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A STUDY OF SUPERVISION
IN
THE PUBLIC ELEMENTARY SCHOOLS
OF LEBANON

by
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A thesis

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SCHOOL SUPERVISION

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ABSTRACT

In this thesis an attempt was made to study the educational supervision of elementary schools in Lebanon, to find out the amount and quality of guidance given to teachers and the means for the evaluation of the teaching learning process. Two sets of questionnaires were used. The first was answered by a hundred elementary teachers, and the second by twenty five elementary school principals.

Aside from these questionnaires, personal interviews were held with all the supervisors and the head, Director of Elementary Education. Moreover governmental publications and regulations were consulted.

A survey of the present conditions of supervision in elementary schools is presented including the organization of supervision, the duties of the head, main districts of supervision in Lebanon, number of elementary schools, residence of supervisors, meetings, records and reports, facilities for visiting schools, means of evaluation, the qualifications and status of the supervisor, nature of supervisory duties and methods required by the Ministry. In addition, some problems and deficiencies were brought out.

In Chapter III the nature and types of supervision were discussed. Supervision today emphasizes improvement of the teaching learning process. There are two types of supervision, the authoritarian and the democratic. Authoritarian

supervision is carried out with administrative authority, and according to preconceived plan. Teachers' views and cooperation are not sought. What is expected is obedience to instructions. This type is not democratic, it is like military inspection. Modern supervision has developed along three lines: democratic, scientific and creative. Democratic supervision provides for the respect of teachers' ideas, and their participation in shaping the aims of the educational program and in experimenting to find new methods.

In Chapter IV nine guiding principles of supervision were presented, to help the supervisor in his supervision. These are leadership, cooperation, considerateness, creativity, integration, flexibility, planning, objectivity, and evaluation.

In Chapter V, certain recommendations were given to help the supervisor in his duties such as improving teacher guidance, improving the curriculum, improving the system of records and reports, improving the pupil and teacher growth, improving grounds and buildings, and the means of evaluation of supervision. These suggestions could be applied through classroom visitation, office interview with teachers, casual meetings, meeting teachers in groups, in service-training. Conferences, workshops, lectures and magazines etc. are also proposed. In addition, some administrative measures were suggested to the organization of supervision to take into consideration, for the improvement of supervision and the increase of its efficiency.

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CHAPTER I

INTRODUCTION.

According to the present conditions, supervision is an educational problem in Lebanon. What is meant by educational supervision in this study is the act of studying, evaluating, and improving all factors influencing instruction and child growth. It is the attempt to improve the total educational program.

Supervisory service is essential in all complex undertakings. All difficult human activities need some persons to look after them, consultants or expert supervisors, to insure proper results and to help and guide those who are involved in putting the plans into effect. In administrative bureaus, in business offices, in factories, in schools, in every complicated operation, there is the need for someone to guide and help. This act of studying, guiding, and helping is called supervision; and the person who performs it, is called the supervisor.

The field of education demands supervision more than any other complicated activity, because the results of faulty teaching might not show up immediately, but in their slow cumulative effect might lead to disastrous consequences. Therefore, supervision exists to help teachers do their job better. Teachers need help because most, if not all of them

have greater potential than they use. But many factors prevent them from utilizing all their skills and abilities. Some of these factors may be lack of vision, past experience, community pressure, lack of adjustment in human relations, poor personnel administration, and inability to evaluate their work, and find their way towards further growth.

The common practice in Lebanon, is that teachers of elementary schools are not adequately guided, directed, and evaluated in their teaching. Supervisors alone could not be blamed for this, because there are some factors in the system of organization itself, that prevent them from carrying out educational supervision effectively.

Elementary school teachers especially need guidance and direction, and evaluation of their work for the improvement of their teaching, because most of them do not hold more than a "Brevet" certificate, and a very small number hold a "Baccalaureate" certificate, or are trained. For this reason every teacher needs greatly the assistance of the supervisor and the school principal to guide him, in order to get satisfactory learning outcomes.

In addition, supervisors spend most of their time and effort in routine administrative inspection of the school buildings, materials, records of the schools, etc, and matters which can be left to less qualified personnel than the experienced supervisory inspectors.

The purpose of this study is to investigate the nature and techniques of supervision prevailing in Lebanon, and the

existing factors that are preventing the improvement of instruction and learning, through inadequate guidance, and lack of evaluation of teachers' work. Besides, the purpose is to find the strong as well as the weak points of educational supervision and to suggest plans for improvement, that can be applied under the present conditions.

Method of Investigation.

To obtain accurate information and the facts and practices concerning supervision, as it is at present, two different questionnaires were sent out, and two types of interview were undertaken. In addition, certain regulations and instructions issued by the Ministry of Education were studied.

One questionnaire was sent to a sample of elementary teachers in various cities and villages of Lebanon, of whom one hundred replied. The purpose of this questionnaire was to find out the duties which are performed by supervisors in schools, as well as the attitudes of teachers toward their supervisors and supervision in general.

These are the names of cities and villages that were used for this purpose, and the number of teachers in each.

Beirut	25
Tripoli	35
Sidon	15
Bisharri	12
Al-Kalamoun	8
Ghazra - (in Akkar)	<u>5</u>

The second questionnaire was sent to a sample of elementary school principals, of whom twenty five replied. Since the principal is responsible for guiding his teachers to improve the teaching learning process, he is considered as a supervisor. The purpose of this questionnaire was to find out the supervisory activities that are undertaken by principals, in addition to their administrative duties. These are the names of cities and villages that were used for this purpose as well as the number of principals of schools in each.

Beirut	6
Tripoli	12
Sidon	4
Al-Kalamoun	2
Chazra - (In Akkar)	<u>1</u>
	25

All supervisors in Lebanon were interviewed to find out the duties they are practicing, the factors and limitations that prevent them from producing more improvement, and their ideas and suggestions about supervision in Lebanon nowadays.

The head of the organization of supervision was interviewed too, to obtain the necessary information about the system of the organization, the duties and methods of the supervisors as required by the Ministry of Education, and the activities that are under study for the improvement of educational supervision.

This study is limited to public elementary schools in Lebanon. Private schools are excluded, because they are not supervised in practice though according to the law, they are subject to inspection.

Possibly this study will be of benefit to elementary school supervisors, as well as the principals of schools, in finding possible solutions to their problems under the existing conditions. Besides, it might be of benefit to teachers themselves, in understanding that the supervisor is a cooperating agent to guide, to improve, and to evaluate their work, and not to be feared.

It may also be of interest to the Ministry of Education by directing its attention to certain problems that are neglected and are hindering the improvement of supervision in Lebanon.

CHAPTER II

PRESENT CONDITION OF SUPERVISION

IN LEBANON

A. The Organization of Supervision

A centralized system of education is adopted in Lebanon, in which the external, and internal matters are regulated by the Ministry of Education, through laws and regulations, enforced and supervised by its officers.

In this type of system, there is a minister of education at the head of the educational system. His appointment is political and he is liable to leave office with the change of the cabinet. Under him come the permanent administrative staff who are normally state officials. This staff is composed of a director general, directors of sections, district inspectors, accounting and store officials and clerks. The director of elementary education is the head of the supervisory organization for elementary schools. This organization consists of the head and his assistant, supervisors and other officials.

1. Head of Organization

The head of the organization is responsible for all the activities that are carried out in his department. The head of the organization distributes the work to the supervisors, and checks their work by visiting some schools in

various districts to see the effect of guidance and direction of every supervisor. Besides, he is responsible for the conducting of all the elementary examinations and grading of papers under his supervision.

All proposals by supervisors for transfer and dismissal of teachers are considered by him before being submitted to higher authority in the Ministry of Education.

2. Main districts of Supervision in Lebanon

According to this organization Lebanon is divided into several main districts for the supervision of schools. Supervisors are not assigned a certain number of schools to supervise, but they are assigned one or two districts depending on its size and the number of schools in it.

There are twenty six districts of supervision in Lebanon as follows:

	<u>Name of district</u>	<u>Number of Public Schools</u>
<u>North Lebanon</u>	1. Batroun	58
	2. Bisharri	26
	3. Zagharta	37
	4. Tripoli town	51
	5. District of Tripoli	25
	6. Akkar	64
	7. Al-Koura	<u>49</u>
	310	
<u>Mountain of Lebanon</u>	8. Baabda	60
	9. Jubeil	72
	10. Al-Chouf	104

	<u>Name of district</u>	<u>Number of Public Schools</u>
	11. Alay	65
	12. Kisrawan	62
	13. Al-Matn	<u>65</u>
		428
<u>Al-Bikaa</u>		
	14. Baalbeck	81
	15. Jib-Jinin	37
	16. Rashayyah	29
	17. Zahleh	43
	18. Al-Hirmel	<u>29</u>
		219
<u>South Lebanon</u>		
	19. Bint-Jubeil	33
	20. Jezzine	46
	21. Hasbayyah	18
	22. Sour	38
	23. Sidon	59
	24. Marjiune	28
	25. Nabatieh	<u>43</u>
		265
<u>Beirut</u>		<u>49</u>
	Total	1271
		====

3. Number of Elementary Schools

As it is shown from the distribution of schools in the districts, there are one thousand two hundred and seventy one elementary schools in Lebanon. Three hundred and ten in

North Lebanon, four hundred and twenty eight in the mountain of Lebanon, two hundred nineteen in Al-Bikaa, two hundred sixty five in South Lebanon, and forty nine in Beirut.

4. Number of Supervisors

There should be eighteen school supervisors in Lebanon, but at present, there are only sixteen, and two more are to be appointed shortly.

The work is not equally distributed among the supervisors. Here is a table showing the supervisory load each one is carrying. Each group of districts has one supervisor, except Beirut which has one woman supervisor for girls' schools and one man for boys' schools.

<u>Districts Group and names of districts</u>	<u>Number of Schools</u>
1. Tripoli	51
Al-Koura	<u>49</u>
	100
2. Tripoli district	25
Akkar	<u>64</u>
	89
3. Zagharta	37
Bisharri	<u>26</u>
	63
4. Kisrawan	62

<u>Districts Group and Names of Districts</u>	<u>Number of Schools</u>
5. Al-Matn	65
. Baabda	60
Jubeil	<u>72</u>
	197
6. Al-Shouf	104
7. Aley and Armenian Schools	65
8. Beirut (girls) }	49
9. Beirut (boys) }	
10. Al-Hirmel	29
Zahleh	<u>43</u>
	72
11. Baalbeck	81
12. Rashayyah	29
Jib-Jinin	<u>37</u>
	66
13. Sour	38
Bint-Jubeil	<u>33</u>
	71
14. Sidon	59
Jezzin	<u>46</u>
	105

<u>Districts Group and Names of Districts</u>	<u>Number of Schools</u>
15. Hasbayyah	18
Marjiune	28
Nabatieh	<u>43</u>
	89
16. Batroun	58

5. Residence of Supervisors

The main residence for all the school supervisors is Beirut, where each has an office. The supervisor is expected to attend daily at his office, except on the days during which he visits schools. His plan for school visits in his district has to be approved by the head of the organization. The members of the supervisory organization have felt that the problem of residence is one factor that is preventing them from utilizing all their powers for the efficient accomplishment of their work. For this reason, a project is being studied which would require the supervisor to reside in the district he is supposed to supervise, to be able to carry out his duties effectively. But nothing yet has been accomplished for this purpose.

6. Facilities for visiting schools

The organization admits that there are really some factors that hinder the provision of the necessary facilities for visiting schools. One factor is the unavailability of good means of communication. There are some places which are inaccessible to motor cars, and so it will be very difficult

for the supervisor to visit such schools.

Another factor is the problem of the allowance that is given to the supervisor, for every visit. The supervisor receives an allowance of twenty Lebanese piasters for every kilometer he travels for the purpose of visiting schools. Through this regulation the supervisor is obliged to travel one hundred and fifty kilometers to earn the car expenses for the day. This means that he cannot stay in each school he visits more than fifteen or thirty minutes at the utmost, which is not sufficient for the supervision of a school, from the administrative as well as the educational point of view.

A project is under study to solve this problem which is preventing the supervisors from utilizing their efforts in supervising schools. The suggestion is to give the supervisor a monthly allowance of about three hundred fifty Lebanese pounds to those who have to supervise vast districts, and a monthly allowance of one hundred Lebanese pounds to those who supervise schools in Beirut or in Tripoli.

That is	350 x 12 x 14	=	LL. 58800
	100 x 12 x 2	=	LL. <u>2400</u>
	Total		LL. 61200 =====

So the required allowance of travelling for the whole year to all supervisors would be about sixty two thousand Lebanese pounds.

7. System of records and reports

This type of organization is following a simplified

system of filing. Each school is filed under its district. In this file everything which concerns the school, including the principal, the teachers, the students is kept in it, for easy reference when necessary. The type of correspondence that is filed is mainly on transfer of teachers, complaints about teachers and yearly reports on the condition of the school by the principal.

Every school keeps a supervisory register which the supervisor signs whenever he visits the school. Besides, the supervisor himself keeps a record in which he writes his particular suggestions as given to the teachers in order to follow up and check their efforts towards improvement. Unfortunately not all supervisors keep this kind of record. When asked in the interview if they kept a record for themselves about each individual teacher on each school visit, most of them answered negatively, and this means that this type of record is not kept by every supervisor as an obligatory task.

8. Meetings of Supervisors

The supervisors are scheduled for one meeting per week unless some other urgent problems necessitate postponement. All the supervisors including the head are required to attend. During these meetings, many problems of supervision are brought up for discussion, in order that they may arrive at good solutions.

One supervisor stated that he proposed to have an additional meeting in the week, so that every supervisor

after studying a certain topic of supervision through research and consultation of books, may share the results with the others. This worked for once, and then it was dropped as he declared.

9. Means of Evaluating the Work of the Supervisor

As it was said previously, the head of the organization visits various schools in various districts every year to evaluate the work of supervisors. The means for this evaluation is to see the effect of guidance and direction of every supervisor in every school he is supervising. In fact, this is not practiced as it is observed through this study, from the answers of supervisors. When the supervisors were asked who checked their work, most of them answered that there was no need for that, because the directorate depended on their honesty and faithfulness.

10. Means of Evaluating the Work of the Organization

Really there are no means for evaluating the work of the organization, but the director general is the one who is supposed to evaluate it. But this is not practiced too.

11. Relation of the Organization to other organizations in the Ministry of Education

The organization of supervision is independent from the other organizations in the Ministry of Education, and no direct relation with them exists. The organization has its own offices, its own employees, its own records etc. The only thing that is not in the hands of the organization is

the budget. The material needs of the organization such as equipments for schools etc. are submitted to the Ministry of Finance where an estimate of the necessary money for the materials is made.

B. Qualifications and Status of the Supervisor

There are certain qualifications that the Ministry of Education in Lebanon demands from the supervisor.

1. Personal qualifications

The Ministry demands that the supervisor should be honest in his work, and honest in dealing with his personnel as well as with the community he is serving. Besides, the Ministry demands that the supervisor should be in perfect health to be able to carry out his work effectively.

2. Education

Before 1955, the practice was to select supervisors from graduates of the Elementary Teachers' Training College after serving as teachers for a period and as principals for at least ten years.

In 1955 the Ministry of Education held, for the first time, examinations for those ^{of the abovementioned graduates} who applied for supervisory posts. These examinations are prepared and evaluated by a Committee of well known educators. They are both written and oral.

- a) One question on psychology, (in a foreign language)
- b) One question on education, (in Arabic)
- c) Study of a problem and suggesting solutions.

In general the written form covers the school plant, what questions to be directed to the school principal, review of the school records, examination of the school daily schedule to make sure that the courses and subject matter to be taught are well organized. The oral form of the examination includes a visit to a school under the supervision of a committee, attending a class, and then conducting a discussion with the committee, or giving a lesson by the candidate to the students in the presence of the committee.

Individuals holding a licence diploma who have had three years of experience in teaching, are also admitted into this type of examinations.¹

Recently the Ministry of Education has started to feel the importance of specializing in the field of supervision. Last year three supervisors were sent to Europe, England, and the United States of America for specialization. There they spent most of their time in acquiring the new methods and techniques of supervision in practice more than in theory.

4. Prestige

The supervisor in Lebanon has good prestige. His position is considered among the respectable positions in the system of the government. He is respected by teachers and by principals because he is the individual from the Ministry of Education whom they contact directly from time to time.

1. مرسوم اشتراعي رقم ١٤ صادر بتاريخ ٧ كانون ثاني
١٩٥٥ ، المادة ٢٧ .

In general the supervisor in the Lebanese Community is considered as a high officer.

5. Salary and Tenure

The pay to the supervisor is not high as compared with pay in other professions. He is paid three hundred and eighty five Lebanese pounds per month as an initial salary.

There is a salary scale for supervisors that consists of grades with biennial increments. The supervisor reaches the top salary of LL. 650 per month in twenty years.

<u>Profession</u>	<u>Grade Group 4</u>	<u>Monthly Salary in LL.</u>
Supervisor of elementary schools	1	650
	2	615
	3	580
	4	545
	5	510
	6	485
	7	460
	8	435
	9	410
	10	385 (2*)

Once the supervisor is confirmed in the service, he is considered as a pensionable employee. In that case he cannot be discharged unless he is convicted by a law board, or a medical board. Pensions are proportionate to the length

of service, and are usually computed by dividing the salary of each year of service by fifty five and adding the results.³ Compulsory retirement is at the age of sixty five.

C. Supervision and the Improvement of Teaching

1. Nature of supervisory duties required in the Ministry

There are certain supervisory duties required in the Ministry of Education concerning the various aspects of supervision.

a) Classroom visitation

The supervisor is not assigned a certain number of times per year to visit each school in his district. Some visit the schools in their districts from three times to five times. Others from one time to two times, and some schools are not visited at all. This is a table showing how many times, the supervisors visit the schools in their districts per year:

Number of visits per year	1	2	2-3	3	3-4	5
Number of supervisors	3	5	4	2	1	1

Any how, the number of visits to each school depends on its size, number of students, number of teachers and means of communication to that school. The supervisors admit that their visits are now too few to be effective, and in their

opinion, the visitation to each school should be at least three times per year.

Teachers too were asked in a questionnaire about the number of times per year they are supervised in their schools. 40% were visited once in a year, 22% were not visited at all by any supervisor, 7% were visited two times, 8% were visited three times and 1% were visited five times.

This is a table showing the number of visits per year to each teacher in the sample.

Number of visits per year to each teacher	1	2	1-2	3	2-3	4	3-4	5	No visit	Total
Number of teachers in per cent	40%	7%	7%	8%	5%	5%	5%	1%	22%	100%

From this table, it is observed that the average number of visits is about 1.4 per year.

In the act of supervision, the supervisors spend from five to thirty minutes in the class at the utmost.

This is a table showing the length of time which the supervisor spends in the classroom as obtained from the sample of teachers who answered the questionnaire.

Number of minutes	5m.	10m.	15m.	20m.	30m.	Total
Number of teachers in per cent	26%	22%	29%	8%	15%	100%

From this table it is noted that the average duration of a class visit is about 13 minutes.

The supervisors believe that the whole school cannot be inspected within a few hours. Through each visit, they see a small number of classes and postpone seeing the rest for another visit. Since a school has about two visits per year as an average, it is likely that some teachers are not supervised during one year.

In a questionnaire given to principals of schools, they said that they were expected to inspect teaching in their schools, though article 41 of order number 3389 is vague about this subject. It says:

"The principal of a school or the first teacher is responsible for the administrative techniques of teaching, and unity of methods of education, teachers attendance, the condition of health in the school, and he has no right to leave his centre of work during the official school hours except by a special permission from the ministry..."⁴

So it is understood that the principal of a school is not definitely required by the Ministry to have responsibility concerning supervision. As an additional proof, most of the supervisors declared that supervision is not required of principals, but some sort of guidance is necessary on their part. Besides, the supervisor does not give any advice or suggestions to the principal for his guidance in inspection. The principal's responsibility toward the supervisor is to

4. النظام الداخلي للمدارس الابتدائية والتكميلية ،
القرار رقم ٣٣٨٩ الصادر بتاريخ ١٤ ايلول ١٩٥٣ .

follow up the suggestions given by the latter to teachers.

Anyhow, the principals visit the classes in their schools, but what is supervised is vague.

This is a table showing how many times the principals visit each teacher in his classes each year.

Number of visits	1-in a year	1-in a month	2-in a month	Daily	When time is available
Number of Principals	5	10	3	2	5
Number of Principals in %	20%	40%	12%	8%	20%

This table shows that 20% visit each teacher in class once in a year, 40% once in a month, 8% daily, and 20% visit when they have time.

Classroom visitation by supervisors or principals is carried out without informing the school or the teachers beforehand. Fourteen supervisors mentioned that their visits were announced, and two only mentioned that they informed the school beforehand, whenever the inspection was merely for checking the administrative techniques of the school.

No teacher requests the principal or supervisor to visit his classroom. 100% of principals stated that they did not receive requests for such visits.

b) The Curriculum

There is one uniform curriculum for all schools in all parts of Lebanon. This type of curriculum was prescribed by the Ministry some twelve years ago with no revision in the meantime. It mainly stresses subject matter, and tends to encourage intellectual training through that rational knowledge.

The supervisors care for the important things in the curriculum but they cannot introduce any change however valuable it might be. It seems that the supervisors appraise the effect of teaching mainly upon subject matter achievement of pupils. 49% of teachers said that supervisors care most for subject matter, 46% answered negatively, 2% did not know, and 3% did not answer.

As a matter of fact from the statistics of the questionnaire for teachers, it appears that some supervisors aid teachers and pupils to appraise the progress and outcomes of learning. 43% of teachers answered that they were aided, and 54% answered they were not, and 3% gave no answer.

It seems that the Ministry of Education considers that the duty of the supervisor is to give guidance and direction for the application of the present curriculum.

c) Improving student growth

The school should be a place where good citizens are made not only through the acquirement of knowledge but also through the development of right attitudes and worthy habits.

In general the supervisor is supposed to ascertain if the teachers are helping student growth. But the Ministry does not require schools to collect information about each child such as special abilities, circumstances of his family, character traits, learning capacity etc. to be able to provide effective guidance.

All principals have said that they do not have this type of information in their records.

In order that the child may improve, he should feel that he is welcome in the school. The great majority of principals say that all the children in their schools feel that they are welcome, but some of them that is 20% have said that there are some children who feel that the administration and the teachers are not their friends.

Guidance is necessary for the improvement of student growth. Through guidance, the child is not given a rigid way to follow, but he is directed and helped to choose the right way. When the child is limited to a certain direction, his right growth is doubtful. Unfortunately 76% of the principals have mentioned that the child in their schools should follow or conform to a certain kind of behaviour, while 24% feel that the child can acquire good discipline without conformity to a fixed kind of behaviour.

In any case, student growth in directions other than subject-matter achievement does not appear to be specifically taken care of, although Lebanon is in the greatest need of this aspect. Principals are concerned with maintaining order in their schools, and supervisors concentrate on knowledge acquirement.

d) Improving the school plant

When the supervisor visits a school, and finds that certain requirements concerning school plant, school materials etc. are needed, he writes a report to the head of the organization requesting that action be taken. Owing to rigid

government centralization, requirements might not be supplied for a long time.

Things concerning choosing site, the building, and the equipment are not really the responsibility of the supervisor. There are special education offices in the main districts for this purpose.

These offices act as an intermediary between the organization and the schools. Besides, their function is to represent the Ministry of Education in the Community. In case any school is not visited by a supervisor, the principal reports what is needed of equipments and other things concerning the school plant, to the head of the office. This in turn passes the report to the head of the organization.

e) Dismissal of Teachers

The supervisors do not have the authority to dismiss teachers directly if they consider them to be unsuitable, except during the first year of their appointment when they are still on probation. Afterwards, the supervisor has the right to report the teacher to the head of the organization on any matter, and if he proposes dismissal he should produce established charges.

Transfer of teachers is done nearly in the same way. The head of the organization has to approve the transfer. But in most of the cases, political factors influence this system of transfer and dismissal, and sometimes supervisors find themselves powerless in such matters of concern. When

teachers were asked whether the supervisor should have an opinion in matters of transfer and dismissal, 65% answered they should, 32% believed that they should not, and 3% gave no answer. It is amazing that almost one-third of the sample should entertain the idea that the supervisor should have no say in these matters.

f) Reporting on Teachers

The supervisors do not have to report on teachers every time they visit the school. They claim that anyhow it is not possible for them to evaluate the teacher's work through one visit in a year. Generally reports on teachers are not submitted except for special problems such as complaints, or misunderstanding between teachers, or between principal and teachers, or between teachers and some members of the community.

g) The Application of Punishment

In case a teacher does not follow the laws and regulations issued by the Ministry, the following are the types of punishment that should be inflicted on him.

"Article 36 of Order 3389 presents these types:

i) Punishments of the first degree:

- (1) reminding
- (2) scolding
- (3) loss of pay for five days.

ii) Punishment of the second degree:

- (1) loss of payment for 30 days.

iii) Punishments of third degree:

- (1) Postponing the promotion for one year.
- (2) Disciplinary transfer of the teacher.
- (3) Suspending the teacher from work for three months without pay.
- (4) Degrading in salary.
- (5) Degrading in rank.
- (6) Dismissal. ⁵

h) School Administration

The supervisors are concerned with supervising every administrative detail in the school. They have to check the various records of the schools, the cleanliness, the distribution of the load of teachers, the schedule, the planning of teachers' notebooks and other administrative duties. Supervisors in Lebanon seem to care very much for administrative policies in school. 78% of teachers feel that supervisors care more for school administration than for anything else. In addition, the supervisors have many other administrative duties in their offices, which prevent them from carrying out as much inspection as they would like.

All of them complain of the shortage of clerks that can perform these duties and they suggest that they should have assistants to help them accomplish more work.

All principals have stated that they are the only ones responsible for the schedule in the school. They mentioned too

that they were concerned with every administrative detail. For example, visitors have to secure permission from the principal before contacting any teacher or pupil. Besides, they take care of routine reports, orders for requirements, and pupils' absence.

92% of principals have said that teachers in their schools have no other responsibilities than teaching. 80% mentioned that their teachers did not have equal teaching loads.

All this points to the fact that the supervisor and the principal are concerning themselves with details of administration, which take most of their time.

2. Methods used by the Supervisors

a) Means of dealing with the personnel

Dealing with teaching personnel is one of the important functions of supervision. According to answers supplied by principals, these appear to be dealing with the personnel in certain matters in a cooperative manner. 72% of the principals help their teachers in planning their work. All the principals have mentioned that they encourage teachers to talk over their problems with them, and they also encourage socializing activities and build up friendly relationships among the staff. They try their best to make their teachers comfortable and sometimes they help them in solving their personal problems. Nevertheless, there are some principals who do not follow the principle of cooperation effectively. Some find it

difficult to consider fully the ideas and suggestions of teachers. 64% of principals give consideration to their teachers' ideas and suggestions, while 36% did not answer at all. Most of them do not consult the experienced teachers in solving some of the school problems. 80% of principals do not discuss school problems with experienced teachers before the problems are brought to the attention of the faculty. Besides, 84% admit that teachers do not call upon them for assistance in solving their own problems. This means that there are no clear intimate relations between the principal and the teacher.

The majority of principals do not feel it is their function to help all members of the staff to become involved in making a decision, and in reaching an agreement in matters concerning the school.

As it is understood from the research, supervisors do not meet with teachers very often, but there are some other means that they use in dealing with them. According to the answers of supervisors, all their teachers like to be inspected, and especially the good ones. One supervisor was very frank, and he declared that his teachers did not like to be inspected.

† 68% of the teachers feel comfortable and at ease when the inspector visits them, while 28% feel confused and uncomfortable, 57% like to be visited often by the supervisor, while 37% do not like. It may be that there are some factors which are causing this percentage of teachers to dislike the visit of the supervisor.

One factor is that 17% of teachers say that the supervisors make their suggestions to them in the presence of the students. 29% say that supervisors interfere when they are conducting the lessons in the classroom, and sometimes they give the students an oral test to judge their progress. Another factor is that 38% of teachers have mentioned that they are disturbed when the supervisors take notes about them in class. Another factor is that most of the supervisors do not discuss matters of teaching or any other problem with the teachers individually. 51% of teachers say that supervisors did not contact them individually, but they usually gave their remarks in a general meeting in the school, sometimes directly to the teacher concerned, and sometimes indirectly by addressing all the members.

58% of teachers believe that inspectors tend to show off and to attract attention. This belief might create some antipathy towards inspectors. However, the majority of teachers do not think that their supervisors are dictatorial and authoritarian, but a minority of 18% do think so.

On the other hand 76% of teachers have mentioned that their supervisors deal with them in a sympathetic and pleasant manner, and as a rule, they respect their opinions.

Supervisors think that teachers on the whole are not a sort of people difficult to deal with, in spite of the fact that most of them have developed an obsession of martyrdom.

Supervisors in general hold hope for most teachers to improve. This could be done through guidance and educational

conferences, and the publication of an educational magazine but such measures are not adopted because of lack of time and money.

Persuading teachers to adopt new methods in teaching is a problem on which supervisors have different points of views. Some say that they find difficulty in persuading old teachers, while others find difficulty with teachers who do not have any previous training.

In general supervisors feel that they are responsible for meeting the teachers' needs, but they are not responsible for the appointment of weak and unsuitable teachers. In other words, they believe they are responsible for the weaknesses of teachers in their teaching only to a certain extent, because there are some factors that cannot be overcome. For example, most of the teachers hold a "Brevet certificate" which in the opinion of some supervisors cannot enable a teacher to carry out his work effectively, whatever guidance is given.

Teachers' needs are various, but supervisors in Lebanon do not have enough time to attend more carefully to this aspect. As an illustration, they often do not have time to listen to the teachers' problems individually, and this means that they cannot give them the proper guidance which is necessary to each individual teacher in the school.

b) Materials and Means of Supervision

Apart from school visits, the materials and means that are used by supervisors, for the purpose of supervision and guidance of teachers are not many as shown below:

(1) Reports - Supervisors write a general report about the school they visit, and about some teachers when there are certain problems concerning them.

(2) Lectures - All supervisors have mentioned that they do not have time to give lectures to teachers in every school they visit, and on the other hand to invite teachers from different places to Beirut is expensive.

(3) Conferences - Conferences are too expensive, and the budget cannot afford such expenditure.

(4) Meetings - Meetings are usually held in every school visited by the supervisor, and there remarks and suggestions are given.

(5) Materials - There are really no special materials such as pamphlets, or Audio-visual materials to introduce the new methods of teaching through them.

D. Problems and Deficiencies

The supervisor in Lebanon in general is trying his best for the improvement of supervision, but there are several factors that prevent him from reaching his purposes and goals, and from utilizing all his powers in his field.

1. There are one thousand two hundred and seventy one elementary schools in Lebanon, and three thousand four hundred teachers, to be supervised by sixteen supervisors. The average number of schools allotted to each supervisor is 80, and the average number of teachers is 212. This number of teachers is too great for one supervisor to guide effectively, especially

if it is remembered that all supervisors reside in Beirut.

2. The principals of schools are not clear about their responsibilities concerning the supervision of their teachers, and their opinions on the teachers are not definitely sought in writing.

3. The lack of good roads to various parts of Lebanon is preventing the supervisors from visiting certain schools, although horses can be used wherever car roads are not available.

4. The travel allowance is another factor which is causing trouble for the supervisor, in limiting him and preventing him from working freely and budgeting his time according to the necessary duties he wants to attend to.

5. Moreover, supervisors cannot move freely in their districts according to requirements, without the permission of the head of the organization. This imposes a limitation on their activities.

6. There is no unified system of supervision in Lebanon. The organization does not provide the supervisor with a written form of items to follow in his supervision. The danger here is that the supervisors may stress certain items of supervision more than others. For example, one supervisor may stress cleanliness of schools and students more than anything else. Another may stress the checking of lesson planning of teachers. A pamphlet of general suggestions to supervisors to guide them in their work is lacking.

7. There are no effective means to check the work of the supervisor, and at the same time there is no effective

evaluation system to appraise the work of the organization as a whole. A chief supervisor in addition to the Director of Elementary Education to coordinate and evaluate supervision does not exist.

The head of the organization, that is the Director of Elementary Education, is burdened by many responsibilities which he cannot carry alone.

8. Reports on teachers and records should be more systematic. Supervisors do not send written reports to principals and teachers concerned after school visits. Besides, neither the supervisor nor the head office has a record about the teacher's personality, ability, attitudes etc. for general guidance in all matters.

9. Emphasis in supervision is on achievement in subject matter, whereas co-curricular activities for the all round development of the child are not stressed.

10. The Ministry does not send abroad enough supervisors for further training and specialization in the field of supervision.

11. In spite of the fact that most of the teachers in the schools do not hold more than a "Brevet certificate" and do not know the effective methods of teaching, in-service training is not resorted to.

12. Other means such as teachers' conferences, distribution of educational pamphlets, the publication of an educational

magazine, instruction in audio-visual aids etc. are neglected.

There are however, some strong points in this organization that cannot be overlooked. The most important is that the supervisors are ready to work when they are freed from the restrictions which hinder them from going in the direction of improvement.

Moreover, they have the cooperative attitude and the sympathy and kindness which are necessary for dealing with the teaching personnel and the community.

The supervisors' ideas and suggestions

All supervisors, all principals and all teachers whose views were sought in this research admitted that supervision in Lebanon needs improvement along several lines. Supervisors have given some suggestions and ideas for improvement as follows:

1. The assignment of a monthly travelling allowance for the supervisor, or the provision of special cars for them to use in their tours.
2. Introduction of in-service-training for teachers.
3. Establishing a teachers' training college in each of the five main provinces in Lebanon, or enlarging the present college.
4. Political factors should not interfere in the appointment, transfer, and discipline of teachers.

5. Improving means of communications between villages.
6. Diminishing the number of schools for every supervisor, in order that he may carry out his work more effectively.
7. Transfer of teachers should be permitted only in summer, or in a vacation so that the students would not suffer a loss in their studies during the year.
8. Appointing special supervisors for various subjects, such as History, Mathematics, English, etc.
9. The supervisor's opinion should receive greater respect in the Ministry of Education.

Projects which are under study in the organization of supervision

1. The project of residence.
2. The project of travelling allowances.
3. Weekly meetings for supervisors to speak on and discuss important features of supervision.
4. Increasing the number of supervisors to be sent abroad for further training.

These are the main projects that the organization is studying at present, but nothing yet has been accomplished.

CHAPTER III

THE DEVELOPMENT OF SUPERVISION IN EDUCATION

A. Nature

Supervision as Burton defined it in 1922, is the improvement of teaching.⁶ While Barr, Burton, and Brueckner in 1947, defined supervision as, "an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth."⁷ Later other definitions of supervision appeared. Wiles defines supervision in 1950 as, "a service activity that exists to help teachers do their job."⁸ Another definition by Briggs and Justman in 1952 says, "to supervise means to coordinate, stimulate and direct the growth of teachers."⁹ These various definitions of supervision, imply improvement of instruction which includes all aspects of instruction such as pupil learning, teaching, curriculum organization and evaluation. It includes all persons concerned in the instructional program and all efforts to help people to gain creative ingenuity. It is clear that emphasis

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6. W.H. Burton, Supervision and the Improvement of Instruction, 1922, p. 10.
 7. A.S. Barr, et.al, Supervision, 1947, p. 11
 8. Kimbal, Wiles, Supervision For Better Schools, 1950, p. 3.
 9. Thomas H. Briggs, and Joseph Justman, Improving Instruction through supervision, 1932, p. 4.

was on teaching, whereas now it is on learning and growth.

Therefore, supervision has many purposes that should be accomplished. Briggs and Justman state some purposes on which supervision is based. These purposes are:

1. To help teachers see more clearly the ends of education, and the special rôle of the school in working toward these ends.
2. To help teachers see more clearly the problems and needs of young people, and to help them provide as far as possible for these needs.
3. To provide effective leadership in a democratic way in promoting the professional improvement of the school and its activities in fostering a cooperative staff spirit, and stimulating professional growth of teachers, and in bringing the school closer to the community.
4. To build strong group morale.
5. To give the work for which each teacher is most suited, and encourage teachers to develop further their capacities.
6. To evaluate the results of each teacher's efforts in terms of pupil growth toward approved ideals.
7. To assist teachers in diagnosing the learning difficulties of pupils and to help in planning effective remedial instruction.

8. To help interpret the school program to the community so that the public may understand and aid in the school efforts.

9. To share with the public the problems of the school so as to get suggestions for their solution.

10. To protect teachers from demands by the public on their time and ¹⁰energies, and from unwarranted criticism.

Supervision has certain functions as well as purposes. According to the Eighth Yearbook published, in 1930, by the superintendence department they are as follows:

1. Inspection - Meant survey of classroom teaching and the system as a whole, to find out how effectively instruction is being given.

2. Research - It is the function of supervision to discover opportunities for improvement and to experiment with new methods and materials for instruction.

3. Training - Keeping the personnel informed and practiced in best educational procedures.

4. Guidance - in training:

- a) By providing the teacher with special information relating to his immediate problems.
- b) By furnishing suitable materials for instruction.
- c) By helping him to measure the achievement of his

pupils and to diagnose their difficulties and to apply suitable remedies.

- d) By supplying standards by which he can judge his own efficiency.
- e) By diagnosing his failure.
- f) By suggesting remedial measures.
- g) By appraising his final success or failure. 11

Therefore the basic function of supervision is to improve the learning situation for children. In order to improve the teaching-learning process, supervision must provide leadership that develops a unified school program and enriches the environment for all teachers. Secondly, supervision must provide the type of emotional atmosphere in which all are accepted and have a feeling of belonging. Thirdly, it must provide opportunities to think and work together effectively as a faculty group. Fourthly, it should provide a program change that should be based on honest evaluation. 12

B. Types

1. Authoritarian

Nothing was said about inspection or supervision of schools in America until 1709 in Boston. At that time committees of citizens were appointed to visit and inspect the plant

11. Department of Superintendence, Eighth Yearbook, The Superintendent Surveys Supervision, 1930, quoted by Ayer, p. 18.

12. Wiles, op.cit., p. 3-10.

and equipment and to examine pupil achievement. After a few years they concerned themselves with inspecting teachers' methods, criticising them and advising them about things concerning teaching.¹³

The purposes and philosophy of supervision have gone through a number of significant changes. Supervision at first was mainly "inspection", in which suggestions for improvement were indirectly given. The general attitude was that of "Laissez Faire". Teachers were to be inspected, rated, and indexed. If teachers wanted to improve, they were free to do so, if not, nothing was done unless eliminating the teacher from her work was necessary. Later another conception appeared. That was due to the recognition of lack of training and low level of efficiency on the part of many teachers. So it was agreed that teachers were employees to carry out the directions of those who saw and planned the achievement of educational ends. Therefore the teacher should be corrected in her techniques through the handling of ready-made procedures.¹⁴ This is what is called autocratic supervision because it implies that the highest official in the chain of command knows the answers and that it is his obligation to pass these "absolutes" to his subordinates. Their behaviour shall be

13. Barr, et.al, op.cit., p. 3-5

14. Ibid., p. 6-7.

"not to reason why, but to do or die".¹⁵

Therefore, authoritarian supervision is carried on with some degree of administrative authority. It stems from the theory that supervision can be carried out according to a plan. It is held that there are certain known types of organization, certain kinds of curricula, and in general, ways of doing things which are superior.

Under this theory, a supervisor is expected to know what a course of study contains, what materials should be used, how to measure efficiency of instruction, and how to remedy weak spots. He should know what good instruction is and what supervisory efforts should be directed toward helping teachers carry on at the highest level of efficiency possible.¹⁶

Authoritarian supervision has been criticized by many writers and characterized as being autocratic, dictatorial, coercive and ineffective as well as contrary to the best interests of teacher morale.

Some of these writers mentioned that this coercive supervision has many weaknesses. It assumes that there are known methods of doing anything. These are in the possession of the supervisor, and may be handed out to teachers. Besides, this concept is destructive of personality values, particularly of initiative and originality. Repressions, inhibitions, and

15. John, Bartky, Supervision As Human Relations, 1953, p. 43-45.

16. Fred, Ayer, Fundamentals of Instructional Supervision, 1954, p. 16-17.

even complexes may result. In addition to that, this concept sets up a highly improper relationship between supervisors and teachers. Fear and distrust enter, and insincerity and dishonesty result .¹⁷

This type of supervision is not democratic, and does not provide for democratic education. In non-democratic education the few are preferred to the masses. That is the education of the masses is not the aim, but rather the education of a few that are picked out from the whole. According to this philosophy, the individual belongs to the state. Since the state has a single end, education of all must be one and the same. It is wrong for any citizen to think that he belongs to himself. All must be regarded as belonging to the state, for each is a part of the state, and the treatment of the part is naturally determined by that of the whole. This concept implies that the sum of individual interests is the same as the collective interests of the state. Thus the state becomes an end, and the individuals are means or instruments which strive in order to attain the end and find their happiness as they attain a complete understanding of the end proposed by the state.¹⁸

So this type of supervision that implies non-democratic procedures, is like military inspection, and even more

17. Barr, et.al, op.cit., p. 7

18. John S. Brubacher, Eclectic philosophy of Education, 1952, p. 225-233.

than that, it is spying. It gives no opportunity to the teacher to develop his sense of responsibility, his self respect initiative and growth.

2. Democratic - Scientific - Creative Supervision

Modern supervision has developed along three lines, democratic, scientific and creative.

Democracy is based upon respect for the individual, and its aim is to give him fullest measure of freedom and to develop his capacities to the utmost.

Thus democratic supervision stems from the idea that the planning, leadership, conduct, and evaluation of instructional improvement should be shared by the instructional staff. The broader the participation, the better the supervision.

Democratic education is the best guarantee of collective efficiency and the development of individual capacities. Full education comes only when there is a responsible share on the part of each person, in proportion to his capacity, in shaping the aims and policies of the social group to which he belongs.

Democratic education implies that the individual judges for himself in his own conscience the bases and foundations of the truth that he ought to believe.

Democratic education believes in the respect of individuals. That is individuals are respected and not used as tools to serve the special interests of other individuals.

Opportunity in democratic education must be proportioned to ability. Abilities are not the same in all individuals.

So, every individual should be given opportunity to ^{be} educated according to his ability.

Democratic education derives its standards from the shared interests of the group.

Democratic education is through consent and not coercion. Compulsion even if it were desirable, is not our available instrument. Enlightenment in democracy is the resource.¹⁹

Therefore, democratic supervision provides for the respect of the teacher's opinions and ideas. Besides, it provides opportunities for the teacher to judge his work through his conscience, and not through coercive measures. In addition to that, the teacher has a considerable share in shaping the aims of the educational program.

So supervision is the process which facilitates teacher participation in the solution of educational problems. This encourages initiative, emphasizes cooperation and stresses group activity. The teachers and those engaged in supervision are regarded as co-workers participating together in determining the objectives, the methods, and evaluation of instruction which they themselves do.

Scientific supervision stems from the idea that the improvement of instruction may be based upon measurable and controllable items. It is based on the fact that problems should be based upon facts. It is really best to substitute factual data and unbiased judgment for faulty observation

19. Ibid., p. 211-224

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and personal opinion.

Therefore, scientific supervision strives for the improvement of teaching through the classroom observation, and through the objective measurement of teaching results. For classroom observation, it provides check sheets, teacher rating scales and management charts. For measuring teaching results, it employs aptitude tests, diagnostic tests, and achievement tests of all kinds. The person who carries on supervision scientifically enters the teacher's classroom whenever he feels the need to do so. He watches the lesson, he observes how the teacher starts her class, the way she makes assignment, the time spent in taking absences, the efficiency of routine employed when she collects or distributes materials. He feels that his major task is to detect weaknesses and to make comparative studies of teacher efficiency. His interest emphasizes the quantitative rather than the qualitative factors in teaching.

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Barr, Burton, and Brueckner, summarize the values and use of the scientific method in supervision as follows:

1. Organized systematic, reliable methods of inquiry are substituted for experience.
2. Objective facts are substituted for subjective judgment.
3. Greater knowledge of individuals and specific problems arise to complement our knowledge of principles and

20. Ayer, op.cit., p. 25-26

21.. Bartky, op.cit., p. 20

generalizations.

4. Education comes to be regarded as evolutionary and experimental, not formal, dead, apart from life, authoritarian. The same is true of supervision.²²

Therefore the aim of scientific supervision is to discover the strong points and the weak points of teaching, through objective measurements, and to suggest the remedy. But the supervisor should be aware of the danger of scientific supervision by being careful not to consider teaching as something mechanical or rigid, which is subject only to certain measurements.

Creative supervision is a recent type of democratic supervision. It stems out from the idea that supervision seeks to provide an environment in which individuals of high professional ideals, may live a vigorous, intelligent, and creative life.

It is held that every supervisor, and every teacher, and every child possesses some kind of creative possibilities which have never appeared, and which are waiting for a favorable stimulus for their release. Creative supervision brings new and original ways of doing things into the programs of supervising, teaching and learning.²³

The assumption in creative supervision is that the teacher should be allowed to follow her own desires in so far as the improvement of her teaching techniques is concerned. It is

22. Barr, et. al, p. 14

23. Ayer, op.cit., p. 18-19.

assumed that by so doing there will be real teacher growth. So creative workers do not follow patterns, but they develop new ones which are better.

Creativeness implies self-expression, inventiveness, initiative, experimentation, and improvement. Creative supervision provides a suitable environment for the teacher to let him create new ways of teaching. The purpose of this, is to help the teacher develop his potentialities, and improve his methods. Besides he will develop the habit of depending on himself in solving his problems. To summarize, the most important aspect in creative supervision, is that the teacher will learn to direct himself, rather than feel as being a tool to be directed by the interests and aims of other individuals.

CHAPTER IV

BASIC PRINCIPLES OF SUPERVISION

The function of supervision is the improvement of the teaching-learning process. Marked changes in the methods and techniques of teaching have demanded corresponding shifts, in the ways and means of supervision. Principles, practices, and techniques have been widened, modified, and strengthened during recent years.

Based upon the large number of principles of growth, learning, and instruction that contribute to supervision of instruction, are nine principles that are of importance and they are called "guiding principles".

A. Leadership

In any group activity, leadership is a dominant feature, and through leadership successful outcomes could be obtained.

Some authors have given adequate definitions of leadership. One of them is Haskew, who says: "Leadership is a relation between persons such that the ideas (will) of one person are being accepted and followed by other persons."²⁴ Good's Dictionary of Education defines leadership as "the ability and

24. L.D. Haskew, "Process of Leadership," The Nation's schools, January, (1951), p. 33-34. Quoted by Ayer.

readiness to inspire, guide, direct and manage others." ²⁵

According to Zeleny, leadership is no longer to be understood in terms of personality traits. He thinks of personal traits or characteristics of leadership in terms of specific group situations. ²⁶

Therefore leadership is guiding and directing the group involved, with the consent of both, the leader and the group.

Leadership is an important factor in educational administration. The administrator is responsible for carrying out a process which enables all the persons with legitimate interests in a program to take part in planning for it. The administrator is responsible for bringing persons of different training and experience into active participation in an undertaking. ²⁷ Therefore the role of the administrator's leadership is encouraging and assisting others to participate effectively.

There are several types of leadership.

1. The autocratic leadership
2. The authoritative leadership
3. The Individual leadership
4. The group leadership
5. The unified leadership

25. Carter V. Good, ed., Dictionary of Education, New York, 1945, p. 237.

26. Lesli P. Zeleny, "Leadership", Encyclopedia of Educational Research, (1950), pp. 662-667 (quoted by Ayer).

27. Henry, Nelson B, ed., The Forty-Fifth Yearbook of National Society for the Study of Education, Changing Conceptions in Educational Administration, 1946, part II, p. 2-4.

1. Autocratic Leadership

"An autocratic leader claims absolute authority of command and control, and the unrestricted right to dominate the planning operation and evaluation of the instructional program."²⁸ Autocratic leadership is characterized by such terms as dictatorial, coercive, selfish, imposed, and inconsiderate. This does not mean that autocratic leadership is absolutely evil, there are times in which it may be useful.

2. Authoritative leadership

This concept implies that authority be given to the leaders who are handling the group. Under this concept there is some kind of directive authority in the hands of supervising officials.

3. Individual leadership

This is carried out between the individual teacher and the supervisor through direct contact.²⁹

4. Group leadership

Campbell believes in group leadership. He says that leadership should be diffused rather than concentrated in the hands of a single leader. What is needed is a balanced leadership in which the ability of the leader in charge is reinforced³⁰ by the leadership abilities of the group members.

28. Ayer, op.cit., p. 57

29. Ibid., p. 57-60

30. Clyde C. Campbell ed., Practical Applications of Democratic Administration, 1952, p. 33.

5. Unified Leadership

This concept takes advantage of the best features of authoritative, individual and group leadership. It is characterized by two functions:

- a) The coordinations of aims and activities.
- b) The integration of the total program.

There is really no best type of leadership in supervision, but a coordination of all types is necessary in meeting the various circumstances.

The leader derives his authority either from his official position or from the group he is concerned about. Official leadership is appointed by some authority outside the group while emerging leadership may be accorded by any number of the group, and here personality plays a great role.

Supervisors or principals are usually official leaders who are almost always appointed by an authority outside the group in which they work. Authority derived from official position alone is not democratic and is even rebelled against. The leader who depends upon his position appears to be autocratic and the teachers will dislike him. If he behaves in an autocratic way he is pulled down and ceases to be a leader. On the other hand, if he is democratic, he respects the individuals, listens to them, and to their views which may be sound and based on their experiences.

In short, a leader to be effective has to depend on

31. Ayer, op.cit., p. 60-73

32. Wiles, op.cit., p. 24

both his position and his personality. Authority is necessary when it coincides with the policy established by the group. Another reason for the existence of authority is for the execution of plans in order to reach the goals.³³ It is desirable that the supervisor should have some kind of authority, which implies the right to demand action of others, and at the same time power which implies the ability to have things done owing to personal qualities such as wisdom, skill and other traits.

In education, leadership implies guidance of the group on the part of the leader toward the execution of plans to reach certain objectives. The supervisor or the school principal may motivate and arouse the interests of teachers so that they will devote their energy to the realization of educational aims. As Democracy implies respecting the individual and guiding him to develop his potentialities, it has become necessary to allow the teacher to participate in discussion and to express his views.³⁴ As Campbell puts it, "It is each person working, contributing, and sharing with others that exemplifies democracy in action."³⁵ Securing maximum participation on the part of the personnel is the chief aim of the supervisor. Through his tact he can make every teacher feel that he is a leader of the affair he is in charge of. In fact³⁶ it is his responsibility to encourage leadership in others.

33. Van Miller, and W.B. Spalding, The Public Administration of American Schools, 1952, p. 488-492.

34. Wiles, op.cit., p. 23

35. Campbell, op.cit., p.20

36. Paul B. Jacobson, et.al, The Effective School Principal, 1954, 103-104.

Therefore, the supervisor should be able to guide teachers to develop their potentialities and good attitudes toward their work. Besides, the leader or supervisor should know a great deal in order to be able to guide. To be successful he must rely on his ability to guide and solve the problems of the group.

Leadership is a dominant feature in school supervision. Without effective leadership the schools land in anarchy in so far as teachers and students are concerned, and in relation to outcomes. Therefore the supervisor must be a leader capable of meeting needs and solving problems that are connected with the activity and the participant. Besides he is supposed to be able to influence, by his guidance, individual and group behaviour.

B. Cooperation

The standard definition of cooperation is "concurrent effort for a common cause" or "a joint action."³⁷ Cooperation is not only a basic principle of supervision, and a characteristic of a good supervisor, but a quality of human relationship.³⁸ Cooperation involves putting forth effort for the realization of an aim or goal. In putting forth these efforts the individual recognizes his personality and feels that he has a share in the ideas. This feeling makes him bear consequences and do the work out of his own will.

37. Ayer, op.cit., p. 98

38. Wick Mectaff, Dynamic Administration, 1942, p. 84.

The supervisor should get across to the teacher the idea that the success of any program depends upon the extent to which staff members are able to work together and help each other. Besides, the supervisor should let the teachers feel at ease in their jobs especially when they are new in their position. He can accomplish this, by acting his role as a coordinator rather than a dictator of policy.

Building staff morale is very necessary on the part of the supervisor. A teacher's morale may be high and it may be low. Cheerfulness, promptness, enthusiasm, dependability, and cooperativeness are indications of high morale. Loafing, taking excessive time away from the task at hand, and constant complaints, are signs of dissatisfaction with the job. There is no doubt that morale affects the amount of work a person does. High morale will lead the staff to do their best to promote effective learning. While if morale is low, teachers will not live up to their potential abilities and the school will operate at far less than its possible efficiency.

Cooperation cannot come into existence unless satisfaction exists on the part of the staff. This satisfaction can be secured through certain conditions as:

1. Security and a comfortable living.
2. Pleasant working conditions.
3. A sense of belonging.

39. Wiles, op.cit., p. 39

40. Ibid., p. 39-54.

4. Fair treatment.
5. A sense of achievement.
6. A feeling of importance.
7. Participation in policy formation.⁴¹
8. Maintaining self-respect.

Cooperation does not only mean participation in an activity toward a certain goal, but it implies also the development of self-respect and the feeling of responsibility on the part of the teacher when he feels that he is a co-worker and not a slave.^{42.}

Cooperation therefore implies that the efforts are put together in order to get good results. The purpose of cooperation in supervision does not demand only participation of activity on the part of the teachers, but it implies that each must feel that he is responsible so that his results might be best.

The objectives, planning, leadership, organization, and outcomes of cooperative understandings differ widely from group to group and at different levels of cooperation.

The National Educational Association states the various levels of cooperation as follows:

1. The autocratic level - Here the dictatorial leader imposes coercive measures, and enforces the cooperation of the instructional staff. Cooperation is restricted to certain orders.

41. Ibid., p. 54

42. Ibid.

2. The traditional level - This type intends to bring weak teachers up to a standard level. Leadership is centralized on an official basis and teachers accept it on a conventional basis.
3. The improvement level - Here participation of teachers is expanded, but largely in terms of needed assistance under the direction of expert supervisors.
4. Group control level - Official leadership and authority are minimized and participation by members is emphasized. The main objective is the betterment of human relations with secondary emphasis on production.
5. Democratic level - places heavy emphasis on competent leadership with sufficient authority to secure creative individual development and maximum producton.⁴³

Really it is not possible for the supervisor to move his group from one level of cooperation to the other suddenly, without keeping in mind the idea of gradual change. Cooperation is a necessity for the supervisor to foster and encourage among teachers at the level which a situation requires.

C. Considerateness

Dictionary definitions assign two chief meanings to considerateness:

1. The degree or quality of Sober reflection; regard for circumstances or consequences.
2. The degree or quality of the observance of the rights

43. Ayer, op.cit., p. 94-100, 117.

and feelings of others; kindly regard for others.

These two related definitions may be expressed as thoughtful kindness or as well-advised regard for others.⁴⁴

If considerateness means tact, sympathy and wisdom in handling human relationship, its aim, therefore, is to create a feeling of security on the part of the teacher instead of stirring up worry, hatred and dissatisfaction. It also implies good character and respect to the rights and feelings of the teacher. This does not mean that the supervisor should flatter teachers or seek cheap popularity. What it means is that he respects them and is fair and firm, but sympathetic at the same time. A tactful supervisor is careful in handling human relations and aims at creating a feeling of security among teachers. He listens to others when complaining or presenting a difficulty, and when he indicates defects, he also commends the good aspects. Through his patience he can easily disarm an excited teacher.

If we demand of the teacher to be a model to his student, a supervisor must be a model to the teachers too. He must try as much as he can to listen to a teacher, and as much as he can to avoid hurting his feelings, for insignificant reasons, especially in the presence of his colleagues and students. He should try to help him in a sympathetic way.

Compromise and integration are the characteristics of a tactful supervisor. If he wants to indicate weak points,

44. Ibid., p. 140-144

he must at the same time try to show strong ones too. When necessary he can be firm and rigid. But he should always keep in mind that unless the teacher is happy and secure, the child will not be happy and secure.⁴⁵

Since most of the supervisors' work brings them in contact with people, they must be well balanced, tactful, courteous and fair in their dealing with others.

D. Creativity

Creativity or creativeness both refer to conditions of bringing something new into existence. Creative supervision implies opportunity for growth and development. It sets up situations which will afford the opportunity for individual initiative and professional growth.⁴⁶

Creativity involves providing a suitable atmosphere for the teacher that will enable him to try and experiment to improve his methods and discover new methods and values. To be able to create, teachers must be allowed enough freedom, because creativeness occurs when teachers are given the feeling that they are able to make worthwhile decisions, that their plans have value and that the supervisory staff is ready to assist them to carry out their plans.⁴⁷

The main aim of creativity is to make the teacher depend upon himself in taking the initiative to solve his

45. Wiles, op.cit., p. 60-62

46. Ayer, op.cit., p. 185

47. Wiles, op.cit., p. 12

problems, rather than to behave like a machine which constantly depends upon an outside force to make it work.

The supervisor should not demand blind obedience from the teacher. To go on giving orders, and to make the work lifeless routine, both kill the teacher's initiative and make a machine out of him.⁴⁸ The supervisor's aim should be to help him find his own means of solving his problems and guiding his students.

Creative activity is classified into two major items:

1. Psychological creativity.
2. Sociological creativity.

1. Psychological creativity pertains to the acts that characterize the self-expression and inventive activities connected with individual development. This view does not limit creativity to the gifted few, but it regards creativity as a basic characteristic of human development. As Kilpatrick says, creation is found in any and all learning, wherever learning is found. The chief implication of the concept of psychological creativity for supervision is that it justifies the creation of an environment that encourages inventiveness on the part of all individuals rather than for the gifted few.

2. Sociological creativity - This creativity generates new ideas, discoveries, and inventions which are of importance to the social group rather than to the individual. There is

48. Campbell, op.cit., p. 11-15

some overlapping between psychological and sociological creativity. For example, when a supervisor is trying to help teachers grow and improve an individuals, he is thinking of psychological creativity; when he is conducting an experimental project, he is thinking of sociological creativity, but both elements are likely to be present in each situation.⁴⁹

There are three types of creativity:

1. Providing opportunity for pupils to do creative work. To be creative, pupils must be freed from the methods which require them to follow specific directions or to imitate adult techniques or ideas. Fear of criticism kills completely the spirit of creative supervision. The chief concern in the creative process is to get the pupil to initiate the process, to control its development, to make it a unique expression of his own feelings, to experience the joy of performing, and to develop a persistent habit of creating unique outcomes.

Besides, attention to developmental periods should be considered. Here the attention should be directed to the creative activities and work in the various stages of growth of the child.

2. Stimulating teachers to be creative - The teacher under this concept does not need to be too greatly concerned about pupil creativity as such. She is most concerned with her own creative efforts as a professional worker. Her personal happiness and professional success are largely conditioned

49. Ayer, op.cit., p. 185-196.

by her ability to teach in new or better ways.

3. Initiating a program of creative supervision⁵⁰ - Melchior emphasizes the following points as being characteristic of creative supervision:

- a) Creative supervision encourages teachers to feel free to think for themselves in matters pertaining to objectives, curriculum, organization and content, methods of teaching, and methods of evaluation.
- b) It encourages teachers to deal voluntarily with the supervisor as co-workers.
- c) It encourages and inspires teachers to do for themselves, and have self confidence and the power of self-evaluation.⁵¹

Therefore creativity is an important principle in the field of supervision. The supervisor himself should be creative in order to provide an environment that helps and encourages teachers to be creative.

E. Integration

"Integration is a unifying process that affects almost every form of growth, thinking and personal and social development. It involves not only the process that unites parts or elements into wholes but the harmonious interaction between parts and wholes as each facilitates the actions of the other"⁵²

50. Ibid., p. 210-222

51. William T. Melchior, Instructional Supervision, 1950, p. 13.

52. Ayer, op.cit., p. 229-230.

After the rise of Gestalt psychology, increased attention has been given to integration. Gestalt psychologists say, "that experiences should be studied not in segregated parts but as ⁵³ **units** and that the organism always reacts as a whole." The organismic psychologists add that not only the organism reacts as a whole, but the organism and its environment constitute ⁵⁴ an integrated system.

Often a supervisor centers his interests around a certain subject, or a specific field and neglects the all round development of the child. This is why educators today are against the subject matter curriculum and are asking for a child-centered one. whereby the child learns by doing and by solving the problems related to his life. To be able to provide such education the school is dependent on the community to equip it with the materials it needs.

Teachers, supervisors and administrators should see that their schools are tied to the immediate communities they serve. The school program should be planned in direct relationship to its community. In this way the school can contribute to better living in the community. Moreover vitality and realism are thus provided in the work of the school, assuring children experiences with maximum meaning. Besides, teachers can understand the community in which children live

53. Clyde Kluckhober, and Henry H, Murrey, Personality, 1950, p. 30-31.

54. Ayer, opicit., p. 231.

and they will be able to discover and interpret the needs and interests of children.⁵⁵

The supervisor should understand that integration affects all kinds of subject matter whether logically organized as a subject, delimited by the central theme of a unit, or coming from the needs of an emerging personality.⁵⁶

Usually administrators overlook the concept of integration. The supervisor should understand that any activity undertaking has several parts, and all these parts should be coordinated, so that the goal might be reached. It should always be understood by teachers, that if there is no harmonization of efforts, the goals will not be achieved.

F. Planning

The ability to plan before acting is a chief characteristic of human intelligence. Generally, there is lack of well organized preliminary plans on the part of supervisors. A great amount of supervision is conducted in an unplanned manner in which it is never reduced to written form. This lack of planning does not serve effectively to guide or to permit subsequent evaluation.

It is not necessary that every plan should be creative, but something should be added to the original planning.

Nearly all types of planning have a number of basic

55. Hollis L. Caswell, Education in the Elementary School, 1952, pp. 50-53; 382-384.

56. Ayer, op.cit., p. 295

similarities and imply seven stages:

1. Emergence of a problem.
2. Clarification of objectives.
3. Selection of means and procedures.
4. Cooperation with other persons and agencies.
5. Modification of the original plan.
6. Evaluation of the plan.⁵⁷
7. Induction of the plan.

These aspects of planning vary according to the complexity and duration of the project and the ability of the planners. In fact these steps are not the only procedure which might be best. Replanning should be going on at all stages of the plan. Too much rigidity may easily defeat the purposes of good planning.⁵⁸

There are certain difficulties that hinder supervisory planning. Good supervisory planning is a complex affair, it requires time and effort, it involves advanced knowledge, a guiding philosophy, and a good leadership. All these are not available for all supervisors. Another difficulty is the tendency of administrators or supervisors to copy ready-made plans that have received acceptance elsewhere.⁵⁹

57. Ibid., p. 209-231.

58. Ibid., p. 331-335.

59. Stanley Smith, & J. H. Shores, Fundamentals of Curriculum Development, 1950, p. 650-661.

All planning is basically similar, but there are many kinds of planning. The chief varieties of planning are:

1. Short-term vs. long-term planning.

Short-term plans are based upon various spans of time ranging from daily to annual planning. Long-term plans are considered to include two or more years. Both are essential, but short term planning includes daily lessons planning, weekly, monthly, and term planning.

2. Special vs. general planning

It is better to concentrate on a few special problems at a time rather than to attempt a general revision of the total instructional program.

3. Individual vs. group planning

The improvement of instruction involves both individual and group planning, but the emphasis in supervision is upon group or co-operative planning.

In any case, any undertaking or enterprise requires planning if it is to be successfully achieved. If supervision is not planned, it will become haphazard or mechanical and the results will not be worthwhile.

G. Flexibility

The increased interest in freedom and creativity, together with the growing knowledge of individual differences, has led to the belief that the rigid standard of instruction and the rigid programs of supervision obstruct initiative on the part of the teacher and do not provide adequate means for meeting the developmental needs of children.

Supervisory organization must be flexible enough to adapt itself to the needs of each particular supervisory teaching learning situation.⁶¹ Where there is flexibility the work is adjusted to changing circumstances. It is known that not only individuals differ but communities differ too. An educational program has meaning and significance in terms of a particular time and place. It is important when its workers sense the needs in the society which is served. So it is clear that what fits one school may not fit another. The flexible supervisor like the flexible teacher, modifies his plans to fit the particular situation and lead to a fruitful results.⁶²

Good flexible instruction is characterized by administrative, classroom, and teaching adjustment. Some of the administrative types are?

1. Flexibility of building - This means the adaptability of school buildings to various uses as needs change.
2. Flexibility in instructional materials. That is, the provision of a variety of textbooks, pamphlets, and a supply of visual, and other aids for selective pupil and teacher use.
3. Flexibility in progress - A plan that permits a pupil to pass from one grade to the next when he is ready.

In order to carry on flexible supervision, the supervisor must be aware of pupil differences and the flexible techniques adapted to individual and group situations. Besides,

61. Ibid., p. 373

62. Caswell, op.cit., p. 384

supervisors should adjust supervision to meet the individual needs of teachers. The supervisor who applies the same kind of treatment to all teachers, either as individuals or as groups does not obtain good results. The supervisor must believe that flexibility is not an end in itself but an arrangement or method for achieving important goals.

Some people like change for the sake of change, but this is not a safe rule to follow. Supervision has to be concerned with flexibility, and at the same time with stability. The conflict between change and stability is unending and can only be solved by the experimental evaluation of flexibility.⁶³

According to the principle of flexibility, the supervisor should not become rigid in his planning, nor should he ask the teachers to work like machines, but he should keep a place for modification. There is no rule to follow in carrying out the principle of flexibility. Here reason rules.

H. Objectivity

Objectivity has frequently been called the "key word" of science. As it is known, the scientific method is to substitute factual data and unbiased judgment for faulty observation and personal opinion. This significant generalization rests upon the principle of objectivity.⁶⁴

Barr, Burton, and Brueckner state that science employs objective measurement. They say that the untrained worker

63. Ayer, op.cit., p. 373 - 301

64. Ibid., p. 415-417.

relies upon guesses and subjective judgement when collecting information for the solution of problems. The work of the scientist is characterized by the great care with which the data for his judgement are collected. In place of guesses, the scientist employs exact measurements as much as possible. ⁶⁵

There are many characteristics for the scientific method, but the following mentioned by Good include the main objective features:

1. Science is based on facts.
2. Science employs the principles of analysis as fundamental in the comprehension of phenomena.
3. Science employs hypothesis in the thinking involved.
4. Scientific thinking is characterized by freedom from emotional bias.
5. Science utilizes accurate measurement.
6. Science employs quantitative methods in the treatment of its data. ⁶⁶

Supervisors should always search for all sources of truth in order to reach accurate information.

1. Personal experience based upon individual observation is one source. The daily experiences of teachers and supervisors, if combined with careful observation and set within a valid frame of reference, can easily become reliable and helpful sources of truth.

65. Barr, et. al, p. 16

66. Carter, V. Good, et.al, The Methodology of Research, 1941, p.10-14.

2. Authority - Another source of truth is authority. It is necessary in this life to depend upon expert authority as one of the chief bases of our information and judgement.
3. Custom and tradition - to the degree that one is satisfied with his personal and social life, he is likely to accept custom and tradition as a primary source of truth.
5. Philosophy - One's philosophy may become a significant basis for setting the goals of education used in educational evaluation.
6. Science - The most objective source of truth is the scientific method. Science depends upon systematic controlled methods of research, which involve more precise instruments of measurement, more systematic observation, and less subjective interpretation than the older sources of truth.

Due to the large number of factors that enter into supervision, such as objectives, methods, subject matter on one hand, and pupils, teachers, and supervisors on the other, it has been difficult to experiment objectively with plans and techniques or to appraise the validity of their outcomes. For this reason there is a large subjective factor in the evaluation of supervisory efficiency, but still objective supervision depends heavily upon the amount of scientific knowledge that teachers and supervisors can bring to bear upon the situation.

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There are certain suggestions for supervisors to act objectively in a given situation, provided that they believe in individual differences.

1. A supervisor should develop and maintain a scientific attitude of mind. A major supervisory function is to stimulate scientific attitudes on the part of the teachers. But this is not enough, the supervisor himself must be scientifically minded.

2. A supervisor should keep informed on scientific discoveries related to his own work. He should take the lead in the introduction of improved methods.

3. A supervisor should be highly concerned about the efficiency of individual teachers. To be aided in this problem the supervisor should encourage self-rating of teachers.

4. A supervisor should take an active part in the test and measurement program. The supervisor should know the theory and techniques of measurement as well as the limitations.

5. A supervisor should engage in research. He should bring some contributions of related research to his problems, in order to aid him in introducing some improvements.

Owing to the introduction of the principle of objectivity into education, objective tests and measurement have been greatly emphasized and widely employed. But to counteract any tendency for mechanization, the principle of creativity has been introduced. Although through this principle, it is possible to modify assumptions or goals, yet, new discoveries

or proposed improvements may have to be subjected to the scientific method for testing their validity or efficacy.

I. Evaluation

McSwain defines evaluation as, "a process of inquiry based upon criteria cooperatively prepared, and concerned with the study, inter relation, and guidance of socially desirable changes.⁶⁹

From this definition, evaluation involves comparing achievements with objectives set up, to ascertain how successful the activity has been. So this process involves measurement and appraisal of the results. Sometimes this evaluation will lead to the reevaluation of the objectives, in relation to the needs of the individual and society. Therefore evaluation requires clarification of objectives, measuring instruments for the appraisal of behaviour, interpretation of results, and improvements in the activity whenever necessary in the light of the results obtained.

Supervision today is not only to see that order and discipline are maintained, and the subject matter is taught, but to evaluate the success of the students and measure their development both socially and morally. In view of this concept, evaluation includes the teacher, the curriculum and the methods used.⁷⁰

69. Harold G. Shane, and E.T. McSwain, Evaluation and the Elementary Curriculum, 1951, p. 102-103.

70. H.G. Shane, W. Lyauch, Creative School Administration, 1954, p. 138-139.

In evaluating the curriculum, the supervisor finds out if the curriculum at hand provides for all round growth, intellectual, physical, social, economic and aesthetic. In evaluating the methods, the supervisor finds out if instruction ensures the acquirements of attitudes, skills and functional knowledge as well as attention to individual differences, and student participation in classroom activities. In evaluating the competence of a teacher the supervisor takes into consideration the personal qualities such as intelligence, emotional stability, tact, cheerfulness, and knowledge, interests and attitudes.

In the evaluation of a school or a program, the supervisor's general aim is to ascertain whether the general objectives and the special objectives relating to the needs of that particular community are being achieved, and the extent or degree of achievement, in addition to the appraisal of all the elements, factors and means which are operating or are employed for the realization of the objectives.

Since evaluation in supervision is concerned with knowledge, skills, attitudes and habits, it is not easy as the direct measurement of length, because it generally implies behavioural change, and this cannot be measured directly.

There are some quantitative and qualitative techniques for evaluation.

1. Achievement tests
2. Mental tests
3. Tests of motor abilities.

4. Interviews.
5. Questionnaires.
6. Films and recordings.
7. Anecdotal records.
8. Conferences
9. Diaries ⁷¹

The techniques to be employed will vary according to the nature and scope of the problem at hand. After measurement is carried out or the results are obtained, appraisal in relation to objectives follows, and improvements or changes introduced when necessary.

In general the principle of evaluation touches all aspects of supervision. It serves for all the guiding principles.

71. Ayer, op.cit., p. 493

RECOMMENDATIONS CONCERNING ELEMENTARY
SCHOOL SUPERVISION IN
LEBANON

CHAPTER V

RECOMMENDATIONS CONCERNING ELEMENTARY SCHOOL SUPERVISION IN LEBANON

In order that the supervisor in Lebanon can carry out his supervision effectively, he should plan and formulate certain aims for improvement that concerns the curriculum, teacher growth, student growth, grounds and buildings, school administration, evaluation, and methods and procedures that suit his community. Moreover the Ministry of Education should introduce administrative changes which increase the efficiency of supervision.

A. Aims of the supervisor

1. Improvement of the curriculum

Although the curriculum in Lebanon stresses subject matter more than any other aspect, there is still a great role for the supervisor in this field. He can give guidance and direction that can be applied under the present curriculum, so that learning may be more effective.

The curriculum is defined as the experiences which boys and girls have under the direction of the school. It includes all the activities undertaken in the school and the subject matter taught in it. To be able to enrich the students' experiences, the supervisor in Lebanon should think of introducing co-curricular activities in schools. Some of these activities are excursions,

means of illustration, projects, laboratories, workshops, etc.

Since the Ministry of Education cannot afford a budget for all these activities, the budget of the school, with the help of the Municipalities and the Community, can bear the expenses that are necessary for this purpose. All this requires coordination and leadership on the part of the supervisor.

As it is observed in this study, the present curriculum tends to encourage intellectual training through theoretical knowledge, which is resulting in verbalism, and the memorization of words and rules on the part of the students. Theoretical knowledge is important, but to neglect the provision for the development of personality and character leads to disastrous consequences. Students have certain needs and interests that the supervisor, as well as the principals and teachers, should pay more attention to.

The students have physiological, mental, and psychological needs that require satisfaction, in order that their personalities and character may develop without conforming to a fixed way of behaviour.

Although the Lebanese curriculum is subject centered, the supervisor can make the best out of it by directing teachers to follow the psychology of learning.

Interests are viewed as motivation forces in the life of the pupil, which the supervisor, principal, and teacher can

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use to teach effectively.

Pupil planning and self-direction should be encouraged in schools. Through leadership and guidance the teacher can direct the planning under the prescribed curriculum, and introduce some new experiences that the students themselves demand and need. Small projects and the use of audio-visual aids can vitalize a lifeless curriculum.

Also, the supervisor should help the teachers to aid their students in using the community as a laboratory. In this way, the students will acquire theoretical knowledge by doing , which is more effective and lasting.

Supervisors, a group of teachers, and a group of principals should be consulted for the selection of textbooks in elementary schools. In case they are not consulted, the supervisors should aid the teachers for not being slaves to the books assigned. There are many supplementary books that the teachers can refer to, in order to have a comprehensive view of the different subjects they are teaching.

The supervisors should spread the spirit of developing libraries in schools among the principals and teachers. As Morgan says, the school library means for the child a new world, it means for the teacher an increase in resources and power, and it means for the school a new atmosphere of learning, and it means for the home new elements of common interests and the revival of

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reading.

Melchior mentions that libraries are important nowadays, especially in elementary schools. He believes that the library reflects society through the character of the materials it provides and the uses made of them. It is a workroom where pupils learn under guidance to use materials for themselves as individuals and as a group.

As a first step in Lebanon, the school with the help of the students and the teachers themselves can develop a small effective library. Teachers should be encouraged to look ahead and plan for future expansion of the library. Later the supervisor's function is to make a survey of the use of the books and other materials already in the library. He should know what grades use and do not use the library, and why, what reasons are given by teachers for the fact that certain books are being well used and others not, why the pupils of certain teachers use the library far more than the pupils of other teachers, and what types of books are asked for by pupils of various age group. An objective analysis of the answers would reveal the strengths and weaknesses of teachers.

2. Improvement of pupil growth

The supervisor's function in Lebanon should provide activities that contribute directly or indirectly to increase each

74. Joy Elmer Morgan, "The School Library Movement", Library Journal, v. 54, Feb., 1929, p. 107-109, quoted by Melchior, p. 286.

75. Melchior, op.cit., p. 286-287; p. 289-291.

teacher's knowledge of her own pupils' growth and development. He should help his teachers to understand, that there are four aspects of human development, the physical, the mental, the emotional, and the social; and any disturbance in any aspect affects the others.

(a) Physical factors - The child who cannot hear well, or whose eyesight is so defective that he cannot see well what is being done in the classroom cannot be expected to learn. Malnutrition interferes, too, with normal learning. Physical defects greatly handicap pupils in their school work.

(b) Intellectual factors - The intellectual level of the child determines to a large degree his success in school and influences to a large extent his school experiences.

(c) Emotional - and social - The environment of the child greatly affects his learning in school.⁷⁶

As pupils differ in all these respects, teachers should be guided to observe the individual differences.

In order that the teacher may be able to guide the pupil effectively, she needs some information as a basis for her work as follows:

1. Learning capacity of the pupil.
2. Past elementary school record may show general ability and subjects of interest to pupil.
3. Previous training - type and kind of former education.

76. Jacobson, et.al, op.cit., p. 126-129

4. Health - record card of medical examination helps in indicating load, suitable activities and suitable future work.
5. Character traits - degree of diligence, honesty, cooperativeness etc.
6. Personal ambitions and interests.
7. Circumstances of family.
8. Parents' ambitions and interests.
9. Special abilities in such fields as music, art, mechanics etc.
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When the teacher obtains this information about each child, she will be able to guide him effectively, and to provide him with the necessary means for his development in all the stages of his growth.

The supervisors should share the responsibility with the teachers for evaluating the progress of the students. According to the present condition, most of the evaluation by supervisors is based on general impressions and not on accurate appraisal.

3. Improvement of teacher growth -

Teachers cannot be treated in the same way, because they differ biologically, culturally, and psychologically. As Bartky says, every teacher has a personality different from that of every other teacher. So every teacher's personality creates for the supervisor new problems, and new opportunities for creative

supervisory effort.

(a) Teachers differ biologically - There are some who are thin, or muscular, or well structured, or a combination of all these. Teachers differ too in posture, expression, voice, and other external characteristics. Teachers not only differ in their external characteristics, but they also vary in their organic structure and functioning. These may affect teaching in positive or negative ways, and the tensions induced in the teacher by classroom environment can end in organic disturbances.

(b) Teachers differ in socio-cultural background.- Social differences that exist among teachers may influence their teaching. There is always a strong possibility that teachers will tend to react toward their students in the same fashion as their parents reacted toward them.

(c) Teachers differ psychologically - Teachers differ in perception, intelligence, volition, and emotions, and supervision must modify its approach to meet these differences. The supervisor should be able to give his direction and guidance according to the emotional reaction and intelligence level of the teacher. For example, he does not approach the teacher who is emotionally disturbed by a classroom visit in the same way as he approaches the teacher who is not frightened by his presence in her classroom.

To a teacher of average intelligence he should give precise and concrete observations. Generalizations are of little value.

The supervisor must be able to diagnose the dynamics of teacher personality. Teachers are humans possessed of drives, emotions, and affections. The intensity of these and the frequency with which they occur depend upon the individual and upon his environment. Teachers are liable to commit faults as others do. Thus the supervisor must recognize the fact that the teacher has strengths and weaknesses, and he should take advantage of her strengths and protect her from her weaknesses. He must accept the fact that he is working with a living organism that may have organic disabilities and consequent psychological disturbances and that he should attempt to modify the teaching environment in such a way that would enable the teacher to teach without breaking down.⁷⁹

For the benefit of supervisors Bartky has classified the types of personality as follows:

(a) The self-directive teacher - She sets high standards for herself. She does not like supervision unless it is of an admiring type. She is so critical of herself that criticism of the supervisor discourages her.

(b) The adaptive teacher - She is socially sensitive, liked by every body, ready to participate in every activity when

79. Ibid, p. 77-78, 109.

called to.

(c) The submissive teacher - She needs the supervisor to keep her going, and is never resentful of his authority. She needs protection and stimulation.

(d) The defiant teacher - She tends to act as if the community, the parents, the children, the teachers, and the supervisor were her enemies. She resents suggestions and must be approached tactfully.

(e) The unadjusted teacher is frequently disturbed, insecure, frustrated, or suspicious.⁸⁰

Since most of the elementary teachers of Lebanon are not trained, the supervisor should follow certain procedures in training this large number of teachers. The supervisor first should find out what knowledges, skills, and attitudes a teacher who is untrained and inexperienced does or does not have. So one of the tasks of the supervisor is to discover deficiencies.

(a) Deficiencies in the basic knowledge - The supervisor will discover that a considerable number of inexperienced teachers are ignorant of the foundations of education, as it is the case in Lebanon. Some are weak in various subjects of instruction, some do not know about the administrative practices of school such as attendance and school records, pupil records and other duties. The task of supervision is to acquaint the teacher with her obligations and duties.

80. Ibid, p. 67-70.

(b) Deficiencies in knowledge and skill in teaching.

Most of the teachers in Lebanon cannot be expected to have any of the necessary teaching skills. Often a teacher knows nothing about methods and classroom activities. The first task of the supervisor is to help the new teacher acquire the necessary skills.

(c) Deficiencies in the kind and nature of teaching attitudes. It is the obligation of the supervisor to protect the teacher from teaching experiences which carry undesirable feeling and content, and guide to teaching experiences that stimulate worthwhile emotions.

After diagnosing the different deficiencies of the teacher, the supervisor can overcome them through in-service training. In case in-service training is not practiced, or it is not possible, the supervisor should place the teacher at the beginning in a grade where she will not harm the children and where she herself will have an opportunity to grow. Besides, he should ask her principal to assist her in the daily preparation of her teaching plans, to guide her in the areas which she needs, and to inspect her instruction and give her the necessary suggestions for improvement. Since the supervisor cannot visit the school as often as is required, his function is to cooperate with principals and work through them for
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furthering the growth of teachers.

4. Improvement of grounds and building

The supervisors in Lebanon should concern themselves with

81. Ibid, p. 215-227.

the health conditions of the school buildings, because most of the schools are not built for this purpose.

The supervisor should secure enough classrooms for the number of the admitted students. He should care for the lighting, ventilation, and cleanliness, as well as the equipment of the classroom. If a certain measure of decentralization is adopted, local authorities would effectively participate in the improvement of school buildings and equipment.

Supervisors should also encourage teachers and pupils together in beautifying school grounds during their free hours in planting, tidying, etc. This improves the learning experiences of pupils and teachers. Here both pupils and teachers learn to practice desirable human relations when working together, and such activities are a direct approach to the development of aesthetic appreciation.

5. School administration.

It appears from this study that supervisors in Lebanon care too much for the administrative aspects of the school. They spend most of their time during visits in discussing administrative matters. Although the administration of the school should be supervised by the supervisor, yet it should not consume most of the time of his visit.

Principals of schools also care too much for administrative details. Some details could be delegated by the principal to teachers so that he can have time to attend to his other duties, such as supervision.

Since supervisors cannot visit each school frequently, principals of schools should be given the responsibility of supervision for the improvement of instruction. Supervisors should give the principals directions in supervising their teachers. Besides, they should ask the principals to record all their visits to each teacher with the suggestions they give, so that the supervisor may be able to evaluate the work of the teacher as well as the work of the principal.

In addition to that, the supervisor can ask the principal to send him by mail a monthly report on each teacher's development toward the improvement of her instruction. From this report he can select the teachers who need greatly his assistance, and will plan for them certain extra visits to offer them help which the principal cannot afford or provide.

6. Reporting on teachers.

Supervisors in Lebanon in general do not write reports on teachers except in serious cases, where there are some problems to be solved. Therefore the suggestions given to the teachers are not recorded for the purpose of following up. What is suggested in this study is that after every visit to a school, the supervisor should write a report of two parts, one part about each teacher with the suggestions given to him, and the other about the whole condition of the school, from the administrative point of view. A copy of this report should be sent to the school, in order that the principal and the teachers may note what concerns each, and another copy should be sent to the Ministry, to be kept

in the school file, with extracts to be placed in teachers' relevant files.

Another kind of report that should be submitted to the Ministry is a confidential report on each teacher. This report will include an evaluation of the principal about the teacher, and the opinion of the supervisor upon his effort, efficiency, methods, and ability, in order to facilitate the evaluation of his work.

7. Means of the evaluation of supervision.

The lack of means of evaluation and coordination is causing confusion among the teachers, principals, and supervisors. There should be a chief supervisor, other than the head of the organization, whose main function will be to evaluate and coordinate the work of the supervisors. He can do that by visiting some of the schools in each district and checking the register of the supervisors' visits, the reports given by the supervisor on every teacher and every school, the suggestions given, and the degree of the development of teachers. Afterwards, he will write a report on the supervisor's weaknesses and strengths to the head of the organization, for suitable action on the part of both, the head and the chief supervisor.

Supervisors, too, should check the work of their principals after giving them directions to follow in their supervision. Thus, through school visits and accumulated reports on teachers and schools, the supervisor can evaluate the work of teachers and

principals, and the chief supervisor can evaluate and coordinate the whole process of supervision.

B. Methods and procedures.

1. Classroom visitation.

Classroom visitation is necessary for adequate supervision, whether teachers like it or not. Visitation by the supervisor has developed in Lebanon a feeling of insecurity on the part of some teachers. But teachers can be trained through frequent classroom visitations by the supervisors and principals of schools to welcome these visits rather than fear them.

When the supervisor visits a school he should control every aspect of his behaviour. In every contact with his teachers, he should bear in mind that sometimes careless behaviour on his part may be misinterpreted and overemphasized by teachers. When dealing with teachers, a supervisor must weigh every element of behaviour no matter how insignificant such element may seem to him, lest it puts a barrier between him and the teachers.

There are several reasons for classroom visitation.

(a) One reason is to give the supervisor a chance to explore the physical condition of the classroom in order to assure himself that the needs of teacher and students are being adequately provided for, since the physical condition such as ventilation, temperature, etc., affects teaching and learning. Many teachers become so absorbed in their teaching efforts that they disregard the physical conditions of their classroom. The task is to make

the teacher aware of a healthful classroom environment and to assist her to achieve one.

(b) Classroom visitation gives the supervisor an opportunity to check whether the teacher is properly equipped with the information she needs for presenting her subject matter adequately.

(c) In his classroom visitation, the supervisor also evaluates the teacher's methodology.

Supervisors in Lebanon do not have the habit of notifying teachers or schools of their intended visits beforehand. A surprise visit as it is the case in the present time, will enable the supervisor to witness a typical teaching situation if the teacher has become accustomed to the visits, and if not, it will cause insecurity, and fear on the part of the teacher. The announced visitation has an advantage which surprise visitation does not have, in the addition of effort that the teacher expends in the preparation of his work, so, the supervisor can evaluate more accurately and more fairly. However, both types of visits may be necessary.

There are two conditions that the supervisor must observe in bringing his visit with the teacher to a close:

(a) He must never leave until the lesson he has heard has been concluded, lest he should miss some essential phase of it.

(b) He must avoid leaving the teacher uncertain about his reaction to her performance. If he can discuss the visit with her immediately, so much the better. If not, he should

give her some reassurance that nothing serious is going to
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happen later.

The amount of time spent by the supervisor in the classroom and the number of visits on consecutive days will be determined by the problems that he is studying. The number of visits is conditioned by such factors as the experience of the teacher, teaching ability etc. Therefore supervisors should have enough
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time to plan their visits according to requirements.

Supervisory visits should be made according to some definite plan, otherwise their value would be small.

Cubberley says that the poorest type of classroom visitation is the random visitation of classrooms, when the supervisor drops in to see what is going on, and stays from ten minutes to an hour according to whether he finds the work interesting. While such supervision is better than none at all,
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it is far less effective than the planned visitation. It is unfortunate that in Lebanon, supervisors are not enabled to plan their work according to the needs of teachers and schools.

The organization of supervision in Lebanon does not provide the supervisors with a list of items to follow in their supervision during class visits. Here are some suggested items:

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82. Bartky, op.cit., p. 141-151.
 83. Anderson, et.al, Visiting the Teacher at Work, 1952, p. 56.
 84. Cubberley, The Principal and his School, p. 438, quoted by Anderson.

(a) The supervisor should examine the outline of the course of lesson plans prepared by the teacher to have an idea of the scope and suitability of subject matter.

(b) Teacher attitudes and methods:

(i) Does the teacher direct activities or does he dominate?

(ii) Does he stimulate independent study by students?

(iii) Does he encourage student initiative and discussions?

(iv) Does he introduce problems? What means of motivation does he use?

(v) Does he have self-control and self-confidence?

(c) Student attitudes, interest in discussion, initiative in independent work, absence of disorder, care of materials.

(d) Evidence of planning by teacher. Definiteness in activities and procedures and their sequence, provision of means of illustration and accessibility of materials, relation to previous work, preparation for next assignment.

(e) Suitability of work - appropriateness of difficulty, variety of activity, applicability to social needs, achievement of students, have they grasped the major aims of the lesson and have the objectives been attained?

(f) Physical conditions - Seating, ventilation, lighting, cleanliness.

(g) Testing the students orally or in writing.

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85. Warren R. Good, "An outline for observations on supervisory visits" University of Michigan school of Education Bulletin, (November, 1938), p. 26-29, quoted by Edmonsens, et. al, The Administration of Modern Secondary School, p. 367.

After the lesson, all observations have to be discussed with the teacher concerned in a sympathetic manner with the aim of helping and not condemning.

2. Office interview with teacher.

The office interview is another important approach to supervision. The supervisor in Lebanon should use this kind of interview, in order to meet the teacher individually and encourage her with the hope of obtaining help.

There are two techniques for conducting such an interview:

- (a) The directive technique.
- (b) The non-directive technique.

In the first one the supervisor assumes that he has the active cooperation of the teacher. She has presented him with her problems and expect him to give her the solutions. His relationship with her is one of leader to follower. If the social and age relationship with the teacher permit, the supervisor acts a parent role during the supervisory incident. When the two are about the same age, the relationship is chosen to that of one co-worker seeking help and advice from another co-work. The practice of always avoiding a direct approach as it is the case in Lebanon, develops feelings of insecurity on the part of the teacher.

In the non-directive technique the problem of the teacher is turned back to her for solution. Here the relationships

between supervisor and teacher are not those of father to child, leader to follower, or even co-workder to co-worker. Rather the supervisor attempts to be an agent whose presence facilitates the solution of the problem by the teacher herself but does not enter into the problem - solving process. Though the supervisor cannot isolate himself completely from the situation he may exert influence consciously or unconsciously upon the teacher. The relationship existing between the supervisor and the teacher in the non-drective supervisory interview should approach the following:

(a) The supervisor should show a warm interest and responsiveness to the teacher's problem. His attitude must be one of willingness to listen, one of trying to understand, and one of cooperation in assisting the teacher to define the problem for herself. Such an atmosphere obviously is difficult to create, especially when the problem must be posed by the supervisor himself instead of the teacher. When this is necessary , he causes the teacher, through suggestion to discover the problem for herself.

(b) The relationship of the supervisor to the teacher must be of a permissive nature. The supervisor does not pass judgment upon a teacher's ideas or behaviour; hence he makes it possible for her to feel free to expose all her feelings and confusion.

(c) There must be an understanding between teacher and supervisor concerning the subjects that are to be considered in

an interview. If a teacher presents herself to the supervisor to ask for assistance in solving her problem, she must not be permitted to use the occasion of her visit to gossip about other teachers.

Many supervisor - teacher interviews involve both the directive and the non-directive approaches, and the choice between them depends upon the social status of the teacher and her emotional condition.⁸⁶

3. Casual Meetings

There are two factors in Lebanon that make casual meetings of supervisors and teachers not always possible. One is the difference in official status and consequent moving in different circles, and the second is the fact that supervisors reside in Beirut, and not in the district they are supposed to supervise. But casual meetings between teachers and supervisors, both in and out of school, offer excellent opportunities for supervision. The supervisor must accept the fact that he is on the job at all times. For supervision takes place not only in the classroom but at social gatherings. Every contact a supervisor makes with a teacher may motivate her positively or negatively concerning the improvement of her instruction.

Any how, one should understand that supervision is not a matter of wandering about at random in the hope of accidentally meeting a situation, but it is a carefully planned activity.⁸⁷

86. Bartky, op.cit., p. 153-160.

87. Ibid., p. 151-153.

4. Supervising teachers in group

Generally most of supervisors in Lebanon use this method in their supervision. To be more effective, the supervisor should understand that supervising teachers in groups is quite different from supervising the individual teacher. A group may take on characteristics different from the sum total of personalities of individuals. For example, a group of timid teachers may become violently and dangerously aggressive, while on the other hand a group of aggressive teachers might exhibit characteristics of the timid teacher. Belonging to a group can give a member a strong feeling of security, and he is less likely to be restrained than he would be if he were acting alone. The supervisor should pay attention to the personality of the group as he pays attention to the personality of the individual.

The supervisor in Lebanon should hold several meetings with the teachers in the school to discuss with them the new methods they can apply, the rate of their development along the lines he suggests for their improvement, and the development and growth of their students.

The supervisor, in order to be efficient, must control his audience when giving comments and suggestions. If he feels that the subject for the meeting needs elaboration, and he wants teachers' reaction, he should encourage discussion. This discussion should be conducted according to approved rules of order.

5. In-service Training

In-service training is greatly needed in Lebanon because most of the elementary teachers are not trained. Since teachers are employed and paid for twelve months in a year, in-service-training should be required by the Ministry of every elementary teacher during the summer vacation. The Ministry of Education should try hard to allot a portion of the budget for this project so that the supervisors can have some basis to work upon the improvement of instruction.

To make the teachers interested in this project, it should be centered on pupil learning experiences and ways of improving them. This leads to professional growth and a modification of behaviour. In order that in-service training may succeed, the teachers involved should recognize the need for it and accept wholeheartedly the plan of action. Problems to be brought up for studying should be significant to the teachers themselves.

In-service training is not only faculty meetings, but it is a project that provides many learning opportunities for teachers. It includes many varieties of activities to meet the individual needs and to contribute to the attainment of many different purposes. Trips , excursions, workshops, individual projects in arts or science laboratories are some of the activities that are carried out in this kind of training.

In-service training has many advantages. One of them is

89. Nelson, ed., op.cit., p. 42-48.

to bring the teacher up-to-date in new theories and methods of teaching and another is to stimulate the individual members of the staff to apply these methods in their classrooms. ⁹⁰

In-service training could be undertaken on a smaller scale in every school, where the teachers could meet after school time or in their free hours. In such circumstances, the principal of the school will be responsible for carrying out such a project. This is the least thing every school could do for the improvement of instruction. Supervisors should encourage this type of project, and give the necessary help which will be needed for this purpose.

6. Conferences

The reason given by the organization of supervision in Lebanon for not holding conferences for elementary teachers is shortage of funds. This difficulty should be overcome in one way or another. Yearly conferences are very essential for teachers especially if there are no in-service training projects. Holding group conferences with teachers is recognized as one of the most important means of improving instruction.

Myers suggests some topics that are suitable for conferences:

- a) Topics on method.
- b) Topics relating to subject matter.
- c) Topics on evaluation of work.
- d) School assemblies and other school functions.

- e) Topics relating to social and economic problems⁹¹ of the community.

Teachers' meetings are another form of group conference for supervisory purposes. There are three chief types of teachers meetings:

- a) Meetings for routine administrative purposes.

This is the kind of meeting that is commonly practiced in most of the elementary schools in Lebanon. That is, principals do not call their teachers for a meeting unless there are some administrative matters to be discussed;

- b) meetings for social purposes.

- c) meetings that deal with the improvement of instruction.⁹²

This is not practiced at all, except in some circumstances when the supervisor visits the school.

7. Workshops

Workshops is another method which the supervisor can use for the improvement of instruction. An educational workshop includes the entire faculty of a school. Participants have an opportunity to think and work with others representing different teaching fields and different levels of child development. Grouping can be flexible, based on personal interests or problems. The leader is a member of the group, who is ready to serve their needs. Democratic procedures are followed so as to provide opportunity for each individual to discover and develop his own

91. Myers and Kifer, Problems in public school of Supervision, 1939, p. 3.

92. Ayer, op.cit., p. 80-81.

unique qualities.

Workshops differ from conferences in providing richer resources, facilities and experiences. For this reason the workshop should involve a connection with a university or college so that credit may be recorded for the participants for promotion on salary schedule or toward a degree.

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8. Lectures- Magazines

The supervisors in Lebanon should budget their time to give a part of it for lectures. Lectures on educational points of view and methods, etc., are of a great benefit to elementary teachers, especially to those who know very little about such topics. Lectures could be planned for every visit of the supervisor to the school, or sometimes they may be planned for each main district, whereupon all teachers should be encouraged to attend.

An educational magazine should be published by the Ministry to which all the supervisors, principals, and experienced teachers can contribute for the direction and guidance of all teachers.

C. Administrative Measures

There are certain administrative reforms which should be introduced by the Ministry of Education so that supervision may be more effective.

To have the sixteen supervisors reside in Beirut, as

the case is at present, is not in the interest of the service. Some measure of decentralization is necessary. The country may be divided into as many education administrative units as there are provinces (Muhafazat), with a group of supervisors stationed at the capital town of a province, under a senior supervisor. The senior supervisor and his group will be responsible for the schools in the districts of which the province is made up and will run the education office in the province. The office should have a store for books and materials that may be required by the schools.

In this way, the supervisors will be nearer to the schools, teachers, and the communities concerned, and will be better able to understand their problems and meet their needs. At the same time, the senior supervisor will control and direct his group of supervisors and will be able to contact district officers, the governor of the province, and representatives of other ministries in the province for settling local matters which do not need to be referred to the central authorities in the capital of the country. Moreover, this measure will facilitate cooperation with local authorities such as municipal and local councils, if any, and will be a step towards subsequent decentralization.

The number of supervisors should be gradually increased, so that each may be responsible for a maximum of one hundred teachers. At present, each supervisor has to look after two hundred twelve teachers, as an average.

APPENDIX A

FORM OF QUESTIONNAIRE GIVEN TO TEACHERS

This questionnaire has no connection with the ministry of education in Lebanon. It is supposed to be a research for an M.A. thesis, on the subject of "Supervision". For this reason we are not asking you to mention your names. We greatly need your cooperation and contribution, in answering these questions in a very frank manner.

1. How many times per year does the supervisor visit you at school?
2. How long does the supervisor stay in the classroom?
Check yes or no in the following questions
 1. Do your supervisors aid teachers and pupils to appraise the progress and outcomes of learning?
 2. Do you think inspection is of any benefit?
 3. Does the supervisor make an annual evaluation report about you to the chief administrative officer?
 4. Do you think old teachers should be inspected?
 5. Do you think trained teachers should be inspected?
 6. Do you feel comfortable and at ease when the inspector visits you in class?
 7. Do you like to be visited often by the inspector?
 8. Does the inspector appraise the effect of teaching only upon subject matter achievement of pupils?
 9. Does the inspector make his suggestions to you in the presence of the students?

10. Does the inspector often interfere when you are conducting the lessons in the classroom?
11. Does he give a written test to your students?
12. Does he give an oral test to your students?
13. Are you disturbed when the inspector takes notes in class?
14. Does the inspector discuss matters of teaching or any other problem with you individually?
15. Should the inspector have an opinion in matters of transfer and dismissal of teachers?
16. Does inspection retard the work of teachers?
17. Do inspectors have such attitudes as to show off and attract attention?
18. Do inspectors seem to care for important things in the curriculum?
19. Do inspectors seem to care for administrative policies in school?
20. Do inspectors tend to be dictatorial and authoritarian?
21. Do they deal with teachers in a sympathetic and pleasant manner?
22. Does he respect the opinion of teachers?
23. Does he arrange meetings for discussing educational problems with teachers?
24. Do you think that supervisors are merely criticizing teachers?
25. Do you think inspection in Lebanon has reached its best stage?

26. Do you believe that inspection is necessary and important in its present state, in spite of the shortcomings?

FORM OF QUESTIONNAIRE GIVEN TO PRINCIPALS
OF SCHOOLS

This questionnaire has no connection with the ministry of education in Lebanon. It is supposed to be a research for an M.A. thesis on the subject of "Supervision". For this reason we are not asking you to mention your names. We greatly need your cooperation and contribution, in answering these questions in a very frank manner, in order to benefit from them.

1. Are you expected to inspect teaching in your school?
2. How many times do you visit each teacher in his classes each year?

Check yes or no in the following questions:

1. Do you think that supervision is one of the duties of the principal of the school?
2. Do you accompany the supervisor to every class when he comes to your school?
3. Do you call often your teachers to a faculty meeting?
4. Do you give the teachers in this meeting the information they need to know and then dismiss them?
5. Do you hold teachers meetings for the discussion of teaching and educational problems.
6. Are you the only one responsible for the schedule in the school?
7. Do visitors secure your permission before contacting any teacher or pupil?
8. Do you help some of your teachers in their planning?

9. Do you encourage teachers to talk over their problems with you?

10. Do you consider fully the ideas and suggestions of teachers?

11. Do you discuss school problems with experienced teachers in school, before the problems are brought to the attention of the faculty?

12. Do you usually plan your meetings beforehand?

13. Do you keep records of your meeting?

14. Do you inspect your teachers in classes?

15. Do you believe that supervision means gently guiding people into doing the things that you want them to do?

16. Do you take care of routine reports, orders for requirements and absences?

17. Do you believe it is your function to help all members of the faculty to become involved in making a decision, and in reaching agreement?

18. Does every teacher in your school have responsibilities other than his or her teaching?

19. Do they fulfill fully these responsibilities?

20. Do the teachers in your school have the same load of teaching?

21. Do you have common purposes in school?

22. Do teachers call upon you for assisting them in solving problems?

23. Do you provide teachers with materials that contain new ideas in teaching?

24. Do you visit the teacher's room on request from him for inspection?
25. Do your teachers enjoy being with pupils?
26. Do you encourage socializing activities and build friendly relationships among the staff?
27. Do you try hard to make your teachers comfortable?
28. Does each child in your school feel welcomed?
29. Are there some children in your school who feel that the administration and the teachers are not their friends?
30. Does each child feel that he should follow or conform to a certain pattern of behaviour?
31. Do you have time to listen to students' desires and complaints?
32. Do you collect information about each child?
33. Do you help teachers in solving their personal problems?
34. Do you like people?
35. Do people like to be around you?
36. Do people tell you their desires and their problems?
37. Do you find it easy to give others credit for their good work?
38. Do your teachers work cooperatively?
39. Do your teachers sometimes gossip about each other?
40. Do you think that supervision in Lebanon needs some improvement?

FORM OF QUESTIONS ASKED TO ELEMENTARY SCHOOL
SUPERVISORS IN AN INTERVIEW

This questionnaire has no connection with the ministry of education in Lebanon. It is supposed to be a research for an M.A. thesis on the subject of "Supervision". For this reason we need greatly your cooperation, and contribution, in answering these questions, in order to benefit from your experiences in this field of work.

1. How many schools, are you supposed to inspect?
2. How many times do you visit each school in a year?
3. How many times do you feel that a school should be visited by you in a year?
4. Do you inform the school beforehand about your visit?
5. Can you finish inspecting all the school in a few hours?
6. Do you feel that teachers like to be inspected?
7. Should the principals of the schools inspect the classes of their schools regularly?
8. Do you give them instructions to follow in their inspection?
9. Do they make records of their inspection to be presented to you?
10. Do you rely on their observations and reports?
11. Whenever you come to a school, do you call the teachers to a faculty meetings?

12. Do you call the teachers only in certain circumstances for a faculty meeting?

13. Do you think that teachers are a sort of people difficult to deal with?

14. Do you make friendly relationship among teachers?

15. Do you hold any hope for the experienced teacher, or the abnormal teacher to improve?

16. Do you find difficulty in persuading teachers to adopt a new method in their teaching?

17. Do you often have the time to make lectures to your teachers about educational methods in teaching?

18. Do you feel that you are the one responsible to meet the teachers' needs?

19. Do you have time to listen to the teachers problems individually?

20. If it happens that you meet a teacher in a social party, do you take the advantage of discussing with him or her, problems of his or her teaching?

21. Do you usually address the class with a word when entering and leaving?

22. Do you feel that you are responsible for the weaknesses of teachers in their teaching in schools?

23. Do you have special papers from the ministry of education to fill, while inspecting the classes?

24. Is it enough for you to evaluate the teacher's work from one visit in a year?

25. Do you have the authority to dismiss teachers, if you think they are not fit to the job?

26. Are you concerned with supervising every administrative detail in the school?

27. Are you the one who estimates the budget that should be assigned each year for the school?

28. Do you have meetings with the other elementary supervisors, to discuss common problems you have met?

29. Do you present a written report to the chief officer on every visit to the school?

30. Do you present a written report about each individual teacher, every time you visit the school?

31. Do you keep record for yourself about each individual teacher every time you visit the school?

32. Do you feel that you have so much office work that prevents you from more inspection you would like to do?

33. Do you think there are some other factors preventing you from utilizing all your power in inspection?

34. Are you satisfied with the present state of supervision in Lebanon?

35. Do you think that inspection in Lebanon needs some improvement?

36. What are your suggestions for the improvement of supervision in Lebanon?

APPENDIX B

QUESTIONNAIRE OF TEACHERS

	<u>Yes</u>	<u>No</u>	<u>I dont know</u>	<u>No an- swer</u>
1. Do your supervisors aid teachers and pupils to appraise the progress and outcomes of learning?	43%	54%	-	3%
2. Do you think inspection is of any benefit?	84%	13%	-	3%
3. Does the Supervisor make an annual evaluation report about you to the chief administrative officer?	32%	27%	38%	3%
4. Do you think old teachers should be inspected?	67%	29%	1%	3%
5. Do you think trained teachers should be inspected?	93%	4%	-	3%
6. Do you feel comfortable and at ease when the inspector visits you in class?	68%	28%	1%	3%
7. Do you like to be visited often by the inspector?	57%	37%	3%	3%
8. Does the inspector appraise the effect of teaching only upon subject matter achievement of pupils?	49%	46%	2%	3%
9. Does the inspector make his suggestion to you in the presence of the students?	17%	78%	2%	3%

10.	Does the inspector often interfere when you are conducting the lessons in the classroom?	29%	66%	2%	3%
11.	Does he give a written test to your students?	40%	55%	2%	3%
12.	Does he give an oral test to your students?	56%	39%	2%	3%
13.	Are you disturbed when the inspector takes notes in class?	38%	59%	-	3%
14.	Does the inspector discuss matters of teaching or any other problem with you individually?	45%	51%	1%	3%
15.	Should the inspector have an opinion in matters of transfer and dismissal of teachers?	63%	32%	-	3%
16.	Does inspection retard the work of teachers?	5%	91%	-	4%
17.	Do inspectors have such attitudes as to show off and attract attention?	58%	31%	7%	4%
18.	Do inspectors seem to care for important things in the curriculum?	56%	41%	-	3%
19.	Do inspectors seem to care for administrative policies in school?	78%	18%	-	4%
20.	Do inspectors tend to be dictatorial and authoritarian?	18%	78%	-	4%
21.	Do they deal with teachers in a sympathetic and pleasant manner?	76%	20%	-	4%

22. Does he respect the opinion of teachers?	69%	25%	2%	4%
23. Does he arrange meetings for discussing educational problems with teachers?	34%	61%	1%	4%
24. Do you think that supervisors are merely criticizing teachers?	11%	85%	-	4%
25. Do you think inspection in Lebanon has reached its best stage?	2%	92%	2%	4%
26. Do you believe that inspection is necessary and important in its present states, in spite of the shortcomings?	75%	20%	1%	4%

QUESTIONNAIRE OF PRINCIPALS

	Yes		No		No answer	
	No. Principals	%	No.	%	No.	%
1. Do you think that supervision is one of the duties of the principal of the school?	25	100%				
2. Do you accompany the supervisor to every class when he comes to your school?	15	60%	10	40%		
3. Do you call often your teachers to a faculty meeting?	25	100%				
4. Do you give the teachers in this meeting the information they need to know and then dismiss them?	25	100%				
5. Do you hold teachers meetings for the discussion of teaching and educational problems?	2	8%	23	92%		
6. Are you the only one responsible for the schedule in the school?	25	100%				
7. Do visitors secure your permission before contacting any teacher or pupil?	25	100%				
8. Do you help some of your teachers in their planning?	18	72%	7	28%		

	No. Prin- cipals	%	No.	%	No.	%
9. Do you encourage teachers to talk over their problems with you?	25	100%				
10. Do you consider fully the ideas and suggestions of teachers?	16	64%			9	36%
11. Do you discuss schools problems with experienced teachers in school before the problems are brought to the attention of the faculty?	5	20%	20	80%		
12. Do you usually plan your meetings beforehand?	12	48%	13	52%		
13. Do you keep records of your meetings?	10	40%	15	60%		
14. Do you inspect your teachers in classes?	25	100%				
15. Do you believe that supervision means gently guiding people into doing the things that you want them to do?	25	100%				
17. Do you believe it is your function to help all members of the faculty to become involved in making a decision and in reaching agreement?	12	48%	13	52%		
18. Does every teacher in your school have responsibilities other than his or her teaching?	2	8%	23	92%		
19. Do they fulfill fully these responsibilities?	2	8%			23	92%
20. Do the teachers in your school have the same load of teaching?	20	80%	5	20%		

	No. Prin- cipals	%	No.	%	No.	%
21. Do you have common purposes in school?	23	100%				
22. Do teachers call upon you for assisting them in solving problems?	4	16%	21	84%		
23. Do you provide teachers with materials that contain new ideas in teaching?			25	100%		
24. Do you visit the teacher's room on request from him for inspection?			25	100%		
25. Do your teachers enjoy being with pupils?	20	80%	5	20%		
26. Do you encourage socializing activities and build friendly relationship among the staff.	25	100%				
27. Do you try hard to make your teachers comfortable?	25	100%				
28. Does each child in your school feel welcomed?	25	100%				
29. Are there some children in your school who feel that the administration and the teachers are not their friends?	5	20%	20	80%		
30. Does each child feel that he should follow or conform to a certain pattern of behaviour?	19	76%	6	24%		

	No. Prin- cipals	%	No.	%	No.	%
31. Do you have time to listen to students desires and complaints?	4	16%	21	84%		
32. Do you collect information about each child?			25	100%		
33. Do you help teachers in solving their personal problems?			25	100%		
34. Do you like people?	25	100%				
35. Do people like to be around you?	25	100%				
36. Do people tell you their desires and their problems?	25	100%				
37. Do you find it easy to give others credit for their good work?	10	40%	15	60%		
38. Do your teachers work cooperatively?	25	100%				
39. Do your teachers sometimes gossip about each other.	25	100%				
40. Do you think that supervision in Lebanon needs some improvement	25	100%				

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من منشورات وزارة العدل

مطبعة صادر - بيروت .)