

VOLUME 2

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

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

School of Education
University of Durham

October 1989



31 OCT 1990

Appendix I

Supervisors' Questionnaire

Letter from the Researcher

Dear Supervisors,

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

Thank you,

Yours,

A.T. AL ATARI

Personal Data

Please tick

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

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

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

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

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

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

Part I

1.0 Supervisory Tasks:

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

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

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

.....

Part II

2.0 Supervisory Activities:

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

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

/contd.....

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

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

.....

.....

.....

Part III

3.0 Supervisory visits:

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

3.1 The number of supervisory visits in Qatar is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.2 The time spent during the visit is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.3 Is the visit preceded by a conference?

- Always
- Frequently
- Rarely
- Never

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

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

3.5 and, what is it for?

.....

.....

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

3.6 My teachers feel embarrassed during the observation:

Strongly agree

Agree

Disagree

Strongly disagree

3.7 My teachers behave differently during the observation:

Strongly agree

Agree

Disagree

Strongly disagree

3.8 Is the visit followed by a conference?

Always

Frequently

Rarely

Never

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

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

Few minutes

It depends

3.10 and, what matters are discussed?

.....

.....

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

3.11 My teachers feel free to express their viewpoint:

Strongly agree

Agree

Disagree

Strongly disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

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

Strongly agree

Agree

Disagree

Strongly disagree

Part IV

4.0 The evaluation of teachers:

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

4.1 The supervisor is capable of evaluating the teacher:

Strongly agree

Agree

Disagree

Strongly disagree

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

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

4.3 The criteria for evaluating teachers are made clear:

Strongly agree

Agree

Disagree

Strongly disagree

4.4 Do you place more emphasis on conformity or innovation?

I place more emphasis on conformity

I place more emphasis on innovation

I place equal emphasis on both

Part V

5.0

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

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

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

.....

.....

.....

Part VI

6.0 Staffing:

Please tick

6.1 Supervisors need special training (professional education):

Strongly agree

Agree

Disagree

Strongly disagree

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

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

6.3 Teachers can play the role of supervisors:

Strongly agree

Agree

Disagree

Strongly disagree

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

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

6.5 Principals can play the role of supervisors

Strongly agree

Agree

Disagree

Strongly disagree

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

.....

.....

.....

Part VII

7.0 Problems and obstacles:

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

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

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

.....

.....

.....

.....

Part VIII

8.0

Please tick

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

Strongly agree

Agree

Disagree

Strongly disagree

8.2 Where do you derive your authority from?

From my legal position

From my experience and competence

From both

8.3 How satisfied do you feel with supervision?

To a great extent

To some extent

To a little extent

not at all

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

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

Appendix II

Teachers' Questionnaire

Letter from the Researcher

Dear Colleagues,

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

Thank you,

Yours,

A.T. AL ATARI

Personal Data

Please tick

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

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

.....
.....

Part I

1.0 Supervisory Tasks:

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

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

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

.....

Part II

2.0 Supervisory Activities:

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

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

/contd.....

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

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

.....

.....

.....

Part III

3.0 Supervisory visits:

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

3.1 The number of supervisory visits in Qatar is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.2 The time spent during the visit is adequate:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.3 Is the visit preceded by a conference?

- Always
- Frequently
- Rarely
- Never

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

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

3.5 and, what is it for?

.....

.....

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

3.6 I feel embarrassed during the observation:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.7 I behave differently during the observation:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

3.8 Is the visit followed by a conference?

- Always
- Frequently
- Rarely
- Never

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

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

3.10 and, what matters are discussed?

.....

.....

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

3.11 I feel free to express my viewpoint:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Part IV

4.0 The evaluation of teachers:

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

4.1 The supervisor is capable of evaluating the teacher:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

.....

.....

.....

4.3 The criteria for evaluating teachers are made clear:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

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

Part V

5.0

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

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

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

.....

.....

.....

Part VI

6.0 Staffing: Please tick

6.1 Supervisors need special training (professional education):

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

.....

.....

.....

6.3 Teachers can play the role of supervisors:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

.....

.....

.....

6.5 Principals can play the role of supervisors

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

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

Part VII

7.0

Please tick

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

Strongly agree

Agree

Disagree

Strongly disagree

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

From his/her legal position

From his/her experience and competence

From both

7.3 How satisfied do you feel with supervision?

To a great extent

To some extent

To a little extent

not at all

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

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

Appendix III

Supervisors' Report on Teacher
(rating instrument)

Confidential

Supervisor's Report on Teacher

The State of Qatar

Ministry of Education

Subject _____ Teacher's name _____

School _____ Qualification _____

Supervisor's name _____ Date of appointment _____

1. The teacher's personality (25 marks)

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

2. Teacher's performance (75 marks)

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

Total Rating

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

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



Appendix IV

Principal's report on teachers

Confidential

Principal's Report on Teacher

The State of Qatar

The Ministry of Education

Subject _____ Teacher's name _____

School _____ Qualification _____

District _____ Date of appointment _____

1. The teacher's personality (25 marks)

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

2. Administrative performance (50 marks)

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

3. Classroom performance (25 marks)

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

Total Rating

Signature

Opinion of the Director of Technical Affairs

Signature

Opinion of the Under-Secretary

Signature

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

Appendix V

Report on Supervisors

Confidential

Annual Report on Supervisors

The State of Qatar

The Ministry of Education

Supervisors name _____

Qualification _____

Date of appointment _____

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

TOTAL

Rating

Signature

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

Except otherwise stated, the following symbols are used:

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

TABLE 1

Students in Government Schools in 1951-1986

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

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

TABLE 2

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

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

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

TABLE 3

Teaching Staff in Government Schools by Sex

1985/1986

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

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

TABLE 4

Teaching Staff in Government Schools by Nationality
1985/1986

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

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

TABLE 5

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

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

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

TABLE 6

Teaching Staff in Government Boys' Schools by Qualification

1985/1986

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

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

TABLE 7

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

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

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

TABLE 8

Students in Commercial and Industrial Schools

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

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

TABLE 9

Students in Government Secondary Schools by Specialization

1985/1986

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

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

TABLE 10

Students in Government Schools by Sex

1985/1986

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

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

TABLE 11

Persons Attending Evening Schools and Anti-Illiteracy Centers

By Sex and Nationality

1985/1986

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

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

TABLE 12

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

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

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

TABLE 13

Male Supervisors by Nationality

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

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

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

Source: Ministry of Education, Department of Technical Research,

Information compiled at the request of the author.

TABLE 14

Female Supervisors by Nationality

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

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

- in addition to subject supervisors, there are 4 (3 Qataris and 1 non-Qatari) supervisors for social welfare, and 2 Qatari supervisors for non-Government schools.
- the primary cycle includes a number of boys schools' up to the 4th year with female teachers.

Source: Ministry of Education, Department of Technical Research,

Information compiled at the request of the author.

TABLE 15

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

N = 510

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

TABLE 16

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

N = 432

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

TABLE 17

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

N = 78

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

TABLE 18

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

N = 432

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

TABLE 19

A Cross-tabulation of Supervisors' Nationality
by Other Variables

N = 78

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

TABLE 20

A Cross-tabulation of Teachers' Sex
by Other Variables

N = 432

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

TABLE 21

A Cross-tabulation of Supervisors' Sex
by Other Variables

N = 78

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

TABLE 22

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

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

TABLE 23

A Cross-tabulation of Supervisors' Qualifications
by Other Variables

N = 78

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

TABLE 24

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

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

TABLE 25

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

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

TABLE 26

A Cross-tabulation of Teachers' Experience
by Other Variables

N = 432

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

TABLE 27

A Cross-tabulation of Supervisors' Experience
by Other Variables

N = 78

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

TABLE 28

The Professional Education of Supervisors

Do You Keep in Touch With Literature on Supervision?

N = 78

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

TABLE 29

The Professional Education of Supervisors

Have You Attended any Courses or Seminars on Supervision?

N = 78

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

TABLE 30

The weight quotients and rank orders of six selected supervisory tasks

N = 510

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

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

N = 510

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

TABLE 32

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

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

TABLE 33

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

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

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

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

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

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

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

TABLE 36

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

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

TABLE 37

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

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

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

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

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

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

TABLE 40

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

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

TABLE 41

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

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

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

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

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

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

TABLE 44

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

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

TABLE 45

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

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

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

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

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

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

TABLE 48

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

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

TABLE 49

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

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

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

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

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

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

TABLE 52

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

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

TABLE 53

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

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

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

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

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

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

TABLE 56

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

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

TABLE 57

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

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

TABLE 58

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

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

TABLE 59

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

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

TABLE 60

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

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

TABLE 61

The Rank Orders of importance and application of 12 supervisory activities

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

TABLE 62

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

N = 510

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

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

Q2	Ideal responses			Actual responses			
	very important	of little importance	of no importance	to a great extent	to some extent	to a little extent	not at all
2.1	110 21.6	139 27.3	25 4.9	25 4.9	110 21.6	205 40.2	170 33.3
2.2	101 19.8	185 36.3	41 8.0	3 .6	12 2.4	220 43.1	275 53.9
2.3	173 33.9	64 12.5	12 2.4	57 11.2	177 34.7	174 34.1	102 20.0
2.4	92 18.0	145 28.4	63 12.4	109 21.4	284 55.7	88 17.3	29 5.7
2.5	273 53.5	31 6.1	7 1.4	174 34.1	205 40.2	77 15.1	54 10.6
2.6	139 27.3	129 25.3	35 6.9	0 0	13 2.5	220 43.1	277 54.3
2.7	210 41.2	56 11.0	15 2.9	63 12.4	161 31.6	180 35.3	106 20.8
2.8	116 22.7	135 26.5	39 7.6	3 .6	23 4.5	220 43.1	264 51.8
2.9	116 22.7	173 33.9	32 6.3	31 6.1	74 14.5	169 33.1	236 46.3
2.10	197 38.6	87 17.1	33 6.5	322 63.1	173 33.9	10 2.0	5 1.0
2.11	166 32.5	105 20.6	12 2.4	52 10.2	125 24.5	195 38.2	138 27.1
2.12	113 22.2	162 31.8	34 6.7	18 3.5	60 11.8	194 38.0	238 46.7

TABLE 64

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

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

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

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

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

TABLE 65 (Cont.)

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

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

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

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

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

TABLE 68

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

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

TABLE 69

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

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

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

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

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

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

TABLE 72

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

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

TABLE 73

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

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

TABLE 74
Teachers' ideal and actual responses concerning 'organizing for instruction'

Independent Variable	Ideal Responses						Actual Responses									
	Very Important	Important	Less Important	Not Important	W.q.	d.f.	x ²	Sig.	To a great extent	To some extent	To a little extent	Not at all	W.q.	d.f.	x ²	Sig.
Nationality Qatari	50 (28.2)	93 (52.5)	32 (18.1)	2 (1.1)	76.2	3	7.74500	n.s.	13 (7.3)	46 (26.0)	75 (42.4)	43 (24.3)	54	3	4.33773	n.s.
	86 (33.7)	131 (51.4)	28 (11.0)	10 (3.9)	78.7				24 (9.4)	85 (33.3)	87 (34.1)	59 (23.1)	57.2			
Sex Male	64 (30.3)	114 (54.0)	26 (12.3)	7 (3.3)	77.8	3	1.71145	n.s.	18 (8.5)	74 (35.1)	70 (33.2)	49 (23.2)	57.2	3	5.14893	n.s.
	72 (32.6)	110 (49.8)	34 (15.4)	5 (2.3)	78.1				19 (8.6)	57 (25.8)	92 (41.6)	53 (24.0)	54.7			
Qualification Non-Uni.	40 (25.6)	86 (55.1)	27 (17.3)	3 (1.9)	76.1	6	6.80795	n.s.	10 (6.4)	54 (34.6)	61 (39.1)	31 (19.9)	56.8	6	8.04685	n.s.
	91 (34.7)	130 (49.6)	32 (12.2)	9 (3.4)	78.9				27 (10.3)	74 (28.2)	93 (35.5)	68 (26.0)	55.7			
Higher Degree	5 (35.7)	8 (57.1)	1 (7.1)	0 (0.0)	82.1				0 (0.0)	3 (21.4)	8 (57.1)	3 (21.4)	50			
	49 (26.2)	104 (55.6)	32 (17.1)	2 (1.1)	76.7	3	9.74920	<.05	12 (6.4)	59 (31.6)	80 (42.8)	36 (19.3)	56.2	3	7.04583	n.s.
Prep- Sec.	87 (35.5)	120 (49.0)	28 (11.4)	10 (4.1)	78.9				25 (10.2)	72 (29.4)	82 (33.5)	66 (26.9)	55.7			
	53 (34.2)	89 (57.4)	12 (7.7)	1 (.6)	81.2	3	12.54415	<.01	17 (11.0)	59 (38.1)	54 (34.8)	25 (16.1)	60.9	3	12.59383	<.01
Experience Inexp.	83 (30.0)	135 (48.7)	48 (17.3)	11 (4.0)	71.8				20 (7.2)	72 (26.0)	108 (39.0)	77 (27.8)	53.1			
	83 (30.0)	135 (48.7)	48 (17.3)	11 (4.0)	71.8				20 (7.2)	72 (26.0)	108 (39.0)	77 (27.8)	53.1			

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

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

TABLE 76

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

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

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

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

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

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

TABLE 79

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

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

TABLE 80

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

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

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

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

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

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

TABLE 83

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

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

TABLE 84

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

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

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

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

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

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

TABLE 87

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

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

TABLE 88

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

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

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

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

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

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

TABLE 91

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

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

TABLE 92

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

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

TABLE 93
Teachers' ideal and actual responses concerning orientation programmes

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

TABLE 94
Supervisors' ideal and actual responses concerning orientation programmes

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

TABLE 95

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

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

TABLE 96

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

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

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

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

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

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

TABLE 99

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

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

TABLE 100

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

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

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

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

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

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

TABLE 103

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

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

TABLE 104

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

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

TABLE 105
Teachers' ideal and actual responses concerning disseminating information

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

TABLE 106
Supervisors' ideal and actual responses concerning disseminating information

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

TABLE 107

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

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

TABLE 109
Supervisors' ideal and actual responses concerning school library

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

TABLE 110

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

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

TABLE 111

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

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

TABLE 112

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

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

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

TABLE 113

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

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

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

TABLE 114

Participants' Responses Concerning Selected Items Pertaining to
Supervisory Visits

N = 510

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

TABLE 115

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

N = 510

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

TABLE 116

Teachers' opinions whether the number of supervisory visits was adequate

The number of supervisory visits is adequate

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

TABLE 117

Supervisors' opinions whether the number of supervisory visits was adequate

The number of supervisory visits is adequate

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

TABLE 118

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

The time spent during the visit is adequate

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

TABLE 119

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

The time spent during the visit is adequate

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

TABLE 120

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

How often is the visit preceded by a conference?

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

TABLE 121

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

How often is the visit preceded by a conference?

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

TABLE 122

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

How often is the visit preceded by a conference?

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

TABLE 123

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

How long does the Conference last?

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

TABLE 124

Teachers' responses concerning the length of the visit

How long does the pre-observation conference last?

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

TABLE 125

Supervisors' responses concerning the length of the visit

How long does the pre-observation conference last?

independent variable	½ hour	few minutes	it depends	d.f.	x ²	sig.
<u>Nationality</u>						
Qatari	10 (31.3)	7 (21.9)	15 (46.9)	2	0.01714	n.s.
Non-Qatari	15 (32.6)	10 (21.7)	21 (45.7)			
<u>Sex</u>						
Male	12 (31.6)	8 (21.1)	18 (47.4)	2	0.04757	n.s.
Female	13 (32.5)	9 (22.5)	18 (45.0)			
<u>Qualifications</u>						
B.A.	20 (33.3)	15 (25.0)	25 (41.7)	2	2.49308	n.s.
Higher degree	5 (27.8)	2 (11.1)	11 (61.1)			
<u>Cycle</u>						
Primary	10 (29.4)	8 (23.5)	16 (47.1)	2	0.22491	n.s.
Prep-secondary	15 (34.1)	9 (20.5)	20 (45.5)			
<u>Experience</u>						
Inexperienced	6 (25.0)	7 (29.2)	11 (45.8)	2	1.40293	n.s.
Experienced	19 (35.2)	10 (18.5)	25 (46.3)			

TABLE 126

Teachers' responses concerning their feelings during the visit?

I feel embarrassed during the visit

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

TABLE 127

Supervisors' responses concerning teachers' feelings during the visit

My teachers feel embarrassed during the visit

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

TABLE 128

Teachers' responses concerning their behaviour during the observation

I behave differently during the visit

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

TABLE 129

Supervisors' responses concerning their teachers' behaviour during the visit

My teachers behave differently during the observations

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

TABLE 130

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

How often is the visit preceded by a conference?

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

TABLE 131

Teachers' responses concerning the frequency of post-observation conferences

Is the visit followed by a conference?

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

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

Is the visit followed by a conference?

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

TABLE 133

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

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

TABLE 134

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

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

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

TABLE 135

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

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

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

TABLE 136

Teachers' responses concerning the freedom of expression during the visit

I feel free to express my view point

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

TABLE 137

Supervisors' responses concerning the freedom of teachers
to express viewpoints

My teachers feel free to express their viewpoints

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

TABLE 138

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

My supervisor takes into account my circumstances

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

TABLE 139

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

I took into account the circumstances of the teacher

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

TABLE 140

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

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

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

TABLE 141

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

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

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

TABLE 142

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

The visit leads to a better teaching/learning situation

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

TABLE 143

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

The visit leads to a better teaching/learning situation

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

TABLE 144

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

Supervisors are capable of evaluating teachers

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

TABLE 145

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

Do supervisors emphasize conformity or innovation?

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

TABLE 146

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

The criteria for evaluation are made clear

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

TABLE 147

Teachers' responses whether supervisors are capable of evaluating teachers

Supervisors are capable of evaluating teachers

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

TABLE 148

Supervisors' responses whether they are capable of evaluating teachers

Supervisors are capable of evaluating teachers

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

TABLE 149

Teachers' responses whether supervisors emphasize conformity or innovation

Do your supervisors emphasize conformity or innovation?

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

TABLE 150

Supervisors' responses whether they emphasize conformity or innovation

Do you emphasize conformity or innovation?

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

TABLE 151

Teachers' responses whether the criteria are made clear

The criteria for evaluation are made clear

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

TABLE 152

Supervisors' responses whether the criteria for evaluation are made clear

The criteria for evaluation are made clear

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

TABLE 153

The weight quotients and rank orders of 5 criteria for evaluation

N = 510

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

TABLE 154
Frequencies and Percentages of participants who rated 5 criterion according to degree of importance and frequency of application

N = 510

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

TABLE 155

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TABLE 167

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

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

TABLE 169

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

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

TABLE 170

The Responses of Participants Concerning
3 Selected Items Pertaining to Staffing

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

TABLE 171

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

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

TABLE 172

Teachers' opinions whether they thought that supervisors
need special training

Supervisors need special training

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

TABLE 173

Supervisors' opinions concerning 'special training for supervisors'

Supervisors need special training

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

TABLE 174

Teachers' opinions concerning 'peer supervision'

Teachers can play the role of supervisors

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

TABLE 175

Supervisors' opinions concerning 'peer supervision'

Teachers can play the role of supervisors

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

TABLE 176

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

Principals can play the role of supervisors

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

TABLE 177

Supervisors' opinions concerning the idea of 'principal supervisor'

The principal can play the role of supervisor

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

TABLE 178

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

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

TABLE 179

Supervisors' opinions of whether 'insufficient time' hinders supervision

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

TABLE 180

Supervisors' opinions of whether 'overwork' hinders supervision

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

TABLE 181

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

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

TABLE 182

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

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

TABLE 183

Supervisors' opinions whether 'overlapping of duties' hinders supervision

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

TABLE 184

Supervisors' opinions whether 'the role ambiguity' hinders supervision

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

TABLE 185

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

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

TABLE 186

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

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

TABLE 187

Participants Responses Concerning Teachers' Perception of Supervisors

Teachers perceive supervisors as helpers rather than assessors

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

TABLE 188

Participants Responses Concerning the Authority of Supervisors

Where do the supervisors derive their authority from?

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

TABLE 189

Participants Responses Concerning Satisfaction with Supervision

To what extent do you feel satisfied with supervision?

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

TABLE 190

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

Teachers perceive supervisors as helpers rather than assessors

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

TABLE 191

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

Where do supervisors derive their authority from?

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

TABLE 192

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

To what extent do you feel satisfied with supervision?

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

TABLE 193

Teachers' responses concerning how they perceive supervisors

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

TABLE 194

Supervisors' responses of how they are perceived by teachers

Teacher perceive as helper rather than assessor

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

TABLE 195

Teachers' responses concerning the authority of supervisors

Where do supervisors derive their authority from?

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

TABLE 196

Supervisors' responses concerning the source of their authority

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

TABLE 197

Teachers' satisfaction with supervision

To what extent do you feel satisfied with supervision

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

TABLE 198

Supervisors' satisfaction with supervision

To what extent do you feel satisfied with supervision

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

TABLE 199

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

N = 510

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

TABLE 200

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

N = 510

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

TABLE 201

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

N = 510

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

TABLE 202

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

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

TABLE 203

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

N = 510

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

