29 (63.0) | 8 (17.4) | 1 (2.2) | 73.9 | | | |
| Sex Male | 14 (36.8) | 22 (57.9) | 2 (5.3) | 0 (0.0) | 82.8 | 2 | 2.20416 | n.s. | 8 (21.1) | 24 (63.2) | 5 (13.2) | 1 (2.6) | 75.6 | 3 | 4.09372 | n.s. |
| | 15 (37.5) | 19 (47.5) | 6 (15.0) | 0 (0.0) | 80.6 | | | | 5 (12.5) | 21 (52.5) | 11 (27.5) | 3 (7.5) | 67.5 | | | |
| Qualification B.A. | 19 (31.7) | 33 (55.0) | 8 (13.3) | 0 (0.0) | 79.5 | 2 | 4.81878 | n.s. | 6 (10.0) | 34 (56.7) | 16 (26.7) | 4 (6.7) | 67.5 | 3 | 12.98074 | <.01 |
| | 10 (55.6) | 8 (44.4) | 0 (0.0) | 0 (0.0) | 88.9 | | | | 7 (38.9) | 11 (61.1) | 0 (0.0) | 0 (0.0) | 84.7 | | | |
| Cycle Primary | 12 (35.3) | 15 (44.1) | 7 (20.6) | 0 (0.0) | 67.6 | 2 | 7.14874 | <.05 | 6 (17.6) | 16 (47.1) | 8 (23.5) | 4 (11.8) | 67.6 | 3 | 6.65989 | n.s. |
| | 17 (38.6) | 26 (59.1) | 1 (2.3) | 0 (0.0) | 84 | | | | 7 (15.9) | 29 (65.9) | 8 (18.2) | 0 (0.0) | 74.4 | | | |
| Experience Inexp. | 8 (33.3) | 11 (45.8) | 5 (20.8) | 0 (0.0) | 69.7 | 2 | 4.21796 | n.s. | 3 (12.5) | 12 (50.0) | 6 (25.0) | 3 (12.5) | 65.6 | 3 | 4.73056 | n.s. |
| | 21 (38.9) | 30 (55.6) | 3 (5.6) | 0 (0.0) | 83.3 | | | | 10 (18.5) | 33 (61.1) | 10 (18.5) | 1 (1.9) | 74 | | | |

TABLE 52

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Developing Human Relations in Schools'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 0.06296 | 2 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 8.16217 | 3 | <.05 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 6.41728 | 3 | n.s. |
| Female Teacher Female Supervisor | 0.33272 | 2 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 1.93183 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 0.30476 | 1 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 1.18431 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 10.31937 | 3 | <.05 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 1.10975 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 4.87079 | 3 | n.s. |

TABLE 53

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Developing Human Relations in Schools'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 13.56280 | 3 | <.01 |
| Non-Qatari Teacher Non-Qatari Supervisor | 35.24948 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 33.32612 | 3 | <.001 |
| Female Teacher Female Supervisor | 17.11096 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 28.51907 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 25.12332 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 10.92640 | 3 | <.05 |
| Prep-secondary Teacher Prep-secondary Supervisor | 40.82111 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 7.88744 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 42.1740 | 3 | <.001 |

TABLE 54
 Teachers' ideal and actual responses concerning 'encouraging innovation'
 N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|---------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 37 (20.9) | 68 (38.4) | 63 (35.6) | 9 (5.1) | 68.7 | 3 | 1.35590 | n.s. | 6 (3.4) | 22 (12.4) | 74 (41.8) | 75 (42.4) | 44.2 | 3 | 2.19797 | n.s. |
| | 53 (20.8) | 111 (43.5) | 80 (31.4) | 11 (4.3) | 70.1 | | | | 11 (4.3) | 36 (14.1) | 89 (34.9) | 119 (46.7) | 44 | | | |
| Sex Male | 47 (22.3) | 90 (42.7) | 69 (32.7) | 5 (2.4) | 71.2 | 3 | 5.12946 | n.s. | 10 (4.7) | 20 (9.4) | 78 (37.0) | 103 (48.8) | 42.5 | 3 | 0.78153 | n.s. |
| | 43 (19.5) | 89 (40.3) | 74 (33.5) | 15 (6.8) | 68 | | | | 7 (3.2) | 38 (17.1) | 85 (38.5) | 91 (41.1) | 45.5 | | | |
| Qualification Non-Uni. | 30 (19.2) | 56 (35.9) | 66 (42.3) | 4 (2.6) | 67.9 | 6 | 28.24146 | <.001 | 6 (3.8) | 18 (11.5) | 62 (39.7) | 70 (44.9) | 43.5 | 6 | 3.58587 | n.s. |
| | 51 (19.5) | 118 (45.0) | 77 (29.4) | 16 (6.1) | 69.4 | | | | 11 (4.2) | 39 (14.9) | 97 (37.0) | 115 (43.9) | 48.5 | | | |
| | 9 (64.3) | 5 (35.7) | 0 (0.0) | 0 (0.0) | 91 | | | | 0 (0.0) | 1 (7.1) | 4 (28.6) | 9 (64.3) | 35.7 | | | |
| Cycle Primary | 37 (19.8) | 83 (44.4) | 64 (34.2) | 3 (1.6) | 70.5 | 3 | 7.51034 | n.s. | 7 (3.7) | 18 (9.6) | 76 (40.6) | 86 (46.0) | 42.7 | 3 | 4.40376 | n.s. |
| | 53 (21.6) | 96 (39.2) | 79 (32.2) | 17 (6.9) | 68.8 | | | | 10 (4.1) | 40 (16.3) | 87 (35.5) | 108 (44.1) | 45.1 | | | |
| Experience Inexp. | 22 (14.2) | 62 (40.0) | 63 (40.6) | 8 (5.2) | 65.8 | 3 | 9.53857 | <.05 | 6 (3.9) | 21 (13.5) | 51 (32.9) | 77 (49.7) | 42.9 | 3 | 2.72354 | n.s. |
| | 68 (24.5) | 117 (42.2) | 80 (28.9) | 12 (4.3) | 71.7 | | | | 11 (4.0) | 37 (13.4) | 112 (40.4) | 117 (42.2) | 44.7 | | | |

TABLE 55
Supervisors' ideal and actual responses concerning 'encouraging innovation'
N = 78

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|-------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 4 (12.5) | 15 (46.9) | 13 (40.6) | 0 (0.0) | 71 | 2 | 20.40821 | <.001 | 2 (6.3) | 7 (21.9) | 17 (53.1) | 6 (18.8) | 53.9 | 3 | 6.26247 | n.s. |
| | 17 (37.0) | 28 (60.9) | 1 (2.2) | 0 (0.0) | 83.6 | | | | 5 (10.9) | 20 (43.5) | 18 (39.1) | 3 (6.5) | 64.6 | | | |
| Sex Male | 12 (31.6) | 24 (63.2) | 2 (5.3) | 0 (0.0) | 81.5 | 2 | 8.10887 | <.05 | 5 (13.2) | 17 (44.7) | 13 (34.2) | 3 (7.9) | 65.7 | 3 | 6.36772 | n.s. |
| | 9 (22.5) | 19 (47.5) | 12 (30.0) | 0 (0.0) | 73.1 | | | | 2 (5.0) | 10 (25.0) | 22 (55.0) | 6 (15.0) | 55 | | | |
| Qualification B.A. | 13 (21.7) | 33 (55.0) | 14 (23.3) | 0 (0.0) | 74.5 | 2 | 6.86903 | <.05 | 4 (6.7) | 18 (30.0) | 29 (48.3) | 9 (15.0) | 57 | 3 | 6.53714 | n.s. |
| | 8 (44.4) | 10 (55.6) | 0 (0.0) | 0 (0.0) | 86.1 | | | | 3 (16.7) | 9 (50.0) | 6 (33.3) | 0 (0.0) | 70.8 | | | |
| Cycle Primary | 7 (20.6) | 15 (44.1) | 12 (35.3) | 0 (0.0) | 71.3 | 2 | 12.32698 | <.01 | 4 (11.8) | 7 (20.6) | 16 (47.1) | 7 (20.6) | 55.8 | 3 | 8.29127 | <.05 |
| | 14 (31.8) | 28 (63.6) | 2 (4.5) | 0 (0.0) | 81.8 | | | | 3 (6.8) | 20 (45.5) | 19 (43.2) | 2 (4.5) | 63.6 | | | |
| Experience Inexp. | 5 (20.8) | 7 (29.2) | 12 (50.0) | 0 (0.0) | 67.7 | 2 | 24.55716 | <.001 | 3 (12.5) | 5 (20.8) | 11 (45.8) | 5 (20.8) | 56.2 | 3 | 4.98524 | n.s. |
| | 16 (29.6) | 36 (66.7) | 2 (3.7) | 0 (0.0) | 81.4 | | | | 4 (7.4) | 22 (40.7) | 24 (44.4) | 4 (7.4) | 62 | | | |

TABLE 56

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Encouraging Innovation'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 3.27954 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 21.25072 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 13.53576 | 3 | <.01 |
| Female Teacher Female Supervisor | 3.42482 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 5.44979 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 0.57566 | 1 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 0.56479 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 20.13162 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 2.91292 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 20.19620 | 3 | <.001 |

TABLE 57

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Encouraging Innovation'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 7.02106 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 36.89897 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 31.70422 | 3 | <.001 |
| Female Teacher Female Supervisor | 13.41819 | 3 | <.01 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 19.11809 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 18.59047 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 11.47100 | 3 | <.01 |
| Prep-secondary Teacher Prep-secondary Supervisor | 31.78164 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 8.61448 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 35.36242 | 3 | <.001 |

TABLE 58

The Rank Orders of importance and application of six selected supervisory tasks as perceived by teachers and supervisors

| | Rank Order of importance | | | | | | Rank Order of application | | | | | |
|------------|--------------------------|---|---|---|---|---|---------------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Teacher | 3 | 2 | 5 | 1 | 4 | 6 | 2 | 3 | 5 | 1 | 4 | 6 |
| Supervisor | 2 | 5 | 3 | 1 | 4 | 6 | 2 | 4 | 6 | 1 | 3 | 5 |

TABLE 59

The Rank Orders of importance and application of six selected supervisory tasks as perceived by teachers in different categories

| | Rank Order of importance | | | | | | Rank Order of application | | | | | |
|----------------|--------------------------|---|---|---|---|---|---------------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Qatari | 3 | 2 | 5 | 1 | 4 | 6 | 4 | 3 | 5 | 1 | 2 | 6 |
| Non-Qatari | 3 | 2 | 5 | 1 | 4 | 6 | 2 | 3 | 5 | 1 | 4 | 6 |
| Male | 2 | 3 | 4 | 1 | 5 | 6 | 3 | 2 | 5 | 1 | 4 | 6 |
| Female | 3 | 2 | 5 | 1 | 4 | 6 | 3 | 4 | 5 | 1 | 2 | 6 |
| Non-university | 3 | 2 | 5 | 1 | 4 | 6 | 3 | 2 | 5 | 1 | 4 | 6 |
| B.A. | 3 | 2 | 5 | 1 | 4 | 6 | 2 | 3 | 6 | 1 | 4 | 5 |
| Higher degree | 6 | 4 | 1 | 4 | 1 | 3 | 3 | 4 | 2 | 1 | 4 | 6 |
| Primary | 3 | 2 | 5 | 1 | 4 | 6 | 4 | 2 | 5 | 1 | 2 | 6 |
| Prep-secondary | 3 | 2 | 5 | 1 | 4 | 6 | 2 | 3 | 5 | 1 | 4 | 6 |
| Inexperienced | 3 | 2 | 5 | 1 | 4 | 6 | 2 | 4 | 3 | 1 | 5 | 6 |
| Experienced | 3 | 2 | 5 | 1 | 4 | 6 | 4 | 3 | 5 | 1 | 2 | 6 |

TABLE 60

The Rank Orders of importance and application of six supervisory tasks as perceived by supervisors in different categories

| | Rank Order of importance | | | | | | Rank Order of application | | | | | |
|----------------|--------------------------|---|---|---|---|---|---------------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Qatari | 3 | 5 | 4 | 1 | 2 | 6 | 3 | 4 | 6 | 1 | 2 | 5 |
| Non-Qatari | 3 | 6 | 2 | 1 | 4 | 5 | 2 | 4 | 5 | 1 | 3 | 6 |
| Male | 3 | 5 | 2 | 1 | 4 | 6 | 2 | 5 | 3 | 1 | 4 | 6 |
| Female | 2 | 5 | 4 | 1 | 3 | 6 | 2 | 4 | 6 | 1 | 3 | 5 |
| B.A. | 2 | 5 | 3 | 1 | 4 | 6 | 2 | 4 | 6 | 1 | 3 | 5 |
| Higher degree | 2 | 5 | 3 | 1 | 4 | 6 | 2 | 5 | 3 | 1 | 4 | 6 |
| Primary | 2 | 3 | 3 | 1 | 6 | 5 | 2 | 4 | 6 | 1 | 3 | 5 |
| Prep-secondary | 3 | 6 | 2 | 1 | 4 | 5 | 2 | 4 | 5 | 1 | 3 | 6 |
| Inexperienced | 3 | 4 | 2 | 1 | 5 | 6 | 3 | 4 | 6 | 1 | 2 | 5 |
| Experienced | 2 | 6 | 3 | 1 | 4 | 5 | 2 | 4 | 5 | 1 | 3 | 6 |

TABLE 61

The Rank Orders of importance and application of 12 supervisory activities

| | Rank Order of importance | | | | | | | | | | | | Rank Order of application | | | | | | | | | | | |
|----|--------------------------|----|---|----|---|----|---|----|----|----|----|----|---------------------------|----|---|---|---|----|---|----|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| T. | 7 | 11 | 3 | 12 | 1 | 6 | 2 | 8 | 10 | 5 | 4 | 9 | 7 | 12 | 5 | 2 | 3 | 11 | 4 | 10 | 8 | 1 | 6 | 9 |
| S. | 6 | 11 | 5 | 7 | 1 | 12 | 4 | 10 | 9 | 2 | 3 | 8 | 5 | 10 | 4 | 3 | 2 | 12 | 6 | 11 | 8 | 1 | 7 | 9 |

TABLE 62

The weight quotients and rank orders of 12 selected supervisory activities
as perceived by the participants

N = 510

| Item | Weight Quotient of importance | Rank Order | Weight Quotient of application | Rank Order |
|---|----------------------------------|---------------|-----------------------------------|---------------|
| 1 - Providing materials | 71.1 | 7 | 49.5 | 7 |
| 2 - Demonstration lessons | 66.8 | 11 | 37.4 | 11 |
| 3 - Organizing for instruction | 79.1 | 3 | 59.2 | 4 |
| 4 - Administrative and clerical work | 63 | 12 | 73.2 | 3 |
| 5 - Evaluation | 86.1 | 1 | 74.2 | 2 |
| 6 - Intervisitation | 72 | 6 | 37 | 12 |
| 7 - In-service education | 81 | 2 | 58.8 | 5 |
| 8 - Orientation programmes | 70 | 8 | 38.4 | 10 |
| 9 - Conducting research | 69 | 10 | 45 | 8 |
| 10 - Classroom visits | 77.1 | 4 | 89.8 | 1 |
| 11 - Disseminating information | 76.8 | 5 | 54.4 | 6 |
| 12 - Supporting the school library | 69.2 | 9 | 43 | 9 |

TABLE 63
Frequencies and Percentages of participants who rated 12 supervisory activities according to degree of importance and frequency of application
N = 510

| Q2 | Ideal responses | | | Actual responses | | | |
|------|-----------------|----------------------|------------------|-------------------|----------------|--------------------|-------------|
| | very important | of little importance | of no importance | to a great extent | to some extent | to a little extent | not at all |
| 2.1 | 110 21.6 | 139 27.3 | 25 4.9 | 25 4.9 | 110 21.6 | 205 40.2 | 170 33.3 |
| 2.2 | 101 19.8 | 185 36.3 | 41 8.0 | 3 .6 | 12 2.4 | 220 43.1 | 275 53.9 |
| 2.3 | 173 33.9 | 64 12.5 | 12 2.4 | 57 11.2 | 177 34.7 | 174 34.1 | 102 20.0 |
| 2.4 | 92 18.0 | 210 41.2 | 63 12.4 | 109 21.4 | 284 55.7 | 88 17.3 | 29 5.7 |
| 2.5 | 273 53.5 | 31 6.1 | 7 1.4 | 174 34.1 | 205 40.2 | 77 15.1 | 54 10.6 |
| 2.6 | 139 27.3 | 129 25.3 | 35 6.9 | 0 0 | 13 2.5 | 220 43.1 | 277 54.3 |
| 2.7 | 210 41.2 | 56 11.0 | 15 2.9 | 63 12.4 | 161 31.6 | 180 35.3 | 106 20.8 |
| 2.8 | 116 22.7 | 135 26.5 | 39 7.6 | 3 .6 | 23 4.5 | 220 43.1 | 264 51.8 |
| 2.9 | 116 22.7 | 173 33.9 | 32 6.3 | 31 6.1 | 74 14.5 | 169 33.1 | 236 46.3 |
| 2.10 | 197 38.6 | 87 17.1 | 33 6.5 | 322 63.1 | 173 33.9 | 10 2.0 | 5 1.0 |
| 2.11 | 166 32.5 | 105 20.6 | 12 2.4 | 52 10.2 | 125 24.5 | 195 38.2 | 138 27.1 |
| 2.12 | 113 22.2 | 162 31.8 | 34 6.7 | 18 3.5 | 60 11.8 | 194 38.0 | 238 46.7 |

TABLE 64

Mean scores and t values comparing ideal responses
concerning 12 supervisory supervisory activities

| Item | Ideal | | Actual | | T | Probability |
|------------------------------------|--------|-------|--------|-------|--------|-------------|
| | Mean | SD | Mean | SD | | |
| 1-Providing materials | 2.1549 | 0.813 | 3.0196 | 0.864 | -23.98 | 0.00 |
| 2-Demonstration lessons | 2.3255 | 0.882 | 3.5039 | 0.577 | -31.01 | 0.00 |
| 3-Organizing for instruction | 1.8333 | 0.729 | 2.6294 | 0.927 | -21.06 | 0.00 |
| 4-Administrative and clerical work | 2.4784 | 0.927 | 2.0725 | 0.781 | 10.28 | 0.00 |
| 5-Evaluation | 1.5529 | 0.672 | 2.0216 | 0.958 | -12.36 | 0.00 |
| 6-Intervisitation | 2.1176 | 0.888 | 3.5176 | 0.549 | -34.30 | 0.00 |
| 7-In-service education | 1.7569 | 0.762 | 2.6451 | 0.945 | -22.78 | 0.00 |
| 8-Orientation programme | 2.1902 | 0.874 | 3.4608 | 0.612 | -32.67 | 0.00 |
| 9-Conducting research | 2.2373 | 0.873 | 2.1961 | 0.902 | -24.61 | 0.00 |
| 10-Classroom visits | 1.9137 | 0.900 | 1.4078 | 0.583 | 12.29 | 0.00 |
| 11-Disseminating information | 1.9275 | 0.788 | 2.8216 | 0.945 | -20.57 | 0.00 |
| 12-Supporting school library | 2.2294 | 0.869 | 3.2784 | 0.806 | -27.28 | 0.00 |

TABLE 65
A comparison of teachers' and supervisors' ideal and actual responses concerning 12 supervisory activities

No. of Teachers = 432
No. of Supervisors = 78

| Item | Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | Sig. | | | |
|------|----------------------|-----------------|---------------|----------------|---------------|------|--------|------------------|-------|-------------------|----------------|--------------------|---------------|------|--------|---------|-------|
| | | Very Important | Important | Less Important | Not Important | W.q. | M.R. | μ | Sig. | To a great extent | To some extent | To a little extent | Not at all | | W.q. | M.R. | μ |
| 1 | Teacher | 86 (19.9) | 197 (45.6) | 124 (28.7) | 25 (5.8) | 69.9 | 263.48 | 13402.5 | <.01 | 14 (3.2) | 78 (18.1) | 176 (40.7) | 164 (38.0) | 46.7 | 273.45 | 9093.0 | <.001 |
| | Supervisor | 24 (30.8) | 39 (50.0) | 15 (19.2) | 0 (0.0) | 77.8 | 211.33 | | | 11 (14.1) | 32 (41.0) | 29 (37.2) | 6 (7.7) | 65.3 | 156.08 | | |
| 2 | T | 84 (19.4) | 147 (34.0) | 163 (37.7) | 38 (8.8) | 66 | 260.94 | 14498.0 | <.05 | 2 (.5) | 4 (.9) | 183 (42.4) | 243 (56.3) | 36.4 | 263.07 | 13576.5 | <.01 |
| | S | 17 (21.8) | 36 (46.7) | 22 (28.2) | 3 (3.8) | 71.4 | 225.37 | | | 1 (1.3) | 8 (10.3) | 37 (47.4) | 32 (41.0) | 42.9 | 213.56 | | |
| 3 | T | 136 (31.5) | 224 (51.9) | 60 (13.9) | 12 (2.8) | 78 | 263.82 | 13252.0 | <.001 | 37 (8.6) | 131 (30.3) | 162 (37.5) | 102 (23.6) | 55.9 | 275.81 | 8073.0 | <.001 |
| | S | 37 (47.4) | 37 (47.4) | 4 (5.1) | 0 (0.0) | 85.5 | 209.40 | | | 20 (25.6) | 46 (59.0) | 12 (15.4) | 0 (0.0) | 77.5 | 143.00 | | |
| 4 | T | 61 (14.1) | 121 (28) | 189 (43.8) | 61 (14.1) | 60.5 | 270.26 | 10471.0 | <.001 | 85 (19.7) | 239 (55.3) | 79 (18.3) | 29 (6.7) | 71.9 | 263.26 | 13494.0 | <.01 |
| | S | 31 (39.7) | 24 (30.8) | 21 (26.9) | 2 (2.6) | 76.9 | 173.74 | | | 24 (30.8) | 45 (57.7) | 9 (11.5) | 0 (0.0) | 79.8 | 212.50 | | |
| 5 | T | 207 (47.9) | 188 (43.5) | 30 (6.9) | 7 (1.6) | 84.4 | 270.07 | 10552.0 | <.001 | 116 (26.9) | 185 (42.8) | 77 (17.8) | 54 (12.5) | 71 | 277.06 | 7534.0 | <.001 |
| | S | 66 (84.6) | 11 (14.1) | 1 (1.3) | 0 (0.0) | 95.8 | 174.78 | | | 58 (74.4) | 20 (25.6) | 0 (0.0) | 0 (0.0) | 93.5 | 136.09 | | |
| 6 | T | 127 (29.4) | 172 (39.8) | 105 (24.3) | 28 (6.5) | 73 | 249.18 | 14117.0 | <.05 | 0 (0.0) | 11 (2.5) | 179 (41.4) | 242 (36.0) | 36.6 | 259.74 | 15016.5 | n.s. |
| | S | 12 (15.4) | 35 (44.9) | 24 (30.8) | 7 (9.0) | 66.6 | 290.51 | | | 0 (0.0) | 2 (2.6) | 41 (52.6) | 35 (44.9) | 39.4 | 232.02 | | |

TABLE 65 (Cont.)

| Item | Indep- endent Vari- able | Ideal Responses | | | | | | | Actual Responses | | | | | | | | |
|------|-----------------------------------|------------------------|----------------|------------------------|-----------------------|------|--------|---------|------------------|-------------------------|-------------------|--------------------------|---------------|------|--------|---------|-------|
| | | Very Import- ant | Import- ant | Less Import- ant | Not Import- ant | W.q. | M.R. | μ | Sig | To a great extent | To some extent | To a little extent | Not at all | W.q. | M.R. | μ | Sig. |
| 7 | T | 175 (40.5) | 188 (43.5) | 54 (12.5) | 15 (3.5) | 80.2 | 260.08 | 14871.5 | n.s. | 50 (11.6) | 146 (33.8) | 151 (35.0) | 85 (19.7) | 59.3 | 252.32 | 15473.0 | n.s. |
| | S | 35 (44.9) | 41 (52.6) | 2 (2.6) | 0 (0.0) | 85.6 | 230.16 | | | 13 (16.7) | 15 (19.2) | 29 (37.2) | 21 (26.9) | 56.4 | 273.13 | | |
| 8 | T | 92 (21.3) | 188 (43.5) | 116 (26.9) | 36 (8.3) | 69.4 | 260.43 | 14720.0 | n.s. | 1 (.2) | 18 (4.2) | 186 (43.1) | 227 (52.5) | 38 | 258.29 | 15643.5 | n.s. |
| | S | 24 (30.8) | 32 (41.0) | 19 (24.4) | 3 (3.8) | 74.6 | 228.22 | | | 2 (2.6) | 5 (6.4) | 34 (43.6) | 37 (47.4) | 41 | 240.06 | | |
| 9 | T | 91 (21.1) | 158 (36.6) | 153 (35.4) | 30 (6.9) | 67.9 | 262.67 | 13751.5 | <.01 | 22 (5.1) | 61 (14.1) | 142 (32.9) | 207 (47.9) | 44 | 261.01 | 14466.0 | <.05 |
| | S | 25 (32.1) | 31 (39.7) | 20 (25.6) | 2 (2.6) | 75.3 | 215.80 | | | 9 (11.5) | 13 (16.7) | 27 (34.6) | 29 (37.2) | 50.6 | 224.96 | | |
| 10 | T | 148 (34.3) | 165 (38.2) | 86 (19.9) | 33 (7.6) | 74.7 | 270.34 | 10436.0 | <.001 | 256 (59.3) | 161 (37.3) | 10 (2.3) | 5 (1.2) | 88.6 | 265.60 | 12486.0 | <.001 |
| | S | 49 (62.8) | 28 (35.9) | 1 (1.3) | 0 (0.0) | 90.3 | 173.29 | | | 66 (84.6) | 12 (15.4) | 0 (0.0) | 0 (0.0) | 96 | 199.58 | | |
| 11 | T | 123 (28.5) | 195 (45.1) | 102 (23.6) | 12 (2.8) | 74.8 | 269.48 | 10807.5 | <.001 | 34 (7.9) | 112 (25.9) | 170 (39.4) | 116 (26.9) | 53.7 | 258.67 | 15479.0 | n.s. |
| | S | 43 (55.1) | 32 (41.0) | 3 (3.8) | 0 (0.0) | 87.8 | 178.06 | | | 18 (23.1) | 13 (16.7) | 25 (32.1) | 22 (28.2) | 52.8 | 237.95 | | |
| 12 | T | 89 (20.6) | 166 (38.4) | 146 (33.8) | 31 (7.2) | 66.1 | 263.05 | 13585.5 | <.01 | 12 (2.8) | 45 (10.4) | 163 (37.7) | 212 (49.1) | 41.7 | 263.66 | 13323.0 | <.01 |
| | S | 24 (30.8) | 35 (44.9) | 16 (20.5) | 3 (3.8) | 75.6 | 213.67 | | | 6 (7.7) | 15 (19.2) | 31 (39.7) | 26 (33.3) | 50.3 | 210.31 | | |

TABLE 66
Teachers' ideal and actual responses concerning 'providing materials'
N = 432

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|---------------|------|------|----------------|------|--|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. | |
| Nationality Qatari | 29 (16.4) | 84 (47.5) | 51 (28.8) | 13 (7.3) | 68.2 | 3 | 3.35457 | n.s. | 1 (.6) | 30 (16.9) | 80 (45.2) | 66 (37.3) | 45.1 | 3 | 8.32611 | <.05 | |
| | 57 (22.4) | 113 (44.3) | 73 (28.6) | 12 (4.7) | 71 | | | | 13 (5.1) | 48 (18.8) | 96 (37.6) | 98 (38.4) | 47.6 | | | | |
| Sex Male | 45 (21.3) | 104 (49.3) | 55 (26.1) | 7 (3.3) | 72.1 | 3 | 6.99317 | n.s. | 10 (4.7) | 33 (15.6) | 82 (38.8) | 86 (40.8) | 46 | 3 | 4.64979 | n.s. | |
| | 41 (18.6) | 93 (42.1) | 69 (31.2) | 18 (8.1) | 67.7 | | | | 4 (1.8) | 45 (20.4) | 94 (42.5) | 78 (35.2) | 47.1 | | | | |
| Qualification Non-Uni. | 32 (20.5) | 69 (44.2) | 46 (29.5) | 9 (5.8) | 69.8 | 6 | 7.40741 | n.s. | 7 (4.5) | 30 (19.2) | 65 (41.7) | 54 (34.6) | 48.3 | 6 | 2.91406 | n.s. | |
| | 48 (18.3) | 121 (46.2) | 77 (29.4) | 16 (6.1) | 69.1 | | | | 7 (2.7) | 46 (17.6) | 104 (39.7) | 105 (40.1) | 45.7 | | | | |
| | 6 (42.9) | 7 (50.0) | 1 (7.1) | 0 (0.0) | 83.9 | | | | 0 (0.0) | 2 (14.3) | 7 (50.0) | 5 (35.7) | 44.6 | | | | |
| Cycle Primary | 41 (21.9) | 96 (51.3) | 44 (23.5) | 6 (3.2) | 72.9 | 3 | 9.91628 | <.05 | 8 (4.3) | 32 (17.1) | 83 (44.4) | 64 (34.2) | 47.8 | 3 | 3.54604 | n.s. | |
| | 45 (18.4) | 101 (41.2) | 80 (32.7) | 19 (7.8) | 67.5 | | | | 6 (2.4) | 46 (18.8) | 93 (38.0) | 100 (40.8) | 45.7 | | | | |
| Experience Inexp. | 24 (15.5) | 64 (41.3) | 55 (35.5) | 12 (7.7) | 66.1 | 3 | 8.82932 | <.05 | 4 (2.6) | 24 (15.5) | 62 (40.0) | 65 (41.9) | 44.6 | 3 | 2.24788 | n.s. | |
| | 62 (22.4) | 133 (48.0) | 59 (24.9) | 13 (4.7) | 72 | | | | 10 (3.6) | 54 (19.5) | 114 (41.2) | 99 (35.7) | 47.7 | | | | |

TABLE 67
Supervisors' ideal and actual responses concerning 'providing materials'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|-------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 7 (21.9) | 16 (50.0) | 9 (28.1) | 0 (0.0) | 73.4 | 2 | 3.62711 | n.s. | 3 (9.4) | 14 (43.8) | 11 (34.4) | 4 (12.5) | 62.5 | 3 | 2.70332 | n.s. |
| | 17 (37.0) | 23 (50.) | 6 (13.0) | 0 (0.0) | 80.9 | | | | 8 (17.4) | 18 (39.1) | 18 (39.1) | 2 (4.3) | 67.3 | | | |
| Sex Male | 14 (36.8) | 17 (44.7) | 7 (18.4) | 0 (0.0) | 79.6 | 2 | 1.32395 | n.s. | 9 (23.7) | 14 (36.8) | 12 (31.6) | 3 (7.9) | 69 | 3 | 5.76913 | n.s. |
| | 10 (25.0) | 22 (55.0) | 8 (20.0) | 0 (0.0) | 76.2 | | | | 2 (5.0) | 18 (45.0) | 17 (42.5) | 3 (7.5) | 61.8 | | | |
| Qualification B.A. | 17 (28.3) | 28 (46.7) | 15 (25.0) | 0 (0.0) | 75.8 | 2 | 5.57917 | n.s. | 8 (13.3) | 21 (35.0) | 25 (41.7) | 6 (10.0) | 62.9 | 3 | 5.61818 | n.s. |
| | 7 (38.9) | 11 (61.1) | 0 (0.0) | 0 (0.0) | 84.7 | | | | 3 (16.7) | 11 (61.1) | 4 (22.2) | 0 (0.0) | 73.6 | | | |
| Cycle Primary | 14 (41.2) | 12 (35.3) | 8 (23.5) | 0 (0.0) | 79.4 | 2 | 5.30775 | n.s. | 9 (26.5) | 12 (35.3) | 9 (26.5) | 4 (11.8) | 69.1 | 3 | 10.17888 | <.05 |
| | 10 (22.7) | 27 (61.4) | 7 (15.9) | 0 (0.0) | 76.7 | | | | 2 (4.5) | 20 (45.5) | 20 (45.5) | 2 (4.5) | 62.5 | | | |
| Experience Inexp. | 5 (20.8) | 11 (45.8) | 8 (33.0) | 0 (0.0) | 71.8 | 2 | 4.81783 | n.s. | 2 (8.3) | 10 (41.7) | 8 (33.3) | 4 (16.7) | 60.4 | 3 | 4.58921 | n.s. |
| | 19 (35.2) | 28 (51.9) | 7 (13.0) | 0 (0.0) | 93.5 | | | | 9 (16.7) | 22 (40.7) | 21 (38.9) | 2 (3.7) | 67.5 | | | |

TABLE 68

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Providing Materials and Facilities'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 2.86571 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 9.43013 | 3 | <.05 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 5.42519 | 3 | n.s. |
| Female Teacher Female Supervisor | 6.70715 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 6.42040 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 1.48908 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 6.89035 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 10.67451 | 3 | <.05 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 2.35482 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 8.50694 | 3 | <.05 |

TABLE 69

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Providing Materials and Facilities'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 25.93763 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 29.41956 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 32.76836 | 3 | <.001 |
| Female Teacher Female Supervisor | 18.79542 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 31.90933 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 14.77989 | 3 | <.01 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 30.13110 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 26.65763 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 13.23099 | 3 | <.01 |
| Experienced Teacher Experienced Supervisor | 37.56175 | 3 | <.001 |

TABLE 70
Teachers' ideal and actual responses concerning 'Demonstrating lessons'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|---------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 39 (22.0) | 68 (38.4) | 60 (33.9) | 10 (5.6) | 69.2 | 3 | 7.27542 | n.s. | 1 (1.6) | 1 (1.6) | 83 (46.9) | 92 (52.0) | 37.4 | 3 | 2.91607 | n.s. |
| | 45 (17.6) | 79 (31.0) | 103 (40.4) | 28 (11.0) | 63.8 | | | | 1 (.4) | 3 (1.2) | 100 (39.2) | 151 (59.2) | 35.6 | | | |
| Sex | 44 (20.9) | 68 (32.2) | 76 (36.0) | 23 (10.9) | 65.7 | 3 | 0.83779 | n.s. | 1 (.5) | 3 (1.4) | 84 (39.8) | 123 (58.3) | 36 | 3 | 2.03616 | n.s. |
| | 40 (18.1) | 79 (35.7) | 87 (39.4) | 15 (6.7) | 66.2 | | | | 1 (.5) | 1 (.5) | 99 (44.8) | 120 (54.3) | 36.7 | | | |
| Qualification Non-Uni. | 44 (28.2) | 61 (39.1) | 45 (28.8) | 6 (3.8) | 72.9 | 6 | 30.07836 | <.001 | 1 (.6) | 1 (.6) | 76 (48.7) | 78 (50.0) | 50.1 | 6 | 4.71265 | n.s. |
| | 39 (14.9) | 84 (32.1) | 111 (42.4) | 28 (10.7) | 62.7 | | | | 1 (.4) | 3 (1.1) | 101 (38.5) | 157 (59.9) | 35.4 | | | |
| | 1 (7.1) | 2 (14.3) | 7 (50.0) | 4 (28.6) | 50 | | | | 0 (0.0) | 0 (0.0) | 6 (42.9) | 8 (57.1) | 35.7 | | | |
| Cycle Primary | 39 (20.9) | 65 (34.8) | 72 (38.5) | 11 (5.9) | 67.6 | 3 | 3.62442 | n.s. | 1 (.5) | 1 (.5) | 82 (43.9) | 103 (55.1) | 36.6 | 3 | 0.83443 | n.s. |
| | 45 (18.4) | 82 (33.5) | 91 (37.1) | 27 (11.0) | 64.7 | | | | 1 (.4) | 3 (1.2) | 101 (41.2) | 140 (57.1) | 36.2 | | | |
| Experience Inexp. | 49 (31.6) | 61 (39.4) | 40 (25.8) | 5 (3.2) | 75 | 3 | 38.06235 | <.001 | 1 (.6) | 1 (.6) | 63 (40.6) | 90 (58.1) | 35.9 | 3 | 0.68865 | n.s. |
| | 35 (12.6) | 86 (31.0) | 123 (44.4) | 33 (11.9) | 61.1 | | | | 1 (.4) | 3 (1.1) | 120 (43.3) | 153 (55.2) | 36.6 | | | |

TABLE 71
Supervisors' ideal and actual responses concerning 'Demonstration lessons'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very important | Important | Less important | Not important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 4 (12.5) | 15 (46.9) | 12 (37.5) | 1 (3.1) | 68.7 | 3 | 3.89243 | n.s. | 0 (0.0) | 1 (3.1) | 15 (46.8) | 16 (50.0) | 38.2 | 3 | 4.45503 | n.s. |
| | 13 (28.3) | 21 (45.7) | 10 (21.7) | 2 (4.3) | 74.4 | | | | 1 (2.2) | 7 (15.2) | 22 (47.8) | 16 (34.8) | 46.1 | | | |
| Sex Male | 12 (31.6) | 17 (44.7) | 8 (21.1) | 1 (2.6) | 76.3 | 3 | 4.91511 | n.s. | 1 (2.6) | 8 (21.1) | 18 (47.4) | 11 (28.9) | 49.3 | 3 | 12.10871 | <.01 |
| | 5 (12.5) | 19 (47.5) | 14 (35.0) | 2 (5.0) | 66.8 | | | | 0 (0.0) | 0 (0.0) | 19 (47.5) | 21 (52.5) | 36.8 | | | |
| Qualification B.A. | 10 (16.7) | 27 (45.0) | 20 (33.3) | 3 (5.0) | 68.3 | 3 | 6.53650 | n.s. | 1 (1.7) | 5 (8.3) | 25 (41.7) | 29 (48.3) | 40.8 | 3 | 6.44620 | n.s. |
| | 7 (38.9) | 9 (50.0) | 2 (11.1) | 0 (0.0) | 81.8 | | | | 0 (0.0) | 3 (16.7) | 12 (66.7) | 3 (16.7) | 50 | | | |
| Cycle Primary | 9 (26.5) | 15 (44.1) | 9 (26.5) | 1 (2.9) | 74.2 | 3 | 0.85137 | n.s. | 1 (2.9) | 4 (11.8) | 14 (41.2) | 15 (44.1) | 43.3 | 3 | 2.06610 | n.s. |
| | 8 (18.2) | 21 (47.7) | 13 (29.5) | 2 (4.5) | 69.8 | | | | 0 (0.0) | 4 (9.1) | 23 (52.3) | 17 (38.6) | 42.6 | | | |
| Experience Inexp. | 4 (16.7) | 10 (41.7) | 9 (37.5) | 1 (4.2) | 67.7 | 3 | 1.64006 | n.s. | 0 (0.0) | 0 (0.0) | 11 (45.8) | 13 (54.2) | 36.4 | 3 | 5.47797 | n.s. |
| | 13 (24.1) | 26 (48.1) | 13 (24.1) | 2 (3.7) | 73.1 | | | | 1 (1.9) | 8 (14.8) | 26 (48.1) | 19 (35.2) | 45.8 | | | |

TABLE 72

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Demonstration Lessons'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 2.11560 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 10.13511 | 3 | <.05 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 7.34226 | 3 | n.s. |
| Female Teacher Female Supervisor | 2.46635 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 5.09197 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 15.47410 | 3 | <.01 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 2.70833 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 4.28506 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 2.68893 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 15.40953 | 3 | <.01 |

TABLE 73

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Demonstration Lessons'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 2.05732 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 29.89329 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 35.55847 | 3 | <.001 |
| Female Teacher Female Supervisor | 0.43703 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 12.70788 | 3 | <.01 |
| Higher degree Teacher Higher degree Supervisor | 6.88023 | 2 | <.05 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 18.57215 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 13.12199 | 3 | <.01 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 0.49986 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 31.03779 | 3 | n.s. |

TABLE 75
Supervisors' ideal and actual responses concerning organizing for instruction'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 12 (37.5) | 15 (46.9) | 5 (15.6) | 0 (0.0) | 80.4 | 2 | 0.14035 | n.s. | 8 (25.0) | 19 (59.4) | 5 (15.6) | 0 (0.0) | 77.3 | 2 | 0.01221 | n.s. |
| | 20 (43.4) | 22 (47.8) | 4 (8.7) | 0 (0.0) | 83.7 | | | | 12 (26.1) | 27 (58.7) | 7 (15.2) | 0 (0.0) | 77.7 | | | |
| Sex Male | 17 (44.7) | 15 (39.5) | 6 (15.7) | 0 (0.0) | 82.2 | 2 | 2.51794 | n.s. | 13 (34.2) | 20 (52.6) | 5 (13.2) | 0 (0.0) | 73.6 | 2 | 2.86654 | n.s. |
| | 15 (37.5) | 22 (55.0) | 3 (7.5) | 0 (0.0) | 82.5 | | | | 7 (17.5) | 26 (65.0) | 7 (17.5) | 0 (0.0) | 75 | | | |
| Qualification B.A. | 22 (36.6) | 33 (55.0) | 5 (8.3) | 0 (0.0) | 82 | 2 | 6.59369 | <.05 | 12 (20.0) | 38 (63.3) | 10 (16.7) | 0 (0.0) | 75.8 | 2 | 4.34213 | n.s. |
| | 10 (22.2) | 4 (9.0) | 4 (9.0) | 0 (0.0) | 83.3 | | | | 8 (18.2) | 8 (18.2) | 2 (4.4) | 0 (0.0) | 83.2 | | | |
| Cycle Primary | 18 (52.9) | 11 (32.4) | 5 (14.7) | 0 (0.0) | 84.5 | 2 | 5.56620 | n.s. | 12 (35.3) | 16 (47.1) | 6 (17.6) | 0 (0.0) | 79.4 | 2 | 3.84197 | n.s. |
| | 14 (31.8) | 26 (59.1) | 4 (9.0) | 0 (0.0) | 77.2 | | | | 8 (18.2) | 30 (68.2) | 6 (13.6) | 0 (0.0) | 76.1 | | | |
| Experience Inexp. | 10 (41.6) | 9 (37.5) | 5 (20.8) | 0 (0.0) | 80.2 | 2 | 1.74700 | n.s. | 6 (25.0) | 14 (58.3) | 4 (16.7) | 0 (0.0) | 77 | 2 | 0.04501 | n.s. |
| | 22 (40.7) | 28 (51.9) | 4 (7.4) | 0 (0.0) | 83.3 | | | | 14 (25.9) | 32 (59.3) | 8 (14.8) | 0 (0.0) | 77.7 | | | |

TABLE 76

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance and Frequency of Application of 'Organizing for Instruction'

| independent variable | Degree of Importance | | | Frequency of Application | | |
|---|----------------------|------|-------|--------------------------|------|-------|
| | x ² | d.f. | sig. | x ² | d.f. | sig. |
| <u>Nationality</u> | | | | | | |
| Qatari Teacher Qatari Supervisor | 5.88426 | 3 | n.s. | 30.95955 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 5.77988 | 3 | n.s. | 30.89785 | 3 | <.001 |
| <u>Sex</u> | | | | | | |
| Male Teacher Male Supervisor | 7.86602 | 3 | <.05 | 32.79502 | 3 | <.001 |
| Female Teacher Female Supervisor | 6.25851 | 3 | n.s. | 33.85918 | 3 | <.001 |
| <u>Qualifications</u> | | | | | | |
| Non-University Teacher | | | | | | |
| B.A. Teacher B.A. Supervisor | 6.63812 | 3 | n.s. | 42.05347 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 4.11329 | 2 | n.s. | 16.63261 | 3 | <.001 |
| <u>Cycle</u> | | | | | | |
| Primary Teacher Primary Supervisor | 17.19999 | 3 | <.001 | 35.34533 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 4.26085 | 3 | n.s. | 34.65619 | 3 | <.001 |
| <u>Experience</u> | | | | | | |
| Inexperienced Teacher Inexperienced Supervisor | 3.91877 | 3 | n.s. | 11.26718 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 10.71824 | 3 | <.05 | 53.85698 | 3 | <.001 |

TABLE 77
Teachers' ideal and actual responses concerning 'administrative and clerical work'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|-------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 18 (10.2) | 50 (28.2) | 82 (46.3) | 27 (15.3) | 58.3 | 3 | 4.04936 | n.s. | 28 (15.8) | 100 (56.5) | 37 (20.9) | 12 (6.8) | 70.3 | 3 | 3.46633 | n.s. |
| | 43 (16.9) | 71 (27.8) | 107 (42.0) | 34 (13.3) | 62 | | | | 57 (22.4) | 139 (54.5) | 42 (16.5) | 17 (6.7) | 73.1 | | | |
| Sex Male | 29 (13.7) | 54 (25.6) | 94 (44.5) | 34 (16.1) | 59.2 | 3 | 2.12246 | n.s. | 37 (17.5) | 116 (55.0) | 42 (19.9) | 16 (7.6) | 70.6 | 3 | 2.02495 | n.s. |
| | 32 (14.5) | 67 (30.3) | 95 (43.0) | 27 (12.2) | 61.7 | | | | 48 (21.7) | 123 (55.7) | 37 (16.7) | 13 (5.9) | 73.3 | | | |
| Qualification Non-Uni. | 17 (10.9) | 46 (29.5) | 69 (44.2) | 24 (15.4) | 58.9 | 6 | 13.64222 | <.05 | 16 (10.3) | 95 (60.9) | 34 (21.8) | 11 (7.1) | 68.5 | 6 | 17.14073 | <.01 |
| | 44 (16.8) | 75 (28.6) | 109 (41.6) | 34 (13.0) | 62.3 | | | | 67 (25.6) | 136 (51.9) | 41 (15.6) | 18 (6.9) | 74 | | | |
| | 0 (0.0) | 0 (0.0) | 11 (78.6) | 3 (21.4) | 44.6 | | | | 2 (14.3) | 8 (57.1) | 4 (28.6) | 0 (0.0) | 71.4 | | | |
| Cycle Primary | 20 (10.7) | 45 (24.1) | 88 (47.1) | 34 (18.2) | 56.8 | 3 | 9.24879 | <.05 | 21 (11.2) | 114 (61.0) | 39 (20.9) | 13 (7.0) | 69.1 | 3 | 15.06677 | <.01 |
| | 41 (16.7) | 76 (31.0) | 101 (41.2) | 27 (11.0) | 63.4 | | | | 64 (26.1) | 125 (51.0) | 40 (16.3) | 16 (6.5) | 74.1 | | | |
| Experience Inexp. | 19 (12.3) | 52 (33.5) | 70 (45.2) | 14 (9.0) | 62.2 | 3 | 7.78382 | n.s. | 26 (16.8) | 94 (60.6) | 28 (18.1) | 7 (4.5) | 72.4 | 3 | 4.01603 | n.s. |
| | 42 (15.2) | 69 (24.9) | 119 (43.0) | 47 (17.0) | 59.5 | | | | 59 (21.3) | 145 (52.3) | 51 (18.4) | 22 (7.9) | 71.7 | | | |

TABLE 78
Supervisors' ideal and actual responses concerning 'administrative and clerical work'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 20 (62.5) | 8 (25.0) | 4 (12.5) | 0 (0.0) | 87.5 | 3 | 13.24094 | <.01 | 13 (40.6) | 17 (53.1) | 2 (6.3) | 0 (0.0) | 83.5 | 2 | 3.22439 | n.s. |
| | 11 (23.9) | 16 (34.8) | 17 (37.0) | 2 (4.3) | 69.5 | | | | 11 (23.9) | 28 (60.9) | 7 (15.2) | 0 (0.0) | 77.1 | | | |
| Sex Male | 11 (28.9) | 13 (34.2) | 12 (31.6) | 2 (5.3) | 71.7 | 3 | 5.16025 | n.s. | 10 (26.3) | 21 (55.3) | 7 (18.4) | 0 (0.0) | 76.9 | 2 | 3.59553 | n.s. |
| | 20 (50.0) | 11 (27.5) | 9 (22.5) | 0 (0.0) | 81.8 | | | | 14 (35.0) | 24 (60.0) | 2 (5.0) | 0 (0.0) | 86.8 | | | |
| Qualification B.A. | 27 (45.0) | 19 (31.7) | 12 (20.0) | 2 (3.3) | 79.5 | 3 | 7.10415 | n.s. | 20 (33.3) | 34 (56.7) | 6 (10.0) | 0 (0.0) | 80.8 | 2 | 1.13630 | n.s. |
| | 4 (22.2) | 5 (27.8) | 9 (50.0) | 0 (0.0) | 68 | | | | 4 (22.2) | 11 (61.1) | 3 (16.7) | 0 (0.0) | 76.2 | | | |
| Cycle Primary | 21 (61.8) | 11 (32.4) | 2 (5.9) | 0 (0.0) | 88.9 | 3 | 18.85974 | <.001 | 16 (47.1) | 17 (50.0) | 1 (2.9) | 0 (0.0) | 86. | 2 | 9.67701 | <.01 |
| | 10 (22.7) | 13 (29.5) | 19 (43.2) | 2 (4.5) | 67.6 | | | | 8 (18.2) | 28 (63.6) | 8 (18.2) | 0 (0.0) | 75 | | | |
| Experience Inexp. | 16 (66.7) | 7 (29.2) | 1 (4.2) | 0 (0.0) | 90.6 | 3 | 13.90840 | <.01 | 10 (41.7) | 12 (50.0) | 2 (8.3) | 0 (0.0) | 83.3 | 2 | 2.00216 | n.s. |
| | 15 (27.8) | 17 (31.5) | 20 (37.0) | 2 (3.7) | 70.8 | | | | 14 (25.9) | 33 (61.1) | 7 (13.0) | 0 (0.0) | 78.2 | | | |

TABLE 79

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Clerical and Administrative Work'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 53.33869 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 4.59667 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 29.99302 | 3 | <.001 |
| Female Teacher Female Supervisor | 23.89213 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 27.89376 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 11.88571 | 3 | <.01 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 59.38419 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 2.37828 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 42.55769 | 3 | <.001 |
| Experienced Teacher Experienced Supervisor | 10.67554 | 3 | <.05 |

TABLE 80

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Clerical and Administrative Work'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 13.84372 | 3 | <.01 |
| Non-Qatari Teacher Non-Qatari Supervisor | 3.43034 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 4.23321 | 3 | n.s. |
| Female Teacher Female Supervisor | 8.10635 | 3 | <.05 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 6.48708 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 0.79564 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 30.10699 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 5.01624 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 9.05868 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 6.13850 | 3 | n.s. |

TABLE 81
Teachers' ideal and actual responses concerning 'evaluation'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | Sig. | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------|----------------|
| | Very Important | Important | Less Important | Not Important | M.Q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | | M.Q. | d.f. | x ² |
| Nationality Qatari | 89 (50.3) | 77 (43.5) | 10 (5.6) | 1 (.6) | 96.7 | 3 | 3.13538 | n.s. | 56 (31.6) | 73 (41.2) | 30 (16.9) | 18 (10.2) | 73.5 | 3 | 4.16525 | n.s. |
| | 118 (46.3) | 111 (43.5) | 20 (7.8) | 6 (2.4) | 83.4 | | | | 60 (23.5) | 112 (43.9) | 47 (18.4) | 36 (14.1) | 69.2 | | | |
| Sex Male | 84 (39.8) | 106 (50.2) | 16 (7.6) | 5 (2.4) | 81.8 | 3 | 11.60544 | <.01 | 52 (24.6) | 103 (48.8) | 27 (12.8) | 29 (13.7) | 71 | 3 | 10.56577 | <.05 |
| | 123 (55.7) | 82 (37.1) | 14 (6.3) | 2 (.9) | 86.8 | | | | 64 (29.0) | 82 (37.1) | 50 (22.6) | 25 (11.3) | 70.9 | | | |
| Qualification Non-Uni. | 80 (51.3) | 64 (41.0) | 9 (5.8) | 3 (1.9) | 85.4 | 6 | 2.57752 | n.s. | 53 (34.0) | 74 (47.4) | 17 (10.9) | 12 (7.7) | 76.9 | 6 | 20.40538 | <.01 |
| | 122 (46.6) | 116 (44.3) | 20 (7.6) | 4 (1.5) | 83.9 | | | | 62 (23.7) | 106 (40.5) | 55 (21.0) | 39 (14.9) | 68.2 | | | |
| Higher Degree | 5 (35.7) | 8 (57.1) | 1 (7.1) | 0 (0.0) | 80.3 | | | | 1 (7.1) | 5 (35.7) | 5 (35.7) | 3 (21.4) | 57.1 | | | |
| | 95 (50.8) | 79 (42.2) | 10 (5.3) | 3 (1.6) | 85.5 | 3 | 1.90690 | n.s. | 55 (29.4) | 98 (52.4) | 19 (10.2) | 15 (8.0) | 75.8 | 3 | 24.03044 | <.001 |
| Prep- Sec. | 112 (45.7) | 109 (44.5) | 20 (8.2) | 4 (1.6) | 83.5 | | | | 61 (24.9) | 87 (35.5) | 58 (23.7) | 39 (15.9) | 67.3 | | | |
| | 75 (48.4) | 64 (41.3) | 13 (8.4) | 3 (1.9) | 84. | 3 | 1.15955 | n.s. | 48 (31.0) | 68 (43.9) | 27 (17.4) | 12 (7.7) | 74.5 | 3 | 5.98225 | n.s. |
| Experi- ence Inexp. | 132 (47.7) | 124 (44.8) | 17 (6.1) | 4 (1.4) | 84.6 | | | | 68 (24.5) | 117 (42.2) | 50 (18.1) | 42 (15.2) | 69 | | | |
| | 75 (48.4) | 64 (41.3) | 13 (8.4) | 3 (1.9) | 84. | 3 | 1.15955 | n.s. | 48 (31.0) | 68 (43.9) | 27 (17.4) | 12 (7.7) | 74.5 | 3 | 5.98225 | n.s. |

TABLE 82
Supervisors' ideal and actual responses concerning 'evaluation'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 28 (87.5) | 4 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 2 | 0.84783 | n.s. | 23 (71.9) | 9 (28.1) | 0 (0.0) | 0 (0.0) | 92.9 | 1 | 0.02916 | n.s. |
| | 38 (82.6) | 7 (15.2) | 1 (2.2) | 0 (0.0) | 95.1 | | | | 35 (76.1) | 11 (23.9) | 0 (0.0) | 0 (0.0) | 94.0 | | | |
| Sex Male | 36 (94.7) | 1 (2.6) | 1 (2.6) | 0 (0.0) | 98 | 2 | 8.86364 | <.05 | 29 (76.3) | 9 (23.7) | 0 (0.0) | 0 (0.0) | 94. | 1 | 0.01597 | n.s. |
| | 30 (75.0) | 10 (25.0) | 0 (0.0) | 0 (0.0) | 93.7 | | | | 29 (72.5) | 11 (27.5) | 0 (0.0) | 0 (0.0) | 93.1 | | | |
| Qualification B.A. | 50 (83.3) | 10 (16.7) | 0 (0.0) | 0 (0.0) | 95.8 | 2 | 4.59596 | n.s. | 47 (78.3) | 13 (21.7) | 0 (0.0) | 0 (0.0) | 94.5 | 1 | 1.34539 | n.s. |
| | 16 (88.9) | 1 (5.6) | 1 (5.6) | 0 (0.0) | 95.6 | | | | 11 (61.1) | 7 (38.9) | 0 (0.0) | 0 (0.0) | 90.2 | | | |
| Cycle Primary | 30 (88.2) | 4 (11.8) | 0 (0.0) | 0 (0.0) | 97 | 2 | 1.09966 | n.s. | 23 (67.6) | 11 (32.4) | 0 (0.0) | 0 (0.0) | 91.9 | 1 | 0.86843 | n.s. |
| | 36 (81.8) | 7 (15.9) | 1 (2.3) | 0 (0.0) | 94.8 | | | | 35 (79.5) | 9 (20.5) | 0 (0.0) | 0 (0.0) | 94.8 | | | |
| Experience Inexp. | 22 (91.7) | 2 (8.3) | 0 (0.0) | 0 (0.0) | 97.9 | 2 | 1.46633 | n.s. | 19 (79.2) | 5 (20.8) | 0 (0.0) | 0 (0.0) | 94.7 | 1 | 0.13495 | n.s. |
| | 44 (81.5) | 9 (16.7) | 1 (1.9) | 0 (0.0) | 94.9 | | | | 39 (72.2) | 15 (27.8) | 0 (0.0) | 0 (0.0) | 93 | | | |

TABLE 83

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Evaluation'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 15.41533 | 3 | <.01 |
| Non-Qatari Teacher Non-Qatari Supervisor | 20.77244 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 39.19698 | 3 | <.001 |
| Female Teacher Female Supervisor | 6.46565 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 27.36157 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 10.87629 | 2 | <.01 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 16.60812 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 19.58503 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 15.78294 | 3 | <.01 |
| Experienced Teacher Experienced Supervisor | 20.91101 | 3 | <.001 |

TABLE 84

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Evaluation'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 21.47406 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 52.89747 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 41.03549 | 3 | <.001 |
| Female Teacher Female Supervisor | 32.47166 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 69.29484 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 16.42328 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 20.44419 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 53.49993 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 21.64187 | 3 | <.001 |
| Experienced Teacher Experienced Supervisor | 52.07646 | 3 | <.001 |

TABLE 85
Teachers' ideal and actual responses concerning 'intervisitation'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|---------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 45 (25.4) | 69 (39.0) | 51 (28.8) | 12 (6.8) | 70.7 | 3 | 4.21157 | n.s. | 0 (0.0) | 4 (2.3) | 73 (41.2) | 100 (56.5) | 36.4 | 2 | 0.11154 | n.s. |
| | 82 (32.2) | 103 (40.4) | 54 (21.2) | 16 (6.3) | 74.6 | | | | 0 (0.0) | 7 (2.7) | 106 (41.6) | 142 (55.7) | 36.7 | | | |
| Sex Male | 67 (31.8) | 85 (40.3) | 46 (21.8) | 13 (6.2) | 74.4 | 3 | 1.93102 | n.s. | 0 (0.0) | 4 (1.9) | 88 (41.7) | 119 (56.4) | 36.3 | 2 | 0.70347 | n.s. |
| | 60 (27.1) | 87 (39.4) | 59 (26.7) | 15 (6.8) | 71.7 | | | | 0 (0.0) | 7 (3.2) | 91 (41.2) | 123 (55.7) | 36.8 | | | |
| Qualification Non-Uni. | 41 (26.3) | 62 (39.7) | 43 (27.6) | 10 (6.4) | 71.4 | 6 | 18.43983 | <.01 | 0 (0.0) | 5 (3.2) | 66 (42.3) | 85 (54.5) | 37.1 | 4 | 1.93865 | n.s. |
| | 75 (28.6) | 107 (40.8) | 62 (23.7) | 18 (6.9) | 72.8 | | | | 0 (0.0) | 6 (2.3) | 109 (41.6) | 147 (56.1) | 36.5 | | | |
| | 11 (78.6) | 3 (21.4) | 0 (0.0) | 0 (0.0) | 94.6 | | | | 0 (0.0) | 0 (0.0) | 4 (28.6) | 10 (71.4) | 32.1 | | | |
| Cycle Primary | 51 (27.3) | 77 (41.2) | 47 (25.1) | 12 (6.4) | 72.3 | 3 | 0.75537 | n.s. | 0 (0.0) | 5 (2.7) | 78 (41.7) | 104 (55.6) | 36.7 | 2 | 0.03670 | n.s. |
| | 76 (31.0) | 95 (38.8) | 58 (23.7) | 16 (6.5) | 73.5 | | | | 0 (0.0) | 6 (2.4) | 101 (41.2) | 138 (56.3) | 36.6 | | | |
| Experience Inexp. | 35 (22.6) | 53 (34.2) | 54 (34.8) | 13 (8.4) | 67.7 | 3 | 18.12844 | <.001 | 0 (0.0) | 4 (2.6) | 64 (41.3) | 87 (56.1) | 36.6 | 2 | 0.00287 | n.s. |
| | 92 (33.2) | 119 (43.0) | 51 (18.4) | 15 (5.4) | 75.9 | | | | 0 (0.0) | 7 (2.5) | 115 (41.5) | 155 (56.1) | 36.6 | | | |

TABLE 86
Supervisors' ideal and actual responses concerning 'intervention'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|--------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 3 (9.4) | 10 (31.3) | 15 (46.9) | 4 (12.5) | 59.3 | 3 | 8.84351 | < .05 | 0 (0.0) | 0 (0.0) | 15 (46.9) | 17 (53.1) | 36.7 | 2 | 2.54909 | n.s. |
| | 9 (19.6) | 25 (54.3) | 9 (19.6) | 3 (6.5) | 71.7 | | | | 0 (0.0) | 2 (4.3) | 26 (56.5) | 18 (39.1) | 41.3 | | | |
| Sex Male | 6 (15.8) | 19 (50.0) | 10 (26.3) | 3 (7.9) | 68.4 | 3 | 1.01605 | n.s. | 0 (0.0) | 2 (5.3) | 21 (55.3) | 15 (39.5) | 40.7 | 2 | 2.68916 | n.s. |
| | 6 (15.0) | 16 (40.0) | 14 (35.0) | 4 (10.0) | 65 | | | | 0 (0.0) | 0 (0.0) | 20 (50.0) | 20 (50.0) | 37.5 | | | |
| Qualification B.A. | 6 (10.0) | 23 (38.3) | 24 (40.0) | 7 (11.7) | 61.6 | 3 | 16.67715 | < .001 | 0 (0.0) | 1 (1.7) | 29 (48.3) | 30 (50.0) | 37.9 | 2 | 3.22584 | n.s. |
| | 6 (33.3) | 12 (66.7) | 0 (0.0) | 0 (0.0) | 83.4 | | | | 0 (0.0) | 1 (5.6) | 12 (66.7) | 5 (27.8) | 44.4 | | | |
| Cycle Primary | 5 (14.7) | 9 (26.5) | 16 (47.1) | 4 (11.8) | 61.1 | 3 | 10.28703 | < .05 | 0 (0.0) | 1 (2.9) | 17 (50.0) | 16 (47.1) | 38.9 | 2 | 0.17306 | n.s. |
| | 7 (15.9) | 26 (59.1) | 8 (18.2) | 3 (6.8) | 71 | | | | 0 (0.0) | 1 (2.3) | 24 (54.5) | 19 (43.2) | 39.7 | | | |
| Experience Inexp. | 2 (8.3) | 4 (16.7) | 14 (58.3) | 4 (16.7) | 54.1 | 3 | 18.11230 | < .001 | 0 (0.0) | 0 (0.0) | 10 (41.7) | 14 (58.3) | 35.4 | 2 | 3.07209 | n.s. |
| | 10 (18.5) | 31 (57.4) | 10 (18.5) | 3 (5.6) | 72.2 | | | | 0 (0.0) | 2 (3.7) | 31 (57.4) | 21 (38.9) | 41.2 | | | |

TABLE 87

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Intervisitation'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 7.820586 | 3 | <.05 |
| Non-Qatari Teacher Non-Qatari Supervisor | 3.88064 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 3.96938 | 3 | n.s. |
| Female Teacher Female Supervisor | 3.29554 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 13.13347 | 3 | <.01 |
| Higher degree Teacher Higher degree Supervisor | 4.78257 | 1 | <.05 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 9.37959 | 3 | <.05 |
| Prep-secondary Teacher Prep-secondary Supervisor | 7.14003 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 8.56547 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 5.24977 | 3 | n.s. |

TABLE 88

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Intervisitation'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 0.98237 | 2 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 4.33121 | 2 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 4.58122 | 2 | n.s. |
| Female Teacher Female Supervisor | 2.08476 | 2 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 0.93448 | 2 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 6.26455 | 2 | <.05 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 0.85526 | 2 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 2.72147 | 2 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 0.63796 | 2 | n.s. |
| Experienced Teacher Experienced Supervisor | 5.29310 | 2 | n.s. |

TABLE 89
Teachers' ideal and actual responses concerning 'in-service education'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 71 (40.1) | 80 (45.2) | 19 (10.7) | 7 (4.0) | 80.3 | 3 | 1.15479 | n.s. | 18 (10.2) | 59 (33.3) | 62 (35.0) | 38 (21.5) | 58 | 3 | 1.02056 | n.s. |
| | 104 (40.8) | 108 (42.4) | 35 (13.7) | 8 (3.1) | 80.1 | | | | 32 (12.5) | 87 (34.1) | 89 (34.9) | 47 (18.4) | 60.1 | | | |
| Sex Male | 81 (38.4) | 92 (43.6) | 31 (14.7) | 7 (3.3) | 79.2 | 3 | 2.07230 | n.s. | 28 (13.3) | 77 (36.5) | 71 (33.6) | 35 (16.6) | 61.6 | 3 | 4.11256 | n.s. |
| | 94 (42.5) | 96 (43.4) | 23 (10.4) | 8 (3.6) | 81.2 | | | | 22 (10.0) | 69 (31.2) | 80 (36.2) | 50 (22.6) | 57.1 | | | |
| Qualification Non-Uni. | 70 (44.9) | 69 (44.2) | 14 (9.0) | 3 (1.9) | 83. | 6 | 6.97659 | n.s. | 18 (11.5) | 68 (43.6) | 44 (28.2) | 26 (16.7) | 62.5 | 6 | 13.48066 | <.05 |
| | 99 (37.8) | 112 (42.7) | 39 (14.9) | 12 (4.6) | 78.4 | | | | 32 (12.2) | 74 (28.2) | 100 (38.2) | 56 (21.4) | 57.8 | | | |
| Higher Degree | 6 (42.9) | 7 (50.0) | 1 (7.1) | 0 (0.0) | 83.9 | | | | 0 (0.0) | 4 (28.6) | 7 (50.0) | 3 (21.4) | 51.7 | | | |
| | | | | | | | | | | | | | | | | |
| Cycle Primary | 75 (40.1) | 92 (49.2) | 17 (9.1) | 3 (1.6) | 81.9 | 3 | 8.83618 | <.05 | 18 (9.6) | 70 (37.4) | 65 (34.8) | 34 (18.2) | 59.6 | 3 | 2.74963 | n.s. |
| | 100 (40.8) | 96 (39.2) | 37 (15.1) | 12 (4.9) | 78.9 | | | | 32 (13.1) | 76 (31.0) | 86 (35.1) | 51 (20.8) | 59 | | | |
| Experience Inexp. | 71 (45.8) | 65 (41.9) | 14 (9.0) | 5 (3.2) | 82.5 | 3 | 4.18144 | n.s. | 19 (12.3) | 59 (38.1) | 49 (31.6) | 28 (18.1) | 61.1 | 3 | 2.49165 | n.s. |
| | 104 (37.5) | 123 (44.4) | 40 (14.4) | 10 (3.6) | 78.9 | | | | 31 (11.2) | 87 (31.4) | 102 (36.8) | 57 (20.6) | 58.3 | | | |

TABLE 90
Supervisors' ideal and actual responses concerning 'in-service education'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | χ^2 | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | χ^2 | Sig. |
| Nationality Qatari | 12 (37.5) | 18 (56.3) | 2 (6.3) | 0 (0.0) | 82.8 | 2 | 3.67239 | n.s. | 2 (6.3) | 6 (18.8) | 13 (40.6) | 11 (34.4) | 49.2 | 3 | 4.83157 | n.s. |
| | 23 (50.0) | 23 (50.0) | 0 (0.0) | 0 (0.0) | 87.5 | | | | 11 (23.9) | 9 (19.6) | 16 (34.8) | 10 (21.7) | 61.4 | | | |
| Sex Male | 22 (57.9) | 16 (42.1) | 0 (0.0) | 0 (0.0) | 89.4 | 2 | 6.24272 | <.05 | 13 (34.2) | 14 (36.8) | 8 (21.1) | 3 (7.9) | 67.7 | 3 | 40.78407 | <.001 |
| | 13 (32.5) | 25 (62.5) | 2 (5.0) | 0 (0.0) | 75.6 | | | | 0 (0.0) | 1 (2.5) | 21 (52.5) | 18 (45.0) | 39.3 | | | |
| Qualification B.A. | 22 (36.7) | 36 (60.0) | 2 (3.3) | 0 (0.0) | 83.3 | 2 | 7.23591 | <.05 | 4 (6.7) | 9 (15.0) | 26 (43.3) | 21 (35.0) | 48.3 | 3 | 26.96828 | <.001 |
| | 13 (72.2) | 5 (27.8) | 0 (0.0) | 0 (0.0) | 93 | | | | 9 (50.0) | 6 (33.3) | 3 (16.7) | 0 (0.0) | 83.4 | | | |
| Cycle Primary | 15 (44.1) | 17 (50.0) | 2 (5.8) | 0 (0.0) | 84.5 | 2 | 2.67126 | n.s. | 4 (11.8) | 5 (14.7) | 17 (50.0) | 8 (23.5) | 53.6 | 3 | 4.43310 | n.s. |
| | 20 (45.5) | 24 (54.5) | 0 (0.0) | 0 (0.0) | 86.3 | | | | 9 (20.5) | 10 (22.7) | 12 (27.3) | 13 (29.5) | 58.5 | | | |
| Experience Inexp. | 7 (29.2) | 15 (62.5) | 2 (8.3) | 0 (0.0) | 80.2 | 2 | 7.05664 | <.05 | 0 (0.0) | 4 (16.7) | 11 (45.8) | 9 (37.5) | 44.7 | 3 | 8.03505 | <.05 |
| | 28 (51.9) | 26 (48.1) | 0 (0.0) | 0 (0.0) | 87.9 | | | | 13 (24.1) | 11 (20.4) | 18 (33.3) | 12 (22.2) | 56.9 | | | |

TABLE 91

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'In-Service Education'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 2.56053 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 9.06491 | 3 | <.05 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 9.82213 | 3 | <.05 |
| Female Teacher Female Supervisor | 5.96799 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 11.04243 | 3 | <.05 |
| Higher degree Teacher Higher degree Supervisor | 3.46644 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 1.00734 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 11.11320 | 3 | <.01 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 4.07255 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 12.20743 | 3 | <.01 |

TABLE 92

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'In-Service Education'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 4.45020 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 6.33576 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 11.78134 | 3 | <.01 |
| Female Teacher Female Supervisor | 23.23404 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher B.A. Teacher B.A. Supervisor | 8.78923 | 3 | <.05 |
| Higher degree Teacher Higher degree Supervisor | 13.71428 | 3 | <.01 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 6.74491 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 4.25702 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 10.69710 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 7.71198 | 3 | n.s. |

TABLE 93
Teachers' ideal and actual responses concerning orientation programmes

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|---------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 39 (22.0) | 80 (45.2) | 45 (25.4) | 13 (7.3) | 70.4 | 3 | 0.85040 | n.s. | 0 (0.0) | 7 (4.0) | 74 (41.8) | 96 (54.2) | 37.4 | 3 | 0.99801 | n.s. |
| | 53 (20.8) | 108 (42.4) | 71 (27.8) | 23 (9.0) | 68.7 | | | | 1 (.4) | 11 (4.3) | 112 (43.9) | 131 (51.4) | 38.1 | | | |
| Sex Male | 41 (19.4) | 90 (42.7) | 60 (28.4) | 20 (9.4) | 68 | 3 | 1.43862 | n.s. | 1 (.5) | 8 (3.7) | 96 (45.5) | 106 (50.2) | 38.6 | 3 | 2.65002 | n.s. |
| | 51 (23.1) | 98 (44.3) | 56 (25.3) | 16 (7.2) | 70.8 | | | | 0 (0.0) | 10 (4.5) | 90 (40.7) | 121 (54.8) | 37.4 | | | |
| Qualification Non-Uni. | 31 (19.9) | 76 (48.7) | 42 (26.9) | 7 (4.5) | 70.9 | 6 | 8.78102 | n.s. | 0 (0.0) | 5 (3.2) | 73 (46.8) | 78 (50.0) | 38.3 | 6 | 4.44833 | n.s. |
| | 60 (22.9) | 104 (39.7) | 70 (26.7) | 28 (10.7) | 68.7 | | | | 1 (.4) | 13 (5.0) | 109 (41.6) | 139 (53.1) | 38.1 | | | |
| Higher Degree | 1 (7.1) | 8 (57.1) | 4 (28.6) | 1 (7.1) | 66 | | | | 0 (0.0) | 0 (0.0) | 4 (28.6) | 10 (71.4) | 32.1 | | | |
| | 38 (20.3) | 87 (46.5) | 53 (28.3) | 9 (4.8) | 70.5 | 3 | 6.00850 | n.s. | 0 (0.0) | 6 (3.2) | 85 (45.5) | 96 (51.3) | 37.9 | 3 | 2.02223 | n.s. |
| Prep- Sec. | 54 (22.0) | 101 (41.2) | 63 (25.7) | 27 (11.0) | 68.5 | | | | 1 (.4) | 12 (4.9) | 101 (41.2) | 131 (51.4) | 39.2 | | | |
| | 58 (37.4) | 79 (51.0) | 12 (7.7) | 6 (3.9) | 80.4 | 3 | 71.24174 | <.001 | 1 (.6) | 7 (4.5) | 70 (45.2) | 77 (49.7) | 39 | 3 | 2.48553 | n.s. |
| Experi- ence Inexp. | 34 (12.3) | 109 (39.4) | 104 (37.5) | 30 (10.8) | 63.2 | | | | 0 (0.0) | 11 (4.0) | 116 (41.9) | 150 (54.2) | 37.4 | | | |

TABLE 94
Supervisors' ideal and actual responses concerning orientation programmes

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very important | Important | Less important | Not important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 6 (18.8) | 13 (40.6) | 10 (31.3) | 3 (9.4) | 67.1 | 3 | 7.91996 | <.05 | 0 (0.0) | 2 (6.3) | 15 (46.9) | 15 (46.9) | 39.8 | 3 | 1.53143 | n.s. |
| | 18 (39.1) | 19 (41.3) | 9 (19.6) | 0 (0.0) | 79.8 | | | | 2 (4.3) | 3 (6.5) | 19 (41.3) | 22 (47.8) | 41.8 | | | |
| Sex Male | 13 (34.2) | 12 (31.6) | 11 (28.9) | 2 (5.3) | 67.1 | 3 | 2.92433 | n.s. | 2 (5.3) | 3 (7.9) | 15 (39.5) | 18 (47.4) | 42.7 | 3 | 2.64807 | n.s. |
| | 11 (27.5) | 20 (50.0) | 8 (20.0) | 1 (2.5) | 75.6 | | | | 0 (0.0) | 2 (5.0) | 19 (47.5) | 19 (47.5) | 39.3 | | | |
| Qualification B.A. | 16 (26.7) | 25 (41.7) | 16 (26.7) | 3 (5.0) | 72.5 | 3 | 2.91669 | n.s. | 2 (3.3) | 4 (6.7) | 24 (40.0) | 30 (50.0) | 40.9 | 3 | 1.75565 | n.s. |
| | 8 (44.4) | 7 (38.9) | 3 (16.7) | 0 (0.0) | 82.0 | | | | 0 (0.0) | 1 (5.6) | 10 (55.6) | 7 (38.9) | 41.6 | | | |
| Cycle Primary | 10 (29.4) | 16 (47.1) | 6 (17.6) | 2 (5.9) | 75 | 3 | 2.33528 | n.s. | 2 (5.9) | 5 (14.7) | 13 (38.2) | 14 (41.2) | 46.3 | 3 | 9.95309 | <.05 |
| | 14 (31.8) | 16 (36.4) | 13 (29.5) | 1 (2.3) | 74.4 | | | | 0 (0.0) | 0 (0.0) | 21 (47.7) | 23 (52.3) | 36.9 | | | |
| Experience Inexp. | 4 (16.7) | 10 (41.7) | 7 (29.2) | 3 (12.5) | 72.9 | 3 | 9.32316 | <.05 | 0 (0.0) | 2 (8.3) | 9 (37.5) | 13 (54.2) | 38.5 | 3 | 1.71490 | n.s. |
| | 20 (37.0) | 22 (40.7) | 12 (22.2) | 0 (0.0) | 78.7 | | | | 2 (3.7) | 3 (5.6) | 25 (46.3) | 24 (44.4) | 40.7 | | | |

TABLE 95

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of the 'Orientation Programmes'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 0.75859 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 10.72459 | 3 | <.05 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 4.75844 | 3 | n.s. |
| Female Teacher Female Supervisor | 2.91083 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 1.98084 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 6.25165 | 3 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 2.39524 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 4.88748 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 15.01043 | 3 | <.01 |
| Experienced Teacher Experienced Supervisor | 25.88340 | 3 | <.001 |

TABLE 96

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of the 'Orientation Programmes'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 0.77151 | 2 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 6.68434 | 3 | n.s. |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 6.75245 | 3 | n.s. |
| Female Teacher Female Supervisor | 0.89360 | 2 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 4.95108 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 3.65800 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 19.57531 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 2.71836 | 3 | n.s. |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 1.11680 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 11.54469 | 3 | <.001 |

TABLE 97
Teachers' ideal and actual responses concerning 'conducting research'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|---------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 32 (18.1) | 64 (36.2) | 70 (39.5) | 11 (6.2) | 66.5 | 3 | 2.95821 | n.s. | 8 (4.5) | 26 (14.7) | 60 (33.9) | 83 (46.9) | 44.2 | 3 | 0.42394 | n.s. |
| | 59 (23.1) | 94 (36.9) | 83 (32.5) | 19 (7.5) | 68.9 | | | | 14 (5.5) | 35 (13.7) | 82 (32.2) | 124 (48.6) | 44 | | | |
| Sex Male | 50 (23.7) | 78 (37.0) | 68 (32.2) | 15 (7.1) | 69.3 | 3 | 2.57421 | n.s. | 13 (6.2) | 37 (17.5) | 58 (27.5) | 103 (48.8) | 45.2 | 3 | 8.03599 | <.05 |
| | 41 (18.6) | 80 (36.2) | 85 (38.5) | 15 (6.8) | 66.6 | | | | 9 (4.1) | 24 (10.9) | 84 (38.0) | 104 (47.1) | 42.9 | | | |
| Qualification Non-Uni. | 21 (13.5) | 44 (28.2) | 79 (50.6) | 12 (7.7) | 61.8 | 6 | 38.53116 | <.001 | 7 (4.5) | 16 (10.3) | 58 (37.2) | 75 (48.1) | 42.7 | 6 | 5.31885 | n.s. |
| | 62 (23.7) | 108 (41.2) | 74 (28.2) | 18 (6.9) | 70.4 | | | | 15 (5.7) | 43 (16.4) | 80 (30.5) | 124 (47.3) | 45.1 | | | |
| | 8 (57.1) | 6 (42.9) | 0 (0.0) | 0 (0.0) | 78.5 | | | | 0 (0.0) | 2 (14.3) | 4 (28.6) | 8 (57.1) | 39.2 | | | |
| Cycle Primary | 34 (18.2) | 67 (35.8) | 76 (40.6) | 10 (5.3) | 66.7 | 3 | 5.10359 | n.s. | 9 (4.8) | 18 (9.6) | 70 (37.4) | 90 (48.1) | 42.7 | 3 | 6.85970 | n.s. |
| | 57 (23.3) | 91 (37.1) | 77 (31.4) | 20 (8.2) | 63 | | | | 13 (5.3) | 43 (17.6) | 72 (29.4) | 117 (47.8) | 45.1 | | | |
| Experience Inexp. | 16 (10.3) | 50 (32.3) | 72 (46.5) | 17 (10.9) | 60.4 | 3 | 28.41950 | <.001 | 4 (2.6) | 18 (11.6) | 46 (29.7) | 87 (56.1) | 40.1 | 3 | 8.22367 | <.05 |
| | 75 (27.1) | 108 (39.0) | 81 (29.2) | 13 (4.7) | 72.1 | | | | 18 (6.5) | 43 (15.5) | 96 (34.7) | 120 (43.3) | 46.2 | | | |

TABLE 98
Supervisors' ideal and actual responses concerning conducting research'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 6 (18.8) | 7 (21.9) | 17 (53.1) | 2 (6.3) | 63.2 | 3 | 26.21427 | <.001 | 0 (0.0) | 2 (6.3) | 14 (43.8) | 16 (50.0) | 39 | 3 | 13.50025 | <.01 |
| | 19 (41.3) | 24 (52.2) | 3 (6.5) | 0 (0.0) | 83.6 | | | | 9 (19.6) | 11 (23.9) | 13 (28.3) | 13 (28.3) | 58.6 | | | |
| Sex Male | 20 (52.6) | 12 (31.6) | 6 (15.8) | 0 (0.0) | 84.3 | 3 | 15.73972 | <.01 | 9 (23.3) | 12 (31.6) | 10 (26.3) | 7 (18.4) | 65.1 | 3 | 27.84816 | <.001 |
| | 5 (12.5) | 19 (47.5) | 14 (35.0) | 2 (5.0) | 66.9 | | | | 0 (0.0) | 1 (2.5) | 17 (42.5) | 22 (55.0) | 36.9 | | | |
| Qualification B.A. | 10 (16.7) | 28 (46.7) | 20 (33.3) | 2 (3.3) | 69.1 | 3 | 28.93549 | <.001 | 0 (0.0) | 7 (11.7) | 24 (40.0) | 29 (48.3) | 40.7 | 3 | 44.77778 | <.001 |
| | 15 (83.3) | 3 (16.7) | 0 (0.0) | 0 (0.0) | 95.9 | | | | 9 (50.0) | 6 (33.3) | 3 (16.7) | 0 (0.0) | 83.3 | | | |
| Cycle Primary | 8 (23.5) | 10 (29.4) | 15 (44.1) | 1 (2.9) | 68.3 | 3 | 11.04268 | <.05 | 1 (2.9) | 3 (8.8) | 13 (38.2) | 17 (50.0) | 41.1 | 3 | 8.97830 | <.05 |
| | 17 (38.6) | 21 (47.7) | 5 (11.4) | 1 (2.3) | 80.6 | | | | 8 (18.2) | 10 (22.7) | 14 (31.8) | 12 (27.3) | 57.9 | | | |
| Experience Inexp. | 4 (16.7) | 4 (16.7) | 14 (58.3) | 2 (8.3) | 60.4 | 3 | 26.15516 | <.001 | 0 (0.0) | 1 (4.2) | 9 (37.5) | 14 (58.3) | 36.4 | 3 | 11.50575 | <.01 |
| | 21 (38.9) | 27 (50.0) | 6 (11.1) | 0 (0.0) | 81.9 | | | | 9 (16.7) | 12 (22.2) | 18 (33.3) | 15 (27.8) | 56.9 | | | |

TABLE 99

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Conducting Research'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 2.83432 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 19.96089 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 15.47763 | 3 | <.01 |
| Female Teacher Female Supervisor | 2.11735 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 2.82816 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 1.53362 | 1 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 1.19205 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 11.59408 | 3 | <.01 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 3.16978 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 11.70376 | 3 | <.01 |

TABLE 100

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Conducting Research'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 3.68514 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 16.48890 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 21.16786 | 3 | <.001 |
| Female Teacher Female Supervisor | 4.71906 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 5.50785 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 18.93878 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 0.26795 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 12.63505 | 3 | <.01 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 2.13672 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 9.64854 | 3 | <.05 |

TABLE 101
Teachers' ideal and actual responses concerning 'supervisory visits'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very important | Important | Less important | Not important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 62 (35.0) | 72 (40.7) | 35 (19.8) | 8 (4.5) | 76.5 | 3 | 4.35767 | n.s. | 107 (60.5) | 67 (37.9) | 3 (1.7) | 0 (0.0) | 89.6 | 3 | 4.06785 | n.s. |
| | 86 (33.7) | 93 (36.5) | 51 (20.0) | 25 (9.8) | 73.5 | | | | 149 (58.4) | 94 (36.9) | 7 (2.7) | 5 (2.0) | 87.9 | | | |
| Sex Male | 63 (29.9) | 78 (37.0) | 46 (21.8) | 24 (11.4) | 71.3 | 3 | 10.77226 | <.05 | 121 (57.3) | 84 (39.8) | 3 (1.4) | 3 (1.4) | 88.2 | 3 | 2.63991 | n.s. |
| | 85 (38.5) | 87 (39.4) | 40 (18.1) | 9 (4.1) | 78 | | | | 135 (61.1) | 77 (34.8) | 7 (3.2) | 2 (.9) | 89 | | | |
| Qualification Non-Uni. | 64 (41) | 60 (38.4) | 26 (16.7) | 6 (3.8) | 79.1 | 6 | 16.30646 | <.001 | 90 (57.7) | 61 (39.1) | 2 (1.3) | 3 (1.9) | 88.1 | 6 | 4.99782 | n.s. |
| | 82 (31.2) | 102 (38.9) | 54 (20.6) | 24 (9.2) | 73 | | | | 155 (59.2) | 97 (37.0) | 8 (3.1) | 2 (.8) | 88.6 | | | |
| | 2 (14.3) | 3 (21.4) | 6 (42.9) | 3 (21.4) | 57.1 | | | | 11 (78.6) | 3 (21.4) | 0 (0.0) | 0 (0.0) | 94.6 | | | |
| Cycle Primary | 68 (36.4) | 83 (44.4) | 30 (16.0) | 6 (3.2) | 78.4 | 3 | 14.68078 | <.01 | 107 (57.2) | 74 (39.6) | 3 (1.6) | 3 (1.6) | 88.1 | 3 | 1.98913 | n.s. |
| | 80 (32.7) | 82 (33.5) | 56 (22.9) | 27 (11.0) | 71.9 | | | | 149 (60.8) | 87 (35.5) | 7 (2.9) | 2 (.8) | 89 | | | |
| Experience Inexp. | 65 (41.9) | 58 (37.4) | 22 (14.2) | 10 (6.5) | 78.7 | 3 | 8.60622 | <.05 | 95 (61.3) | 55 (35.5) | 2 (1.3) | 3 (1.9) | 89 | 3 | 2.73536 | n.s. |
| | 83 (30.0) | 107 (38.6) | 64 (23.1) | 23 (8.3) | 72.5 | | | | 161 (58.1) | 106 (38.3) | 8 (2.9) | 2 (.7) | 88.4 | | | |

TABLE 102
Supervisors' ideal and actual responses concerning 'supervisory visits'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 26 (81.3) | 6 (18.8) | 0 (0.0) | 0 (0.0) | 95.3 | 2 | 8.07382 | <.05 | 28 (87.5) | 4 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 1 | 0.07286 | n.s. |
| | 23 (50.0) | 22 (47.8) | 1 (2.2) | 0 (0.0) | 86.9 | | | | 38 (82.6) | 8 (17.4) | 0 (0.0) | 0 (0.0) | 95.6 | | | |
| Sex Male | 20 (52.6) | 18 (47.4) | 0 (0.0) | 0 (0.0) | 88.1 | 2 | 4.89071 | n.s. | 31 (81.6) | 7 (18.4) | 0 (0.0) | 0 (0.0) | 95.3 | 1 | 0.16853 | n.s. |
| | 29 (72.5) | 10 (25.0) | 1 (2.5) | 0 (0.0) | 92.5 | | | | 35 (87.5) | 5 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | | | |
| Qualification B.A. | 44 (73.3) | 15 (25.0) | 1 (1.7) | 0 (0.0) | 92.9 | 2 | 13.47534 | <.01 | 52 (86.7) | 8 (13.3) | 0 (0.0) | 0 (0.0) | 96.6 | 1 | 0.29628 | n.s. |
| | 5 (27.8) | 13 (72.2) | 0 (0.0) | 0 (0.0) | 81.9 | | | | 14 (77.8) | 4 (22.2) | 0 (0.0) | 0 (0.0) | 94.4 | | | |
| Cycle Primary | 24 (70.6) | 10 (29.4) | 0 (0.0) | 0 (0.0) | 92.6 | 2 | 2.05790 | n.s. | 28 (82.4) | 6 (17.6) | 0 (0.0) | 0 (0.0) | 95.5 | 1 | 0.02903 | n.s. |
| | 25 (56.8) | 18 (40.9) | 1 (2.3) | 0 (0.0) | 88.6 | | | | 38 (86.4) | 6 (13.6) | 0 (0.0) | 0 (0.0) | 96.5 | | | |
| Experience Inexp. | 21 (87.5) | 3 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 2 | 9.09226 | <.05 | 21 (87.5) | 3 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 1 | 0.01710 | n.s. |
| | 28 (51.9) | 25 (46.3) | 1 (1.9) | 0 (0.0) | 87.5 | | | | 45 (83.3) | 9 (16.7) | 0 (0.0) | 0 (0.0) | 95.8 | | | |

TABLE 103

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Supervisory Visits'

| independent variable | x ² | d.f. | sig. |
|---|----------------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 25.01659 | 3 | <.001 |
| Non-Qatari Teacher Non-Qatari Supervisor | 15.84350 | 3 | <.01 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 18.52050 | 3 | <.001 |
| Female Teacher Female Supervisor | 17.74109 | 3 | <.001 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 39.04362 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 16.29025 | 3 | <.001 |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 16.17306 | 3 | <.001 |
| Prep-secondary Teacher Prep-secondary Supervisor | 19.45437 | 3 | <.001 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 17.72221 | 3 | <.001 |
| Experienced Teacher Experienced Supervisor | 22.00032 | 3 | <.001 |

TABLE 104

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Supervisory Visits'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 8.73958 | 2 | <.05 |
| Non-Qatari Teacher Non-Qatari Supervisor | 10.19146 | 3 | <.05 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 8.20932 | 3 | <.05 |
| Female Teacher Female Supervisor | 10.63807 | 3 | <.05 |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 16.43775 | 3 | <.001 |
| Higher degree Teacher Higher degree Supervisor | 2.0070 | 2 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 7.88645 | 3 | <.05 |
| Prep-secondary Teacher Prep-secondary Supervisor | 10.92483 | 3 | <.05 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 6.36530 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 12.63326 | 3 | <.01 |

TABLE 105
Teachers' ideal and actual responses concerning disseminating information

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 37 (20.9) | 77 (43.5) | 57 (32.2) | 6 (3.4) | 70.4 | 3 | 15.99057 | <.01 | 8 (4.5) | 41 (23.2) | 78 (44) | 50 (28.2) | 50.9 | 3 | 9.07165 | <.05 |
| | 86 (33.7) | 118 (46.3) | 45 (17.6) | 6 (2.4) | 77.8 | | | | 26 (10.2) | 71 (27.8) | 92 (36.0) | 66 (25.9) | 55.5 | | | |
| Sex Male | 73 (34.6) | 94 (44.5) | 40 (18.9) | 4 (1.9) | 77.9 | 3 | 3.31904 | n.s. | 19 (9.0) | 68 (32.2) | 79 (37.4) | 45 (21.3) | 57.2 | 3 | 12.06307 | <.01 |
| | 50 (22.6) | 101 (45.7) | 62 (28.0) | 8 (3.6) | 71.8 | | | | 15 (6.8) | 44 (19.9) | 91 (41.2) | 71 (32.1) | 50.3 | | | |
| Qualification Non-Uni. | 37 (23.7) | 67 (42.9) | 49 (31.4) | 3 (1.9) | 72.1 | 6 | 11.35513 | n.s. | 10 (6.4) | 50 (32.1) | 56 (35.9) | 40 (25.6) | 54.8 | 6 | 7.39535 | n.s. |
| | 80 (30.5) | 121 (46.2) | 52 (19.8) | 9 (3.4) | 75.9 | | | | 23 (8.8) | 61 (23.3) | 106 (40.5) | 72 (27.5) | 53.3 | | | |
| Higher Degree | 6 (42.9) | 7 (50.0) | 1 (7.1) | 0 (0.0) | 83.9 | | | | 1 (7.1) | 1 (7.1) | 8 (57.1) | 4 (28.6) | 48.2 | | | |
| | 48 (25.7) | 81 (43.3) | 53 (28.3) | 5 (2.7) | 72.9 | 3 | 4.29197 | n.s. | 10 (5.3) | 51 (27.3) | 73 (39.0) | 53 (28.3) | 52.4 | 3 | 3.17812 | n.s. |
| Prep- Sec. | 75 (30.6) | 114 (46.5) | 49 (20.0) | 7 (2.9) | 76.2 | | | | 24 (9.8) | 61 (24.9) | 97 (39.6) | 63 (25.7) | 54.6 | | | |
| | 35 (22.6) | 71 (45.8) | 46 (29.7) | 3 (1.9) | 72.2 | 3 | 7.35588 | n.s. | 13 (8.4) | 44 (28.4) | 56 (36.1) | 42 (27.1) | 54.5 | 3 | 1.29023 | n.s. |
| Experience Inexp. | 88 (31.8) | 124 (44.8) | 56 (20.2) | 9 (3.2) | 76.2 | | | | 21 (7.6) | 68 (24.5) | 114 (41.2) | 74 (26.7) | 53.2 | | | |

TABLE 106
Supervisors' ideal and actual responses concerning disseminating information

| Independent Variable | Ideal Responses | | | | | | | Actual Responses | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|----------------|------------------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 11 (34.4) | 18 (56.2) | 3 (9.4) | 0 (0.0) | 81.2 | 2 | 11.61725 | <.01 | 1 (3.1) | 2 (6.3) | 15 (46.9) | 14 (43.8) | 42.1 | 3 | 21.26149 | <.001 |
| N.Qatari | 32 (59.6) | 14 (30.4) | 0 (0.0) | 0 (0.0) | 92.3 | | | | 17 (37.0) | 11 (23.9) | 10 (21.7) | 8 (17.4) | 70.1 | | | |
| Sex Male | 29 (76.3) | 9 (23.7) | 0 (0.0) | 0 (0.0) | 94. | 3 | 14.31569 | <.01 | 18 (47.4) | 12 (31.6) | 6 (15.8) | 2 (5.3) | 80.2 | 3 | 48.77575 | <.001 |
| Female | 14 (35.0) | 23 (57.5) | 3 (7.5) | 0 (0.0) | 73.1 | | | | 0 (0.0) | 1 (2.5) | 19 (47.5) | 20 (50.0) | 38.1 | | | |
| Qualification | | | | | | | | | | | | | | | | |
| B.A. | 28 (46.7) | 29 (48.3) | 3 (5.0) | 0 (0.0) | 85.4 | 2 | 7.66112 | <.05 | 9 (15.0) | 10 (16.7) | 21 (35.0) | 20 (33.3) | 53.3 | 3 | 10.47958 | <.05 |
| Higher Degree | 15 (83.3) | 3 (16.7) | 0 (0.0) | 0 (0.0) | 95.8 | | | | 9 (50.0) | 3 (16.7) | 4 (22.2) | 2 (11.1) | 76.3 | | | |
| Cycle Primary | 15 (44.1) | 16 (47.1) | 3 (8.8) | 0 (0.0) | 83.8 | 2 | 5.74257 | n.s. | 6 (17.6) | 4 (11.8) | 12 (35.3) | 12 (35.3) | 52.9 | 3 | 2.91069 | n.s. |
| Prep- Sec. | 28 (63.6) | 16 (36.4) | 0 (0.0) | 0 (0.0) | 90.9 | | | | 12 (27.3) | 9 (20.5) | 13 (29.5) | 10 (22.7) | 63. | | | |
| Experience Inexp. | 9 (37.5) | 12 (50.0) | 3 (12.5) | 0 (0.0) | 81.2 | 2 | 9.38469 | <.01 | 0 (0.0) | 5 (20.8) | 9 (37.5) | 10 (41.6) | 44.7 | 3 | 15.31833 | <.01 |
| Experienced | 34 (63.0) | 20 (37.0) | 0 (0.0) | 0 (0.0) | 90.7 | | | | 18 (33.3) | 8 (14.8) | 16 (29.6) | 12 (22.2) | 64.8 | | | |

TABLE 107

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Disseminating Information'

| independent variable | Degree of Importance | | | Frequency of Application | | |
|---|----------------------|------|-------|--------------------------|------|-------|
| | x ² | d.f. | sig. | x ² | d.f. | sig. |
| <u>Nationality</u> | | | | | | |
| Qatari Teacher Qatari Supervisor | 9.11438 | 3 | <.05 | 5.19710 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 24.19823 | 3 | <.001 | 23.52247 | 3 | <.001 |
| <u>Sex</u> | | | | | | |
| Male Teacher Male Supervisor | 28.97938 | 3 | <.001 | 40.72204 | 3 | <.001 |
| Female Teacher Female Supervisor | 8.38723 | 3 | <.05 | 12.09361 | 3 | <.01 |
| <u>Qualifications</u> | | | | | | |
| Non-University Teacher | | | | | | |
| B.A. Teacher B.A. Supervisor | 12.19829 | 3 | <.01 | 3.82446 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 6.05170 | 2 | <.05 | 9.04127 | 3 | <.05 |
| <u>Cycle</u> | | | | | | |
| Primary Teacher Primary Supervisor | 8.76148 | 3 | <.05 | 9.36907 | 3 | <.05 |
| Prep-secondary Teacher Prep-secondary Supervisor | 22.32845 | 3 | <.001 | 10.57111 | 3 | <.05 |
| <u>Experience</u> | | | | | | |
| Inexperienced Teacher Inexperienced Supervisor | 4.66528 | 3 | n.s. | 8.25700 | 3 | <.05 |
| Experienced Teacher Experienced Supervisor | 25.22232 | 3 | <.001 | 29.18439 | 3 | <.001 |

TABLE 109
Supervisors' ideal and actual responses concerning school library

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | M.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | M.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 5 (15.6) | 10 (31.3) | 14 (43.8) | 3 (9.4) | 63.2 | 3 | 24.88407 | <.001 | 0 (0.0) | 4 (12.5) | 15 (46.9) | 13 (40.6) | 42.9 | 3 | 7.01200 | n.s. |
| | 19 (41.3) | 25 (54.3) | 2 (4.3) | 0 (0.0) | 85.3 | | | | 6 (13.0) | 11 (23.9) | 16 (34.8) | 13 (28.3) | 55.4 | | | |
| Sex Male | 18 (47.4) | 17 (44.7) | 2 (5.3) | 1 (2.6) | 84.2 | 3 | 15.32070 | <.001 | 6 (15.8) | 10 (26.3) | 12 (31.6) | 10 (26.3) | 57.8 | 3 | 10.58761 | <.01 |
| | 6 (15.0) | 18 (45.0) | 14 (35.0) | 2 (5.0) | 67.5 | | | | 0 (0.0) | 5 (12.5) | 19 (47.5) | 16 (40.0) | 43.1 | | | |
| Qualification B.A. | 15 (25.0) | 26 (43.3) | 16 (26.7) | 3 (5.0) | 72. | 3 | 8.64964 | <.05 | 3 (5.0) | 10 (16.7) | 25 (41.7) | 22 (36.7) | 47.5 | 3 | 4.44749 | n.s. |
| | 9 (50.0) | 9 (50.0) | 0 (0.0) | 0 (0.0) | 87.5 | | | | 3 (16.7) | 5 (27.8) | 6 (33.3) | 4 (22.2) | 59.7 | | | |
| Cycle Primary | 10 (29.4) | 11 (32.4) | 11 (32.4) | 2 (5.9) | 71.3 | 3 | 6.91010 | n.s. | 2 (5.9) | 6 (17.6) | 14 (41.2) | 12 (35.3) | 48.5 | 3 | 0.43595 | n.s. |
| | 14 (31.8) | 24 (54.5) | 5 (11.4) | 1 (2.3) | 78.9 | | | | 4 (9.1) | 9 (20.5) | 17 (38.6) | 14 (31.8) | 51.7 | | | |
| Experience Inexp. | 3 (12.5) | 6 (25.0) | 12 (50.0) | 3 (12.5) | 59.3 | 3 | 28.25566 | <.001 | 0 (0.0) | 3 (12.5) | 11 (45.8) | 10 (41.7) | 42.7 | 3 | 4.52903 | n.s. |
| | 21 (38.9) | 29 (53.7) | 4 (7.4) | 0 (0.0) | 82.8 | | | | 6 (11.1) | 12 (22.2) | 20 (37.0) | 16 (29.6) | 53.7 | | | |

TABLE 110

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Degree of Importance of 'Supporting the School Library'

| independent variable | χ^2 | d.f. | sig. |
|---|----------|------|-------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 0.98718 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 21.26095 | 3 | <.001 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 14.32365 | 3 | <.01 |
| Female Teacher Female Supervisor | 1.04401 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 1.39304 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 0.00199 | 1 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 0.68617 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 12.23706 | 3 | <.01 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 0.93646 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 12.47863 | 3 | <.01 |

TABLE 111

The Chi-Square Test Results showing the Statistical Significance of Differences Between Teachers' and Supervisors' Responses Concerning the Frequency of Application of 'Supporting the School Library'

| independent variable | χ^2 | d.f. | sig. |
|---|-----------|------|------|
| <u>Nationality</u> | | | |
| Qatari Teacher Qatari Supervisor | 2.13980 | 3 | n.s. |
| Non-Qatari Teacher Non-Qatari Supervisor | 13.12287 | 3 | <.01 |
| <u>Sex</u> | | | |
| Male Teacher Male Supervisor | 14.91504 | 3 | <.01 |
| Female Teacher Female Supervisor | 3.46540 | 3 | n.s. |
| <u>Qualifications</u> | | | |
| Non-University Teacher | | | |
| B.A. Teacher B.A. Supervisor | 3.42497 | 3 | n.s. |
| Higher degree Teacher Higher degree Supervisor | 4.25215 | 3 | n.s. |
| <u>Cycle</u> | | | |
| Primary Teacher Primary Supervisor | 6.37566 | 3 | n.s. |
| Prep-secondary Teacher Prep-secondary Supervisor | 8.26563 | 3 | <.05 |
| <u>Experience</u> | | | |
| Inexperienced Teacher Inexperienced Supervisor | 3.50070 | 3 | n.s. |
| Experienced Teacher Experienced Supervisor | 10.377583 | 3 | <.05 |

TABLE 112

Rank Orders of importance and application of 12 supervisory activities as perceived by teachers in different groups

| | Rank Order of importance | | | | | | | | | | | | Rank Order of application | | | | | | | | | | | |
|-----|--------------------------|----|---|----|---|---|---|----|----|----|----|----|---------------------------|----|---|---|---|----|---|----|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Q | 9 | 8 | 4 | 12 | 1 | 5 | 2 | 6 | 10 | 3 | 6 | 11 | 7 | 10 | 5 | 3 | 2 | 12 | 4 | 10 | 8 | 1 | 6 | 9 |
| N-Q | 7 | 11 | 3 | 12 | 1 | 5 | 2 | 10 | 9 | 6 | 4 | 8 | 7 | 12 | 5 | 2 | 3 | 11 | 4 | 10 | 8 | 1 | 6 | 9 |
| M | 6 | 11 | 4 | 12 | 1 | 5 | 2 | 10 | 9 | 7 | 3 | 7 | 7 | 12 | 5 | 3 | 2 | 11 | 4 | 10 | 8 | 1 | 5 | 9 |
| F | 8 | 10 | 3 | 12 | 1 | 6 | 2 | 7 | 9 | 4 | 5 | 11 | 7 | 12 | 5 | 2 | 3 | 11 | 4 | 10 | 8 | 1 | 6 | 9 |
| N-U | 9 | 5 | 4 | 12 | 1 | 7 | 2 | 8 | 11 | 3 | 6 | 10 | 8 | 7 | 5 | 3 | 2 | 12 | 4 | 11 | 9 | 1 | 6 | 10 |
| BA | 10 | 11 | 2 | 12 | 1 | 6 | 3 | 9 | 7 | 5 | 4 | 8 | 7 | 12 | 5 | 2 | 3 | 11 | 4 | 10 | 8 | 1 | 6 | 9 |
| H-D | 3 | 11 | 6 | 12 | 7 | 1 | 3 | 9 | 8 | 10 | 3 | 2 | 8 | 12 | 5 | 2 | 3 | 10 | 4 | 10 | 9 | 1 | 6 | 6 |
| P | 5 | 10 | 4 | 12 | 1 | 7 | 2 | 8 | 11 | 3 | 5 | 9 | 7 | 12 | 5 | 3 | 2 | 11 | 4 | 10 | 8 | 1 | 6 | 9 |
| P-S | 8 | 10 | 2 | 11 | 1 | 5 | 2 | 7 | 12 | 6 | 4 | 9 | 7 | 12 | 5 | 2 | 3 | 11 | 4 | 10 | 8 | 1 | 6 | 9 |
| I-E | 9 | 6 | 3 | 10 | 1 | 8 | 2 | 4 | 11 | 5 | 7 | 12 | 7 | 12 | 5 | 3 | 2 | 11 | 4 | 9 | 8 | 1 | 6 | 10 |
| E | 8 | 11 | 9 | 12 | 1 | 4 | 2 | 10 | 7 | 6 | 3 | 5 | 7 | 11 | 6 | 2 | 3 | 11 | 4 | 10 | 8 | 1 | 5 | 9 |

- Q - Qatari
- N-Q - Non-Qatari
- M - Male
- F - Female
- N-U - Non-University
- BA - B.A.
- H-D - Higher Degree
- P - Primary
- P-S - Prep-Secondary
- I-E - In-Experienced
- E - Experienced

TABLE 113

Rank Orders of importance and application of 12 supervisory activities as perceived by supervisors in different groups

| | Rank Order of importance | | | | | | | | | | | | Rank Order of application | | | | | | | | | | | |
|-----|--------------------------|----|---|----|---|----|---|----|----|----|----|----|---------------------------|----|---|---|---|----|---|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Q | 7 | 8 | 6 | 3 | 1 | 12 | 4 | 9 | 10 | 2 | 5 | 11 | 5 | 11 | 4 | 3 | 2 | 12 | 6 | 9 | 10 | 1 | 8 | 7 |
| N-Q | 8 | 10 | 6 | 12 | 1 | 11 | 3 | 9 | 7 | 4 | 2 | 5 | 6 | 10 | 3 | 4 | 2 | 12 | 7 | 11 | 8 | 1 | 5 | 9 |
| M | 8 | 9 | 7 | 10 | 1 | 11 | 3 | 12 | 5 | 4 | 2 | 6 | 6 | 10 | 5 | 4 | 2 | 12 | 7 | 11 | 8 | 1 | 3 | 9 |
| F | 5 | 11 | 3 | 4 | 1 | 12 | 6 | 7 | 10 | 2 | 8 | 9 | 5 | 12 | 4 | 3 | 2 | 10 | 7 | 8 | 11 | 1 | 9 | 6 |
| BA | 7 | 11 | 5 | 6 | 1 | 12 | 4 | 8 | 10 | 2 | 3 | 9 | 5 | 10 | 4 | 3 | 2 | 12 | 7 | 9 | 11 | 1 | 6 | 8 |
| H-D | 6 | 11 | 8 | 12 | 3 | 7 | 4 | 9 | 1 | 10 | 2 | 5 | 8 | 10 | 5 | 7 | 2 | 11 | 3 | 12 | 4 | 1 | 6 | 9 |
| P | 7 | 9 | 4 | 3 | 1 | 12 | 4 | 8 | 11 | 2 | 6 | 10 | 5 | 10 | 4 | 3 | 2 | 12 | 6 | 9 | 11 | 1 | 7 | 8 |
| P-S | 8 | 11 | 7 | 12 | 1 | 10 | 4 | 9 | 5 | 3 | 2 | 6 | 6 | 10 | 3 | 4 | 2 | 11 | 7 | 12 | 8 | 1 | 5 | 9 |
| I-E | 8 | 9 | 5 | 3 | 1 | 12 | 5 | 7 | 10 | 2 | 4 | 11 | 5 | 10 | 4 | 3 | 2 | 12 | 6 | 9 | 10 | 1 | 6 | 8 |
| E | 2 | 10 | 6 | 12 | 1 | 11 | 4 | 9 | 8 | 5 | 3 | 7 | 5 | 10 | 4 | 3 | 2 | 11 | 7 | 12 | 7 | 1 | 6 | 9 |

- Q - Qatari
- N-Q - Non-Qatari
- M - Male
- F - Female
- BA - B.A.
- H-D - Higher Degree
- P - Primary
- P-S - Prep-Secondary
- I-E - In-Experienced
- E - Experienced

TABLE 114

Participants' Responses Concerning Selected Items Pertaining to
Supervisory Visits

N = 510

| Items | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-------|----------------|------------|------------|-------------------|
| 1 | 218 (42.7) | 127 (24.9) | 165 (32.4) | |
| 2 | 82 (16.1) | 112 (22.0) | 316 (62.0) | |
| 6 | 70 (13.7) | 201 (39.4) | 188 (36.9) | 51 (10.0) |
| 7 | 40 (7.8) | 145 (28.4) | 179 (35.1) | 146 (28.6) |
| 11 | 109 (21.4) | 185 (36.3) | 141 (27.6) | 75 (14.7) |
| 12 | 74 (14.5) | 172 (33.7) | 193 (37.8) | 71 (13.9) |
| 13 | 108 (21.2) | 264 (51.8) | 112 (22.0) | 26 (5.1) |
| 14 | 95 (18.6) | 181 (35.5) | 158 (31.0) | 76 (14.9) |

TABLE 115

A Comparison of Teachers' and Supervisors' Responses
Concerning Selected Items Pertaining to Supervisory Visits

N = 510

| Items | | S.a. | A. | D. | S.d. | M.R. | U | P |
|-------|---|-----------|------------|------------|------------|--------|---------|-------|
| 1 | T | 173 (40) | 113 (26.2) | 146 (33.8) | | 262.50 | 13823.5 | <.01 |
| | S | 45 (57.7) | 14 (17.9) | 19 (24.4) | | 216.72 | | |
| 2 | T | 53 (12.3) | 84 (19.4) | 295 (68.3) | | 257.70 | 15899.0 | <.05 |
| | S | 29 (37.2) | 28 (35.9) | 21 (26.9) | | 243.33 | | |
| 6 | T | 62 (14.4) | 161 (37.3) | 160 (37) | 49 (11.3) | 259.21 | 15247.0 | n.s. |
| | S | 8 (10.3) | 40 (51.3) | 28 (35.9) | 2 (2.6) | 234.97 | | |
| 7 | T | 35 (8.1) | 117 (27.1) | 149 (34.5) | 131 (30.3) | 259.78 | 14998.0 | n.s. |
| | S | 5 (6.4) | 28 (35.9) | 30 (38.5) | 15 (19.2) | 231.78 | | |
| 11 | T | 65 (15) | 154 (35.6) | 138 (31.9) | 75 (17.4) | 279.00 | 6696.0 | <.001 |
| | S | 44 (56.4) | 31 (39.7) | 3 (3.8) | 0 (0.0) | 125.35 | | |
| 12 | T | 45 (10.4) | 124 (28.7) | 192 (44.4) | 71 (16.4) | 280.49 | 6053.5 | <.001 |
| | S | 29 (37.2) | 48 (61.5) | 1 (1.3) | 0 (0.0) | 117.11 | | |
| 13 | T | 65 (15) | 229 (53) | 112 (25.9) | 26 (6) | 276.72 | 7680.0 | <.001 |
| | S | 43 (55.1) | 35 (44.9) | 0 (0.0) | 0 (0.0) | 137.96 | | |
| 14 | T | 55 (12.7) | 143 (33.1) | 158 (36.6) | 76 (17.6) | 280.83 | 5907.0 | <.001 |
| | S | 40 (51.3) | 38 (48.7) | 0 (0.0) | 0 (0.0) | 115.23 | | |

TABLE 116

Teachers' opinions whether the number of supervisory visits was adequate

The number of supervisory visits is adequate

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|---------------|--------------|--------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 73 (41.2) | 44 (24.9) | 60 (33.9) | | 2 | 0.30148 | n.s. |
| Non-Qatari | 100 (39.2) | 69 (27.1) | 86 (33.7) | | | | |
| <u>Sex</u> | | | | | | | |
| Male | 85 (40.3) | 51 (24.2) | 75 (35.5) | | 2 | 1.00146 | n.s. |
| Female | 88 (39.8) | 62 (28.1) | 71 (32.1) | | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 53 (34.0) | 39 (25.0) | 64 (41.0) | | 4 | 6.82351 | n.s. |
| B.A. | 115 (43.9) | 69 (26.3) | 78 (29.8) | | | | |
| Higher degree | 5 (35.7) | 5 (35.7) | 4 (28.6) | | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 69 (36.9) | 49 (26.2) | 69 (36.9) | | 2 | 1.75503 | n.s. |
| Prep-secondary | 104 (42.4) | 64 (26.1) | 77 (31.4) | | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 50 (32.3) | 40 (25.8) | 65 (41.9) | | 2 | 8.41118 | <.05 |
| Experienced | 123 (44.4) | 73 (26.4) | 81 (29.2) | | | | |

TABLE 117

Supervisors' opinions whether the number of supervisory visits was adequate

The number of supervisory visits is adequate

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 20 (62.5) | 5 (15.6) | 7 (21.9) | 0 | 2 | 0.51807 | n.s. |
| Non-Qatari | 25 (54.3) | 9 (19.6) | 12 (26.1) | 0 | | | |
| <u>Sex</u> | | | | | | | |
| Male | 20 (52.6) | 5 (13.2) | 13 (34.2) | 0 | 2 | 4.22886 | n.s. |
| Female | 25 (62.5) | 9 (22.5) | 6 (15.0) | | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 36 (60.0) | 12 (20.0) | 12 (20.0) | 0 | 2 | 2.87759 | n.s. |
| Higher degree | 9 (50.0) | 2 (11.1) | 7 (38.9) | 0 | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 21 (61.8) | 5 (14.7) | 8 (23.5) | 0 | 2 | 0.54342 | n.s. |
| Prep-secondary | 24 (54.5) | 9 (20.5) | 11 (25.0) | 0 | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 15 (62.5) | 5 (20.8) | 4 (16.7) | 0 | 2 | 1.14171 | n.s. |
| Experienced | 30 (55.6) | 9 (16.7) | 15 (27.8) | 0 | | | |

TABLE 118

Teachers' opinions whether the time spent during the visit was adequate

The time spent during the visit is adequate

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|---------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 21 (11.9) | 38 (21.5) | 118 (66.7) | | 2 | 0.78725 | n.s. |
| Non-Qatari | 32 (12.5) | 46 (18.0) | 177 (69.4) | | | | |
| <u>Sex</u> | | | | | | | |
| Male | 26 (12.3) | 37 (17.5) | 148 (70.1) | | 2 | 0.98178 | n.s. |
| Female | 27 (12.2) | 47 (21.3) | 147 (66.5) | | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 19 (12.2) | 29 (18.6) | 108 (69.2) | | 4 | 0.21493 | n.s. |
| B.A. | 32 (12.2) | 52 (19.8) | 178 (67.9) | | | | |
| Higher degree | 2 (14.3) | 3 (21.4) | 9 (64.3) | | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 20 (10.7) | 40 (21.4) | 127 (67.9) | | 2 | 1.31411 | n.s. |
| Prep-secondary | 33 (13.5) | 44 (18.0) | 168 (68.6) | | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 11 (7.1) | 25 (16.1) | 119 (76.8) | | 2 | 9.18650 | <.05 |
| Experienced | 42 (15.2) | 59 (21.3) | 176 (63.5) | | | | |

TABLE 119

Supervisors' opinions whether the time spent during the visits was adequate

The time spent during the visit is adequate

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 12 (37.5) | 11 (34.4) | 9 (28.1) | 0 | 2 | 0.06565 | n.s. |
| Non-Qatari | 17 (37.0) | 17 (37.0) | 12 (26.1) | 0 | | | |
| <u>Sex</u> | | | | | | | |
| Male | 10 (26.3) | 16 (42.1) | 12 (31.6) | 0 | 2 | 3.74428 | n.s. |
| Female | 19 (47.5) | 12 (30.0) | 9 (22.5) | 0 | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 25 (41.7) | 19 (31.7) | 16 (26.7) | 0 | 2 | 2.71082 | n.s. |
| Higher degree | 4 (22.2) | 9 (50.0) | 5 (27.8) | 0 | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 15 (44.1) | 7 (20.6) | 12 (35.3) | 0 | 2 | 6.28430 | <.05 |
| Prep-secondary | 14 (31.8) | 21 (47.7) | 9 (20.5) | 0 | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 11 (45.8) | 7 (29.2) | 6 (25.0) | 0 | 2 | 1.18339 | n.s. |
| Experienced | 18 (33.3) | 21 (38.9) | 15 (27.8) | 0 | | | |

TABLE 120

A Comparison of Teachers' and Supervisors' Responses Concerning
the Frequency of Pre-Observation Conference

How often is the visit preceded by a conference?

| | Always | Freq. | rarely | never | MR | U | P |
|------------|--------------|---------------|---------------|--------------|--------|--------|-------|
| Teacher | 76 (17.6) | 117 (27.1) | 163 (37.7) | 76 (17.6) | 276.09 | 7953.5 | <.001 |
| Supervisor | 35 (44.9) | 37 (47.4) | 6 (7.7) | 0 (0.0) | 141.47 | | |

TABLE 121

Teachers' opinions concerning the frequency of the pre-observation conference

How often is the visit preceded by a conference?

| independent variable | Always | Freq. | rarely | never | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 25 (14.1) | 52 (29.4) | 71 (40.1) | 29 (16.4) | 3 | 3.33319 | n.s. |
| Non-Qatari | 51 (20.0) | 65 (25.5) | 92 (36.1) | 47 (18.4) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 49 (23.2) | 52 (24.6) | 74 (35.1) | 36 (17.1) | 3 | 9.17719 | <.05 |
| Female | 27 (12.2) | 65 (29.4) | 89 (40.3) | 40 (18.1) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 21 (13.5) | 50 (32.1) | 61 (39.1) | 24 (15.4) | 6 | 7.70163 | n.s. |
| B.A. | 54 (20.6) | 63 (24.0) | 95 (36.3) | 50 (19.1) | | | |
| Higher degree | 1 (7.1) | 4 (28.6) | 7 (50.0) | 2 (14.3) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 24 (12.8) | 57 (30.5) | 77 (41.2) | 29 (15.5) | 3 | 7.50098 | n.s. |
| Prep-secondary | 52 (21.2) | 60 (24.5) | 86 (35.1) | 47 (19.2) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 27 (17.4) | 38 (24.5) | 64 (41.3) | 26 (16.8) | 3 | 1.49582 | n.s. |
| Experienced | 49 (17.7) | 79 (28.5) | 99 (35.7) | 50 (18.1) | | | |

TABLE 122

Supervisors' opinions concerning the frequency of the pre-observation conference

How often is the visit preceded by a conference?

| independent variable | Always | Freq. | rarely | never | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|-------------|-------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 16 (50.0) | 16 (50.0) | 0 (0.0) | 0 (0.0) | 2 | 4.56713 | n.s. |
| Non-Qatari | 19 (41.3) | 21 (45.7) | 6 (13.0) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 17 (44.7) | 18 (47.4) | 3 (7.9) | 0 (0.0) | 2 | 0.00432 | n.s. |
| Female | 18 (45.0) | 19 (47.5) | 3 (7.5) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 25 (41.7) | 31 (51.3) | 4 (6.7) | 0 (0.0) | 2 | 1.93188 | n.s. |
| Higher degree | 10 (55.6) | 6 (33.3) | 2 (11.1) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 15 (44.1) | 18 (52.9) | 1 (2.9) | 0 (0.0) | 2 | 2.16146 | n.s. |
| Prep-secondary | 20 (45.5) | 19 (43.2) | 5 (11.4) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 10 (41.7) | 14 (58.3) | 0 (0.0) | 0 (0.0) | 2 | 3.61390 | n.s. |
| Experienced | 25 (46.3) | 23 (42.6) | 6 (11.1) | 0 (0.0) | | | |

TABLE 123

A Comparison of Teachers' and Supervisors' Responses Concerning
the Length of the Pre-Observation Conference

How long does the Conference last?

| | $\frac{1}{2}$ hour | few minutes | it depends | d.f. | x^2 | sig. |
|------------|--------------------|----------------|---------------|--------|---------|------|
| Teacher | 65 (15.0) | 179 (41.4) | 112 (25.9) | 247.82 | 13529.0 | <.01 |
| Supervisor | 25 (32.1) | 17 (21.8) | 36 (46.2) | 298.05 | | |

TABLE 124

Teachers' responses concerning the length of the visit

How long does the pre-observation conference last?

| independent variable | ½ hour | few minutes | it depends | d.f. | x ² | sig. |
|-----------------------|--------------|---------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 24 (13.6) | 88 (49.7) | 36 (20.3) | 2 | 9.26398 | <.05 |
| Non-Qatari | 41 (16.1) | 91 (35.7) | 76 (29.8) | | | |
| <u>Sex</u> | | | | | | |
| Male | 32 (15.2) | 89 (42.2) | 54 (25.6) | 2 | 0.14295 | n.s. |
| Female | 33 (14.9) | 90 (40.7) | 58 (26.2) | | | |
| <u>Qualifications</u> | | | | | | |
| Non-University | 23 (14.7) | 73 (46.8) | 36 (23.1) | 4 | 4.44632 | n.s. |
| B.A. | 41 (15.6) | 99 (37.8) | 72 (27.5) | | | |
| Higher degree | 1 (7.1) | 7 (50.0) | 4 (28.6) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 24 (12.8) | 92 (49.2) | 42 (22.5) | 2 | 8.20993 | <.05 |
| Prep-secondary | 41 (16.7) | 87 (35.5) | 70 (28.6) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 23 (14.8) | 70 (45.2) | 36 (23.2) | 2 | 1.58872 | n.s. |
| Experienced | 42 (15.2) | 109 (39.4) | 76 (27.4) | | | |

TABLE 125

Supervisors' responses concerning the length of the visit

How long does the pre-observation conference last?

| independent variable | $\frac{1}{2}$ hour | few minutes | it depends | d.f. | χ^2 | sig. |
|-----------------------|--------------------|--------------|--------------|------|----------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 10 (31.3) | 7 (21.9) | 15 (46.9) | 2 | 0.01714 | n.s. |
| Non-Qatari | 15 (32.6) | 10 (21.7) | 21 (45.7) | | | |
| <u>Sex</u> | | | | | | |
| Male | 12 (31.6) | 8 (21.1) | 18 (47.4) | 2 | 0.04757 | n.s. |
| Female | 13 (32.5) | 9 (22.5) | 18 (45.0) | | | |
| <u>Qualifications</u> | | | | | | |
| B.A. | 20 (33.3) | 15 (25.0) | 25 (41.7) | 2 | 2.49308 | n.s. |
| Higher degree | 5 (27.8) | 2 (11.1) | 11 (61.1) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 10 (29.4) | 8 (23.5) | 16 (47.1) | 2 | 0.22491 | n.s. |
| Prep-secondary | 15 (34.1) | 9 (20.5) | 20 (45.5) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 6 (25.0) | 7 (29.2) | 11 (45.8) | 2 | 1.40293 | n.s. |
| Experienced | 19 (35.2) | 10 (18.5) | 25 (46.3) | | | |

TABLE 126

Teachers' responses concerning their feelings during the visit?

I feel embarrassed during the visit

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|---------------|--------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 20 (11.3) | 66 (37.3) | 70 (39.5) | 21 (11.9) | 3 | 2.52917 | n.s. |
| Non-Qatari | 42 (16.5) | 95 (37.3) | 90 (35.3) | 28 (11.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 33 (15.6) | 69 (32.7) | 81 (38.4) | 28 (13.3) | 3 | 4.33962 | n.s. |
| Female | 29 (13.1) | 92 (41.6) | 79 (35.7) | 21 (9.5) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 25 (16.0) | 63 (40.4) | 50 (32.1) | 18 (11.5) | 6 | 9.71013 | n.s. |
| B.A. | 37 (14.1) | 95 (36.3) | 103 (39.3) | 27 (10.3) | | | |
| Higher degree | 0 (0.0) | 3 (21.4) | 7 (50.0) | 4 (28.6) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 24 (12.8) | 68 (36.4) | 69 (36.9) | 26 (13.9) | 3 | 2.51016 | n.s. |
| Prep-secondary | 38 (15.5) | 93 (38.0) | 91 (37.1) | 23 (9.4) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 30 (19.4) | 83 (53.5) | 36 (23.2) | 6 (3.9) | 3 | 45.75393 | <.001 |
| Experienced | 32 (11.6) | 78 (28.2) | 124 (44.8) | 43 (15.5) | | | |

TABLE 127

Supervisors' responses concerning teachers' feelings during the visit

My teachers feel embarrassed during the visit

| independent variable | Always | Freq. | rarely | never | d.f. | x ² | sig. |
|-----------------------|-------------|--------------|--------------|-------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 6 (18.8) | 17 (53.1) | 8 (25.0) | 1 (3.1) | 3 | 5.71412 | n.s. |
| Non-Qatari | 2 (4.3) | 23 (50.0) | 20 (43.5) | 1 (2.2) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 4 (10.5) | 15 (39.5) | 17 (44.7) | 2 (5.3) | 3 | 5.73821 | n.s. |
| Female | 4 (10.0) | 25 (62.5) | 11 (27.5) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 8 (13.3) | 35 (58.3) | 17 (28.3) | 0 (0.0) | 3 | 15.73155 | <.01 |
| Higher degree | 0 (0.0) | 5 (27.8) | 11 (61.1) | 2 (11.1) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 8 (23.5) | 19 (55.9) | 7 (20.6) | 0 (0.0) | 3 | 16.08229 | <.01 |
| Prep-secondary | 0 (0.0) | 21 (47.7) | 21 (47.7) | 2 (4.5) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 5 (20.8) | 13 (54.2) | 6 (25.0) | 0 (0.0) | 3 | 5.87321 | n.s. |
| Experienced | 3 (5.6) | 27 (50.0) | 22 (40.7) | 2 (3.7) | | | |

TABLE 128

Teachers' responses concerning their behaviour during the observation

I behave differently during the visit

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|---------------|---------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 12 (6.8) | 55 (31.1) | 66 (37.3) | 44 (24.9) | 3 | 6.04374 | n.s. |
| Non-Qatari | 23 (9.0) | 62 (24.3) | 83 (32.5) | 87 (34.1) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 18 (8.5) | 55 (26.1) | 67 (31.8) | 71 (33.6) | 3 | 2.65104 | n.s. |
| Female | 17 (7.7) | 62 (28.1) | 82 (37.1) | 60 (27.1) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 15 (9.6) | 53 (34.0) | 58 (37.2) | 30 (19.2) | 6 | 24.22151 | <.001 |
| B.A. | 20 (7.6) | 63 (24.0) | 88 (33.6) | 91 (34.7) | | | |
| Higher degree | 0 (0.0) | 1 (7.1) | 3 (21.4) | 10 (71.4) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 14 (7.5) | 57 (30.5) | 71 (38.0) | 45 (24.1) | 3 | 6.97656 | n.s. |
| Prep-secondary | 21 (8.6) | 60 (24.5) | 78 (31.8) | 86 (35.1) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 17 (11.0) | 65 (41.9) | 45 (29.0) | 28 (18.1) | 3 | 36.20843 | <.001 |
| Experienced | 18 (6.5) | 52 (18.8) | 104 (37.5) | 103 (37.2) | | | |

TABLE 129

Supervisors' responses concerning their teachers' behaviour during the visit

My teachers behave differently during the observations

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|-------------|--------------|--------------|--------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 5 (15.6) | 17 (53.1) | 6 (18.8) | 4 (12.5) | 3 | 18.43346 | <.001 |
| Non-Qatari | 0 (0.0) | 11 (23.9) | 24 (52.2) | 11 (23.9) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 1 (2.6) | 11 (28.9) | 17 (44.7) | 9 (23.7) | 3 | 4.17051 | n.s. |
| Female | 4 (10.0) | 17 (42.5) | 13 (32.5) | 6 (15.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 5 (8.3) | 27 (45.0) | 20 (33.3) | 8 (13.3) | 3 | 13.98119 | <.01 |
| Higher degree | 0 (0.0) | 1 (5.6) | 10 (55.6) | 7 (38.9) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 4 (11.8) | 18 (52.9) | 10 (29.4) | 2 (5.9) | 3 | 14.44102 | <.01 |
| Prep-secondary | 1 (2.3) | 10 (22.7) | 20 (45.5) | 13 (29.5) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 3 (12.5) | 15 (62.5) | 4 (16.7) | 2 (8.3) | 3 | 15.26210 | <.01 |
| Experienced | 2 (3.7) | 13 (24.1) | 26 (48.1) | 13 (24.1) | | | |

TABLE 130

A Comparison of Teachers' and Supervisors' Responses Concerning
the Frequency of Post-Observation Conference

How often is the visit preceded by a conference?

| | Always | Freq. | Rarely | Never | M.R. | U | P |
|------------|--------------|---------------|---------------|--------------|--------|---------|-------|
| Teacher | 71 (16.4) | 150 (34.7) | 133 (30.8) | 78 (18.1) | 268.52 | 11223.5 | <.001 |
| Supervisor | 21 (26.9) | 44 (56.4) | 10 (12.8) | 3 (3.8) | 183.39 | | |

TABLE 131

Teachers' responses concerning the frequency of post-observation conferences

Is the visit followed by a conference?

| independent variable | Always | Freq. | rarely | never | d.f. | χ^2 | sig. |
|-----------------------|--------------|--------------|--------------|--------------|------|----------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 30 (16.9) | 57 (32.2) | 54 (30.5) | 36 (20.3) | 3 | 1.46959 | n.s. |
| Non-Qatari | 41 (16.1) | 93 (36.5) | 79 (31.0) | 42 (16.5) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 39 (18.5) | 81 (38.4) | 60 (28.4) | 31 (14.7) | 3 | 5.97459 | n.s. |
| Female | 32 (14.5) | 69 (31.2) | 73 (33.0) | 47 (21.3) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 33 (21.2) | 62 (39.7) | 38 (24.4) | 23 (14.7) | 6 | 10.89878 | n.s. |
| B.A. | 37 (14.1) | 83 (31.7) | 89 (34.0) | 53 (20.2) | | | |
| Higher degree | 1 (7.1) | 5 (35.7) | 6 (42.9) | 2 (14.3) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 34 (18.2) | 70 (37.4) | 51 (27.3) | 32 (17.1) | 3 | 2.79516 | n.s. |
| Prep-secondary | 37 (15.1) | 80 (32.5) | 82 (33.5) | 46 (18.8) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 29 (18.7) | 53 (34.2) | 48 (31.0) | 25 (16.1) | 3 | 1.27983 | n.s. |
| Experienced | 42 (15.2) | 97 (35.0) | 85 (30.7) | 53 (19.1) | | | |

TABLE 132
Supervisors' responses concerning the frequency of
post-observation conferences

Is the visit followed by a conference?

| independent variable | Always | Freq. | rarely | never | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|-------------|-------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 12 (37.5) | 18 (56.3) | 2 (6.3) | 0 (0.0) | 3 | 6.16904 | n.s. |
| Non-Qatari | 9 (19.6) | 26 (56.5) | 8 (17.4) | 3 (6.5) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 11 (28.9) | 21 (55.3) | 5 (13.2) | 1 (2.6) | 3 | 0.42086 | n.s. |
| Female | 10 (25.0) | 23 (57.5) | 5 (12.5) | 2 (5.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 15 (25.0) | 34 (56.7) | 8 (13.3) | 3 (5.0) | 3 | 1.31351 | n.s. |
| Higher degree | 6 (33.3) | 10 (55.6) | 2 (11.1) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 10 (29.4) | 19 (55.9) | 4 (11.8) | 1 (2.9) | 3 | 0.32238 | n.s. |
| Prep-secondary | 11 (25.0) | 25 (56.8) | 6 (13.6) | 2 (4.5) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 10 (41.7) | 13 (54.2) | 1 (4.2) | 0 (0.0) | 3 | 6.18821 | n.s. |
| Experienced | 11 (20.4) | 31 (57.4) | 9 (16.7) | 3 (5.6) | | | |

TABLE 133

A Comparison of Teachers' and Supervisors' Responses Concerning
the Length of the Post-Observation Conference

| | $\frac{1}{2}$ hour | few minutes | it depends | M.R. | U. | P |
|------------|--------------------|----------------|---------------|--------|---------|------|
| Teacher | 108 (25.0) | 108 (25.0) | 141 (32.6) | 247.39 | 13345.5 | <.01 |
| Supervisor | 21 (26.9) | 16 (20.5) | 38 (48.7) | 300.40 | | |

TABLE 134

Teachers' responses concerning the length of the post-observation conference, if any

If there is a conference, how long does it last?

| independent variable | ½ hour | few minutes | it depends | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 41 (23.2) | 46 (26.0) | 57 (32.2) | 3 | 0.82335 | n.s. |
| Non-Qatari | 67 (26.3) | 62 (24.3) | 84 (32.9) | | | |
| <u>Sex</u> | | | | | | |
| Male | 60 (28.4) | 50 (23.7) | 70 (33.2) | 3 | 3.95699 | n.s. |
| Female | 48 (21.7) | 58 (26.2) | 71 (32.1) | | | |
| <u>Qualifications</u> | | | | | | |
| Non-University | 51 (32.7) | 39 (25.0) | 46 (29.5) | 6 | 11.46998 | n.s. |
| B.A. | 54 (20.6) | 67 (25.6) | 88 (33.6) | | | |
| Higher degree | 3 (21.4) | 2 (14.3) | 7 (50.0) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 52 (27.8) | 51 (27.3) | 55 (29.4) | 3 | 3.42512 | n.s. |
| Prep-secondary | 56 (22.9) | 57 (23.3) | 86 (35.1) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 34 (21.9) | 43 (27.7) | 53 (34.2) | 3 | 2.02540 | n.s. |
| Experienced | 74 (26.7) | 65 (23.5) | 88 (31.8) | | | |

TABLE 135

Supervisors' responses concerning the length of the post-observation conference

If there is a conference, how long does it last?

| independent variable | ½ hour | few minutes | it depends | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 13 (40.6) | 5 (15.6) | 14 (43.8) | 2 | 7.96193 | n.s. |
| Non-Qatari | 8 (17.4) | 11 (23.9) | 24 (52.2) | | | |
| <u>Sex</u> | | | | | | |
| Male | 10 (26.3) | 9 (23.7) | 18 (47.4) | 2 | 3.02610 | n.s. |
| Female | 11 (27.5) | 7 (17.5) | 20 (50.0) | | | |
| <u>Qualifications</u> | | | | | | |
| B.A. | 16 (26.7) | 14 (23.3) | 27 (45.0) | 2 | 3.64894 | n.s. |
| Higher degree | 5 (27.8) | 2 (11.1) | 11 (61.1) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 9 (26.5) | 8 (23.5) | 16 (47.1) | 2 | 3.31207 | n.s. |
| Prep-secondary | 12 (27.3) | 8 (18.2) | 22 (50.0) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 8 (33.3) | 4 (16.7) | 12 (50.0) | 2 | 3.11243 | n.s. |
| Experienced | 13 (24.1) | 12 (22.2) | 26 (48.1) | | | |

TABLE 136

Teachers' responses concerning the freedom of expression during the visit

I feel free to express my view point

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|---------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 26 (14.7) | 65 (36.7) | 53 (29.9) | 33 (18.6) | 3 | 0.78273 | n.s. |
| Non-Qatari | 39 (15.3) | 89 (34.9) | 85 (33.3) | 42 (16.5) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 35 (16.6) | 86 (40.8) | 64 (30.3) | 26 (12.3) | 3 | 10.04038 | <.05 |
| Female | 30 (13.6) | 68 (30.8) | 74 (33.5) | 49 (22.2) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 18 (11.5) | 56 (35.9) | 62 (39.7) | 20 (12.8) | 6 | 13.92411 | <.05 |
| B.A. | 43 (16.4) | 91 (34.7) | 74 (28.2) | 54 (20.6) | | | |
| Higher degree | 4 (28.6) | 7 (50.0) | 2 (14.3) | 1 (7.1) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 24 (12.8) | 70 (37.4) | 69 (36.9) | 24 (12.8) | 3 | 7.79230 | n.s. |
| Prep-secondary | 41 (16.7) | 84 (34.3) | 69 (28.2) | 51 (20.8) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 14 (9.0) | 46 (29.7) | 60 (38.7) | 35 (22.6) | 3 | 15.48502 | <.01 |
| Experienced | 51 (18.4) | 108 (39.0) | 78 (28.2) | 40 (14.4) | | | |

TABLE 137

Supervisors' responses concerning the freedom of teachers
to express viewpoints

My teachers feel free to express their viewpoints

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|-------------|-------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 18 (56.3) | 13 (40.6) | 1 (3.1) | 0 (0.0) | 2 | 0.08422 | n.s. |
| Non-Qatari | 26 (56.5) | 18 (39.1) | 2 (4.3) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 24 (63.2) | 13 (34.2) | 1 (2.6) | 0 (0.0) | 2 | 1.45310 | n.s. |
| Female | 20 (50.0) | 18 (45.0) | 2 (5.0) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 34 (56.7) | 23 (38.3) | 3 (5.0) | 0 (0.0) | 2 | 1.03314 | n.s. |
| Higher degree | 10 (55.6) | 8 (44.4) | 0 (0.0) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 16 (47.1) | 16 (47.1) | 2 (5.9) | 0 (0.0) | 3 | 2.39564 | n.s. |
| Prep-secondary | 28 (63.6) | 15 (34.1) | 1 (2.3) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 14 (58.3) | 9 (37.5) | 1 (4.2) | 0 (0.0) | 2 | 0.07589 | n.s. |
| Experienced | 30 (55.6) | 22 (40.7) | 2 (3.7) | 0 (0.0) | | | |

TABLE 138

Teachers' responses whether supervisors took into account the circumstances of the teachers

My supervisor takes into account my circumstances

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|---------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 17 (9.6) | 44 (24.9) | 80 (45.2) | 36 (20.3) | 3 | 4.55302 | n.s. |
| Non-Qatari | 28 (11.0) | 80 (31.4) | 112 (43.9) | 35 (13.7) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 25 (11.8) | 64 (30.3) | 89 (42.2) | 33 (15.6) | 3 | 1.82703 | n.s. |
| Female | 20 (9.0) | 60 (27.7) | 103 (46.0) | 38 (17.2) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 13 (8.3) | 43 (27.6) | 76 (48.7) | 24 (15.4) | 6 | 5.14773 | n.s. |
| B.A. | 31 (11.8) | 79 (30.2) | 109 (41.6) | 43 (16.4) | | | |
| Higher degree | 1 (7.1) | 2 (14.3) | 7 (50.0) | 4 (28.6) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 16 (8.6) | 51 (27.3) | 87 (46.5) | 33 (17.6) | 3 | 1.94644 | n.s. |
| Prep-secondary | 29 (11.8) | 73 (29.8) | 105 (42.9) | 38 (15.5) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 17 (11.0) | 42 (27.1) | 68 (43.9) | 28 (18.1) | 3 | 0.69629 | n.s. |
| Experienced | 28 (10.1) | 82 (29.6) | 124 (44.8) | 43 (15.5) | | | |

TABLE 139

Supervisors' responses whether they took into account the circumstances of the teacher

I took into account the circumstances of the teacher

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|-------------|-------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 11 (34.4) | 20 (62.5) | 1 (3.1) | 0 (0.0) | 2 | 1.56044 | n.s. |
| Non-Qatari | 18 (39.1) | 28 (60.9) | 0 (0.0) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 15 (39.5) | 23 (60.5) | 0 (0.0) | 0 (0.0) | 2 | 1.06724 | n.s. |
| Female | 14 (35.0) | 25 (62.5) | 1 (2.5) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 22 (36.7) | 37 (61.7) | 1 (1.7) | 0 (0.0) | 2 | 0.31909 | n.s. |
| Higher degree | 7 (38.9) | 11 (61.1) | 0 (0.0) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 12 (35.3) | 21 (61.8) | 1 (2.9) | 0 (0.0) | 2 | 1.35224 | n.s. |
| Prep-secondary | 17 (38.6) | 27 (61.4) | 0 (0.0) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 8 (33.3) | 15 (62.5) | 1 (4.2) | 0 (0.0) | 2 | 2.39314 | n.s. |
| Experienced | 21 (38.9) | 33 (61.1) | 0 (0.0) | 0 (0.0) | | | |

TABLE 140

Teachers' responses whether supervisors leave the impression that the aim of the visit is the improvement of the teaching/learning process

My supervisor leaves the impression that the aim of the visit is the improvement of the teaching/learning process

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|---------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 21 (11.9) | 95 (53.7) | 50 (28.2) | 11 (6.2) | 3 | 2.68570 | n.s. |
| Non-Qatari | 44 (17.3) | 134 (52.5) | 62 (24.3) | 15 (5.9) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 40 (19.0) | 111 (52.6) | 49 (23.2) | 11 (5.2) | 3 | 5.81253 | n.s. |
| Female | 25 (11.3) | 118 (53.4) | 63 (28.5) | 15 (6.8) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 22 (14.1) | 83 (53.2) | 40 (25.6) | 11 (7.1) | 6 | 1.41210 | n.s. |
| B.A. | 41 (15.6) | 138 (52.7) | 68 (26.0) | 15 (5.7) | | | |
| Higher degree | 2 (14.3) | 8 (57.1) | 4 (28.6) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 23 (12.3) | 101 (54.0) | 51 (27.3) | 12 (6.4) | 3 | 2.03358 | n.s. |
| Prep-secondary | 42 (17.1) | 128 (52.2) | 61 (24.9) | 14 (5.7) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 20 (12.9) | 83 (53.5) | 42 (27.1) | 10 (6.5) | 3 | 0.95428 | n.s. |
| Experienced | 45 (16.2) | 146 (52.7) | 70 (25.3) | 16 (5.8) | | | |

TABLE 141

Supervisors' responses whether they leave the impression that the aim of the visit is the improvement of the teaching/learning process

I leave the impression that the aim of the visit is the improvement of the teaching/learning process

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|------------|------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 18 (56.3) | 14 (43.8) | 0 (0.0) | 0 (0.0) | 1 | 0.00000 | n.s. |
| Non-Qatari | 25 (54.3) | 21 (45.7) | 0 (0.0) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 25 (65.8) | 13 (34.2) | 0 (0.0) | 0 (0.0) | 1 | 2.61622 | n.s. |
| Female | 18 (45.0) | 22 (55.0) | 0 (0.0) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 33 (55.0) | 27 (45.0) | 0 (0.0) | 0 (0.0) | 1 | 0.00000 | n.s. |
| Higher degree | 10 (55.6) | 8 (44.4) | 0 (0.0) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 22 (64.7) | 12 (35.3) | 0 (0.0) | 0 (0.0) | 1 | 1.60141 | n.s. |
| Prep-secondary | 21 (47.7) | 23 (52.2) | 0 (0.0) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 14 (58.3) | 10 (41.7) | 0 (0.0) | 0 (0.0) | 1 | 0.01764 | n.s. |
| Experienced | 29 (53.7) | 25 (46.3) | 0 (0.0) | 0 (0.0) | | | |

TABLE 142

Teachers' responses whether the visit leads to a better learning/teaching situation

The visit leads to a better teaching/learning situation

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|---------------|---------------|--------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 18 (10.2) | 43 (24.3) | 82 (46.3) | 34 (19.2) | 3 | 16.81884 | <.001 |
| Non-Qatari | 37 (14.5) | 100 (39.2) | 76 (29.8) | 42 (16.5) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 32 (15.2) | 89 (42.2) | 69 (32.7) | 21 (10.0) | 3 | 27.56464 | <.001 |
| Female | 23 (10.4) | 54 (24.4) | 89 (40.3) | 55 (24.9) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 22 (14.1) | 66 (42.3) | 50 (32.1) | 18 (11.5) | 6 | 17.83419 | <.01 |
| B.A. | 33 (12.6) | 75 (28.6) | 101 (38.5) | 53 (20.2) | | | |
| Higher degree | 0 (0.0) | 2 (14.3) | 7 (50.0) | 5 (35.7) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 21 (11.2) | 67 (35.8) | 74 (39.6) | 25 (13.4) | 3 | 5.47853 | n.s. |
| Prep-secondary | 34 (13.9) | 76 (31.0) | 84 (34.3) | 51 (20.8) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 27 (17.4) | 63 (40.6) | 48 (31.0) | 17 (11.0) | 3 | 16.43593 | <.001 |
| Experienced | 28 (10.1) | 80 (28.9) | 110 (39.7) | 59 (21.3) | | | |

TABLE 143

Supervisors' responses whether the visit leads to a better learning/teaching situation

The visit leads to a better teaching/learning situation

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|------------|------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 22 (68.8) | 10 (31.3) | 0 (0.0) | 0 (0.0) | 1 | 5.49445 | <.05 |
| Non-Qatari | 18 (39.1) | 28 (60.9) | 0 (0.0) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 14 (36.8) | 24 (63.2) | 0 (0.0) | 0 (0.0) | 1 | 5.10866 | <.05 |
| Female | 26 (65.0) | 14 (35.0) | 0 (0.0) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 34 (56.7) | 26 (43.3) | 0 (0.0) | 0 (0.0) | 1 | 2.15569 | n.s. |
| Higher degree | 6 (33.3) | 12 (66.7) | 0 (0.0) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 19 (55.9) | 15 (44.1) | 0 (0.0) | 0 (0.0) | 1 | 0.23631 | n.s. |
| Prep-secondary | 21 (47.7) | 23 (52.3) | 0 (0.0) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 19 (79.2) | 5 (20.8) | 0 (0.0) | 0 (0.0) | 1 | 9.23720 | <.01 |
| Experienced | 21 (38.9) | 33 (61.1) | 0 (0.0) | 0 (0.0) | | | |

TABLE 144

A Comparison of Teachers' and Supervisors' Responses Concerning
the Capability of Supervisors to Evaluate Teachers' Performance

Supervisors are capable of evaluating teachers

| | S.A. | A. | D. | S.D. | M.R. | U. | P |
|------------|---------------|---------------|---------------|------|--------|---------|------|
| Teacher | 122 (28.2) | 117 (27.1) | 193 (44.7) | | 232.36 | 25482.0 | <.01 |
| Supervisor | 35 (44.9) | 35 (44.9) | 8 (10.3) | | 268.01 | | |

TABLE 145

A Comparison of Teachers' and Supervisors' Responses Concerning
Whether Supervisors Emphasize Conformity or Innovation when
Evaluating Teachers' Performance

Do supervisors emphasize conformity or innovation?

| | Conformity | Innovation | Both | M.R. | U. | P |
|------------|---------------|--------------|--------------|--------|---------|-------|
| Teacher | 270 (62.5) | 64 (14.8) | 98 (22.7) | 246.52 | 12968.0 | <.001 |
| Supervisor | 31 (39.7) | 18 (23.1) | 29 (37.2) | 305.24 | | |

TABLE 146

A Comparison of Teachers' and Supervisors' Responses Concerning
the Clarity of Criteria for Evaluation

The criteria for evaluation are made clear

| | S.A. | A. | D. | S.D. | M.R. | U. | P |
|------------|---------------|---------------|---------------|------|--------|---------|------|
| Teacher | 114 (26.4) | 123 (28.5) | 195 (45.1) | | 254.19 | 16282.5 | <.05 |
| Supervisor | 27 (34.6) | 32 (41.0) | 19 (24.4) | | 262.75 | | |

TABLE 147

Teachers' responses whether supervisors are capable of evaluating teachers

Supervisors are capable of evaluating teachers

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|---------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 47 (26.4) | 49 (27.8) | 81 (45.8) | | 2 | 0.42138 | n.s. |
| Non-Qatari | 75 (29.4) | 68 (26.7) | 112 (43.9) | | | | |
| <u>Sex</u> | | | | | | | |
| Male | 65 (30.8) | 65 (30.8) | 81 (38.4) | | 2 | 6.72043 | <.05 |
| Female | 57 (25.8) | 52 (23.5) | 112 (50.7) | | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 59 (37.8) | 48 (30.8) | 49 (31.4) | | 4 | 25.83730 | <.001 |
| B.A. | 63 (24.0) | 67 (25.6) | 132 (50.4) | | | | |
| Higher degree | 0 (0.0) | 2 (14.3) | 12 (85.7) | | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 59 (31.6) | 61 (32.6) | 67 (35.8) | | 2 | 10.78852 | <.01 |
| Prep-secondary | 63 (25.7) | 56 (22.9) | 126 (51.4) | | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 54 (34.8) | 39 (25.2) | 62 (40.0) | | 2 | 5.23908 | n.s. |
| Experienced | 68 (29.5) | 78 (28.2) | 131 (47.3) | | | | |

TABLE 148

Supervisors' responses whether they are capable of evaluating teachers

Supervisors are capable of evaluating teachers

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|-------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 21 (65.6) | 11 (34.4) | 0 (0.0) | | 2 | 12.10575 | <.01 |
| Non-Qatari | 14 (30.4) | 24 (52.2) | 8 (17.4) | | | | |
| <u>Sex</u> | | | | | | | |
| Male | 14 (36.8) | 19 (50.0) | 5 (13.2) | | 2 | 2.10725 | n.s. |
| Female | 21 (52.5) | 16 (40.0) | 3 (7.5) | | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 32 (53.3) | 22 (36.7) | 6 (10.0) | | 2 | 8.06619 | <.05 |
| Higher degree | 3 (16.7) | 13 (72.2) | 2 (11.1) | | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 19 (55.9) | 15 (44.1) | 0 (0.0) | | 2 | 7.81788 | <.05 |
| Prep-secondary | 16 (36.4) | 20 (45.5) | 8 (18.2) | | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 17 (70.8) | 7 (29.2) | 0 (0.0) | | 2 | 10.66826 | <.01 |
| Experienced | 18 (33.3) | 28 (51.9) | 8 (14.8) | | | | |

TABLE 149

Teachers' responses whether supervisors emphasize conformity or innovation

Do your supervisors emphasize conformity or innovation?

| independent variable | conformity | innovation | both | d.f. | x ² | sig. |
|-----------------------|---------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 121 (68.4) | 21 (11.9) | 35 (19.8) | 2 | 0.53057 | n.s. |
| Non-Qatari | 149 (58.4) | 43 (16.9) | 63 (24.7) | | | |
| <u>Sex</u> | | | | | | |
| Male | 127 (60.2) | 36 (17.1) | 48 (22.7) | 2 | 1.75842 | n.s. |
| Female | 143 (64.7) | 28 (12.7) | 50 (22.6) | | | |
| <u>Qualifications</u> | | | | | | |
| Non-University | 99 (63.5) | 17 (10.9) | 40 (25.6) | 4 | 4.69158 | n.s. |
| B.A. | 161 (61.5) | 46 (17.6) | 55 (21.0) | | | |
| Higher degree | 10 (71.4) | 1 (7.1) | 3 (21.4) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 119 (63.6) | 19 (10.2) | 49 (26.2) | 2 | 6.68862 | <.05 |
| Prep-secondary | 151 (61.6) | 45 (18.4) | 49 (20.0) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 94 (60.6) | 24 (15.5) | 37 (23.9) | 2 | 0.35594 | n.s. |
| Experienced | 176 (63.5) | 40 (14.4) | 61 (22.0) | | | |

TABLE 150

Supervisors' responses whether they emphasize conformity or innovation

Do you emphasize conformity or innovation?

| independent variable | conformity | innovation | both | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 16 (50.0) | 7 (21.9) | 9 (28.1) | 2 | 2.66665 | n.s. |
| Non-Qatari | 15 (32.6) | 11 (23.9) | 20 (43.5) | | | |
| <u>Sex</u> | | | | | | |
| Male | 8 (21.1) | 10 (26.3) | 20 (52.6) | 2 | 11.60905 | <.01 |
| Female | 23 (57.5) | 8 (20.0) | 9 (22.5) | | | |
| <u>Qualifications</u> | | | | | | |
| B.A. | 28 (46.7) | 14 (23.3) | 18 (30.0) | 2 | 6.74749 | <.05 |
| Higher degree | 3 (16.7) | 4 (22.2) | 11 (61.1) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 15 (44.1) | 9 (26.5) | 10 (29.4) | 2 | 1.56910 | n.s. |
| Prep-secondary | 16 (36.4) | 9 (20.5) | 19 (43.2) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 12 (50.0) | 7 (29.2) | 5 (20.8) | 2 | 3.96604 | n.s. |
| Experienced | 19 (35.2) | 11 (20.4) | 24 (44.4) | | | |

TABLE 151

Teachers' responses whether the criteria are made clear

The criteria for evaluation are made clear

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|---------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 39 (22.0) | 56 (31.6) | 82 (46.3) | | 2 | 3.30477 | n.s. |
| Non-Qatari | 75 (29.4) | 67 (26.3) | 113 (44.3) | | | | |
| <u>Sex</u> | | | | | | | |
| Male | 60 (28.4) | 65 (30.8) | 86 (40.8) | | 2 | 3.19721 | n.s. |
| Female | 54 (24.4) | 58 (26.2) | 109 (49.3) | | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 55 (35.3) | 52 (33.3) | 49 (31.4) | | 4 | 24.46124 | <.001 |
| B.A. | 58 (22.1) | 69 (26.3) | 135 (51.5) | | | | |
| Higher degree | 1 (7.1) | 2 (14.3) | 11 (78.7) | | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 51 (27.3) | 67 (35.8) | 69 (36.9) | | 2 | 11.32555 | <.01 |
| Prep-secondary | 63 (25.7) | 56 (22.9) | 126 (51.4) | | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 42 (27.1) | 51 (32.9) | 62 (40.0) | | 2 | 3.12708 | n.s. |
| Experienced | 72 (26.0) | 72 (26.0) | 133 (48.0) | | | | |

TABLE 152

Supervisors' responses whether the criteria for evaluation are made clear

The criteria for evaluation are made clear

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 12 (37.5) | 11 (34.4) | 9 (28.1) | | 2 | 1.03137 | n.s. |
| Non-Qatari | 15 (32.6) | 21 (45.7) | 10 (21.7) | | | | |
| <u>Sex</u> | | | | | | | |
| Male | 15 (39.5) | 17 (44.7) | 6 (15.8) | | 2 | 2.98796 | n.s. |
| Female | 12 (30.0) | 15 (37.5) | 13 (32.5) | | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 22 (36.7) | 21 (35.0) | 17 (28.3) | | 2 | 4.30306 | n.s. |
| Higher degree | 5 (27.8) | 11 (61.1) | 2 (11.1) | | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 12 (35.3) | 13 (38.2) | 9 (26.5) | | 2 | 0.23274 | n.s. |
| Prep-secondary | 15 (34.1) | 19 (43.2) | 10 (22.7) | | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 8 (33.3) | 9 (37.5) | 7 (29.2) | | 2 | 0.45044 | n.s. |
| Experienced | 19 (35.2) | 23 (42.6) | 12 (22.2) | | | | |

TABLE 153

The weight quotients and rank orders of 5 criteria for evaluation

N = 510

| Item | Weight Quotient of importance | Rank Order | Weight Quotient of application | Rank Order |
|---------------------------------|----------------------------------|------------|-----------------------------------|------------|
| 1-Lesson Plan | 77.6 | 5 | 93.6 | 1 |
| 2-The attainment of pupils | 81.4 | 4 | 81.6 | 2 |
| 3-Personality of the teacher | 84.6 | 2 | 63.2 | 4 |
| 4-Mastery of subject | 81.9 | 3 | 57 | 5 |
| 5-Classroom skills | 87.7 | 1 | 73.3 | 3 |

TABLE 154

Frequencies and Percentages of participants who rated 5 criterion according to degree of importance and frequency of application

N = 510

| Item | Ideal responses | | | Actual responses | | | | |
|-----------------------------------|-----------------|---------------|----------------------|------------------|-------------------|----------------|--------------------|---------------|
| | very important | important | of little importance | of no importance | to a great extent | to some extent | to a little extent | not at all |
| 1- lesson plan | 151 (29.6) | 171 (33.5) | 139 (27.3) | 49 (9.6) | 390 (76.5) | 112 (22.0) | 7 (1.4) | 1 (.2) |
| 2- The attainment of pupils | 223 (43.7) | 208 (40.8) | 66 (12.9) | 13 (2.5) | 212 (41.6) | 231 (45.3) | 58 (11.4) | 9 (1.8) |
| 3- The personality of the teacher | 233 (45.7) | 240 (47.7) | 37 (7.3) | 0 (0.0) | 89 (17.5) | 157 (30.8) | 199 (39.0) | 65 (12.7) |
| 4- Mastery of subject | 219 (42.9) | 219 (42.9) | 67 (13.1) | 5 (1.0) | 62 (12.2) | 126 (24.7) | 215 (42.2) | 107 (21.0) |
| 5- Classroom skills | 277 (54.3) | 216 (42.4) | 16 (3.1) | 1 (.2) | 141 (27.6) | 228 (44.7) | 107 (21.0) | 34 (6.7) |

TABLE 155

T value results comparing preferred and actual employment
of 5 selected criteria

| Item | Ideal | | Actual | | T. | P. |
|--------------------------------|--------|-------|--------|-------|--------|-------------|
| | Mean | S.D. | Mean | S.D. | | |
| 1 - lesson plan | 2.1686 | 0.962 | 1.2529 | 0.478 | 20.51 | 0.00 |
| 2 - The attainment of pupils | 1.7431 | 0.777 | 1.7333 | 0.728 | 0.26 | 0.796 (n.s) |
| 3 - The personality of teacher | 1.6157 | 0.618 | 2.4706 | 0.925 | -20.19 | 0.00 |
| 4 - Mastery of subject | 1.7216 | 0.724 | 2.7196 | 0.931 | -22.36 | 0.00 |
| 5 - Classroom skills | 1.4922 | 0.570 | 2.0667 | 0.866 | -16.00 | 0.00 |

TABLE 156
 A comparison of teachers' and supervisors' ideal and actual responses concerning 5 selected criteria for evaluation
 No. of teachers = 432
 No. of Supervisors = 78

| Item | Independent Variable | Ideal Responses | | | | | | | Actual Responses | | | | | | | | |
|------|----------------------|-----------------|---------------|----------------|---------------|------|--------|---------|------------------|-------------------|----------------|--------------------|---------------|------|--------|---------|-------|
| | | Very Important | Important | Less Important | Not Important | W.q. | M.R. | U | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | M.R. | U | Sig. |
| 1 | Teacher | 111 (25.7) | 141 (32.6) | 131 (30.3) | 49 (11.3) | 68.1 | 270.88 | 10205.0 | <.001 | 334 (77.3) | 91 (21.1) | 6 (1.4) | 1 (.2) | 93.8 | 253.41 | 159.46 | n.s |
| | Supervisor | 40 (51.3) | 30 (38.5) | 8 (10.3) | 0 (0.0) | 85.2 | 170.33 | | | 56 (71.8) | 21 (26.9) | 1 (1.3) | 0 (0.0) | 92.6 | 267.06 | | |
| 2 | Teacher | 163 (37.7) | 190 (44.0) | 66 (15.3) | 13 (3.0) | 79.1 | 272.43 | 9534.0 | <.001 | 161 (37.3) | 206 (47.7) | 56 (13.0) | 9 (2.1) | 80 | 267.89 | 11495.5 | <.001 |
| | Supervisor | 60 (76.9) | 18 (23.1) | 0 (0.0) | 0 (0.0) | 94.2 | 161.73 | | | 51 (65.4) | 25 (32.1) | 2 (2.6) | 0 (0.0) | 91.9 | 186.88 | | |
| 3 | Teacher | 198 (45.8) | 208 (48.1) | 26 (6.0) | 0 (0.0) | 84.9 | 258.44 | 15959.0 | n.s. | 65 (15.0) | 119 (27.5) | 183 (42.4) | 65 (15.0) | 60.6 | 271.54 | 9919.0 | <.001 |
| | Supervisor | 35 (44.9) | 32 (41.0) | 11 (14.1) | 0 (0.0) | 82.6 | 266.91 | | | 24 (30.8) | 38 (48.7) | 16 (20.5) | 0 (0.0) | 77.5 | 166.67 | | |
| 4 | Teacher | 190 (44.) | 188 (43.5) | 50 (11.6) | 4 (.9) | 82.6 | 250.89 | 14856.0 | n.s. | 46 (10.6) | 98 (22.7) | 184 (42.6) | 104 (24.1) | 54.9 | 267.92 | 11484.0 | <.001 |
| | Supervisor | 29 (37.2) | 31 (39.7) | 17 (21.8) | 1 (1.3) | 78.2 | 281.64 | | | 16 (20.5) | 28 (35.9) | 31 (39.7) | 3 (3.8) | 68.2 | 186.73 | | |
| 5 | Teacher | 225 (52.1) | 190 (44.0) | 16 (3.7) | 1 (.2) | 86.9 | 261.70 | 14170.0 | <.05 | 100 (23.1) | 192 (44.4) | 106 (24.5) | 34 (7.4) | 70.7 | 272.62 | 9451.0 | <.001 |
| | Supervisor | 52 (66.7) | 26 (33.3) | 0 (0.0) | 0 (0.0) | 91.6 | 221.17 | | | 41 (52.6) | 36 (46.2) | 1 (1.3) | 0 (0.0) | 87.8 | 160.67 | | |

TABLE 157
Teachers' responses concerning the degree of importance and frequency of application of 'lesson plan'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 47 (26.6) | 58 (32.8) | 53 (29.9) | 19 (10.7) | 68.7 | 3 | 0.19979 | n.s. | 140 (79.1) | 35 (19.8) | 2 (1.1) | 0 (0.0) | 94.4 | 3 | 1.19912 | n.s. |
| | 64 (25.1) | 83 (32.5) | 78 (30.6) | 30 (11.8) | 67.7 | | | | 194 (76.1) | 56 (22.0) | 4 (1.6) | 1 (.4) | 93.4 | | | |
| Sex Male | 53 (25.1) | 75 (35.5) | 60 (28.4) | 23 (10.9) | 68.7 | 3 | 1.67645 | n.s. | 154 (73.0) | 53 (25.1) | 3 (1.4) | 1 (.5) | 92.6 | 3 | 5.26782 | n.s. |
| | 58 (26.2) | 66 (29.9) | 71 (32.1) | 26 (11.8) | 67.6 | | | | 180 (81.4) | 38 (17.2) | 3 (1.4) | 0 (0.0) | 95. | | | |
| Qualification Non-Uni. | 48 (30.8) | 68 (43.6) | 34 (21.8) | 6 (3.8) | 75.3 | 6 | 34.74474 | <.001 | 120 (76.9) | 33 (21.2) | 2 (1.3) | 1 (.6) | 93.5 | 6 | 2.02134 | n.s. |
| | 61 (23.3) | 72 (27.5) | 90 (34.4) | 39 (14.9) | 64.7 | | | | 203 (77.5) | 55 (21.0) | 4 (1.5) | 0 (0.0) | 93.9 | | | |
| | 2 (14.3) | 1 (7.1) | 7 (50.0) | 4 (28.6) | 51.7 | | | | 11 (78.6) | 3 (71.4) | 0 (0.0) | 0 (0.0) | 94.6 | | | |
| Cycle Primary | 51 (27.3) | 77 (41.2) | 49 (26.2) | 10 (5.3) | 72.5 | 3 | 19.97763 | <.001 | 144 (77.0) | 40 (21.4) | 2 (1.1) | 1 (.5) | 93.7 | 3 | 1.57298 | n.s. |
| | 60 (24.5) | 64 (26.1) | 82 (33.5) | 39 (15.9) | 64.7 | | | | 190 (77.6) | 51 (20.8) | 4 (1.6) | 0 (0.0) | 93.9 | | | |
| Experience Inexp. | 52 (33.5) | 57 (36.8) | 32 (20.6) | 14 (9.0) | 73.7 | 3 | 15.67529 | <.01 | 123 (79.4) | 31 (20.0) | 0 (0.0) | 1 (.6) | 94.5 | 3 | 5.40473 | |
| | 59 (21.3) | 84 (30.3) | 99 (35.7) | 35 (12.6) | 65. | | | | 211 (76.2) | 60 (21.7) | 6 (2.2) | 0 (0.0) | 93.5 | | | |

TABLE 158
Supervisors' responses concerning the degree of importance and frequency of application of 'lesson plan'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 23 (71.9) | 7 (21.9) | 2 (6.3) | 0 (0.0) | 91.4 | 2 | 9.21746 | <.01 | 27 (84.4) | 5 (15.6) | 0 (0.0) | 0 (0.0) | 96 | 2 | 4.46433 | n.s. |
| | 17 (37.0) | 23 (50.0) | 6 (13.0) | 0 (0.0) | 80.9 | | | | 29 (63.0) | 16 (34.8) | 1 (2.2) | 0 (0.0) | 90 | | | |
| Sex Male | 18 (47.4) | 14 (36.8) | 6 (15.8) | 0 (0.0) | 82.8 | 2 | 2.48368 | n.s. | 25 (65.8) | 12 (31.6) | 1 (2.6) | 0 (0.0) | 90.7 | 2 | 2.02148 | n.s. |
| | 22 (55.0) | 16 (40.0) | 2 (5.0) | 0 (0.0) | 87.5 | | | | 31 (77.5) | 9 (22.5) | 0 (0.0) | 0 (0.0) | 94.3 | | | |
| Qualification B.A. | 35 (58.3) | 21 (35.0) | 4 (6.7) | 0 (0.0) | 87.9 | 2 | 6.59750 | <.05 | 51 (85.0) | 9 (15.0) | 0 (0.0) | 0 (0.0) | 96.2 | 2 | 23.37679 | <.001 |
| | 5 (27.8) | 9 (50.0) | 4 (22.2) | 0 (0.0) | 76.3 | | | | 5 (27.8) | 12 (66.7) | 1 (5.6) | 0 (0.0) | 80.5 | | | |
| Cycle Primary | 22 (64.7) | 8 (23.5) | 4 (11.8) | 0 (0.0) | 88.2 | 2 | 5.74572 | n.s. | 29 (85.3) | 5 (14.7) | 0 (0.0) | 0 (0.0) | 96.3 | 2 | 5.64405 | n.s. |
| | 18 (40.9) | 22 (50.0) | 4 (9.1) | 0 (0.0) | 82.9 | | | | 27 (61.4) | 16 (36.4) | 1 (2.3) | 0 (0.0) | 89.7 | | | |
| Experience Inexp. | 22 (91.7) | 2 (8.3) | 0 (0.0) | 0 (0.0) | 97.9 | 2 | 22.76204 | <.001 | 21 (87.5) | 3 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 2 | 4.31399 | n.s. |
| | 18 (33.3) | 28 (51.9) | 8 (14.8) | 0 (0.0) | 79.6 | | | | 35 (64.8) | 18 (33.3) | 1 (1.9) | 0 (0.0) | 90.7 | | | |

TABLE 159
Teachers' responses concerning the degree of importance and frequency of application of 'the attainment of pupils'

| Independent Variable | Ideal Responses | | | | | | | Actual Responses | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|----------------|------------------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 68 (38.4) | 86 (48.6) | 21 (11.9) | 2 (1.1) | 81. | 3 | 7.29002 | n.s. | 65 (36.7) | 86 (48.6) | 26 (14.7) | 0 (0.0) | 79.2 | 3 | 7.01155 | n.s. |
| | 95 (37.3) | 104 (40.8) | 45 (17.6) | 11 (4.3) | 77.7 | | | | 96 (37.6) | 120 (47.1) | 30 (11.8) | 9 (3.5) | 79.7 | | | |
| Sex Male | 79 (37.4) | 89 (42.2) | 35 (16.6) | 8 (3.8) | 78.3 | 3 | 1.61539 | n.s. | 66 (31.3) | 105 (49.8) | 32 (15.2) | 8 (3.8) | 77.1 | 3 | 11.6634 | <.01 |
| | 84 (38.0) | 101 (45.7) | 31 (14.0) | 5 (2.3) | 79.8 | | | | 95 (43.0) | 101 (45.7) | 24 (10.9) | 1 (.5) | 82.8 | | | |
| Qualification Non-Uni. | 78 (50.0) | 64 (41.0) | 12 (7.7) | 2 (1.3) | 84.9 | 6 | 23.55392 | <.001 | 57 (36.5) | 81 (51.9) | 15 (9.6) | 3 (1.9) | 80.7 | 6 | 7.71283 | n.s. |
| | 79 (30.2) | 121 (46.2) | 51 (19.5) | 11 (4.2) | 75.5 | | | | 102 (38.9) | 115 (43.9) | 39 (14.9) | 6 (2.3) | 79.8 | | | |
| | 6 (42.9) | 5 (35.7) | 3 (21.4) | 0 (0.0) | 80.3 | | | | 2 (14.3) | 10 (71.4) | 2 (14.3) | 0 (0.0) | 75 | | | |
| Cycle Primary | 85 (45.5) | 88 (47.1) | 12 (6.4) | 2 (1.1) | 84.2 | 3 | 26.98971 | <.001 | 67 (35.8) | 98 (52.4) | 19 (10.2) | 3 (1.6) | 80.6 | 3 | 4.08571 | n.s. |
| | 78 (31.8) | 102 (41.6) | 54 (22.0) | 11 (4.5) | 75.2 | | | | 94 (38.4) | 108 (44.1) | 37 (15.1) | 6 (2.4) | 79.5 | | | |
| Experience Inexp. | 61 (39.4) | 71 (45.8) | 18 (11.6) | 5 (3.2) | 80 | 3 | 2.51472 | n.s. | 52 (33.5) | 75 (48.4) | 24 (15.5) | 4 (2.6) | 78.2 | 3 | 2.39467 | n.s. |
| | 102 (36.8) | 119 (43.0) | 48 (17.3) | 8 (2.9) | 78.4 | | | | 109 (39.4) | 131 (47.3) | 32 (11.6) | 5 (1.8) | 81 | | | |

TABLE 160
Supervisors' responses concerning the degree of importance and frequency of application of 'the attainment of pupils'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 28 (87.5) | 4 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 1 | 2.48387 | n.s. | 24 (75.0) | 8 (25.0) | 0 (0.0) | 0 (0.0) | 93.7 | 2 | 3.00031 | n.s. |
| | 32 (69.6) | 14 (30.4) | 0 (0.0) | 0 (0.0) | 92.3 | | | | 27 (58.7) | 17 (37.0) | 2 (4.3) | 0 (0.0) | 88.5 | | | |
| Sex Male | 29 (76.3) | 9 (23.7) | 0 (0.0) | 0 (0.0) | 94.0 | 1 | 0.00000 | n.s. | 25 (65.8) | 11 (28.9) | 2 (5.3) | 0 (0.0) | 91.4 | 2 | 2.32986 | n.s. |
| | 31 (77.5) | 9 (22.5) | 0 (0.0) | 0 (0.0) | 94.3 | | | | 26 (65.0) | 14 (35.0) | 0 (0.0) | 0 (0.0) | 91.2 | | | |
| Qualification B.A. | 49 (81.7) | 11 (18.3) | 0 (0.0) | 0 (0.0) | 95.4 | 1 | 2.23949 | n.s. | 43 (71.7) | 17 (28.3) | 0 (0.0) | 0 (0.0) | 92.9 | 2 | 9.35728 | <.01 |
| | 11 (61.1) | 7 (38.9) | 0 (0.0) | 0 (0.0) | 90.2 | | | | 8 (44.4) | 8 (44.4) | 2 (11.1) | 0 (0.0) | 83.3 | | | |
| Cycle Primary | 30 (88.2) | 4 (11.8) | 0 (0.0) | 0 (0.0) | 97. | 1 | 3.28867 | n.s. | 26 (76.5) | 8 (23.5) | 0 (0.0) | 0 (0.0) | 94.1 | 2 | 4.04403 | n.s. |
| | 30 (68.2) | 14 (31.8) | 0 (0.0) | 0 (0.0) | 92 | | | | 25 (56.8) | 17 (38.6) | 2 (4.5) | 0 (0.0) | 88 | | | |
| Experience Inexp. | 21 (87.5) | 3 (12.5) | 0 (0.0) | 0 (0.0) | 96.8 | 1 | 1.40883 | n.s. | 18 (75.0) | 6 (25.0) | 0 (0.0) | 0 (0.0) | 93.7 | 2 | 1.91686 | n.s. |
| | 39 (72.2) | 15 (27.8) | 0 (0.0) | 0 (0.0) | 93. | | | | 33 (61.1) | 19 (35.2) | 2 (3.7) | 0 (0.0) | 89.3 | | | |

TABLE 161
Teachers' responses concerning the degree of importance and frequency of application of 'the personality of the teacher'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 86 (48.6) | 82 (46.3) | 9 (5.1) | 0 (0.0) | 85.8 | 2 | 1.13711 | n.s. | 23 (13.0) | 50 (28.2) | 81 (45.8) | 23 (13.0) | 60.3 | 3 | 2.55097 | n.s. |
| | 112 (43.9) | 126 (49.4) | 17 (6.7) | 0 (0.0) | 84.3 | | | | 42 (16.5) | 69 (27.1) | 102 (40.0) | 42 (16.5) | 60.8 | | | |
| Sex Male | 79 (37.4) | 115 (54.5) | 17 (8.1) | 0 (0.0) | 82.3 | 2 | 12.64456 | <.01 | 30 (14.2) | 56 (26.5) | 91 (43.1) | 34 (16.1) | 59.7 | 3 | 0.70920 | n.s. |
| | 119 (53.8) | 93 (42.1) | 9 (4.1) | 0 (0.0) | 87.4 | | | | 35 (15.8) | 63 (28.5) | 92 (41.6) | 31 (14.0) | 61.5 | | | |
| Qualification Non-Uni. | 64 (41.0) | 83 (53.2) | 9 (5.8) | 0 (0.0) | 83.8 | 4 | 4.56069 | n.s. | 19 (12.2) | 44 (28.2) | 72 (45.2) | 21 (13.5) | 59.7 | 6 | 13.34589 | <.05 |
| | 125 (47.7) | 120 (45.8) | 17 (6.5) | 0 (0.0) | 86.9 | | | | 46 (17.6) | 73 (27.9) | 105 (40.1) | 38 (14.5) | 62.1 | | | |
| | 9 (64.3) | 5 (35.7) | 0 (0.0) | 0 (0.0) | 91 | | | | 0 (0.0) | 2 (14.3) | 6 (42.9) | 6 (42.9) | 42.8 | | | |
| Cycle Primary | 86 (46.0) | 94 (50.3) | 7 (3.7) | 0 (0.0) | 85.5 | 2 | 3.14534 | n.s. | 21 (11.2) | 50 (26.7) | 92 (49.2) | 24 (12.8) | 59 | 3 | 7.98051 | <.05 |
| | 112 (45.7) | 114 (46.5) | 19 (7.8) | 0 (0.0) | 84.4 | | | | 44 (18.0) | 69 (28.2) | 91 (37.1) | 41 (16.7) | 61.8 | | | |
| Experience Inexp. | 55 (35.5) | 87 (56.1) | 13 (8.4) | 0 (0.0) | 81.7 | 2 | 11.10040 | <.01 | 17 (11.0) | 43 (27.7) | 74 (47.7) | 21 (13.5) | 59 | 3 | 4.68856 | n.s. |
| | 143 (51.6) | 121 (43.7) | 13 (4.7) | 0 (0.0) | 86.7 | | | | 48 (17.3) | 76 (27.4) | 109 (39.4) | 44 (15.9) | 61.5 | | | |

TABLE 162
Supervisors' responses concerning the degree of importance and frequency of application of 'the personality of the teacher'

| Independent Variable | Ideal Responses | | | | | | | Actual Responses | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|----------------|------------------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 10 (31.3) | 14 (43.8) | 8 (25.0) | 0 (0.0) | 76.5 | 2 | 6.91112 | <.05 | 4 (12.5) | 18 (56.3) | 10 (31.3) | 0 (0.0) | 70.3 | 2 | 9.56733 | <.01 |
| | 25 (54.3) | 18 (39.1) | 3 (6.5) | 0 (0.0) | 86.9 | | | | 20 (43.5) | 20 (43.5) | 6 (3.0) | 0 (0.0) | 82.6 | | | |
| Sex Male | 22 (57.9) | 13 (34.2) | 3 (7.9) | 0 (0.0) | 87.5 | 2 | 5.66445 | n.s. | 17 (44.7) | 17 (44.7) | 4 (10.5) | 0 (0.0) | 83.5 | 2 | 8.54205 | <.05 |
| | 13 (32.5) | 19 (47.5) | 8 (20.0) | 0 (0.0) | 78.1 | | | | 7 (17.5) | 21 (52.5) | 12 (30.0) | 0 (0.0) | 71.8 | | | |
| Qualification B.A. | 23 (38.3) | 27 (45.0) | 10 (16.7) | 0 (0.0) | 80.4 | 2 | 4.69031 | n.s. | 14 (23.3) | 31 (51.7) | 15 (25.0) | 0 (0.0) | 74.5 | 2 | 7.68834 | <.01 |
| | 12 (66.7) | 5 (27.8) | 1 (5.6) | 0 (0.0) | 90.3 | | | | 10 (55.6) | 7 (38.9) | 1 (5.6) | 0 (0.0) | 87.5 | | | |
| Cycle Primary | 18 (52.9) | 11 (32.4) | 5 (14.7) | 0 (0.0) | 84.5 | 2 | 1.99522 | n.s. | 10 (29.4) | 15 (44.1) | 9 (26.5) | 0 (0.0) | 75.7 | 2 | 1.34087 | n.s. |
| | 17 (38.6) | 21 (47.7) | 6 (13.6) | 0 (0.0) | 71.5 | | | | 15 (31.8) | 23 (52.3) | 7 (15.9) | 0 (0.0) | 78.9 | | | |
| Experience Inexp. | 6 (25.0) | 11 (45.8) | 7 (29.2) | 0 (0.0) | 73.9 | 2 | 8.82439 | <.05 | 2 (8.3) | 14 (58.3) | 8 (33.3) | 0 (0.0) | 68.7 | 2 | 9.10697 | <.05 |
| | 29 (53.7) | 21 (38.9) | 4 (7.4) | 0 (0.0) | 86.5 | | | | 22 (40.7) | 24 (44.4) | 8 (14.8) | 0 (0.0) | 81.4 | | | |

TABLE 163
Teachers' responses concerning the degree of importance and frequency of application of 'mastery of subject matter'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 74 (41.8) | 80 (45.2) | 21 (11.9) | 2 (1.1) | 81.9 | 3 | 0.67303 | n.s. | 16 (9.0) | 28 (15.8) | 86 (48.6) | 47 (26.6) | 51.8 | 3 | 10.25603 | <.01 |
| | 116 (45.5) | 108 (42.4) | 29 (11.4) | 2 (.8) | 83.1 | | | | 30 (11.8) | 70 (27.5) | 98 (38.4) | 57 (22.4) | 57.1 | | | |
| Sex Male | 80 (37.9) | 102 (48.3) | 27 (12.8) | 2 (.9) | 80.8 | 3 | 6.19038 | n.s. | 20 (9.4) | 45 (21.3) | 90 (42.7) | 56 (26.5) | 53.4 | 3 | 0.54729 | n.s. |
| | 110 (49.8) | 86 (38.9) | 23 (10.4) | 2 (.9) | 84.3 | | | | 26 (11.7) | 53 (24.0) | 94 (42.5) | 48 (21.7) | 56.4 | | | |
| Qualification Non-Uni. | 59 (37.8) | 77 (49.4) | 20 (12.8) | 0 (0.0) | 81.2 | 6 | 8.78762 | n.s. | 14 (9.0) | 27 (17.3) | 83 (53.2) | 32 (20.5) | 53.6 | 6 | 20.34177 | <.01 |
| | 123 (46.9) | 105 (40.1) | 30 (11.5) | 4 (1.5) | 83.1 | | | | 32 (12.2) | 69 (26.3) | 97 (37.0) | 64 (24.4) | 56.5 | | | |
| | 8 (57.1) | 6 (42.9) | 0 (0.0) | 0 (0.0) | 89.2 | | | | 0 (0.0) | 2 (14.3) | 4 (28.6) | 8 (57.1) | 39.2 | | | |
| Cycle Primary | 87 (46.5) | 83 (44.4) | 17 (9.1) | 0 (0.0) | 84.3 | 3 | 5.35126 | n.s. | 16 (8.6) | 31 (16.6) | 97 (51.9) | 43 (23.0) | 52.6 | 3 | 13.60238 | <.01 |
| | 103 (42.0) | 105 (42.9) | 33 (13.5) | 4 (1.6) | 81.3 | | | | 30 (12.2) | 67 (27.3) | 87 (35.5) | 61 (24.9) | 56.7 | | | |
| Experience Inexp. | 52 (33.5) | 77 (49.7) | 25 (16.1) | 1 (.6) | 79 | 3 | 12.62875 | <.01 | 12 (7.7) | 34 (21.9) | 71 (45.8) | 38 (24.5) | 53.2 | 3 | 2.58314 | n.s. |
| | 138 (49.3) | 111 (40.1) | 25 (9.0) | 3 (1.1) | 84.6 | | | | 34 (12.3) | 64 (23.1) | 113 (40.8) | 66 (23.8) | 55.9 | | | |

TABLE 164
Supervisors' responses concerning the degree of importance and frequency of application of 'mastery of subject matter'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|-------|-------------------|----------------|--------------------|-------------|------|------|----------------|-------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 4 (12.5) | 11 (34.4) | 16 (50.0) | 1 (3.1) | 64. | 3 | 30.52568 | <.001 | 0 (0.0) | 8 (25.0) | 21 (65.6) | 3 (9.4) | 53.9 | 3 | 26.38322 | <.001 |
| | 25 (54.3) | 20 (43.5) | 1 (2.2) | 0 (0.0) | 88. | | | | 16 (34.8) | 20 (43.5) | 10 (21.7) | 0 (0.0) | 78.2 | | | |
| Sex Male | 19 (50.0) | 13 (34.2) | 6 (15.8) | 0 (0.0) | 83.5 | 3 | 6.02282 | n.s. | 12 (31.6) | 12 (31.6) | 14 (36.8) | 0 (0.0) | 73.6 | 3 | 7.81561 | <.05 |
| | 10 (25.0) | 18 (45.0) | 11 (27.5) | 1 (2.5) | 73.1 | | | | 4 (10.0) | 16 (40.0) | 17 (42.5) | 3 (7.5) | 63.1 | | | |
| Qualification B.A. | 17 (28.3) | 26 (43.3) | 16 (26.7) | 1 (1.7) | 74.5 | 3 | 9.44680 | <.05 | 7 (11.7) | 21 (35.0) | 29 (48.3) | 3 (5.0) | 63.3 | 3 | 15.70397 | <.01 |
| | 12 (66.7) | 5 (27.8) | 1 (5.6) | 0 (0.0) | 90.2 | | | | 9 (50.0) | 7 (38.9) | 2 (11.1) | 0 (0.0) | 84.7 | | | |
| Cycle Primary | 10 (29.4) | 11 (32.4) | 13 (38.2) | 0 (0.0) | 72.7 | 3 | 10.05391 | <.05 | 2 (5.9) | 10 (29.4) | 19 (55.9) | 3 (8.8) | 58 | 3 | 14.82803 | <.01 |
| | 19 (43.2) | 20 (45.5) | 4 (9.1) | 1 (2.3) | 82.3 | | | | 14 (31.8) | 18 (40.9) | 12 (27.3) | 0 (0.0) | 76.1 | | | |
| Experience Inexp. | 2 (8.3) | 8 (33.3) | 13 (54.2) | 1 (4.2) | 61.4 | 3 | 27.03535 | <.001 | 0 (0.0) | 3 (12.5) | 18 (75.0) | 3 (12.5) | 50 | 3 | 29.99012 | <.001 |
| | 27 (50.0) | 23 (42.6) | 4 (7.4) | 0 (0.0) | 85.6 | | | | 16 (29.6) | 25 (46.3) | 13 (24.1) | 0 (0.0) | 76.3 | | | |

TABLE 165
Teachers' responses concerning the degree of importance and frequency of application of 'classroom skills'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|---------------------------|-----------------|---------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|--------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 99 (55.9) | 75 (42.4) | 3 (1.7) | 0 (0.0) | 88.5 | 3 | 4.99041 | n.s. | 46 (26.0) | 79 (44.6) | 41 (23.2) | 11 (6.2) | 72.5 | 3 | 2.32247 | n.s. |
| | 126 (49.4) | 115 (45.1) | 13 (5.1) | 1 (.4) | 85.8 | | | | 54 (21.2) | 113 (44.3) | 65 (25.5) | 23 (9.0) | 69.4 | | | |
| Sex Male | 98 (46.4) | 99 (46.9) | 13 (6.2) | 1 (.5) | 84.8 | 3 | 11.09909 | <.05 | 39 (18.5) | 89 (42.2) | 59 (28.0) | 24 (11.4) | 66.9 | 3 | 12.75939 | <.01 |
| | 127 (57.5) | 91 (41.2) | 3 (1.4) | 0 (0.0) | 89. | | | | 61 (27.6) | 103 (46.6) | 47 (21.3) | 10 (4.5) | 74.3 | | | |
| Qualification Non-Uni. | 86 (55.1) | 70 (44.9) | 0 (0.0) | 0 (0.0) | 88.7 | 6 | 10.54523 | n.s. | 33 (21.2) | 70 (44.9) | 42 (26.9) | 11 (7.1) | 70 | 6 | 5.07810 | n.s. |
| | 133 (50.8) | 113 (43.1) | 15 (5.7) | 1 (.4) | 86 | | | | 65 (24.8) | 116 (44.3) | 61 (23.3) | 20 (7.6) | 71.5 | | | |
| | 6 (42.9) | 7 (50.0) | 1 (7.1) | 0 (0.0) | 83.9 | | | | 2 (14.3) | 6 (42.9) | 3 (21.4) | 3 (21.4) | 62.5 | | | |
| Cycle Primary | 106 (56.7) | 80 (42.8) | 1 (.5) | 0 (0.0) | 89 | 3 | 11.15194 | <.05 | 39 (20.9) | 85 (45.5) | 51 (27.3) | 12 (6.4) | 70.1 | 3 | 2.71485 | n.s. |
| | 119 (48.6) | 110 (44.9) | 15 (6.1) | 1 (.4) | 85.4 | | | | 61 (24.9) | 107 (43.7) | 55 (22.4) | 22 (9.0) | 71.1 | | | |
| Experience Inexp. | 75 (48.4) | 76 (49.0) | 4 (2.6) | 0 (0.0) | 86.4 | 3 | 3.41897 | n.s. | 37 (23.9) | 77 (49.7) | 37 (23.9) | 4 (2.6) | 73.7 | 3 | 10.18191 | <.05 |
| | 150 (54.2) | 114 (41.2) | 12 (4.3) | 1 (.4) | 87.2 | | | | 63 (22.7) | 115 (41.5) | 69 (24.9) | 30 (10.8) | 69 | | | |

TABLE 166
Supervisors' responses concerning the degree of importance and frequency of application of 'classroom skills'

| Independent Variable | Ideal Responses | | | | | | Actual Responses | | | | | | | | | |
|-----------------------|-----------------|--------------|----------------|---------------|------|------|------------------|------|-------------------|----------------|--------------------|------------|------|------|----------------|------|
| | Very Important | Important | Less Important | Not Important | W.q. | d.f. | x ² | Sig. | To a great extent | To some extent | To a little extent | Not at all | W.q. | d.f. | x ² | Sig. |
| Nationality Qatari | 18 (56.3) | 14 (43.8) | 0 (0.0) | 0 (0.0) | 89. | 1 | 1.91423 | n.s. | 12 (37.5) | 19 (59.4) | 1 (3.1) | 0 (0.0) | 83.5 | 2 | 5.83505 | n.s. |
| | 34 (73.9) | 12 (26.1) | 0 (0.0) | 0 (0.0) | 93.4 | | | | 29 (63.0) | 17 (37.0) | 0 (0.0) | 0 (0.0) | 90.7 | | | |
| Sex Male | 28 (73.7) | 10 (26.3) | 0 (0.0) | 0 (0.0) | 93.4 | 1 | 1.08405 | n.s. | 23 (60.5) | 15 (39.5) | 0 (0.0) | 0 (0.0) | 90.1 | 2 | 2.56016 | n.s. |
| | 24 (60.0) | 16 (40.0) | 0 (0.0) | 0 (0.0) | 90 | | | | 18 (45.0) | 21 (52.5) | 1 (2.5) | 0 (0.0) | 85.6 | | | |
| Qualification B.A. | 38 (63.3) | 22 (36.7) | 0 (0.0) | 0 (0.0) | 90.8 | 1 | 0.73125 | n.s. | 31 (51.7) | 28 (46.7) | 1 (1.7) | 0 (0.0) | 87.5 | 2 | 0.35463 | n.s. |
| | 14 (77.8) | 4 (22.2) | 0 (0.0) | 0 (0.0) | 94.4 | | | | 10 (55.6) | 8 (44.4) | 0 (0.0) | 0 (0.0) | 88.8 | | | |
| Cycle Primary | 23 (67.6) | 11 (32.4) | 0 (0.0) | 0 (0.0) | 91.9 | 1 | 0.00000 | n.s. | 21 (61.7) | 12 (35.3) | 1 (2.9) | 0 (0.0) | 89.7 | 2 | 1.74390 | n.s. |
| | 29 (65.9) | 15 (34.1) | 0 (0.0) | 0 (0.0) | 91.4 | | | | 20 (45.4) | 24 (54.5) | 0 (0.0) | 0 (0.0) | 86.3 | | | |
| Experience Inexp. | 14 (58.3) | 10 (41.7) | 0 (0.0) | 0 (0.0) | 89.5 | 1 | 0.60938 | n.s. | 8 (33.3) | 15 (62.5) | 1 (4.2) | 0 (0.0) | 82.2 | 2 | 6.69597 | <.05 |
| | 38 (70.4) | 16 (29.6) | 0 (0.0) | 0 (0.0) | 92.5 | | | | 33 (61.1) | 21 (38.9) | 0 (0.0) | 0 (0.0) | 90.2 | | | |

TABLE 167

The Rank Orders of Importance and Application of 5 Criteria for
Evaluation as Perceived by Teachers and Supervisors

| | Rank Order of importance | | | | | Rank Order of application | | | | |
|------------|--------------------------|---|---|---|---|---------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Teacher | 5 | 4 | 2 | 3 | 1 | 1 | 2 | 4 | 5 | 3 |
| Supervisor | 3 | 1 | 4 | 5 | 2 | 1 | 2 | 4 | 5 | 3 |

TABLE 169

Rank Orders of importance and application of five selected criteria
for evaluation as perceived by supervisors

| | Rank Order of importance | | | | | Rank Order of application | | | | |
|----------------|--------------------------|---|---|---|---|---------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Qatari | 2 | 1 | 4 | 5 | 3 | 1 | 2 | 4 | 5 | 3 |
| Non-Qatari | 5 | 2 | 4 | 3 | 1 | 2 | 3 | 4 | 5 | 1 |
| Male | 5 | 1 | 3 | 4 | 2 | 2 | 1 | 4 | 5 | 3 |
| Female | 3 | 1 | 4 | 5 | 2 | 1 | 2 | 4 | 5 | 3 |
| B.A. | 3 | 1 | 4 | 5 | 2 | 1 | 2 | 4 | 5 | 3 |
| Higher degree | 5 | 4 | 2 | 3 | 1 | 5 | 4 | 2 | 3 | 1 |
| Primary | 3 | 1 | 4 | 5 | 2 | 1 | 2 | 4 | 5 | 3 |
| Prep-secondary | 3 | 1 | 5 | 4 | 2 | 1 | 2 | 4 | 5 | 3 |
| Inexperienced | 1 | 2 | 4 | 5 | 3 | 1 | 2 | 4 | 5 | 3 |
| Experienced | 5 | 1 | 3 | 4 | 2 | 1 | 3 | 4 | 5 | 2 |

TABLE 170

The Responses of Participants Concerning
3 Selected Items Pertaining to Staffing

| Item | S.a. | A. | D. | S.d. |
|------|---------------|---------------|---------------|------|
| 1 | 166 (32.5) | 224 (43.9) | 120 (23.5) | |
| 3 | 117 (22.9) | 138 (27.1) | 255 (50.0) | |
| 5 | 62 (12.2) | 105 (20.6) | 343 (67.3) | |

TABLE 171

A Comparison of Teachers' and Supervisors' Responses Concerning
3 Selected Items Pertaining to Staffing

| Item | independent variable | SA | A | disagree | Sd | M.R. | U. | P |
|------|----------------------|---------------|---------------|---------------|----|--------|---------|------|
| 1 | Teacher | 133 (30.8) | 207 (47.9) | 92 (21.3) | - | 255.09 | 16673.0 | n.s. |
| | Supervisor | 33 (42.3) | 17 (21.8) | 28 (35.9) | - | 237.74 | | |
| 3 | Teacher | 106 (24.5) | 112 (25.9) | 214 (49.5) | - | 250.31 | 14604.0 | n.s. |
| | Supervisor | 11 (14.1) | 26 (33.3) | 41 (52.6) | - | 284.27 | | |
| 5 | Teacher | 58 (13.4) | 83 (19.2) | 291 (67.4) | - | 249.85 | 14407.0 | n.s. |
| | Supervisor | 4 (5.1) | 22 (28.2) | 52 (66.7) | - | 286.79 | | |

TABLE 172

Teachers' opinions whether they thought that supervisors
need special training

Supervisors need special training

| independent variable | SA | A | disagree | Sd | x ² | d.f. | sig. |
|-----------------------|--------------|---------------|--------------|----|----------------|------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 41 (23.2) | 98 (55.4) | 38 (21.5) | - | 5.13811 | 2 | n.s. |
| Non-Qatari | 92 (36.1) | 109 (42.7) | 54 (21.2) | - | | | |
| <u>Sex</u> | | | | | | | |
| Male | 79 (37.4) | 82 (38.9) | 50 (23.7) | - | 14.10334 | 2 | <.01 |
| Female | 54 (24.4) | 125 (56.6) | 42 (19.0) | - | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 65 (41.7) | 61 (39.1) | 30 (19.2) | - | | 4 | <.01 |
| B.A. | 66 (25.2) | 135 (51.5) | 61 (23.3) | - | 18.00324 | | |
| Higher degree | 2 (14.3) | 11 (78.6) | 1 (7.1) | - | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 65 (34.8) | 85 (45.5) | 37 (19.8) | - | 2.46025 | 2 | n.s. |
| Prep-secondary | 68 (27.8) | 122 (49.8) | 55 (22.4) | - | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 58 (37.4) | 59 (38.1) | 38 (24.5) | - | 9.52739 | 2 | <.05 |
| Experienced | 75 (27.1) | 148 (53.4) | 54 (19.5) | - | | | |

TABLE 173

Supervisors' opinions concerning 'special training for supervisors'

Supervisors need special training

| independent variable | SA | A | disagree | Sd | x ² | d.f. | sig. |
|-----------------------|--------------|--------------|--------------|----|----------------|------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 15 (46.9) | 5 (15.6) | 12 (37.5) | - | 1.25409 | 2 | n.s. |
| Non-Qatari | 18 (39.1) | 12 (26.1) | 16 (34.8) | - | | | |
| <u>Sex</u> | | | | | | | |
| Male | 14 (36.8) | 9 (23.7) | 15 (39.5) | - | 0.90857 | 2 | n.s. |
| Female | 19 (47.5) | 8 (20.0) | 13 (32.5) | - | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 27 (45.0) | 10 (16.6) | 23 (38.3) | - | 2.02424 | 2 | n.s. |
| Higher degree | 6 (33.3) | 7 (38.9) | 5 (27.7) | - | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 16 (47.1) | 5 (14.7) | 13 (38.2) | - | 1.80310 | 2 | n.s. |
| Prep-secondary | 17 (38.6) | 12 (27.3) | 15 (34.1) | - | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 9 (37.5) | 5 (20.8) | 10 (41.7) | - | 0.52553 | 2 | n.s. |
| Experienced | 24 (44.4) | 12 (22.2) | 18 (33.3) | - | | | |

TABLE 174

Teachers' opinions concerning 'peer supervision'

Teachers can play the role of supervisors

| independent variable | SA | A | disagree | Sd | x ² | d.f. | sig. |
|-----------------------|--------------|--------------|---------------|----|----------------|------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 38 (21.5) | 44 (24.9) | 95 (53.7) | - | 2.31722 | 2 | n.s. |
| Non-Qatari | 68 (26.7) | 68 (26.7) | 119 (46.7) | - | | | |
| <u>Sex</u> | | | | | | | |
| Male | 43 (20.4) | 60 (28.4) | 108 (51.2) | - | 4.13444 | 2 | n.s. |
| Female | 63 (28.5) | 52 (23.5) | 106 (48.0) | - | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 21 (13.5) | 28 (17.9) | 107 (68.6) | - | 38.02102 | 4 | <.001 |
| B.A. | 79 (30.2) | 79 (30.2) | 104 (39.7) | - | | | |
| Higher degree | 6 (42.9) | 5 (35.7) | 3 (21.4) | - | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 31 (16.6) | 37 (19.8) | 119 (63.6) | - | 26.53996 | 2 | <.001 |
| Prep-secondary | 75 (30.6) | 75 (30.6) | 95 (38.8) | - | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 32 (20.6) | 39 (25.2) | 84 (54.2) | - | 2.60483 | 2 | n.s. |
| Experienced | 74 (26.7) | 73 (26.4) | 130 (46.9) | - | | | |

TABLE 175

Supervisors' opinions concerning 'peer supervision'

Teachers can play the role of supervisors

| independent variable | SA | A | disagree | Sd | x ² | d.f. | sig. |
|-----------------------|--------------|--------------|--------------|----|----------------|------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 2 (6.3) | 7 (21.9) | 23 (71.9) | - | 8.35924 | 2 | <.05 |
| Non-Qatari | 9 (19.6) | 19 (41.3) | 18 (39.1) | - | | | |
| <u>Sex</u> | | | | | | | |
| Male | 8 (21.1) | 16 (42.1) | 14 (36.8) | - | 7.73310 | 2 | <.05 |
| Female | 3 (7.5) | 10 (25) | 27 (67.5) | - | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 6 (10.0) | 18 (30.0) | 36 (60.0) | - | 6.70466 | 2 | <.05 |
| Higher degree | 5 (27.8) | 8 (44.4) | 5 (27.8) | - | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 2 (5.9) | 11 (32.4) | 21 (61.8) | - | 3.87598 | 2 | n.s. |
| Prep-secondary | 9 (20.5) | 15 (34.1) | 20 (45.5) | - | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 1 (4.2) | 4 (16.7) | 19 (79.2) | - | 9.98300 | 2 | <.01 |
| Experienced | 10 (18.5) | 22 (40.7) | 22 (40.7) | - | | | |

TABLE 176

Teachers' opinions concerning the idea of the 'principal supervisor'

Principals can play the role of supervisors

| independent variable | SA | A | disagree | Sd | x ² | d.f. | sig. |
|-----------------------|--------------|--------------|---------------|----|----------------|------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 18 (10.2) | 39 (22.0) | 120 (67.8) | - | 3.61802 | 2 | n.s. |
| Non-Qatari | 40 (15.7) | 44 (17.3) | 171 (67.1) | - | | | |
| <u>Sex</u> | | | | | | | |
| Male | 29 (13.7) | 41 (19.4) | 141 (66.8) | - | 0.05895 | 2 | n.s. |
| Female | 29 (13.1) | 42 (19.0) | 150 (67.9) | - | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 24 (15.4) | 23 (14.7) | 109 (69.9) | - | 4.33478 | 4 | n.s. |
| B.A. | 33 (12.6) | 58 (22.1) | 171 (65.3) | - | | | |
| Higher degree | 1 (7.1) | 2 (14.3) | 11 (78.6) | - | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 26 (13.9) | 34 (18.2) | 127 (67.9) | - | 0.25353 | 2 | n.s. |
| Prep-secondary | 32 (13.1) | 49 (20.0) | 164 (66.9) | - | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 12 (7.7) | 30 (19.4) | 113 (72.9) | - | 6.92176 | 2 | <.05 |
| Experienced | 46 (16.6) | 53 (19.1) | 178 (64.3) | - | | | |

TABLE 177

Supervisors' opinions concerning the idea of 'principal supervisor'

The principal can play the role of supervisor

| independent variable | SA | A | disagree | Sd | x ² | d.f. | sig. |
|-----------------------|-------------|--------------|--------------|----|----------------|------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 2 (6.3) | 12 (37.3) | 18 (56.5) | - | 2.67836 | 2 | n.s. |
| Non-Qatari | 2 (4.3) | 10 (21.7) | 34 (73.9) | - | | | |
| <u>Sex</u> | | | | | | | |
| Male | 2 (5.3) | 13 (34.2) | 23 (60.5) | - | 1.36920 | 2 | n.s. |
| Female | 2 (5.0) | 9 (22.5) | 29 (72.5) | - | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 3 (5.0) | 16 (26.7) | 41 (68.3) | - | 0.33485 | 2 | n.s. |
| Higher degree | 1 (5.6) | 6 (33.3) | 11 (61.1) | - | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 3 (8.8) | 9 (26.5) | 22 (64.7) | - | 1.70400 | 2 | n.s. |
| Prep-secondary | 1 (2.3) | 13 (29.5) | 30 (68.2) | - | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 2 (8.3) | 8 (33.3) | 14 (58.3) | - | 1.37879 | 2 | n.s. |
| Experienced | 2 (3.7) | 14 (25.9) | 38 (70.4) | - | | | |

TABLE 178

The Frequencies and Percentages of Supervisors who Ranked
7 Obstacles on a 4-point Scale

| | To a great extent | to some extent | to a little extent | not at all | W.Q. | R.O. |
|---|----------------------|-------------------|-----------------------|---------------|------|------|
| 1 - Insufficient time | 35 (44.9) | 23 (29.5) | 18 (23.0) | 2 (2.6) | 79 | 2 |
| 2 - Overwork | 36 (46.1) | 26 (33.3) | 16 (20.5) | 0 (0.0) | 81.4 | 1 |
| 3 - The location of schools | 36 (46.1) | 20 (25.6) | 20 (25.6) | 2 (2.6) | 78.8 | 3 |
| 4 - Lack of cooperation with teachers | 15 (19.2) | 25 (32.0) | 29 (37.2) | 9 (11.5) | 64.7 | 6 |
| 5 - Overlapping of duties | 28 (35.8) | 23 (29.5) | 21 (26.9) | 6 (7.7) | 73.3 | 5 |
| 6 - Role ambiguity | 33 (42.3) | 25 (32.0) | 17 (21.8) | 3 (3.8) | 78.2 | 4 |
| 7 - Incompetence of some supervisors | 23 (29.4) | 13 (16.6) | 24 (30.8) | 18 (23.1) | 63.1 | 7 |

TABLE 179

Supervisors' opinions of whether 'insufficient time' hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|-------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 24 (75.0) | 7 (21.9) | 1 (3.1) | 0 (0.0) | 92.9 | 3 | 22.79404 | <.001 |
| Non-Qatari | 11 (23.9) | 16 (34.8) | 17 (37.0) | 2 (4.3) | 69.5 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 15 (39.6) | 9 (23.6) | 12 (31.6) | 2 (5.3) | 74.3 | 3 | 7.45424 | n.s. |
| Female | 20 (50.0) | 14 (35) | 6 (15.0) | 0 (0.0) | 83.7 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 31 (51.7) | 18 (30.0) | 10 (16.7) | 1 (1.7) | 82.9 | 3 | 8.14472 | <.05 |
| Higher degree | 4 (22.2) | 5 (27.8) | 8 (44.4) | 1 (5.6) | 66.6 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 24 (70.6) | 9 (26.4) | 1 (2.9) | 0 (0.0) | 91.9 | 3 | 14.55161 | <.01 |
| Prep-second. | 11 (25.0) | 14 (31.8) | 17 (38.6) | 2 (4.5) | 69.3 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 16 (66.7) | 7 (29.2) | 1 (4.2) | 0 (0.0) | 90.6 | 3 | 9.93185 | <.05 |
| Experienced | 19 (35.2) | 16 (29.6) | 17 (31.5) | 2 (3.7) | 74 | | | |

TABLE 180

Supervisors' opinions of whether 'overwork' hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|-------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 22 (68.8) | 9 (28.1) | 1 (3.1) | 0 (0.0) | 91.4 | 2 | 14.44175 | <.001 |
| Non-Qatari | 14 (30.4) | 17 (37.0) | 15 (32.6) | 0 (0.0) | 74.4 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 11 (28.9) | 17 (44.7) | 10 (26.3) | 0 (0.0) | 75.6 | 2 | 8.86053 | <.05 |
| Female | 25 (62.5) | 9 (22.5) | 6 (15.0) | 0 (0.0) | 86.8 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 33 (55.0) | 18 (30.0) | 9 (15.0) | 0 (0.0) | 85 | 2 | 9.12708 | <.05 |
| Higher degree | 3 (16.7) | 8 (44.4) | 7 (38.9) | 0 (0.0) | 69.4 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 19 (55.9) | 12 (35.3) | 3 (8.8) | 0 (0.0) | 86.7 | 2 | 5.32035 | n.s. |
| Prep-second. | 17 (38.6) | 14 (31.8) | 13 (29.5) | 0 (0.0) | 77.2 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 17 (70.8) | 5 (20.8) | 2 (8.3) | 0 (0.0) | 90.6 | 2 | 8.70679 | <.05 |
| Experienced | 19 (35.2) | 21 (38.9) | 14 (25.9) | 0 (0.0) | 77.3 | | | |

TABLE 181

Supervisors' opinions whether 'the location of schools' hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 20 (62.5) | 7 (21.9) | 5 (15.6) | 0 (0.0) | 86.7 | 3 | 6.95571 | n.s. |
| Non-Qatari | 16 (34.8) | 13 (28.3) | 15 (32.6) | 2 (4.3) | 73.3 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 4 (10.5) | 12 (31.6) | 20 (52.6) | 2 (5.3) | 61.8 | 3 | 44.55579 | <.001 |
| Female | 32 (80.0) | 8 (20.0) | 0 (0.0) | 0 (0.0) | 95 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 33 (55.0) | 15 (25.0) | 10 (16.7) | 2 (3.3) | 82.9 | 3 | 13.21667 | <.01 |
| Higher degree | 3 (16.7) | 5 (27.8) | 10 (55.6) | 0 (0.0) | 65.2 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 20 (58.8) | 10 (29.4) | 4 (11.8) | 0 (0.0) | 86.7 | 3 | 8.50214 | <.05 |
| Prep-second. | 16 (36.4) | 10 (22.7) | 16 (36.4) | 2 (4.5) | 72.7 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 15 (62.5) | 6 (25.0) | 3 (12.5) | 0 (0.0) | 87.5 | 3 | 5.23611 | n.s. |
| Experienced | 21 (38.9) | 14 (25.9) | 17 (31.5) | 2 (3.7) | 75 | | | |

TABLE 182

Supervisors' opinions whether 'the lack of cooperation with teachers' hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|-------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 11 (34.4) | 14 (43.8) | 6 (18.8) | 1 (3.1) | 77.3 | 3 | 17.07386 | <.001 |
| Non-Qatari | 4 (8.7) | 11 (23.9) | 23 (50.0) | 8 (17.4) | 55.9 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 2 (5.3) | 12 (31.6) | 17 (44.7) | 7 (18.4) | 55.9 | 3 | 11.70293 | <.01 |
| Female | 13 (32.5) | 13 (32.5) | 12 (30.0) | 2 (5.0) | 73.1 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 14 (23.3) | 21 (35.0) | 21 (35.0) | 4 (6.7) | 68.7 | 3 | 8.66122 | <.05 |
| Higher degree | 1 (5.6) | 4 (22.2) | 8 (44.4) | 5 (27.8) | 51.3 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 10 (29.4) | 15 (44.1) | 8 (23.5) | 1 (2.9) | 75 | 3 | 12.86816 | <.01 |
| Prep-second. | 5 (11.4) | 10 (22.7) | 21 (47.7) | 8 (18.2) | 56.8 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 11 (45.8) | 10 (41.7) | 3 (12.5) | 0 (0.0) | 83.3 | 3 | 23.43653 | <.001 |
| Experienced | 4 (7.4) | 15 (27.8) | 26 (48.1) | 9 (16.7) | 56.4 | | | |

TABLE 183

Supervisors' opinions whether 'overlapping of duties' hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|-------------|------|------|----------------|------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 7 (21.9) | 11 (34.4) | 10 (31.3) | 4 (12.5) | 66.4 | 3 | 5.41954 | n.s. |
| Non-Qatari | 21 (45.7) | 12 (26.1) | 11 (23.9) | 2 (4.3) | 78.2 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 11 (28.9) | 10 (26.3) | 14 (36.8) | 3 (7.9) | 69.0 | 3 | 3.96168 | n.s. |
| Female | 17 (42.5) | 13 (32.5) | 7 (17.5) | 3 (7.5) | 77.5 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 26 (43.3) | 19 (31.7) | 11 (18.3) | 4 (6.7) | 77.9 | 3 | 11.90456 | <.01 |
| Higher degree | 2 (11.1) | 4 (22.2) | 10 (55.6) | 2 (11.1) | 58.3 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 12 (35.3) | 10 (29.4) | 9 (26.5) | 3 (8.8) | 79.4 | 3 | 0.11108 | n.s. |
| Prep-second. | 16 (36.4) | 13 (29.5) | 12 (27.3) | 3 (6.8) | 73.8 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 6 (25.0) | 6 (25.0) | 8 (33.3) | 4 (16.7) | 64.5 | 3 | 5.54227 | n.s. |
| Experienced | 22 (40.7) | 17 (31.5) | 13 (24.1) | 2 (3.7) | 77.3 | | | |

TABLE 184

Supervisors' opinions whether 'the role ambiguity' hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|-------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 21 (65.6) | 7 (21.9) | 3 (9.4) | 1 (3.1) | 87.5 | 3 | 12.63991 | <.01 |
| Non-Qatari | 12 (26.1) | 18 (39.1) | 14 (30.4) | 2 (4.3) | 71.7 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 7 (18.4) | 13 (34.2) | 15 (39.5) | 3 (7.9) | 65.7 | 3 | 23.88499 | <.001 |
| Female | 26 (65.0) | 12 (30.0) | 2 (5.0) | 0 (0.0) | 90 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 27 (45.0) | 19 (31.7) | 13 (21.7) | 1 (1.7) | 80 | 3 | 3.67053 | n.s. |
| Higher degree | 6 (33.3) | 6 (33.3) | 4 (22.2) | 2 (11.1) | 72.2 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 19 (55.9) | 9 (26.5) | 4 (11.8) | 2 (5.9) | 83 | 3 | 6.64275 | n.s. |
| Prep-second. | 14 (31.8) | 16 (36.4) | 13 (29.5) | 1 (2.3) | 74.4 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 19 (79.2) | 3 (12.5) | 2 (8.3) | 0 (0.0) | 92.7 | 3 | 19.48229 | <.001 |
| Experienced | 14 (25.9) | 22 (40.7) | 15 (27.8) | 3 (5.6) | 71.7 | | | |

TABLE 185

Supervisors' opinions whether 'the incompetence of some supervisors'
hinders supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | w.q. | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|--------------|------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | | |
| Qatari | 3 (9.4) | 2 (6.3) | 14 (43.8) | 13 (40.6) | 46.0 | 3 | 21.18797 | <.001 |
| Non-Qatari | 20 (43.5) | 11 (23.9) | 10 (21.7) | 5 (10.9) | 75 | | | |
| <u>Sex</u> | | | | | | | | |
| Male | 13 (34.2) | 5 (13.1) | 11 (28.9) | 9 (23.7) | 64.4 | 3 | 0.23594 | n.s. |
| Female | 10 (25.0) | 8 (20.0) | 13 (32.5) | 9 (22.5) | 66.8 | | | |
| <u>Qualifications</u> | | | | | | | | |
| B.A. | 13 (21.7) | 10 (16.7) | 21 (35.0) | 16 (26.7) | 58.3 | 3 | 8.35711 | <.05 |
| Higher degree | 10 (55.6) | 3 (16.7) | 3 (16.7) | 2 (11.1) | 79.1 | | | |
| <u>Cycle</u> | | | | | | | | |
| Primary | 3 (8.8) | 7 (20.6) | 9 (26.4) | 15 (44.1) | 48.5 | 3 | 8.90444 | <.05 |
| Prep-second. | 20 (40.9) | 6 (18.2) | 15 (27.3) | 3 (13.6) | 74.4 | | | |
| <u>Experience</u> | | | | | | | | |
| Inexperienced | 3 (12.5) | 2 (8.3) | 10 (41.7) | 9 (37.5) | 48.9 | 3 | 9.29992 | <.05 |
| Experienced | 20 (37.0) | 11 (20.4) | 14 (25.9) | 9 (16.7) | 69.4 | | | |

TABLE 186

The Rank Order of 7 Selected Obstacles as Perceived by Supervisors
in Different Groups

| Independent Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------------|---|---|---|---|---|---|---|
| Qatari | 1 | 2 | 4 | 5 | 6 | 3 | 7 |
| Non-Qatari | 6 | 3 | 4 | 7 | 1 | 5 | 2 |
| Male | 2 | 1 | 6 | 7 | 3 | 4 | 5 |
| Female | 4 | 3 | 1 | 6 | 5 | 2 | 7 |
| B.A. | 2 | 1 | 2 | 6 | 5 | 4 | 7 |
| H. Degree | 4 | 3 | 5 | 7 | 6 | 2 | 1 |
| Primary | 1 | 2 | 2 | 6 | 5 | 4 | 7 |
| Prep-Sec | 6 | 1 | 5 | 7 | 4 | 2 | 2 |
| Inexp. | 2 | 2 | 4 | 5 | 6 | 1 | 7 |
| Exp. | 4 | 1 | 3 | 7 | 1 | 5 | 6 |

TABLE 187

Participants Responses Concerning Teachers' Perception of Supervisors

Teachers perceive supervisors as helpers rather than assessors

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------|---------------|---------------|-------------------|
| 54 (10.6) | 195 (38.2) | 166 (32.5) | 95 (18.6) |

TABLE 188

Participants Responses Concerning the Authority of Supervisors

Where do the supervisors derive their authority from?

| Legal Position | Competence and Experience | Both |
|----------------|---------------------------|---------------|
| 181 (35.5) | 183 (35.9) | 146 (28.6) |

TABLE 189

Participants Responses Concerning Satisfaction with Supervision

To what extent do you feel satisfied with supervision?

| To a great extent | to some extent | to a little extent | not at all |
|-------------------|----------------|--------------------|--------------|
| 90 (17.6) | 207 (40.6) | 159 (31.2) | 54 (10.6) |

TABLE 190

A Comparison of Teachers' and Supervisors' Responses
Concerning Teachers' Perceptions of Supervisors

Teachers perceive supervisors as helpers rather than assessors

| independent variable | SA | A | D | SD | MR | U | sig. |
|----------------------|--------------|---------------|---------------|--------------|--------|--------|-------|
| Teacher | 26 (6.0) | 157 (36.3) | 154 (35.6) | 95 (22.0) | 277.24 | 7455.0 | <.001 |
| Supervisor | 28 (35.9) | 38 (48.7) | 12 (15.4) | 0 (0.0) | 135.08 | | |

TABLE 191

A Comparison of Teachers' and Supervisors' Responses
Concerning the Authority of Supervisors

Where do supervisors derive their authority from?

| | From legal position | From competence and experience | from both | MR | U | sig. |
|------------|------------------------|-----------------------------------|---------------|--------|---------|-------|
| Teacher | 171 (39.6) | 141 (32.6) | 120 (27.8) | 246.65 | 13026.0 | <.001 |
| Supervisor | 10 (12.8) | 42 (53.8) | 26 (33.3) | 304.50 | | |

TABLE 192

A Comparison of Teachers' and Supervisors' Responses
Concerning Satisfaction with Supervision

To what extent do you feel satisfied with supervision?

| independent variable | to a great extent | to some extent | to a little extent | not at all | MR | U | sig. |
|----------------------|-------------------|----------------|--------------------|--------------|--------|--------|-------|
| Teacher | 66 (15.3) | 195 (36.8) | 153 (35.4) | 54 (12.5) | 272.31 | 9585.0 | <.001 |
| Supervisor | 24 (30.8) | 48 (61.5) | 6 (7.7) | 0 (0.0) | 162.38 | | |

TABLE 193

Teachers' responses concerning how they perceive supervisors

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|---------------|--------------|--------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 16 (9.0) | 52 (29.4) | 67 (37.9) | 42 (23.7) | 3 | 9.36954 | <.05 |
| Non-Qatari | 10 (3.9) | 105 (41.2) | 87 (34.1) | 53 (20.8) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 16 (7.6) | 105 (49.8) | 62 (29.4) | 28 (13.3) | 3 | 40.92147 | <.001 |
| Female | 10 (4.5) | 52 (23.5) | 92 (41.6) | 67 (30.3) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 10 (6.4) | 86 (55.1) | 50 (32.1) | 10 (6.4) | 6 | 57.66379 | <.001 |
| B.A. | 16 (6.1) | 71 (27.1) | 96 (36.6) | 79 (30.2) | | | |
| Higher degree | 0 (0.0) | 0 (0.0) | 8 (57.1) | 6 (42.9) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 13 (7.0) | 98 (52.4) | 61 (32.6) | 15 (8.0) | 3 | 53.99722 | <.001 |
| Prep-secondary | 13 (5.3) | 59 (24.1) | 93 (38.0) | 80 (32.7) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 13 (8.4) | 64 (41.3) | 56 (36.1) | 22 (14.2) | 3 | 10.58030 | <.05 |
| Experienced | 13 (4.7) | 93 (33.6) | 98 (35.4) | 73 (26.4) | | | |

TABLE 194

Supervisors' responses of how they are perceived by teachers

Teacher perceive as helper rather than assessor

| independent variable | SA | A | disagree | s.d. | d.f. | x ² | sig. |
|-----------------------|--------------|--------------|--------------|-------------|------|----------------|------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 16 (50.0) | 14 (43.8) | 2 (6.3) | 0 (0.0) | 2 | 6.22403 | <.05 |
| Non-Qatari | 12 (26.1) | 24 (52.2) | 10 (21.7) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 10 (26.3) | 21 (55.3) | 7 (18.4) | 0 (0.0) | 2 | 2.99079 | n.s. |
| Female | 18 (45.0) | 17 (42.5) | 5 (12.5) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 24 (40.0) | 26 (43.3) | 10 (16.7) | 0 (0.0) | 2 | 3.04419 | n.s. |
| Higher degree | 4 (22.2) | 12 (66.7) | 2 (11.1) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 17 (50.0) | 13 (38.2) | 4 (11.8) | 0 (0.0) | 2 | 5.21214 | n.s. |
| Prep-secondary | 11 (25.0) | 25 (56.8) | 8 (18.2) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 15 (62.5) | 8 (33.3) | 1 (4.2) | 0 (0.0) | 2 | 11.35419 | <.01 |
| Experienced | 13 (24.1) | 30 (55.6) | 11 (20.4) | 0 (0.0) | | | |

TABLE 195

Teachers' responses concerning the authority of supervisors

Where do supervisors derive their authority from?

| independent variable | legal position | competence and experience | both | d.f. | x ² | sig. |
|-----------------------|----------------|---------------------------|--------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | |
| Qatari | 76 (42.9) | 49 (27.7) | 52 (29.4) | 2 | 3.38494 | n.s. |
| Non-Qatari | 95 (37.3) | 92 (36.1) | 68 (26.7) | | | |
| <u>Sex</u> | | | | | | |
| Male | 64 (30.3) | 91 (43.1) | 56 (26.5) | 2 | 23.04907 | <.001 |
| Female | 107 (48.4) | 50 (22.6) | 64 (29.0) | | | |
| <u>Qualifications</u> | | | | | | |
| Non-University | 46 (29.5) | 68 (43.6) | 42 (26.9) | 4 | 22.17156 | <.001 |
| B.A. | 114 (43.5) | 72 (27.5) | 76 (29.0) | | | |
| Higher degree | 11 (78.6) | 1 (7.1) | 2 (14.3) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 65 (34.8) | 70 (37.4) | 52 (27.8) | 2 | 4.26060 | n.s. |
| Prep-secondary | 106 (43.3) | 71 (29.0) | 68 (27.8) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 49 (31.6) | 61 (39.4) | 45 (29.0) | 2 | 7.35708 | <.05 |
| Experienced | 122 (44.0) | 80 (28.9) | 75 (27.1) | | | |

TABLE 196

Supervisors' responses concerning the source of their authority

| independent variable | legal position | competence and experience | both | d.f. | x ² | sig. |
|-----------------------|----------------|---------------------------|--------------|------|----------------|------|
| <u>Nationality</u> | | | | | | |
| Qatari | 2 (6.3) | 21 (65.6) | 9 (28.1) | 2 | 3.66685 | n.s. |
| Non-Qatari | 8 (17.4) | 21 (45.7) | 17 (37.0) | | | |
| <u>Sex</u> | | | | | | |
| Male | 6 (15.8) | 17 (44.7) | 15 (39.5) | 2 | 2.48955 | n.s. |
| Female | 4 (10.0) | 25 (62.5) | 11 (27.5) | | | |
| <u>Qualifications</u> | | | | | | |
| B.A. | 6 (10.0) | 37 (61.7) | 17 (28.3) | 2 | 6.51651 | <.05 |
| Higher degree | 4 (22.2) | 5 (27.8) | 9 (50.0) | | | |
| <u>Cycle</u> | | | | | | |
| Primary | 2 (5.9) | 21 (61.8) | 11 (32.4) | 2 | 2.98235 | n.s. |
| Prep-secondary | 8 (18.2) | 21 (47.7) | 15 (34.1) | | | |
| <u>Experience</u> | | | | | | |
| Inexperienced | 2 (8.3) | 16 (66.7) | 6 (25.0) | 2 | 2.32487 | n.s. |
| Experienced | 8 (14.8) | 26 (48.1) | 20 (37.0) | | | |

TABLE 197

Teachers' satisfaction with supervision

To what extent do you feel satisfied with supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|--------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 18 (10.2) | 63 (35.6) | 74 (41.8) | 22 (12.4) | 3 | 8.70099 | <.05 |
| Non-Qatari | 48 (18.8) | 96 (37.6) | 79 (31.0) | 32 (12.5) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 44 (20.9) | 100 (47.4) | 50 (23.7) | 17 (8.1) | 3 | 43.46436 | <.001 |
| Female | 22 (10.0) | 59 (26.7) | 103 (46.6) | 37 (16.7) | | | |
| <u>Qualifications</u> | | | | | | | |
| Non-University | 29 (18.6) | 75 (48.1) | 44 (28.2) | 8 (5.1) | 6 | 31.67514 | <.001 |
| B.A. | 36 (13.7) | 83 (31.7) | 102 (38.9) | 41 (15.6) | | | |
| Higher degree | 1 (7.1) | 1 (7.1) | 7 (50.0) | 5 (35.7) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 27 (14.4) | 86 (46.0) | 64 (34.2) | 10 (5.3) | 3 | 21.33461 | <.001 |
| Prep-second. | 39 (15.9) | 73 (29.8) | 89 (36.3) | 44 (18.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 32 (20.6) | 64 (41.3) | 46 (29.7) | 13 (8.4) | 3 | 11.39881 | <.01 |
| Experienced | 34 (12.3) | 95 (34.3) | 107 (38.6) | 41 (14.8) | | | |

TABLE 198

Supervisors' satisfaction with supervision

To what extent do you feel satisfied with supervision

| independent variable | to a great extent | to some extent | to a little extent | not at all | d.f. | x ² | sig. |
|-----------------------|-------------------|----------------|--------------------|-------------|------|----------------|-------|
| <u>Nationality</u> | | | | | | | |
| Qatari | 18 (56.3) | 11 (34.4) | 3 (9.4) | 0 (0.0) | 2 | 18.15540 | <.001 |
| Non-Qatari | 6 (13.0) | 37 (80.4) | 3 (6.5) | 0 (0.0) | | | |
| <u>Sex</u> | | | | | | | |
| Male | 7 (18.4) | 30 (78.9) | 1 (2.6) | 0 (0.0) | 2 | 9.78849 | <.01 |
| Female | 17 (42.5) | 18 (45.0) | 5 (12.5) | 0 (0.0) | | | |
| <u>Qualifications</u> | | | | | | | |
| B.A. | 24 (40.0) | 31 (51.7) | 5 (8.3) | 0 (0.0) | 2 | 11.45625 | <.05 |
| Higher degree | 0 (0.0) | 17 (94.4) | 1 (5.6) | 0 (0.0) | | | |
| <u>Cycle</u> | | | | | | | |
| Primary | 18 (52.9) | 14 (41.2) | 2 (5.9) | 0 (0.0) | 2 | 13.94719 | <.001 |
| Prep-second. | 6 (13.6) | 34 (77.3) | 4 (9.1) | 0 (0.0) | | | |
| <u>Experience</u> | | | | | | | |
| Inexperienced | 15 (62.5) | 7 (29.2) | 2 (8.3) | 0 (0.0) | 2 | 17.26563 | <.001 |
| Experienced | 9 (16.7) | 41 (75.9) | 4 (7.4) | 0 (0.0) | | | |

TABLE 199

Pearson Correlation Coefficient Showing the Relation Between
Ideal and Actual Responses Concerning Six Supervisory Tasks

N = 510

| Item | Coefficient | Sig. |
|------|-------------|-------|
| 1 | .3472 | <.001 |
| 2 | .3663 | <.001 |
| 3 | .4220 | <.001 |
| 4 | .4410 | <.001 |
| 5 | .4428 | <.001 |
| 6 | .5015 | <.001 |

TABLE 200

Pearson Correlation Coefficient Showing the Relation Between
Ideal and Actual Responses Concerning 12 Supervisory Activities

N = 510

| Item | Coefficient | Sig. |
|------|-------------|-------|
| 1 | .5297 | <.001 |
| 2 | .3681 | <.001 |
| 3 | .4898 | <.001 |
| 4 | .4650 | <.001 |
| 5 | .4941 | <.001 |
| 6 | .2458 | <.001 |
| 7 | .4853 | <.001 |
| 8 | .3428 | <.001 |
| 9 | .5092 | <.001 |
| 10 | .2730 | <.001 |
| 11 | .3702 | <.001 |
| 12 | .4643 | <.001 |

TABLE 201

Pearson Correlation Coefficient Showing the Relation Between
Ideal and Actual Responses Concerning 5 Criteria for Evaluation

N = 510

| Item | Coefficient | Sig. |
|------|-------------|-------|
| 1 | .1505 | <.001 |
| 2 | .3545 | <.001 |
| 3 | .2826 | <.001 |
| 4 | .2777 | <.001 |
| 5 | .4228 | <.001 |

TABLE 202

Spearman Correlation Coefficient Showing the Relation Between Supervisors'
Ideal and Actual Responses Concerning Six Supervisory Tasks
N = 510

| Item | Correlation Coefficient | Sig. |
|---|-------------------------|-------|
| 1 | .6444 | <.001 |
| 2 | .6980 | <.001 |
| 3 | .5763 | <.001 |
| 4 | .6572 | <.001 |
| 5 | .6716 | <.001 |
| 6 | .5468 | <.001 |
| Concerning 12 Supervisory Activities | | |
| 1 | .7353 | <.001 |
| 2 | .3903 | <.001 |
| 3 | .6079 | <.001 |
| 4 | .5673 | <.001 |
| 5 | .4846 | <.001 |
| 6 | .2422 | <.05 |
| 7 | .4884 | <.001 |
| 8 | .2964 | <.01 |
| 9 | .5530 | <.001 |
| 10 | .3240 | <.01 |
| 11 | .4972 | <.001 |
| 12 | .4567 | <.001 |
| Concerning Five Criteria for Evaluation | | |
| 1 | .3170 | <.01 |
| 2 | .5550 | <.001 |
| 3 | .5963 | <.001 |
| 4 | .7087 | <.001 |
| 5 | .5874 | <.001 |

TABLE 203

Spearman Correlation Coefficient Showing the Relation Between Teachers' Ideal and Actual Responses Concerning Six Supervisory Tasks

N = 510

| Item | Correlation Coefficient | Sig. |
|---|-------------------------|-------|
| 1 | .2776 | <.001 |
| 2 | .3381 | <.001 |
| 3 | .3623 | <.001 |
| 4 | .3746 | <.001 |
| 5 | .3915 | <.001 |
| 6 | .4704 | <.001 |
| Concerning 12 Supervisory Activities | | |
| 1 | .4715 | <.001 |
| 2 | .3504 | <.001 |
| 3 | .4442 | <.001 |
| 4 | .4213 | <.001 |
| 5 | .4297 | <.001 |
| 6 | .2553 | <.001 |
| 7 | .4867 | <.001 |
| 8 | .3481 | <.001 |
| 9 | .4753 | <.001 |
| 10 | .2463 | <.001 |
| 11 | .3374 | <.001 |
| 12 | .4266 | <.001 |
| Concerning Five Criteria for Evaluation | | |
| 1 | .1474 | <.01 |
| 2 | .3000 | <.001 |
| 3 | .2356 | <.001 |
| 4 | .2039 | <.001 |
| 5 | .3876 | <.001 |

