

**SUPERVISORY BEHAVIOUR AND ITS RELATIONSHIP WITH
TEACHERS' TEACHING PERFORMANCE, WORK
MOTIVATION AND JOB SATISFACTION
IN OMAN**

By

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

DEDICATION

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TINGKAH LAKU PENYELIAAN DAN HUBUNGANNYA DENGAN PRESTASI PENGAJARAN, MOTIVASI KERJA DAN KEPUASAN KERJA GURU DI OMAN

ABSTRAK

Tujuan kajian ini adalah untuk mengkaji tingkahlaku penyeliaan di kalangan penyelia mengikut perspektif guru, dan mengenalpasti hubungannya dengan prestasi kerja, motivasi kerja dan kepuasan kerja guru di negara Oman. Sampel kajian terdiri daripada 634 orang guru dari empat wilayah di Oman. Empat instrumen iaitu *Supervisory Behaviour Description Questionnaire (SBDQ)*, *Teachers' Motivation Questionnaire (TMQ)*, *Mohrman-Cokke-Mohrman Job Satisfaction Scales (MCMJSS)* dan *Teachers' Performance Competence Appraisal Instrument (TPCAI)* telah digunakan bagi mengutip data kajian ini. Data dianalisis menggunakan SPSS dan AMOS bagi mendapatkan statistik deskriptif, analisis varians MANOVA dan ANOVA, korelasi Pearson dan analisis laluan bagi menjawab soalan kajian. Dapatan utama kajian mendapati persepsi guru-guru di Oman ialah bahawa penyelia mereka mempamerkan ketiga-tiga jenis tingkah laku penyeliaan (mengarah, kolaboratif dan bukan-mengarah). Tetapi mereka juga menanggapi tingkah laku penyeliaan penyelia lebih mirip kepada jenis mengarah, berbanding tingkah laku kolaboratif dan bukan-mengarah. Dapatan kajian juga menunjukkan bahawa terdapat hubungan yang signifikan antara prestasi kerja guru dan ketiga-tiga jenis tingkah laku penyeliaan, serta motivasi kerja dan kepuasan kerja guru. Seterusnya, dapatan kajian mengemukakan bahawa hanya tingkah laku penyeliaan jenis bukan-mengarah mempunyai kesan langsung ke atas prestasi kerja guru, manakala motivasi kerja dan kepuasan kerja guru menjadi faktor perantara antara tingkah laku penyeliaan dan prestasi kerja guru. Ketiga-tiga tingkah laku penyeliaan

mempengaruhi prestasi kerja sama ada menerusi motivasi kerja atau kepuasan kerja guru. Keputusan kajian juga menunjukkan tingkah laku kolaboratif dan bukan-mengarah mempunyai kaitan dengan prestasi kerja, motivasi kerja dan kepuasan kerja yang tinggi. Sebaliknya, tingkah laku mengarah dikaitkan dengan prestasi kerja, motivasi kerja dan kepuasan kerja yang rendah di kalangan guru. Bagaimana pun, dapatan kajian menunjukkan bahawa tidak terdapat hubungan yang signifikan antara jantina, pengalaman kerja dan bidang pengajaran guru dengan tingkah laku penyeliaan penyelia, motivasi kerja guru (umum, dalaman, luaran, tanggung jawab) serta kepuasan kerja guru. Perbezaan yang signifikan hanya terdapat dari segi jantina antara prestasi kerja guru lelaki dan guru wanita. Berdasarkan kajian ini, satu model yang mengaitkan penyeliaan dan prestasi kerja guru dicadangkan. Model ini mencadangkan agar penyeliaan pendidikan oleh penyelia, pengetua serta guru kanan perlu mengalih amalan menyelia guru di Oman sebagai suatu proses kolaborasi dan kerjasama antara penyelia dan guru yang lebih demokratik dan berpusatkan guru, dan bukan autokratik dan berpusatkan penyelia. Kajian ini juga mencadangkan penyeliaan bukan-mengarah dan kolaboratif diperkenalkan sebagai sebahagian daripada usaha reformasi pendidikan di Oman, bagi mencapai penyeliaan yang berkesan. Akhir sekali, implikasi ke atas kajian lanjutan, serta penggunaan instrumen kajian bagi mengkaji penyeliaan pendidikan dan prestasi kerja guru selanjutnya telah dicadangkan.

SUPERVISORY BEHAVIOUR AND ITS RELATIONSHIP WITH TEACHERS'
TEACHING PERFORMANCE, WORK MOTIVATION AND JOB
SATISFACTION IN OMAN

ABSTRACT

The purpose of this study was to investigate Omani supervisors' supervisory behaviour from the teachers' perspectives and examined its relationship with teachers' teaching performance, work motivation and job satisfaction. A sample of 634 Basic Education teachers from four regions in Oman participated in this study. Four instruments namely the Supervisory Behaviour Description Questionnaire (SBDQ), Teachers' Motivation Questionnaire (TMQ), Mohrman-Cokke-Mohrman Job Satisfaction Scale (MCMJSS) and Teachers' Performance Competence Appraisal Instrument (TPCAI) were administered to collect sufficient data from the sample. The data were analysed using SPSS and AMOS to get descriptive statistics, Multivariate Analysis of Variance (MANOVA), Analysis of Variance (ANOVA), Pearson Correlation and Path Analysis in order to answer research questions. Principal findings revealed that Omani teachers perceived that their supervisors demonstrating all the three types of supervisory behaviour (directive, collaborative and non-directive). However, they also perceived their supervisors' supervisory behaviour as more directive rather than collaborative and non-directive. The findings also revealed that there were significant relationships between the teachers' teaching performance and the three types of supervisory behaviour, teachers' work motivation and job satisfaction. Furthermore, the findings revealed that only the non-directive supervisory behaviour has a direct effect on the teachers' teaching performance; while work motivation, job satisfaction become mediatory factors between supervisory behaviour and teaching performance, as the three types of

the supervisory behaviour indirectly influence teachers' performance either through the teachers' job satisfaction or teachers' work motivation. The results also suggested that the non-directive and collaborative supervisory behaviour are related to high teachers' teaching performance, work motivation and job satisfaction. On the other hand, the directive supervisory behaviour is related to lower teachers' teaching performance, work motivation and job satisfaction. However, the findings revealed that there are no significant relationships between the teachers' gender, experience and specialization and perceived supervisory behaviour, teachers' (general, intrinsic, extrinsic and responsibility) motivations and teachers' job satisfaction. A significant difference was found only between the male and female teachers in their teaching performance. Based on this study, a model that relates to supervision and teacher performance was proposed. The model suggests that educational supervision by supervisors in Oman need to reorient teacher's supervision practices to be a process of collaboration and cooperation between supervisors and teachers that is to be more democratic and teacher-centered rather than authoritarian and supervisor-centered. The findings of this study recommend that the non-directive and collaborative supervision to be introduced as part of education reform efforts in Oman to achieve effective supervision in schools. Finally, implications for further research were suggested and the study instruments can be valuable tools for the others who are interested in studying educational supervision and teachers' performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This research concerns the subject of educational supervision with emphasis on teachers' professional development. Glatthorn (1990: 84) defined educational supervision as "the comprehensive set of services provided and processes to help teachers facilitate their own professional development so that the goals of the school district or the school might be better attained". Supervision serves to enhance students' achievement by improving teacher practices and school performances. Sergiovanni (1992: 204) summarized the purposes of supervision when he stated: "We supervise for good reasons. We want schools to be better, teachers to grow, and students to have academically and developmentally sound learning experiences; and we believe that supervision serves these and other worthy ends".

Specifically, this research looks into the supervision of classroom teaching, which seeks to promote and support teachers in improving their classroom practices. According to Soelen (2003), instructional supervision aims to provide assistance, encouragement, and guidance to the teacher in order to improve instruction and increase student learning. Many studies revealed that there is a positive relationship between teachers' teaching performance and student achievement. Studies conducted by Rowan, Chiang & Miller (1997); Marzano, Pickering, & Pollock (2001); Good and Grouws (1977); Kounin (1970); Wright, Horn, and Sanders (1997); Howell, Brocato, Patterson,

and Bridges (1999); Brophy and Good (1986); and Spiggle (2003) have indicated that teachers' effective performance increased students' achievement.

This study seeks to look into educational supervision from the teachers' perspectives. Educational supervision involves interactive processes between supervisors and teachers towards upgrading the teachers' performance and developing the educational processes and outputs. Dollansky (1998) stated these points and he added that supervision has to be carried out in a humane, democratic and caring manner with equal standing between supervisors and teachers. Teachers need to look at the role of the supervisor as a helper and supporter rather than as an administrator. Thus, supervisors need no longer be judgmental and critical when monitoring teachers' practices while carrying out their supervisory practices.

When teachers and supervisors are of equal status, the teacher-supervisor relationship will improve through negotiations and sharing between the two sides. Glickman & Bey (1990) explained that the supervisor needs to establish a sharing relationship with the teacher where both teacher and supervisor negotiate decisions about teaching and provide greater emphasis on improving teachers' classroom performance. According to Stone (1984), the overall goal of supervision is not to control teachers' performances, but to produce teachers who can solve pedagogical problems independently.

Teachers and educators perceive supervision to have five categories of supervisory roles: directing or guiding the teacher's teaching; offering suggestions on the best way to teach; modeling teaching; advising teachers;

and evaluating teaching (Gebhard, 1984). These supervisory roles are under two general categories of supervision approach: directive supervision and non-directive supervision, of which directive supervision is more common. However, the directive approach to supervision has at least three problems (Gebhard, 1984). The first problem is the way the supervisor defines good teaching. The supervisor probably evaluates the performance of teachers according to her/his own beliefs about good teaching but the supervisor's definition of good teaching may be different from that of the teacher's (Freeman, 1982).

The second problem is the negative impact of directive supervision on the supervisor-supervisee relationship, in terms of the teacher's feelings about supervision. For example, Arnold (2006) provides evidence from his study on the evaluation of mentoring quality that teachers may show frustration and disappointment if they are told what to do. Teachers may view suggestions of change as personal or professional threats (Randall & Thornton, 2004). The third problem is allocating responsibility for what goes on in the classroom. For example, the supervisor has prior assumptions about effective ways of teaching and presumes that the teacher should follow him. On the other hand, the teacher knows his students, the context and what might work better for their learning. Gebhard (1984: 503) pointed out that, "since we do not know much about the effects of our teaching behaviours on learning, it is difficult to justify prescribing what teachers should do in the classroom". These three problems in the directive supervision approach can make teachers see themselves as inferior to the supervisor; lose confidence in their own teaching; lose their motivation and they can be threatening for teachers.

In non-directive approach supervision, the supervisor will not suggest ways to solve the problems or to offer alternative ideas, but he/she will listen to the teachers, understand their problems and create supportive relationships with teachers. This method of supervision provides teachers with the freedom to express themselves and clarify their ideas and establishes a trusting and supportive atmosphere between the supervisor and the teacher.

This study covers educational supervision in Oman. The country started its development in 1970, and is aggressively strengthening its educational sector. The Ministry of Education in Oman has started a large-scale educational reform at the beginning of 1998/1999. This reform covered various aspects including formulating the national educational goals, changing the structure of the school system, changing the curriculum content, improving teaching methods, administrative restructuring at the ministerial level, changing the assessment of students' performance and improving educational supervision (Al-Hammami, 1999). During the past four decades, the educational system in Oman has made great progress. The number of schools, students and teachers has dramatically increased since 1970. Compared to only a few hundred school teachers in 1970, there were more than 37,000 of them in 2004. From three schools with about 900 students in 1970, currently there are more than 1000 schools with more than 500,000 students (Ministry of Education, 2004c).

In order to ascertain that all changes made will bring about desired outcomes, several structural changes were made at the country's Ministry of Education to support reform efforts, one of which was the establishment of the Educational Supervision Department. The main role of the department is to supervise the teachers by providing continuous technical support, so as to

ensure that the curricula are properly implemented (Ministry of Education, 2004c). Besides organizing supervision activities throughout the country, other responsibilities include identifying teachers' needs in terms of training in order to support their teaching practices.

1.2 Problem Statement

The Ministry of Education in the Sultanate of Oman has introduced a new model of supervision to accompany the rapid changes in the educational system that resulted from the implementation of the newly reformed Basic Education programme in the academic year 1997/1998. This new supervision model is aimed at changing the situation from being judgmental (directive behaviour) towards collaborative behaviour where there is more collaboration between the supervisor and the teacher (Ministry of Education, 2005c).

The Ministry of Education aspires to provide an opportunity for those in the educational field, school administrators and teachers alike, to participate in the supervisory process. This will not only help to reduce the supervisory burdens of the supervisors, but will also promote integration and cooperation between the Educational Supervisory Department and schools. It will also make it possible to establish a sharing relationship between teachers and supervisors as they negotiate decisions about teaching and engage in problem solving processes (Al-Thohli, 2004; Ministry of Education, 2005c).

At present, despite educational supervision being carried out, teacher performance still needs improvements. Numerous ministry reports

and scientific studies indicated that the level of teacher performance is still below expectations (Al-Jabri 2002, Al-Najjar, 2001; Alsotar, 1995; Ministry of Education, 1998; Ministry of Education, 2004d& Sultan Qaboos University, 1997). The results of several studies show that various aspects of weaknesses in teachers' teaching skills still exist, for instance, in the employment of computer technology in the teaching and learning activities (Al-Hajri, 2005; Ministry of Education, 2003c).

Some examples of these studies which revealed teachers' weaknesses are those carried out by Al-Shidi (1998) and Al-kiyumi (2002) who pointed out that teachers' teaching performance still focused on memorization and the utilization of traditional methods that do not improve students' higher thinking skills. In addition, Ray (2003) and Al-Rawahi (2001) exposed teachers' weaknesses in utilizing instructional media while the studies conducted by Al-Matroshi (2002) and Al-Akhzamy (2002) both illustrated teachers' weaknesses in some areas of important teaching skills such as practical applications skills.

The initiatives of the Ministry of Education to improve educational supervision are also based on several educational studies and reports which indicate that the educational supervisors' performance is also below expectations. Supervision in Oman is still facing a few problems such as the adoption of an inspection supervision model, the focus on specific supervisory approaches, the neglect of teachers' professional development and the lack of educational technology usage (Al-Arimi, 2004; Al-Hinai, 2003, Aljumah, 2006; Alkhavi 2001; Al-Khiyari, 2002; Al-menori, 2004, Al-Mishaifri, 2001; Al-Oufi,

2000; Al-Salimi, 2003; Al-Zahrani, 1994; Ministry of Education, 1998& Raafet, 1999).

As part of the reform, the Ministry of Education has made efforts to improve educational supervision and supervisors' practices in order to improve the conditions of teachers and teaching. Previously the practice of directive supervision in the Sultanate of Oman has created consolidated isolationism among teachers in Oman. The supervisor is considered as the more experienced person and knows more and is more capable of solving the educational problems than the teacher in the school (Al-Hinai, 2003).

However, Al-Sawafi (2006) found that teachers' felt as "stressful and anxious" during the supervisor's visit. That is because they already knew that what they had planned was not going to satisfy him. A situation like this increased the teachers' anxiety and frustration, affected inversely on the teachers' motivation and made the supervisory visits less effective. As the visits were not planned, teachers were not even be informed about the supervisor's visit, and to them there were no clear purposes for her/his visit except for evaluation purposes. By the same token, supervisors also felt stressful, unwelcomed and rejected during their visits to the schools. The initial purpose of coming to help turned out to be a traumatic experience and created a hostile atmosphere between the supervisors and teachers during supervision activities.

Education in the Sultanate of Oman is in a period of transition from the emphasis on quantity to the emphasis on quality in education. Progress in terms of the number of schools, teachers and students under the reform

efforts needs to be balanced with improved quality of teaching and learning in schools. This current movement demands that teaching and learning processes undergo a movement of reform and renewal as well. This renewal also includes the procedure on the supervision of teaching that will take into account the teachers' perceptions of supervisory behaviour, in relation to their performance. Working on educational reform without having this kind of information is a great deficiency that might misguide the efforts for the improvement of teaching.

Thus, after ten years since the start of educational reform, it is necessary to conduct a study to investigate the supervisory behaviour of supervisors, and to know the effects of supervisory behaviour on teachers' teaching performance. The ultimate aim of the study is to arrive at the targeted level of effective supervision that will improve instruction and thereby student achievement, in parallel with the efforts of the ministry to improve the quality of education throughout the country.

1.3 Purpose of the Study

This study was undertaken to investigate the supervisory behaviour, and to know the relationship between the supervisory behaviour with teachers' teaching performance, work motivation and job satisfaction. In relation to the purpose of the study, the specific research objectives are to investigate:

1. The three types of supervisory behaviour, namely directive, collaborative and non-directive as perceived by Omani teachers and the differences in those supervisory behaviour based on the teachers' gender, experience and specialization.

2. The Omani teachers' teaching performance as rated by the school principals, and the way in which they differ in their teaching performance based on gender, experience and teaching specialization.
3. The correlations between Omani teachers' teaching performance and the three types of supervisory behaviour.
4. The Omani teachers' work motivation, and the way in which they differ in their work motivation based on gender, experience and teaching specialization.
5. The Omani teachers' job satisfaction, and the way in which they differ in their job satisfaction based on gender, experience and teaching specialization.
6. The correlations between Omani teachers' work motivation, job satisfaction and teaching performance.
7. The relationships between the three types of supervisory behaviour and the teachers' work motivation, job satisfaction and teaching performance.

1.4 Research Questions

The data of this study were gathered and analysed to address the following research questions:

- I. Based on Research Objective One, two research questions are forwarded:

1. How do Omani teachers perceive the three types of supervisors' supervisory behaviour (Directive, Collaborative and Non-directive)?
 2. Are there any significant differences in the teachers' perceived supervisors' supervisory behaviour with respect to gender, experience and teaching specialization?
- II. With respect to Research Objective Two, two research questions are advanced:
3. How well is the Omani teachers' performance, as rated by the school principals?
 4. Are there any significant differences in the teachers' teaching performance with regard to gender, experience and teaching specialization?
- III. As for Research Objective Three, the following research question is set forward:
5. Is there any correlation between teachers' teaching performance and the three types of supervisory behaviour?
- IV. For Research Objective Four, another two research questions are proposed:
6. What are the levels of Omani teachers' work motivation?
 7. Are there any significant differences in the teachers' motivations with respect to gender, experience and teaching specialization?

- V. Research Objective Five has the following two research questions:
8. What are the levels of Omani teachers' job satisfaction?
 9. Are there any significant differences in the teachers' job satisfaction with respect to gender, experience and teaching specialization?
- VI. For Research Objective Six, one research question is asked:
10. Is there any correlation between the teachers' teaching performance and their work motivation and job satisfaction
- VII. Finally, research question for Research Objective Seven is:
11. Are there any significant direct and indirect relationships between the three types of supervisory behaviour, and teachers' work motivations, job satisfaction and teaching performance?

1.5 Rationale for the Study

The study came as a response to the following:

1. The reports from the Ministry of Education in the Sultanate of Oman which indicated that the level of teaching performance is still below expectations despite the efforts to increase the quality of supervisory practices (Ministry of Education, 2002a; Ministry of Education, 2002b; Ministry of Education, 2003a; Ministry of Education, 2003b; Ministry of Education, 2005d).

2. The results of the recent educational research and studies which indicated that educational supervision and supervisors' performance are still below expectations (Al-Arimi, 2004; Aljumah, 2006; Alkhavi 2001; Al-Khiyari, 2002; Al-Mishaifri, 2001; Al-Oufi, 2000; Al-Salimi, 2003; Al-Zahrani, 1994& Raafeet, 1999).
3. The aspirations of the Ministry of Education in Oman regarding the improvement of supervisors' supervisory behaviour to that of a more collaborative one between supervisors and teachers. This concern is manifested in the introduction of a new model of supervision to convey rapid changes in the educational system along with the implementation of the Basic Education programme in the academic year 1997 / 1998.
4. There has not been any study conducted in the Sultanate of Oman, at least to the researcher's knowledge, regarding supervisors' supervisory behaviour and its effects on teachers' work motivation, job satisfaction and performance. As such, this study will help to fill in the gap in educational supervision research in Oman.
5. Several studies carried out in Oman such as those conducted by Al-Mishaifri (2001), Al-Khiyari (2002), Al-Oufi (2000), Al-Arimi (2004), and Aljumah (2006) have recommended investigating supervisory behaviour and its impact on teachers' performance.

1.6 Significance of the Study

It was anticipated that the results of this study would:

1. Provide the Ministry of Education in Oman with current data that would aid the ministry in making better decisions regarding policy and in applying educational strategies with greater certainty regarding its educational supervision system.
2. Offer clarifications for the Ministry of Education to implement more effective educational supervision reforms so as to improve teachers' situation and enhance their teaching performance and thereby students' performance.
3. Inform the educational stakeholders in Oman, namely, the policy makers, service providers, and supervisors themselves about the types of supervisory behaviour and their impact on teachers' work motivation, job satisfaction and teaching performance. These may be of value for the authorities to take into consideration in their efforts to enhance positive supervisory behaviour and to reduce negative behaviour. In addition, the findings of this study might prove useful in designing a training program that is specifically tailored for supervisors in order to make the supervision processes more effective.
4. Provide information about the factors that influence the role of supervision which would consequently have affects on the teachers' teaching performance and thereby the educational process outputs.

5. Help the Ministry of Education in Oman to diagnose the educational supervision problems. Based on this diagnosis, a few recommendations regarding the ways with which to improve the supervision processes could be offered. It is hoped that the supervision processes could be improved to reach the targeted level of effective supervision with the intention that teacher instruction and ultimately, student achievement could be improved.
6. The study results could hopefully add to the literature and try to fill in the research gap in the area in general and in the Sultanate of Oman in particular. It could also function as a foundation for the research community to proceed with further research on educational supervision.

1.7 Limitations of the Study

The study had been conducted with the following limitations:

1. This study essentially investigated the educational supervisors' supervisory behaviour in teaching and learning based on teachers' perceptions, in relation to teachers' work motivation, job satisfaction and teaching performance.
2. This study looked only at the supervisors' supervisory behaviour and teachers' work motivation, job satisfaction and teaching performance. It encompassed government schools only (Basic

Education, Grades 1 to 10) and did not include private and other types of schools.

3. The data was collected from the four educational regions of the Sultanate of Oman, namely, Muscat, Al-Batinah (North), Al-Sharkiyah (North) and Al-Dhahirah using the Supervisory Behaviour Description Questionnaire (SBDQ), Teachers' Motivation Questionnaire (TMQ), Mohrman-Cokke-Mohrman Job Satisfaction Scales (MCMJSS) and Teacher Performance Competence Appraisal Instrument (TPCAI) as the survey instruments of the study.
4. The results of the study concerning the supervisors' supervisory behaviour, teachers' motivation, satisfaction and performance were only representative of this survey population.

1.8 Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. The participants understood the instruments.
2. The participants responded honestly to the instruments.
3. The Supervisory Behaviour Description Questionnaire (SBDQ), Teachers' Motivation Questionnaire (TMQ), Mohrman-Cokke-Mohrman Job Satisfaction Scales (MCMJSS) and Teachers' Performance Competence Appraisal Instrument (TPCAI) were the appropriate instruments for this study.

4. The participants responding to the survey are representative of supervisory behaviour and the effects of this behaviour on teachers' work motivation, job satisfaction and teaching performance in the four educational regions of the Sultanate of Oman.

1.9 Definitions of Key Terms

For the purpose of this study, the following terms had been defined:

- a. ***Educational supervision.*** As defined by Krey and Burke (1989: 22) it is "leadership that relates perspective to behaviour, clarifies purposes, contributes to and supports organizational actions, coordinates interacts, provides for maintenance and improvement of instructional program and assesses goals achievement."

The Educational Supervision Guide defines supervision as "an artistic, consultative, humanistic and inclusive leadership process, which aims to evaluate and improve the educational process from all its aspects" (Ministry of Education, 2004a: 4). In this study, educational supervision refers to a humane interactive process between the supervisor and the teacher with the aim of upgrading teachers' teaching performance and developing the educational processes and outputs.

- b. ***Supervisor.*** In this study, the term refers to the certified educator who is appointed by the Ministry of education to supervise and

evaluate teachers in a school setting and to provide teachers with assistance to enable them to be more effective.

- c. ***Supervisory behaviour.*** According to Sistrunk (1986) the term refers to a broad range of activities performed, and the qualities demonstrated by a supervisor in influencing the supervisor-supervisee relationship. In this study, it refers to the teachers' perceptions towards the supervisors' activities and actions which are related to teaching and learning. It also refers to the extent to which supervisors exert their authority and apply directive, non-directive and collaborative methods when they supervise teachers; as perceived by teachers.
- d. ***Directive supervisory behaviour.*** In this study, the term refers to a manner of supervision employing a high level of authority that the supervisor uses when he supervises the teacher. The supervisor directs the teacher in a one-way (top-down) communication where he tells the teacher what to do, where to do it, when to do it and how to do it.
- e. ***Non-directive supervisory behaviour.*** In this study, the term refers to a manner of supervision employing a low level of authority that the supervisor uses when he supervises the teacher. The supervisor gives the teacher a chance to express, defend and clarify his ideas, to try out new ideas and to take a greater responsibility for his own teaching behaviour and to come up with his own solutions to the teaching problems.

- f. ***Collaborative supervisory behaviour.*** As defined by Harris and Ovando (1992: 13) the term refers to a manner of "working jointly with equal status and sharing commitment in order to achieve mutually beneficial instructional goals". In this study, the term also denotes the opportunity which the supervisor gives the teacher to work together collaboratively; in diagnosing problems, attempting to find solutions and planning for action, both the supervisor and the teacher share the responsibility.

- g. ***Teachers' work motivation.*** Luthan (1998: 161) defines motivation as, "a process that starts with a physiological deficiency or need that activates a behaviour or a drive that is aimed at a goal incentive". In this study, teachers' work motivation refers to the process that moves teachers towards teaching and makes them interested and enthusiastic to carry out the teaching activity.

- h. ***Teachers' job satisfaction.*** Smith, Kendall, and Hulin (1969: 6) define job satisfaction as "the feelings the worker has about his job". In this study, the term 'teachers' job satisfaction' refers to the attitude of the teachers towards their job and how they feel about it: whether they like or dislike their job.

- i. ***Teacher's teaching performance.*** In this study, the term refers to the teacher's classroom practices in teaching and learning. It includes the planning and preparation for teaching, qualifications on the subject matter, the use of appropriate teaching methods and techniques, student learning assessment skills, attention to

curricula-related activities, the use of suitable communication approaches, commitment to the annual working plan, capacity for initiative, innovation and contribution to development, attention to the students' performance records and their applications, working commitment and punctuality. Teacher's teaching performance will be measured by the Teachers' Performance Competence Appraisal Instrument (TPCAI).

1.10 Research Model

The purpose of the research model is to assess the relationships between the three types of supervisory behaviour, namely directive, collaborative and non-directive, and teachers' motivation, satisfaction and performance. In other words, the model tries to investigate the contribution of educational supervision in improving teachers' teaching performance.

According to the model of the study, the types of supervisory behaviour will have an effect on teachers' work motivation, job satisfaction and teaching performance. If a low control, high supportive supervisory behaviour is employed, it will result in a high level of work motivation, job satisfaction and teaching performance. On the other hand, if a high control, low supportive supervisory behaviour is used, it is expected that teachers' work motivation, job satisfaction and teaching performance will be low. The conceptual framework and research model is explained in further detail in Chapter Three, pages 138 - 145.

1.11 Conclusion

Education in Oman is passing through a period of transition from the emphasis on quantity to the emphasis on quality. The Ministry of Education in Oman started implementing a large-scale educational reform project at the beginning of the academic year 1998/1999 by implementing the Basic Education programme. The Ministry of Education accompanies this reform with efforts to improve educational supervision. Educational supervision in the Sultanate of Oman aims at upgrading teachers' teaching performance by providing assistance, encouragement, and guidance to improve instruction and increase student learning. This study explores supervisory behaviour and its relationship to teachers' work motivation, job satisfaction and teaching performance in Oman.

CHAPTER TWO

OMAN AND THE OMANI EDUCATION SYSTEM

2.0 Introduction

This chapter presents an account of the education system in the Sultanate of Oman as the context of the study. The chapter is composed of three sections. The first section concerns Oman as a country and provides an overview of the geography, topography, climate, economy, and culture of the sultanate. The second section covers the education system of Oman. This section comprises three parts, namely: i) the development of education in Oman; ii) the types of educational services (General Education and Basic education); and iii) the educational authorities of the sultanate. The third section discusses educational supervision in the Sultanate of Oman. This section also consists of three parts, which are: i) the educational supervision phase; ii) educational supervision tasks; and iii) educational supervision problems in the sultanate.

2.1 The Sultanate of Oman: An Overview

The Sultanate of Oman is one of the Arab Gulf countries, which lies on the southeast corner of the Arabian Peninsula between latitudes 16° 40' and 26° 20' North and Longitudes 51° 50' and 59° 40' East (AL-Hashmi, S. 1999: 7). Its neighbours are United Arab Emirates (UAE) and the Kingdom of Saudi Arabia in the west; and the Republic of Yemen in the south. The Sultanate

occupies a total area of about 309 thousand km² with different terrains that vary from plains to highlands and mountains. The coastline extends 3,165km from the Strait of Hormuz in the north, to the borders of the Republic of Yemen in the south and it overlooks three seas - the Arabian Gulf, the Gulf of Oman and the Arabian Sea. It borders Saudi Arabia and the United Arab Emirates in the West; the Republic of Yemen in the South; the Strait of Hormuz in the North; and the Arabian Sea in the East.

There are several islands located in Oman's territorial waters. The largest of these islands is Masirah which lies southeast of the country. Masirah can be reached by boat or plane (Ministry of Information, 1998). The Sultanate of Oman is the third largest country in the Arabian Peninsula. The Sultanate is divided administratively into four governorates which are: Muscat, Dhofar, Burime and Musandam; and five regions, consisting of Al Batinah, Al Dhahirah, Al Dakhliyah, Al Sharqiyah and Al Wusta. These governorates and regions are composed of Wilayats amounting to 59 in number. Each region constitutes one or more regional centres. Altogether, there is a total of 12 regional centres. Each regional centre has a wali, the person in command of the area, who is accountable to the Ministry of the Interior (AL-Hammami, 1999: 91; Ministry of Information, 2005: 8).

About 82% of Oman consists of deserts while mountains cover 15% of its surface, and the remaining 3% lies in plains and wealds (Alhammami, 1999; AL-Hashmi, S. 1999: 7). Rock matter is predominantly sedimentary and is rich

in metallic mineral deposits, such as copper, chromate and gold. The two main mountain ranges are the Hajar range, running from Musandam to Ras al Hadd, and the Qara range in Dhofar, which attracts the light monsoon rains during the mid-summer months. Most conurbations are spread along the coastline (Ministry of Education, 2000: 13).

In summer, the climate in the coastal areas of Oman is hot and humid, whereas in the interior, it is hot and dry. One exception is on the higher mountains, where the climate is moderate throughout the year (Ministry of Information, 2005: 8). Average temperatures for the north of Oman are 32 – 48°C from May to September and 26 - 36 °C from October to April. From June to September, the Dhofar region, in the south of the country, maintains a fairly steady year-round temperature of around 30 - 35°C which is attributable to the monsoon season. After the rains, Dhofar is transformed into a lush landscape of green fields and verdant vegetation (Ministry of Information, 2005: 8).

Rainfall is generally light and irregular; although heavy rains and thunderstorms can cause severe flooding. In Dhofar, the climate is moderate and the pattern of rainfall is more predictable with heavy monsoon rains occurring regularly between May and September. Average rainfall in Muscat is 75mm. In the Jebel Al-Akhdar region, average rainfall can be from 250mm to 400mm. The monsoon season in Dhofar can bring rainfall of between 100 - 400mm. (Ministry of Education, 2000; Ministry of Information, 2005).

According to the Ministry of National Economy (Information and Publication Centre, 2005) the latest statistics for the population of the Sultanate of Oman in 2003 was 2,340,815, composed of 1,781,558 Omanis and 559,257 expatriates. The number of homes was 430,996 and the number of families was 343,377 (Ministry of National Economy, 2005).

Oman's economy has, however, been transformed by the export of oil since 1967. Traditional exports were dates, limes and fish. Before 1970, imports were limited to basic food items and simple goods. Since then, the Sultanate of Oman has relied heavily on oil and natural gas. Oil, however, is subject to extreme uncontrollable price fluctuation. This, in turn, makes government revenue unpredictable, and hence slows down economic growth (Al-Hinai, 1998).

Although the national economy still currently depends on oil and natural gas, in addition to minerals such as silver, zinc, iron and chromate, the government has spared no effort to diversify the economy in order to avoid dependency on oil. Therefore, agriculture, fisheries, tourism and other industries and services have been encouraged to play a role in the national economy in future (Ministry of Information, 2001: 101; Al-Hashmi, 1999: 10-11).

Oman has been ruled by the Al Bu Said tribe since the 18th century. Omanis have a long tradition of seafaring and historic links to both the African and Indian coasts. As with the other Gulf States, however, the Sultanate became a British dependency in the late 19th century and remained under