

Abstract

This study aimed at exploring the attitudes of the Directors of Directorates of Education, school principals, and teachers toward the Resident Educational Supervision which, is being practiced at schools in West- Bank. To achieve this goal, the researcher used qualitative and quantitative methodology.

The sample of the study was composed of all of the 16th directors of directorates of education, 44 principals whose schools have been visited by the resident educational supervision. A random sample of teachers were also selected, it constituted 4.5% of the population of the study. A questionnaire has been used as a study instrument which consisted of (49) items .This instrument was distributed to (701) teachers to measure their attitudes towards resident educational supervision. But, (691) questionnaires were collected and considered to be valid for analysis which represented 4.43% of the teacher population.

Furthermore, an interview instrument was designed to collect data from the directors of directorates of education and from four focus groups of principals. It consisted of questions that covered the same components as the questionnaire. The content validity of those instruments was verified by 12 experts. The reliability of the questionnaire has been checked by conducting a pilot study of 36 teachers who have the same properties of the origin sample of the study and outside of it.

To answer the qualitative questions, the data was analyzed, the relationships were identified and the patterns were coded. To answer the quantitative questions the SPSS was used, to check the hypotheses related to gender, academic qualification t- test was used and One –Way ANOVA were applied to check the hypotheses related to years of experience, academic qualifications, geographical area and major specialization. LSD test was applied to identify the post differences.

The study showed the following results:

1. Directors of directorates of education have positive attitudes toward residential educational supervision in all areas.

2. There were weaknesses in supervisors' implementation in the field.
Their experiences were focused on tests.
3. The mean of teachers attitude toward resident educational supervision ranged from medium to high.
4. There were no significant differences in teachers' attitudes toward resident educational supervision due to years of experience except in the domain of professional development.
5. There were no significant differences in teachers' attitudes toward resident educational supervision due to academic qualification except in the domain of communication and procedures.
6. There were no significant differences in teachers' attitudes due to school subject except in the domain of supervisors' possession of teaching and evaluation strategies.
7. There were no significant differences in teachers' attitudes toward resident educational supervision due to gender, educational qualification, and geographical area.

Considering the conclusion, the researcher made the following recommendations: Increasing the number of supervisors in the

directorates of education and developing their abilities in the current trends in educational supervision, classroom observation.