Differentiated Education Supervision Approaches in Schools through the Lens of Teachers

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Abstract

The purpose of this study was to examine the predominant approaches of education supervision in a randomly selected sample of schools in Beirut, Lebanon according to Glickman et al.'s (1998) differentiated model. For this purpose, 290 teachers (N_1= 290) from 29 non-free private schools in Beirut (N_2= 29) completed a survey. Data was analyzed using SPSS 21.0 for windows. Results indicated that: (1) teachers were not satisfied in schools with the education supervision behaviors in their schools; (2) the predominant approaches of education supervision were directive control, followed by directive informational, collaborative and least were non-directive behaviors; and (3) supervisory approaches were not differentiated in schools. Implications and limitations of the study and suggested.

Key Words*: Developmental Supervision- Teacher Professional Growth- School Improvement-
        Differentiated Supervision*

1. Introduction

1.1 The Problem

Schools are continuously challenged to improve, change and reform (Darling-Hammond et al., 2009). However, teachers lie at the heart of any educational reform, school improvement or school effectiveness (Ghamrawi, Ghamrawi & Shal, 2017). The OECD (2019) suggest that teachers top the list of high performing schools. Thus, responding to teachers' professional needs for continuous growth is imperative for ensuring quality teachers who can secure 21st century education for their students (Hixson, Ravitz, & Whisman, 2012).

Despite the fact that both the international and local literature underscore the integral role of teacher professional development in securing quality education (OECD, 2019; Ingersoll & Collins, 2018; Ghamrawi, Ghamrawi & Shal, 2017; Al-Jammal & Ghamrawi, 2013); this same body of research has shown that the developmental opportunities for teachers are not structured to meet their individual needs. As such available programs fail to have a systemic impact on the knowledge base and skill sets of the entire school community (Bakkum, Ko, & Sammos, 2014).

One of the critical factors that contribute to the failure of teachers' growth-promoting programs is the supervisory approach exhibited by educational supervisors with their teachers (Chien-Chin, 2018). In fact,

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teacher professional development is one domain of the domains of education supervision (Sergiovanni and Starratt 1993). So, when the supervisory approaches and techniques available to teachers in schools are low in quality, then teacher professional development and growth should not be expected to be any better.

Thus, while studies from across the globe have focused on teacher professional development and growth through many perspectives and approaches such as school reform (Lieberman & Wood, 2002), training methodologies (Campbell & Malkus, 2011), leadership theories (Ghamrawi, 2013a), school improvement endeavors (Gallagher, Woodworth, & Arshan, 2017); a small number of studies were attentive to the role of educational supervisors in schools in impacting and shaping teacher growth (Wanzare & da Costa, 2000).

Given all the discourse taking place in international, regional, and local research on supporting teacher growth, this study attempted to approach this notion from the perspective of educational supervision focusing on the degree education supervision is differentiated in schools according to teachers' needs.

1.2 Purpose of the Study

This study attempted to investigate the pre-dominant approaches of educational supervision endorsed by private schools in Beirut, Lebanon. Besides, it attempted to examine the degree teachers were satisfied with such supervisory approaches in light of their strengths in supporting their professional growth.

1.3 Research Questions

This study was guided by the following research questions:

1- To what degree are teachers satisfied with their education supervision experiences at their schools in terms of supporting their professional growth?
2- What is the approach of education supervision mostly endorsed by private schools in Beirut?
3- To what degree is education supervision differentiated in private schools in Beirut?

1.4 Significance of the Study

This study approaches teacher professional development and growth from an overlooked angle and perspective. In fact, while this notion has been addressed extensively through several angles, perspectives and lenses; it was not addressed explicitly through the vein of educational supervision practices and approaches in schools. Thus, the study is expected to constitute an important added value to the literature and to support practitioners especially those involved in the supervision of instruction.

2. Review of Relevant Literature

2.1 Supervision of Instruction

Traditionally, supervision of teachers has been viewed as the process through which middle or senior leaders evaluate the performance of teachers (Glickman, Gordan, & Ross-Gordan, 2014). Supervision has undergone dramatic ontological, epistemological and methodological evolution across the history of

schooling. This can be attributed to the institutional, academic, cultural and professional dynamics that govern the highly convoluted nature of schools (Marzano, Frontier, & Livingston, 2011). Nolan and Hoover (2008) wrote "the purpose of supervision is to promote individual teacher growth beyond the teacher's current level of performance" (p. 8).

In fact, supervision initially began as a process to control what teachers were offering to their students based on an external inspective approach (Marzano, et al., 2011). Yet, this inspective model of instruction supported schools only in 'controlling' schools rather than 'developing' them. In fact, within the entourage of such a model, teachers were able to know that they were not doing well in certain areas, without the least hint on how to improve. This has paved the way for the need and hence occurrence of new model to instructional supervision mainly the directive model (Marzano et al., 2014) also termed 'Guided Supervision'. Through this model of supervision, teachers were guided as to not only 'what' to do in their classes, but also advise went beyond that to cover the 'how' of how they should be doing that.

Unfortunately, this has led to the creation of dependable teachers who became more and more limited with what they would and could do (Marzano et al., 2011). That is to say, despite the fact that directive or guided supervision has offered teachers with roadmaps as to what to do in their classrooms, this model has yielded teachers who over relied on their subject leaders and hence narrowed down their horizons and creativity in schools. To respond to such challenges, developmental supervision started gaining popularity because it was rooted in development, improvement and enhancement of teachers' skills and competencies without being judgmental or evaluative (Glickman et al., 2014). The developmental model of instructional supervision has leveraged the role played by teachers in planning for their professional growth. Thus, in this line, they are viewed as partners to middle and senior leaders in deciding on their career options for improvement purposes. Figure 1 displays the models to education supervision indicating the degree of activity of teachers' role.
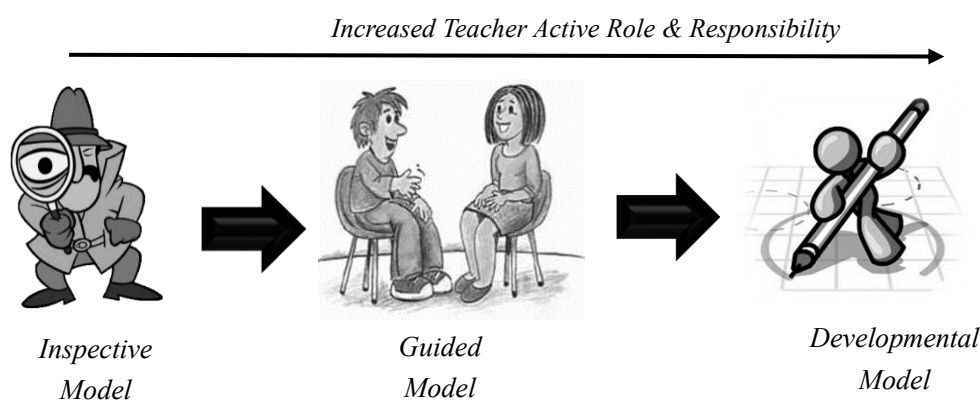
Increased Teacher Active Role & Responsibility

*Inspective
Model*

*Guided
Model*

*Developmental
Model*

Figure 1. Models of Education Supervision

2.2 Roles Played by Supervisors

The term education supervisor is very stretchy in the literature. A supervisor can be a subject leader (Ghamrawi, 2013b); a head of a department (Marzano et al., 2011) or a school leader serving as an

instructional leader (DuFour, DuFour, Eaker, & Many, 2006). In all cases the literature has highlighted the gross load carried by individuals seeking to carry out the role effectively and efficiently.

The literature is increasingly ascribing roles to education supervisors that are traditionally known to be part of school principals' tasks. For example, Ghamrawi (2013b) suggests that subject leaders play several roles in the school making them burnout easily. These roles she describes include subject leader as: change-maker, role-model, liaison, communicator, event-organizer and curriculum-developer (Ghamrawi, 2013b, p. 39).

In all cases, the literature of education supervisors' role and scheme of work may be synthesized into eight areas presented in figure 2.
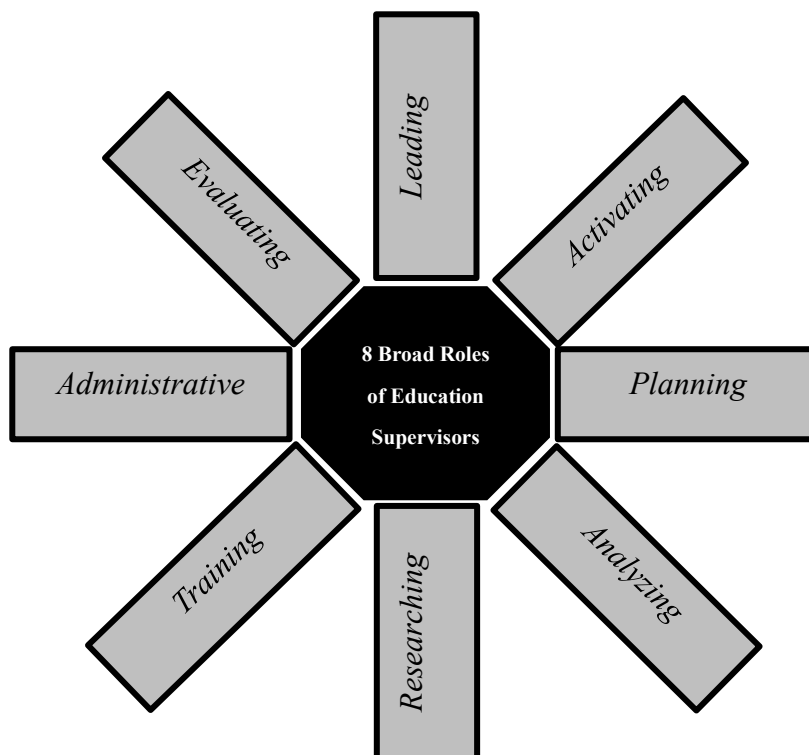

Figure 2. The Eight Broad Roles of Education Supervisors

Figure 2 suggests that the education supervisor (From: Ghamrawi (2010, 2011, 2013a, 2013b))

1- *Leadership role*: which entails distributing leadership, creating cultures and sub-cultures conducive to learning and growth.
2- *Activating role*: which make the education supervisor responsible for the collaborating and catalyzing teachers to work towards enriching the curricula with all the activities that are conducive to active learning and student-centered classrooms.
3- *Planning role*: which suggests that education supervisor take an active role planning for day-to-day activities as well as strategically in the same vein of school improvement plans.

4- *Analyzing role*: which entails that the education supervisor adopts an analytical data-based approach in all matters such as analyzing student scores on tests, curriculum review, needs assessments, and analyzing test items and making sure it is aligned with curricular objectives.

5- *Researching role*: which entails that the education supervisor develops an inquiry-based approach to problems in school so as to arrive into solutions that are grounded in evidence.

6- *Training role*: which entails that the education supervisor assumes a role in which he/she provides training to sub-ordinates based on rigorous needs assessment.

7- *Administrative role*: entails that the education supervisor maintains archives, support senior leaders in student and teacher distribution across classes, collect data, create reports and communicate about them. Through the administrative role, they act as liaisons between senior leadership and teachers.

8- *Evaluating role*: which entails that the education supervisor take part in observing teachers, providing continuous constructive formative feedback to them.

2.3 Differentiated Education Supervision

Because schools are challenged to change and deliver according to 21st century education demands (Ghamrawi et al., 2017); likewise, teachers are simultaneously challenged to grow and develop (Ingersoll & Collins, 2018). However, such growth is only possible when the needs of those teachers are met.

In the school system, a huge discourse on differentiating instruction has been undergoing leading to the acknowledgement of this approach to learning and teaching as being integral for all students to learn and learn well (Shal, Kibbi, Ghamrawi, & Ghamrawi, 2018). The same way instruction should be differentiated for students, education supervision need to be differentiated to teachers as well (Glickman, 2009). This is because teachers' needs, abilities, interests and time are varied and never converge to the exact identical pool.

Glickman (2009) suggests that the concept of the isolated teacher springs out from the nature of the early one-room school houses which emphasizes: (a) isolation, (b) psychological dilemma and frustration, (c) routine, (d) inadequate teacher induction, (e) inequity, (f) inverted beginner responsibilities, (g) lack of career stages, (h) lack of curriculum and instructional decisions, and (i) conservatism.

The pre-dominant of the one-room school houses' culture was hierarchical and was rooted in compliance. To differentiate education supervision, there is a need to shift the cultural norms towards collaboration that is rooted professional growth (Ghamrawi, 2010). In the same vein, supervision should not be viewed as a single event or happening, but rather a continuous process that never sojourns (Glickman, 2009).

Glickman et al. (1998) suggested four approaches to differentiated supervision, where the roles of both the teacher and the supervisor vary:

1- *Directive supervision*: supervisor owned plan.

2- *Directive informational supervision*: supervisor suggested plan.

3- *Collaborative supervision*: supervisor-teacher mutual plan.

4- *Non-directive supervision*: teacher self-plan.

In other words, the model of differentiated supervision offered by Glickman et al. (1998) suggests various degrees of teacher and supervisor dominance in planning for teacher growth and development. Such a model springs out of a supervisory behavior continuum (Glickman et al., 1998) presented in figure 3. The corresponding behavior are illustrated in table 1. This continuum shows the movement from teacher-centered actions (big "T") to supervisor-centered actions (big "S"). It also further organizes supervisor behaviors into groups based on the amount of supervision each provides.
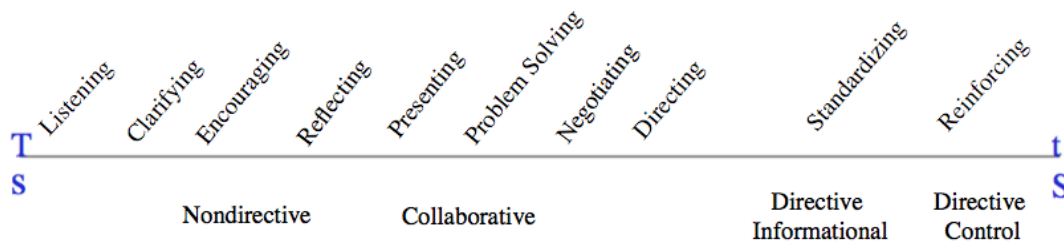
T: Maximum teacher-centered actions & responsibility t: Minimum teacher-centered actions & responsibility

S: Maximum supervisor centered actions & responsibility s: Minimum supervisor centered actions & responsibility

Figure 3. Supervisory Behavior Continuum (Glickman et al., 1998)

Directive supervision is best used when the teacher is new and needs directive guidance to adapt to school routines and requirements. This type of supervision is also useful with struggling teachers. In this case the role of the education supervisor is prescriptive using supervisory behaviors such as reinforcing, standardizing, and directing.

Directive informational supervision serves best teachers who are in their first three years of their teaching career. This approach supports teachers in becoming more familiar and confident in their teaching styles and strategies. In this case the role of the education supervisor is still prescriptive using supervisory the same behaviors of reinforcing, standardizing, and directing, but is more open to teacher suggestions.

Table 1: Illustration of Supervisory Behaviors Presented by Glickman et al. (1998)

	Behavior	Illustration
1	*Listening*	supervisor sits and looks at the speaker and nots his or her head to show understanding
2	*Clarifying*	supervisor asks questions and statements to clarify the speaker's point of view
3	*Encouraging*	supervisor provides acknowledgement responses that help the speaker continue to explain his or her positions

4	Reflecting	supervisor summarizes and paraphrases the speaker's message for verification of accuracy
5	Presenting	supervisor gives his or her own ideas about the issue being discussed
6	Problem Solving	supervisor takes a the initiative in pressing all those involved to generate a list of possible solutions
7	Negotiating	supervisor moves the discussion from possible to probable solutions by discussing the consequences of each proposed action and narrowing down choices with questions
8	Directing	supervisor tells the participant(s) either what the choices are or what is to be done
9	Standardizing	supervisor sets the expected criteria and time for decision to be implemented, sets target objectives, and conveys expectations
10	Reinforcing	supervisor strengthens the directive and the criteria to be met by telling of possible consequences, either positive or negative

Collaborative supervision serves best teachers who already have some experience teaching and are very strong in their areas of expertise. The supervisor suggests ideas and alternatives, however, the decisions are made by the teacher and not the supervisor. In this case the role of the education supervisor is still consultative using the behaviors of problem solving, presenting and reflecting.

Nondirective supervision serves highly proficient teachers who initiate contact with the supervisor sometimes just to present to them an outstanding activity or approach they are exhibiting in their classes. The role of the education supervisor is still consultative, however, using mostly the behaviors of encouraging, clarifying and listening.

3. Methodology

This study adopted the positivist approach to research and has utilized quantitative surveying to collect information about the degree education supervision was being differentiated in schools.

3.1 The Sample
There are 85 non-free private schools in Beirut according to the Lebanese Centre for Educational Research and Development (CRDP). All 85 schools were addressed via email, telephone or acquaintances of the researcher who worked in those schools. In all the three cases, schools were provided with information about the purpose of the study, how data will be used and its anonymity. Out of the 85 schools only 29 schools were interested and willing to pass the research survey to 10 of their teachers via WhatsApp to participate in the study. As such 290 teachers (N=290) participated in this study.

3.2 Research Instrument
The instrument consisted of three parts: the first part collected demographic data about participant teachers. The second part included a single item which requested teachers to rate their education supervision

experience in their schools in terms of the degree it supported their professional growth and development. The item was rated by teachers on a 4-points Likert scale.

The third part attempted to investigate whether the type of the supervisory approach exhibited by education supervisors (*Directive supervision; Directive informational supervision*; *Collaborative supervision*; *Non-directive supervision*). For this purpose, 10 statements corresponding to the 10 behaviors (reinforcing-standardizing-directing- negotiating- problem-solving- presenting- reflecting- encouraging- clarifying-listening) of the 4 types of supervision (directive control- directive informational- collaborative-nondirective); were presented.

The fourth part requested teachers to respond to a single item where they would judge if the supervisory approach they encountered was identical across the school or not.

3.3 Data Analysis

Data was analyzed using SPSS 21.0 for windows. Descriptive statistics were used to describe and summarize the properties of the mass of data collected from the respondents. Means scores, standard deviations and percentages were calculated per each item of the survey instruments. In addition, Pearson correlation coefficient was calculated in order to investigate any relationship between the approach of education supervision exhibited and the corresponding methods of supervision.

4. Results

4.1 Demographic Data

The sample was 40.8% males and 59.2% females. The majority (39.6%) of teachers' age range was between 26-35 and novice teachers were no more than 10.4%. The demographic characteristics of participants are presented in Table 2.

Table 2. Demographic Characteristics of Participants

	%
Gender	
Male	40.8
Female	59.2
Age (Years)	
Less than 25	16.9
26-35	39.6
36-45	28.9
46 and above	15.6
Experience (Years)	
Less than 4	10.4

5-9	20.9
10- 14	23.1
15- 19	22.9
20 and above	22.7

4.2 Satisfaction of Teachers with their Education Supervision Experience

Teachers were requested to rate their education supervision experience in their schools in terms of the degree it supported their professional growth and development. Results are presented in table 3.

Table 3: Teachers' Satisfaction with the Education Supervision Experience in terms of its support to their Professional Growth

Education supervision in my school is growth promoting.							
Rating	Strongly Disagree	Disagree	Agree	Strongly Agree		M	SD
Count	68	97	101	24		2.28	0.789
%	23.4%	33.4%	34.8%	8.2%			
	56.8%		43.0%			57.0%	

Table 3 shows that the number of teachers who were not satisfied with the education supervision experience in their school in terms of being growth-promoting (56.8%) was less than those who believed it was a positive one (43.0%).

4.3 Approaches of education supervision Endorsed in Schools

Teachers were indirectly asked about the type of the supervisory approach exhibited by education supervisors (*Directive supervision; Directive informational supervision*; *Collaborative supervision*; *Non-directive supervision*). For this purpose, 10 statements corresponding to the 10 behaviors (reinforcing-standardizing-directing- negotiating- problem-solving- presenting- reflecting- encouraging- clarifying-listening) of the 4 types of supervision (directive control- directive informational- collaborative-nondirective); were presented. Findings are presented in tables 4 (a-j).

Table 4a: Listening Behavior in the Education Supervisor-Teacher Relationship

▪ Waits until the teacher's initial statement is made									
▪ Understands what they teacher is saying.									
▪ Avoids thinking about how you see the problem									
Listening is made to help the teacher think loud and hence arrive at solutions by themselves									
Rate your	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Supervisor	32	34	20	127	67	10	0	0	0	0
1=lowest	11.0%	11.7%	6.8%	43.7%	23.1%	3.4%	0%	0%	0%	0%
Listening	96.3%					3.4%				
Behavior	*M= 3.66 – Percentage= 36.6%- SD=0.785*									

Table 4a suggests that the listening behaviors of educational supervisors were relatively low (36.6%, M=3.66, SD=0.785). Only 3.4% of the researched sample believed that their education supervisors exhibited an active listening role. In other words, supervisors were not highly keen to give an intellectual freedom for teachers to arrive at personal solutions for their problems.

Table 4b: Clarifying Behavior in the Education Supervisor-Teacher Relationship

- Probes for the underlying problem/additional information.
- Guides the teacher to reframe the problem.
- Avoids asking questions that are solutions.

Clarifying is done to help the teacher further identify, not solve the problem

Rate your	1	2	3	4	5	6	7	8	9	10
Supervisor	10	20	64	136	55	5	0	0	0	0
1=lowest	3.4%	6.8%	22.0%	46.8%	18.9%	1.7%	0%	0%	0%	0%
Clarifying	*98.3%*					*1.7%*				
Behavior	*M= 3.76 – Percentage= 37.6%- SD=0.015*									

Table 4b displays the finding that the majority of teachers (98.3%) were not privileged with educational supervisory approaches that help them identify their problems on their own rather than being told what their problems were. In fact, only 1.7% of researched teachers believed their supervisors exhibited clarifying behaviors during their work together.

Table 4c: Encouraging Behavior in the Education Supervisor-Teacher Relationship

- Shows willingness to listen further as the teacher begins to identify problems.
- Exhibits a body language that is supportive for the teacher to dig more into the problems.
- Validates concerns and emotions with neither brushing fears nor exaggerating them.

Encouraging is done to help the teacher speak out in a non-threatening environment.

Rate your	1	2	3	4	5	6	7	8	9	10
Supervisor	5	10	20	17	208	10	20	0	0	0
1=lowest	1.7%	3.4%	6.8%	5.8%	71.7%	3.4%	6.8%	0%	0%	0%
Encouraging	*89.9%*					*10.2%*				
Behavior	*M= 4.80 – Percentage= 48.0%- SD=0.026*									

Table 4c shows that 89.9% of the researched teachers believed that their supervisors did not exhibit encouraging behaviors which would make them feel at ease to explore and share their problems explicitly with them. Only 10.2% believed they enjoyed such a privelage.

Table 4d: Reflecting Behavior in the Education Supervisor-Teacher Relationship

▪ Poses as many questions to help the teacher figure out a problem.
▪ Asks for more details to invite deeper thinking by teachers.
▪ Does not offer opinion.
Reflecting is done to help the teacher review what has happened and how it can be improved..

Rate your	1	2	3	4	5	6	7	8	9	10
Supervisor	0	0	101	98	67	24	0	0	0	0
1=lowest	0%	0%	.8%	33.7%	23.1%	8.2%	0%	0%	0%	0%
Reflecting	| 91.8% |||||					8.2%				
Behavior	*M=4.04 – Percentage= 40.4%- SD=0.051*									

Table 4d shows that 91.8% of the participant teachers believed that their supervisors did encourage them to act out as reflective practitioners. Only 8.2% of this sample believed they were encouraged to review their practice and suggest amendments themselves to improve practice.

Table 4e: Presenting Behavior in the Education Supervisor-Teacher Relationship

▪ Requests the teacher to select actions that are do-able, feasible and concrete.
▪ Asks the teacher for a commitment to the decision agreed on.
▪ Suggests opinion and recommends ideas.
Presenting is done to help the teacher commit to a plan.

Rate your	1	2	3	4	5	6	7	8	9	10
Supervisor	0	0	0	17	108	98	67	0	0	0
1=lowest	0%	0%	0%	5.8%	37.4%	33.7%	23.1%	0%	0%	0%
Presenting	43.2%					56.8%				
Behavior	*M=5.75 – Percentage= 57.4 %- SD=0.038*									

Table 4e suggests that 56.8% of teachers were dealt with supervisors who manipulated them to commit to a plan they recommended. Yet a relatively appreciable percentage of 43.2% of the sample thought they were not subjected to such a behavior.

Table 4f: Problem-solving Behavior in the Education Supervisor-Teacher Relationship

▪ Invites the teacher to think of all possibilities.
▪ Asks the teacher to consider consequences of various actions.
▪ Helps the teacher move from possible to probable solutions.
Problem is done to help the teacher think of consequences of actions.

Rate your	1	2	3	4	5	6	7	8	9	10
Supervisor 1=lowest	0	12	16	88	161	13	0	0	0	0
	0%	4.1%	5.5%	30.3%	55.5%	4.4%	0%	0%	0%	0%

Pb-solving Behavior	*95.6%*	*4.4%*
	M=4.50 – Percentage= 45.0%- SD=0.056	

Table 4f suggests that 95.6% of teachers who participated in this study were not encouraged to practice independent problem-solving. This is opposed to 4.4% of participant teachers who thought they were encourage to problem solve.

Table 4g: Negotiating Behavior in the Education Supervisor-Teacher Relationship

- Summonses the teacher to think of all possible solutions.
- Asks the teacher about expectations from a given solution.
- Helps the teacher arrive a mutually acceptable solution to a given problem.

Negotiating is done to help the teacher arrive at an acceptable solution.

Rate your	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Supervisor	0	3	69	57	96	27	33	5	0	0
1=lowest	0%	1.0%	23.7%	19.6%	33.1%	9.3%	11.3%	1.7%	0%	0%
Negotiating	*77.7%*					*22.3%*				
Behavior	*M= 4.66 – Percentage=46.6 %- SD=0.026*									

Table 4g shows that 77.7% of teachers were not encouraged to get involved in a discourse/negotiation with their supervisors. This is opposed to 22.3% who said they were encouraged to do so.

Table 4h: Directing Behavior in the Education Supervisor-Teacher Relationship

- Tells expectations to teachers.
- Tells the teacher in a matter-of-fact what needs to be done.
- Forbids the teacher to avoid ideas he/she suggests.

Directing is done to help the teacher agree on the solution selected by the supervisor.

Rate your	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Supervisor	0	3	10	10	5	59	57	86	27	33
1=lowest	0%	1.0%	3.4%	3.4%	1.7%	20.3%	19.6%	29.6%	9.3%	11.3%
Directing	*9.5%*					*90.5%*				
Behavior	*M= 7.29 – Percentage=72.9 %- SD=0.067*									

Table 4h shows that 90.5% of teachers were subjected to a directing behavior by their supervisors. As such, they would be dictated what to do rather than inquire about what should be done. Only 9.5% of the participant teachers thought they were not.

Table 4i: Standardizing Behavior in the Education Supervisor-Teacher Relationship

- Details the actions to be taken.
- Asks the teacher to develop the specifics of the activities.
- Creates success criteria for teachers' actions.

Standardizing is done to ensure that the teacher complies with expectations.										
Rate your	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Supervisor	0	0	0	3	15	49	57	86	37	43
1=lowest	0%	0%	0%	1.0%	5.1%	16.8%	19.6%	29.6%	12.7%	14.8%
Standardizing	**6.1%**					**93.9%**				
Behavior	***M=7.69 – Percentage= 76.9%- SD=0.091***									

Table 4i suggests that supervisors practiced a standardizing behavior on 93.9% of teachers involved in the study. This is opposed to only 6.1% of teachers who thought they werenot subjected to such a behavior.

Table 4j: Reinforcing Behavior in the Education Supervisor-Teacher Relationship

▪ Repeats and follows up on expectations. ▪ Reviews the entire plans and establishes times for checking on progress. ▪ Closes meetings by making sure the teacher clearly understands the plan. *Reinforcing is done to ensure teacher's understanding of the supervisor's plan.*										
Rate your	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Supervisor	0	0	0	3	15	49	57	46	57	63
1=lowest	0%	0%	0%	1.0%	5.1%	16.8%	19.6%	15.8%	19.6%	21.7%
Reinforcing	**6.1%**					**93.9%**				
Behavior	***M=7.9 – Percentage= 79.0%- SD=0.049***									

Table 4j suggests that 93.9% of teachers were subjected to reinforcing behaviors on behalf of their teachers; making them abide by their pre-planned roadmaps. Only 6.1% of teachers did not think they were so.

To summarize the findings from tables 4 (a-j), figure 4 displays all the 10 investigated behaviors with the corresponding percentages recorded per each. Figure 5 exemplifies the aggregated behaviors into the 4 approaches of education supervision according to Glickman et al., (1998). Both figures 4 and 5 show that directive control approach to education supervision tops the list of approaches, followed by the directive informational approach, the collaborative approach, and finally the non-directive approach which comes last.
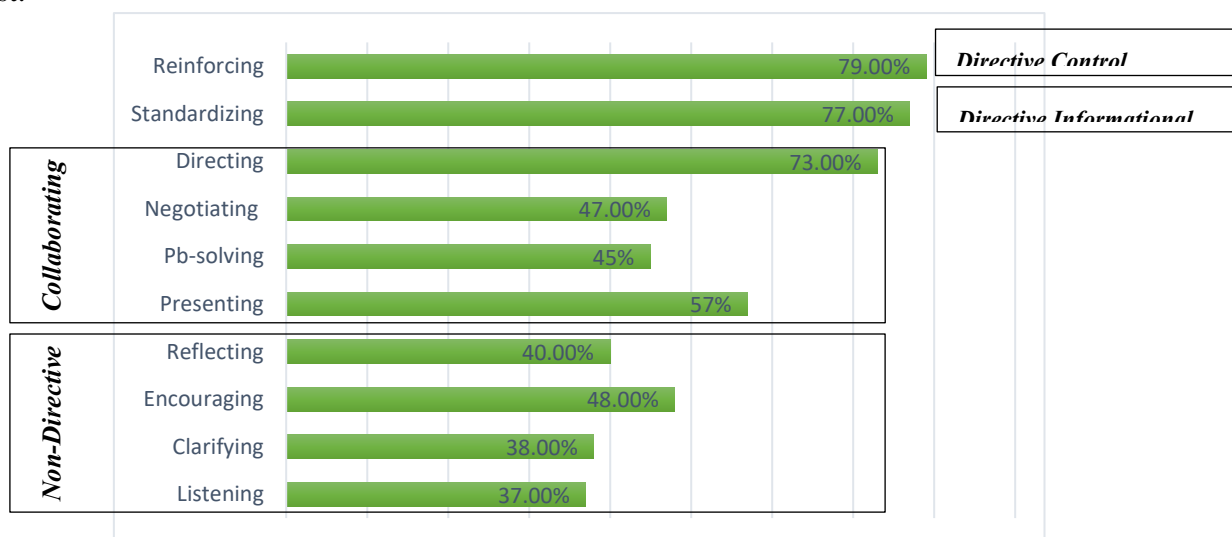
Figure 4. Summary of Behaviors exhibited by the Education Supervisor in the Supervisor-Teacher Relationship
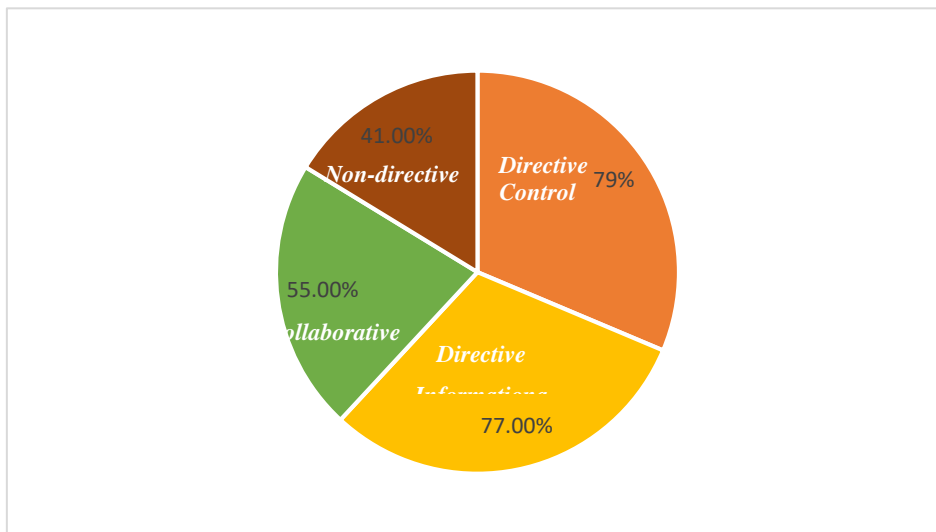

Figure 5. Classification of Types of Education Supervision in Schools

4.4 Degree of Differentiation of Approaches to Education Supervision in Schools

The fourth part requested teachers to respond to a single item where they would judge if the supervisory approach they encountered was identical across the school or not. Findings are presented in table 5.

Table 5: The degree Approaches to Education Supervision Are Differentiated in Schools

	Education Supervisors vary their approaches with teachers in school taking into account their years of experience, preferences, needs, abilities, etc…						
Rating	Strongly Disagree	Disagree	Agree	Strongly Agree		M	SD
Count	98	112	52	28		2.03	0.669
%	33.7%	38.6%	17.9%	9.6%		50.8%	
	72.3%		27.5%				

Table 5 shows that 72.5% of teachers reported that the approaches they previously evaluated (Tables 4-J) of education supervisors were static; meaning that were homogeneous across the school despite the experience of teachers, their preferences, abilities, needs, etc… This is a relatively high figure and suggests that no differentiation of educational supervision approaches is in place.

5. Conclusion

This study suggests that the predominant approaches of educational supervision are mainly directive control and directive informational. Collaborative and non-directive approaches to education supervision do not seem to be quite popular. This is quite alarming because it entails that the practices in schools fall into a low level of teacher activity as prescribed by Glickman (1998) continuum of behaviors and

corresponding approaches to supervision. The scene is further worsened by the fact that the adopted approaches do not seem to be malleable and responsive to the contextual needs of teachers in schools. For education supervision to be effective, it needs to be differentiated and individualized to meet the needs of teachers (Chien-chin, 2018). Given the authoritative approach of supervision and its rigidity; it is no wonder what teachers reported a lack of satisfaction pertaining to their experiences with education supervision in their schools.

6. Limitations & Recommendations

This study is limited by the sample size where by only 29 free-private schools in Beirut out of 85 took part in it. So the degree of generalizability might be questionable. Besides, the study considered the perspective of teachers only. It is recommended to investigate the perspectives of education supervisors themselves as well. In addition, the investigation would be highly enriched by a qualitative dimension such as qualitative interviewing or observation. These would allow for gaining deep empathetic understanding of the concept being explored.

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