English Language Teachers' Acceptability to their Supervisors and its Relationship to the level of their Commitment to the Supervisory Recommendations

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Abstract:

It is the responsibility of the educational supervisor to have many tasks and heavy burden in giving directions that guide in-service teachers to encounter the accelerating and contemporary changes relating to the scientific and technical knowledge and employing it to the educational process. The role of the educational supervisor has dramatically transformed from inspecting into the guidance and then to the modern educational supervision that is based on established scientific basics which allow cooperative democratic dialogue. The present research aims at:

1. Identifying the level of EFL teachers' acceptance to the English language supervisors.

2. Identifying the level of EFL teachers' acceptance to the English language supervisors according to the following variables:
  A. Gender   B. Degree hold   C. years of in- service

3. The level of EFL teachers 'commitment to the supervisory recommendations given by the English language supervisors.

4. The level of teachers 'commitment to the supervisory recommendations given by the English language supervisors according to variables of :
  A. Gender   B. Degree hold   C. years of in- service

5. The connection of the level of acceptance and commitment to the Supervisory recommendations.

The researcher adopted the descriptive approach to be the analysis method, and the   research population is represented by the English language teachers at Directorate General of Education Baghdad / Al- Rusafa/3 by (919) EFL teachers. The sample overs (183)EFL teachers distributed into three groups of Gender, Degree hold and years of service.

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The researcher sets two instruments namely acceptance scale and a questionnaire. Results obtained show that there is acceptance to the supervisors by the EFL teachers and commitment to the supervisory recommendations given to them .The results also reflect that there is a positive direct relationship between the level of acceptance and the level of commitment to the supervisory recommendations.

Keywords:

Teachers, Acceptability, Supervisors, Commitment, Recommendations.

1.1 Introduction

Educational supervision is a direct link between the planning field, represented by curricula developers, decision-makers at the senior level of the educational system administration and the procedural processes represented by the school (Atawi 2001: 283). It is an organized and interactive process aimed at making required changes in the behavior of teachers and improving their practices and attitudes to achieve the vision and mission of the school, as well as improving the competence of teachers to their supervisors and enabling them to reach the higher goals of the educational process (Abdeen 2001: 188).

Despite the vital effect rolled by the educational supervisor inside the educational system , it has been noticed that the relationship hold between the teacher and the educational supervisor is characterized by tension and non-acceptability on the part of the teacher , as well as this relationship seems more competitive than integrative. This is due to the fact that some supervisors see their job as to nitpick , i.e. the mistakes committed by the teacher are highly observed and citized by the supervisor and this will indicate the supervisor's efficiency and ability (Glickman, 1985 : 8) . This anxiety can be due to the model picture of the educational supervisor in the teachers' mentalities , in that in the past time was called "inspector" who was ,in teachers' minds , equipped with authoritative roles . This in turn had created a huge gap between the educational supervisor and teacher at the level of the relationship and acceptability ,which is still in minds of most teachers till now (ibid). The researcher believes that great role played by the educational supervisor will be seriously considered if such a role is highly accepted by the teachers with their social, psychological, and occupational interaction ,in that as this interaction increases ,this will positively be reflected on the teacher himself on one hand and the educational supervisory process on the other ,and vice versa , i.e. this will negatively be reflected on the supervisory recommendations to be not sticking by the teacher .

Receptivity facilitates the process of cognitive development to reach logical intellectual choices (Lam,2001:103). It also helps the individual to feel better and happy and encourages him to change his behavior.

The researcher believes that the educational supervision needs affection and familiarity and mutual respect to be there between a teacher and his supervisor to achieve its objectives for which it is set. This is called the concept of (acceptance).Moreover, the researcher believes that the acceptance of an individual is an important part to benefit from, otherwise this benefit may not be reached.

1.2 Significance of the Research

Although language is a tool of communication and understanding between nations , peoples, and education is a tool to build these nations and their progress and advancement; their future depends heavily on their education. Education is a means of stability and survival of societies; rather, it is a means of development and progress if this development is to be deeply rooted and inherent in people's lives. It is a dynamic action aimed at providing an environment that helps to create a balanced human personality of the members of society and gives them the opportunity to make their own best qualities through the balanced growth of mind, body and soul (Stoller,1996: 31).

To this, Zahran indicates that acceptance is acceptance of the other without being affected by previous rules or opinions (Zahran, 1980:235). Beek (2007:15) proves that acceptance is an unconditional action of an individual, strengths and weaknesses, cooperation, warmth, compassionate engagement, and sympathy for him.

2.1 Literature Review:-

The educational institution is the one that contributes to the building of efficient human elements through the active role it plays in the formation of the personality of an individual and interest and consideration (Emad Aldeen, 1992: 84). Educational supervision is among the significant instruments that pushes hard to achieve the objectives and ambitions of the educational institution including the teacher, curriculum and modality and methods and contribute to the improvement and change in the best way, (Hayder, 1989: 8).

The significance of educational supervision lies in its effective and direct influence on the behavior of teachers and principals and facilitates the achievement of better learning for learners and creates aspirations of the school. The significance of educational supervision is highlighted through the attention paid by the educational systems in most countries of the world

attention to achieve development of its qualitative aspects towards achieving the purpose for which it is established (Glans, and Richard,1997:121).

As for the term Acceptance, is one of the psychological concepts that refer to the unconditional acceptance of others. Zahran has referred to this concept quoting (Shaw 1955) as saying that acceptance is the unconditional or restrictive confidence and respect, while Zahran (1980: 248), defines as: a positive acceptance of the individual without preconditions, without judging the individual according to prejudices and predetermined opinions.

Positive acceptance of the other does not indicate acceptance of the his behavior , rather it means accepting him as a human being and as an individual with dignity, value and reserved social standing. This contributes to raising the potential of the individual; develop his abilities for a huge degree, till he becomes of high efficiency. Acceptance also helps achieving the individual's identity in order for him to recognize and understand himself, and then express his hopes and aspirations (Patterson, 1981:42).

Acceptance enables supporting the positive interaction between the acceptor and the accepted and also stimulates the concept of acceptance in the accepting individual to change his behavior and modify it to gain the confidence of others, which makes him feel psychological and social satisfaction. Signs of acceptance are shown by smiling, hand shaking, nodding the head as a sign of peace and welcome and good word, (Aldahri, 2005:187). The significance of the concept of acceptance is that it works and helps correcting the ideas and concepts of the accepting individual by his feeling these errors without the need to confront them from others; weak or lack of verbal and non-verbal communication from others towards him is a enough to make him understand these mistakes and bad habits he practices, (Abu Asaad and Ureibat, 2009: 205).

2.2 Educational supervision:

Rashid et al define (1992:3) the Educational Supervisor as " a guiding person and consultant in the planning and evaluation of the educational process, curriculum development and naming human relations." He also documents the relationship of the teacher with the environment and society and the development of new teachers. Educational supervision is defined as a set of activities directed to study the realistic educational situation in order to provide services and advice to the people who work in this field in order to raise their professional levels and performance efficiency, which contributes to the success of the educational work , raise the level and achieve the desired objectives, (Alhariri, 2006: 15).It is a process of evaluation aims at providing

the workers in the field of education a summary of what they are expected to do and achieve, which contributes in meeting and fulfilling the needs of thoughtful , social and personal disciples of the students, (Rodney,1985: 14).
 Therefore, educational supervision is a multifaceted and multi-purpose humanitarian process and is a process of communication between those who are qualified with experience and knowledge, and those who need this experience and knowledge- (teachers) -through the follow-up, guidance, and work to improve their capabilities and develop them professionally and functionally (Eileen and Stein, 1983:13).

2.3 Educational supervision methods

There are several methods adopted by educational supervisors, including:
1- Developmental: It is the supervision that is based on the ability of supervisors to anticipate future improvements in the educational management processes, organization, and development of education, and then introduce and make appropriate adjustments to the educational process(Copeland,1982:65).
 2- Negative: It is the supervision that unleashes the freedom to the supervised people by the supervisors to do what they like without controls and goals. It depends on monitoring the individual for himself and the performance of his work, without control and follow-up. (Tafish, 2004: 45).
3- Democrat: It is the supervision that is based on respecting other people and gives them the freedom to think and express their opinions, dialogue and discussion, and work together to solve problems and find appropriate remedies. In this case, the supervisor is a friend and guide(Ellis, 2007:67).
4- Creative: It is the supervision that works to make ideas and produce them, and provide the best of the collective activities .It stimulates the individual's creative abilities, and being exclusive in the creation of things and solutions, (Benedetti, 1997:43).

3.1 Methodology

The researcher has adopted the descriptive approach as a general method to conduct the study, because it is the most suitable one for the variables being studied and addressing them, as it describes the phenomena being studied and analyzed   .It is applied in the study of abilities, features, skills ,trends and tendencies (Van Dalen et al,1985: 32).

3.2 Participants (Sample)

The current study population is determined by EFL at the Directorate General of Education -Baghdad /Al-rusafa/3 during the academic year 2017-2018 covering (919), teachers of both gender and are distributed according

to their gender as (195) male EFL teacher making (21%), and (724) female EFL teachers making (79%).This is shown in Table (1)as follows :

Table (1)
Research Population Distributed According to Gender for the Academic Year 2017 – 2018

Gender	Number	Percentage
Parameters	724	% 79
Female teachers	195	% 21
Male teachers	919	100%

They are also distributed according to the educational qualification :The diploma degree recorded the highest number as (541) EFL teachers making (59%), while the bachelor degree holders recorded the second by (369) teachers making (39%), and the higher studies degrees certificates were the third by (15) EFL teachers making (2%) .This is demonstrated in Table (2) as follows:

Table (2)
Population of the study distributed according to Scientific Degree

Scientific Degree	Number	Percentage
Diploma	541	% 59
Bachelor	363	% 39
Postgraduate degrees	15	2%
Total	919	100%

The research population was distributed according to the in- service years according to four categories that are adopted by the researcher in different proportions, as follows: The third category (377) male and female EFL teachers) (15-21) was the highest making (41%) of the total number of the community. The fourth category (22 and more) comes the second of (27%) of (248) male and female EFL teachers. The second category of (8-14) comes third of (23%) of (211) male and female EFL teachers, and the fourth was occupied by the first category by (7 years and less) of (9%) of (83 male and female EFL teachers). This is clearly demonstrated in Table (3):

Table (3)
Population of the study distributed according to Years of in- Service

Years of in -service	Number	Percentage
7 years and less	83	9%
8 - 14 years	211	23 %
15 - 21 years	377	41%
22 and more	248	27%
Total	919	100%

English Language Teachers' Acceptability to their Supervisors and its Relationship to the level of their Commitment to the Supervisory Recommendations
Assist. Instructor: Sa'ad Mizher Karamallah

The sample of the present study   covers (183)EFL teachers distributed into three variables as shown in tables (4,5,6) respectively. As for table (4),the sample was arranged according to gender variable (144) females and (39) males EFL teachers.

Table (4)
The Sample Distributed According to Gender Variable

Gender	Number	Percentage
Female	144	79 %
Male	39	21 %
Total	183	100 %

Concerning table (5), the sample was distributed according to the scientific degrees as follows: (108) for the diploma, (72) for the bachelor, and (3) for the higher degrees .

Table (5)
Research Sample Distributed According to the Scientific Degree Variable

Scientific degree	Number	Percentage
diploma	108	59%
Bachelor	72	39 %
Postgraduate degrees	3	2 %
Total	183	100 %

Regarding table (6), the sample was arranged according to the years of in-service according to the four categories adopted by the researcher in different proportions. The third category of (15-21) got the highest rank by (41%) of the total sample number of (75) male and female teachers .The fourth category of (22 or more) came   second by (27%) by (49) male and female teachers .The second category of (8-14) was placed third by (23%) by (42) male and female teachers. The fourth category got the fourth rank of (7 years and less) by (9%) by (17) male and female EFL teachers.

Table (6)
The Sample Distributed According to the Years of in- Service

Years of in service	Number	Percentage
7 years or less	17	9%
8 - 14 years	42	23 %
15 - 21 years	75	% 41
22 and more	49	27 %
Total	183	100 %

3.3 Instrument
3.3.1 Acceptance Scale

To achieve (first, second, and Fifth) aims, it is necessary to have a scale of acceptance .After the researcher reviewing the available studies yet could not find (a measure of acceptance) prepared for this purpose. This scale was prepared according to the following steps:

• Review the theoretical frameworks related to acceptance and take note of its definitions and define the procedural definition.

• Review some of the previous studies.

• Review some of the acceptance scales contained in these studies such as Alamiri, (2011), Qara'a, (2007) and Dawood, (2011).

•**Pilot Administration**: The aim of this procedure is to determine the clearance of the scale instructions and items and relevance of the research population in a better way, in addition to the calculation of the time allotted to answer the questions. The questionnaire was applied to a sample of (40) male and female EFL teachers, and demonstrated that the instructions are clear and easy to be understand. It was also proved that the minimum response time was (15) minutes, while the most response time was (35) minutes, and the average time taken to answer the questions was (25) minutes by calculating the time of each respondent and the arithmetic mean of the total time.

• **Item Analysis**: The analysis of measuring instruments is of great importance because of its benefits that help to come up with tools that accurately measure human traits and attributes (Al-Nabhan, 2004: 188). This analysis includes determining the discriminatory power of items, as well as the connection of the item to the total degree and the relationship of the item to the field.

• **Statistical Analysis Sample:** The sample of statistical analysis was (165) male and female EFL teachers who were selected according to the stratified method . The acceptance scale was applied and then the two questionnaires were conducted.

Discrimination power : The purpose of determining item discrimination is to measure its ability to distinguish individual differences between individuals who know the correct answer and those who does not know it all, i.e., to measure the ability of the item to distinguish between distinctive individuals and vulnerable persons(Al-Ajeely et al, 2001: 70). To calculate the coefficient of distinguishing the item, the researcher depended on:

Two extremist groups method, by sorting the marks in a descending order and then extracting (27%) of the upper group and (27%) of the lower group (92) scores for the two groups, and then calculating the distinguishing factor for each item of the test that consists of 33 items. After applying the two independent T-test samples to determine the significance of the difference between the two terminated groups in the scores of each scale item .It appeared that the items of the scale is with a coefficient of distinction when comparing the calculated tabular value with the tabular T value of (1,980) at the degree of freedom of (90) and at level of significance (0.05) as shown table 7 below:

Table 7
Item Distinction Factors

Item	Upper group		Lower group		Tabulated value
	Arithmetic mean	S.D	Arithmetic mean	S.D	
1	4.5556	0.5773	3.5926	1.0473	4,184
2	4.5926	0.5723	3.2963	0.8689	6.474
3	4,4815	0.8024	3.1852	1.1447	4.818
4	4.2593	1.0951	3.5185	1.1559	2.417
5	4.5926	0.5723	3.3333	0.9607	5.851
6	4.3333	0.6793	3.2963	0.8234	5.048
7	4.4444	0.5063	0.34074	0.8883	5.270
8	4.5926	0.5723	0.30741	0.6751	8.914
9	4.5926	0.5007	3.2963	0.9120	6.474
10	4.6667	0.4803	3.4074	0.7472	7.366
11	4.4815	0.5798	3.3704	0.8835	5.463
12	4.6296	0.6292	3.3704	0.9260	5.884
13	4.4444	0.6405	3.2963	0.9120	5.353
14	4.8148	0.4833	3.7037	0.8689	5.807
15	4.5185	0.5091	3.7778	0.8006	4.057
16	4.8148	0.3958	3.7778	0.8473	5.762
17	4.6667	0.5547	3.7778	0.6405	5.451
18	4.5556	0.6405	3.8519	0.6623	3.968
19	4.5556	0.6405	3.8889	0.5773	4.017
20	4.7037	0.5417	3.8148	0.8786	4.475
21	4.6296	0.5648	3.7037	1.0675	3.984
22	4.6296	0.5648	3.7037	0.9306	5.834
23	4.6296	0.7472	3.2963	1.2345	4.667
24	4.4444	0.9740	3.4074	1.1522	3.572
25	4.556	0.5773	3.444	1.0500	4.818
26	4.3704	0.8388	3.4444	0.9740	3.743
27	4.4444	0.5063	3.4074	0.9306	5.086

28	4.6296	0.6548	3.0741	0.6751	9.182
29	4.5556	0.5063	3.2222	0.9337	6.523
30	4.7407	0.4465	3.2963	0.7240	8.823
31	4.5926	0.5007	3.3333	0.9198	6.248
32	4.7037	0.5417	3.4074	0.9306	6.255
33	4.5926	0.5723	3.2222	1.0500	5.945

Degree of the Item Correlation to the Total Score of the Scale (validity of items):

The scores of each item and its relation to the total score of the scale was calculated using Pearson correlation coefficient. The researcher has relied on the same statistical analysis sample. All correlation coefficients were shown to be statistically significant when compared with the tabulated T value of (0.139) with a degree of freedom (90) at level of significance (0.05) as reflected in Table 8, below:

Table (8)
Parameter Correlation Coefficients for the Total Score of Acceptance Scale.

Item	level of significance	Item No.	level of significance	Item No.	level of significance
1	0.518	12	0.700	23	0.522
2	0.632	13	0.666	24	0.346
3	0.560	14	0.506	25	0.448
4	0.322	15	0.386	26	0.439
5	0.513	16	0.524	27	0.498
6	0.557	17	0.484	28	0.669
7	0.697	18	0.384	29	0.601
8	0.697	19	0.377	30	0.673
9	0.629	20	0.404	31	0.611
10	0.690	21	0.487	32	0.694
11	0.621	22	0.598	33	0.659

Table (8) shows the correlation of the score to the domain to which it belongs using Pearson correlation coefficient. The results showed that the values of the correlation coefficients between the item and the domain to which it belongs were statistically significant with balanced when the T-tabulated value which is(0.139) with a degree of freedom (90) at level of significance (0.05). As demonstrated in Table (9) below:

No of Field	No. of Item	Level of significance	No of Field	No. of Item	Level of significance	No of Field	No. of Item	Level of significance
First	1	0.567	Second	1	0.673	Third	1	0.518
	2	0.716		2	0.601		2	0.473
	3	0.661		3	0.676		3	0.501
	4	0.506		4	0.622		4	0.479
	5	0.540		5	0.730		5	0.556
	6	0.612		6	0.750		6	0.714
	7	0.575		7	0.715		7	0.644
	8	0.750		8	0.645		8	0.751
	9	0.594		9	0.590		9	0.695
	10	0.692		10	0.401		10	0.723
	11	0.567		11	0.409		11	0.746

The researcher has verified the stability of the scale through the use of the method of ANOVA " alpha Cronbach equation."
This equation was applied on the sample of statistical analysis itself, and the degree of reliability was (0.87), which was a high degree and high stability, if balanced with the previous studies and the general standard.
Hence, Rodney (1985:133) indicates that if the stability ranged between (0.70 - .080) then it is acceptable.

3.3.2 The Questionnaire: The Final Form

After verifying its reliability and statistical analysis of its items, the scale was ready for application, (App 2) in which the number of the items was (33) distributed into three domains and the highest score that can be obtained by the respondent was (165) scores, and the lowest score   was (33),and the hypothetical mean of the scale was (99) scores.

3.3.2.1 Commitment Form.

The following steps were adopted in building up the commitment form:
•The items of the questionnaire were initially set according to the steps of scientific research. The questionnaire consisted of (11) items.
•Preparation of the instructions of the form:
•Number of alternatives: The questionnaire was based on (Quinary) alternatives which are (applicable to : Very largely, a largely , a Moderate a little, and never applied).
• Scoring of the questionnaire: The questionnaire was scored for the positive items weighted (5, 4, 3, 2, 1), and for the negative items weighted (1, 2, 3, 4, 5), and then calculated the total score.

Face Validity The researcher presented the form in its preliminary version to a group of experts and jurors (Appendix 2), and after relying on the percentage of agreement among them on the validity of items which is (80%), two items have been modified (11, 9)and item (5) has been deleted.

3.3.2.2 The Pilot Study: The questionnaire was applied to a sample of (40) male and female EFL teachers.   The application of the exploratory experiment to a group of individuals ranges from (40-100), (Al- Ajeely et al, 2001: 66). The pilot study revealed that the instructions are clear and easy to understand, and the minimum response time was (10) minutes, the maximum response time was (20) minutes, and the average time was (14) minutes by calculating the time of each respondent and extracting the arithmetic mean of the total time.

 • **Statistical Analysis of Items**: This analysis includes extracting the discrimination power of items as well as the relationship of the item to the total score, and the relationship of the item to the domain.

  •**Statistical Analysis Sample**: The sample of statistical analysis was (100) teachers who were selected according to the stratified method from the research population. The commitment form was applied to the sample and the form were scored according to the scoring key prepared for this purpose.

  • **The discrimination power of the items**: The researcher has relied on the calculation of the discrimination coefficient on two methods:

Two terminated Groups,: by sorting the scores descending and then extracting (27%) of the upper group and (27%) of the lower group which is (54) and then calculates the discrimination factor for each item which is (10) items, and after applying the two- independent test to find out the significance of the difference between the two terminated groups in the scores of each item of the scale, and it appeared that the items of the scale have a discrimination factor when compared with the calculated tabulated value at degree of freedom and at the significance level (0.05), as in Table (10) below:

Table (10)

Item	Upper Group		Lower Group		Tabulated Value
	Arithmetic Mean	S.D	Arithmetic Mean	S.D	
1	4.3333	1.0741	2.7778	1.7394	3.954
2	4.0370	0.8540	3.2593	0.9443	3.174
3	3.7778	1.7831	2.3333	1.1767	3.513
4	4.1111	1.1875	2.0370	1.4000	5.870
5	4.4074	0.5007	2.8148	1.6207	4.886
6	4.7407	0.4465	2.6296	1.6207	6.525

7	3.8148	1.4945	2.0370	0.9077	5.438
8	4.1111	1.1209	1.9259	0.9971	7.569
9	4.1481	0.9488	3.3704	1.9259	2.667
10	3.8519	1.4332	1.9259	0.6155	6.416

Scores of the item relation to the total score of the scale (validity of items):
The scores of each item and its relation to the total score of the scale was calculated using Pearson Correlation Coefficient. The researcher relied on the same statistical analysis of the sample. All correlation coefficients were shown to be statistically significant when compared with the T- tabulated value which is(2.00) and degree of freedom (52) at the level of significance of (0.05). This is reflected in Table 11, as follows:

Table 11

No of Item	1	2	3	4	5	6	7	8	9	10
Level of standard	0.486	0.265	0.346	0.495	0.404	0.582	0.479	0.673	0.3018	0.546

3.3.2.4 Reliability

The researcher verified the reliability of the scale using "Alpha-Cronbach equation" where this , and the results of the analysis determined that the degree of reliability is (0.77),which is a high degree . **3.3.2.5 Commitment form: Final Version**

After the completion of the procedures of building the paragraphs of the scale and verifying its accuracy, reliability and psychometric properties, the scale has become ready for application. If consists of (10) items and the highest score can be obtained by the respondent is (50) degrees and the lowest score can be obtained is (10), and the hypothesis average is (30) (see App 3).

3.4 Results and Discussion of Results.

In this section, results obtained for each aim and statistically analyzed will be presented and discussed as follows;

• **First Aim**: To find out the level of acceptance of EFL teachers to supervisors. The results of statistical analysis using the T-test for one sample of the data of the teachers (the research sample) of (183) of both genders that there is acceptability of teachers supervising the English language, as the results showed that the calculated T value is (6,279) is higher than the tabulated value is (1.96) at the degree of freedom (182) which is statistically significant at a level of significance (0.05) as shown in Table (12) below:

English Language Teachers' Acceptability to their Supervisors and its Relationship to the level of their Commitment to the Supervisory Recommendations
Assist. Instructor: Sa'ad Mizher Karamallah

Table (12)
One sample T-test to Measure the Level of Acceptance Average Among the EFL Teachers

sample	Arithmetic mean	standard deviation	Degree of freedom	Hypothetical mean	T value		Level of significance (0.05)
					Calculated	Tabular	
183	106.67078	15.67078	182	99	6.279	1.96	significant

This result is in consist with the result found by Qira'a (2007) and Dawood :2011) .The reason behind this agreement might be the positive treatment and high professionalism enjoyed by the supervisors of EFL teachers in Directorate of Education of Baghdad –Alrusafa /3 and the good social links between them and the majority of teachers, as well as the tribal affiliation, which reflects positively on the level of acceptance of teachers in general, as well as the permanent and periodic change of supervisors, which contributes to affect the impressions towards supervisors.

• **Second Aim**: To find out the level of acceptance of EFL teachers to their supervisors according to variables of:

A / Gender : The results of statistical analysis using for two- independent sample t-test of teacher data (research sample by gender) and distributed into (39) male teachers and (144) female teachers. There is no statistically significant difference and in favor of the gender variable . The results showed that the calculated T value is (2.443)as compared to the tabulated value is .96 at the degree of freedom of (181) which is insignificant at level of significance (0.05), as it is revealed in table (13) below:

Table (13)
Two-independent Sample T- test to Find out the Significance of Difference According to the Gender Variable.

sample	Arithmetic mean	standard deviation	Degree of freedom	Hypothetical mean	T value		Level of significance (0.05)
					Calculated	Tabular	
Male 39	100.9231	12.07735	182	99	2.436	1.96	Not significant
Female 144	107.7222	16.24396					

This result is in consistent with the studies obtained by Alamiri (2007), Qira'a (2007), and Dawood,(2011), as there is no effect of the gender variable. This can be attributed to the fact that the supervisors are of both genders give flexibility in the teachers' impressions and inclinations that weaken the influence of a gender on the other one. It can also indicate the homogeneity of the research sample

B / Scientific Degree : The results of the statistical analysis ANOVA of the sample according to the scientific degree variable show that (108) holding diploma degree and (72) holding B.A degree and (3) postgraduate degrees. There is no difference in favor of the scientific degree variable, as the calculated F-value of (501) is equal to the international F- value of (3.00) at the degrees of freedom (2 - 180) is not statistically significant at the level of significance (0.05), as explained in Table 14 below:

Table 14

ANOVA to Find out the Significance of Difference in Acceptance According to Scientific Degree Variable

F-Value	Total squares	Average squares	Degree of freedom	T- value		Level of significance (0.05)
				Calculated	tabular	
Between the groups	1208.132	604.132	2	2.501	3.00	Not
Inside the groups	43486.074	241.589	180			
Total	44694.339		182			

This can be due to the fact that the career hierarchy at the Ministry of Education and its schools do not have any functional influence of the scientific degree only in the "salary scale" as they are all teachers or university teachers, and every one of them is subjected to the same instructions and guidance given by the educational supervisor, although they are lesser than them in the obtained scientific degree, so the degree holder teacher does not feel that there is a huge difference between them and those who are below in the scale in the Obtained Scientific Degree, So there is no influence of the this variable on the level of acceptance.

C. **Years of in- Service**: The results of the statistical analysis gained through the use of one-way analysis of the data of (72) teachers (sample by years of in- service variable) for the category of (17 years and under), (42) for the category of (8-14), (45) for the category of (15 and 21) and (75) for the category of (25 and above) that there is a difference in the favor of a certain category, as the calculated T- value of (3.4448) is higher than the tabulated one of 2.60 with two degrees of freedom of (3 - 179), which is statistically significant at the level of significance (0.05), as it is explained in table (15) below:

Table (15)
ANOVA to Find out the Significance of the Differences in the Level of Acceptance According to the Years of in Service Variable

F-Value	Total squares	Average squares	Degree of freedom	T value		Level of significance (0.05)
				Calculated	tabular	
Between the groups	2441.919	813.973	3			Significant
Inside the groups	42252.419	236.074	179	2.60	2.60	
Total	44694.339		182			

In order to determine which of the four categories is significant, the researcher used   Scheffe' Test to determine the significance of any of these categories. The result demonstrates that the significant category is category (7 or below) as it is explained in Table (16) below:

Table (16)

Service	Sample	Averages	Difference between averages	Scheffe test	Level of significance (0.05)
7 and below	17	114.28	7.48	11.35	No difference
8-14	42	107.28			
7 and below	17	114.76	7.83	10.51	No difference
21-15	75	106.93			
7 and below	17	114.67	13.32	11.35	There is a difference in favor if group 7 and below
22 and more	49	101.44			
8-14	42	107.28	0.35	7.43	No difference
15-21	75	106.93			
8-14	42	107.28	5.84	8.58	No difference

22 and more	49	101.44			
15-21	75	106.93	5.49	7.43	No difference
22 and more	49	101.44			

This is a logical result for those who have less years of in- service and lack of experience, and the benefit they receive from the educational supervisor, and continuous guidance, as well as the career fear of those who are higher in rank contribute significantly to increase their level of acceptance.

Third Aim: To find out the Level of Commitment of Teachers to Supervisory Recommendations:

Using one- sample t-test, the results of the statistical analysis demonstrate that there is a commitment of teachers to supervisory recommendations, where the results showed that the calculated T value is (9.714) which is higher than the tabulated T value is (1.96) at the degree of freedom of (182), which is statistically significant at the level of significance of (0.05), as it is revealed in Table (17) below:

Table 17
One sample T-test to Measure the Teacher's Acceptance

Sample	Arithmetic mean	Standard deviation	Degree of freedom	Hypothetical average	T value		Level of significance (0.05)
					Calculated	tabular	
183	34.3825	6.10315	182	30	9.714	1.96	Significant

This can be due to the lack of commitment to the supervisory recommendations that might be subjected them to the legal liability issued by the school headmaster or the supervisor himself, while their commitment shall assist them avoid such an issue. Moreover, many of the supervisory recommendations are in nature evaluative recommendations and remedies for many of the weaknesses recognized in the work of the teacher who finds what he lacks and thus commits himself to them.

• **Fourth Aim**: Level of Teachers' Commitment to Supervisory Recommendations According to the Variables:

A / **Gender :** The results of statistical analysis through the use of the second for two independent sample t-test of teachers data (research sample by gender variable which is given to (19) male and (144) female teachers revealed that there is no difference in favor of the gender variable, where the calculated T-value of (0,470) is balanced by the tabulated T- value which is

(1. 96) at a degree Freedom of (181) which is statistically insignificant at the level of significance (0.05), as   expressed in table (18) below:

Table (18)

Two –Independent Sample t- test to Find out   the Difference in the Acceptance According to Gender Variable

sample	Arithmetic mean	standard deviation	Degree of freedom	Hypothetical mean	T value		Level of significance (0.05)
					Calculated	Tabular	
Male 39	33.9744	5.72845	181	99	0.470	1.96	Not significant
Female 144	34.4931	6.21525					

B/**Scientific Degree (Qualification):** The results of the statistical analysis using ANOVA of the data of the teachers (according to the variable of the obtained scientific Degree) given to (108) diplomas ,(72) B.A degree holders, and (3) postgraduate degrees expressed that there is no statistically significant difference and in favor of this variable, as the calculated F- value of (0,119) is balanced by the tabular F- value of (5.00) at two degrees of freedom of (2 - 180) which is not statistically significant at the level of significance of (0-05), as it is expressed in table (19) below

Table (19):

ANOVA   to Find out the Significance of the Difference in the Level of Acceptance According to the Variable of the Educational Qualification,

F-Value	Total squares	Average squares	Degree of freedom	T- value		Level of significance (0.05)
				Calculated	tabular	
Between the groups	8.983	4.492	2			Not significant
Inside the groups	6770.241	37.612	180	0.119	3.00	
Total	6779.224		182			

C/ Years of in - service : The results of the statistical analysis using the one-way analysis of variance of   the teachers the research sample according to the years of in -service variable given to (72) members for a category (7 years over), (42) for category (8-14), (45) for a category (15-21), and (75)

for category (25 and more), expressed that there is a statistically significant difference and in favor of one of the categories, For the researcher to find out which of the categories is significant, Scheffe's Post_Hoc Comparisons was used as follows. As the calculated T- value of (299) is higher than the T-tabulated value of (2, 60) at two degrees of freedom of (3- 179) and it is a statistically significant at the level of significance of (0. 05), as shown in Table (20) below:

Table (20)
ANOVA to Find out the Significance of Difference in the Level of Acceptance According to the Year of in-Service Variable

	Total squares	Average squares	Degree of freedom	T- value		Level of significance (0.05)
				Calculated	tabular	
Between the groups	324.414	108.138	3			Significant
Inside the groups	6454.811	36.060	179	2.999	2.60	
Total	6779.224		182			

To determine which of the four categories is significant , the researcher used Scheffe test for dimensional comparisons to determine the significance which is in favor of any of these categories, and the result showed that the significant category is a category (7 and less) as expressed in Table (21) below:

Table (21)
Scheffe's post_Hoc Comparisons

Service	Sample	Averages	Difference between averages	Scheffe test	Level of significance (0.05)
7 and below	17	37.23	1.97	4.43	No difference
8-14	42	35.26			
7 and below	17	37.23	2.83	4.10	No difference
21-15	75	34.40			
7 and below	17	37.23	4.62	4.43	There is a difference in favor if group 7 and less
22 and more	49	32.61			
8-14	42	35.26	0.86	2.90	No difference
15-21	75	34.40			

8-14	42	35.26	2.65	8.58	No difference
22 and more	49	32.61			
15-21	75	34.40	1.49	2.90	No difference
22 and more	49	32.61			

The three results related to gender variables, Obtained scientific Degree, and years of in-services) with a commitment variable came in consistent with their equivalents in the acceptance variable, and the reasons for this could be attributed to the same reasons mentioned by the researcher in interpreting the results of the acceptance variable .

• **Fifth Aim**: : To find out the connection of the level of acceptance with the level of commitment to supervisory recommendations:

The results of the statistical analysis using Pearson Correlation Coefficient indicated that the value of the computed coefficient is (0,721) which is higher than the value of the Pearson correlation tabulated coefficient of (0,161), when the level of significance is (0.05) at the degree of freedom of (181) which is a statistically significant value, and this means that there is a connection between the level of negligence and level of commitment to supervisory recommendations. This is due to the fact that non-compliance and rebellion against the instructions emerges from the lack of acceptance of the person issued them, while individuals generally tend to listen and adhere to the words of the socially and psychologically reaccepted individuals , which is evident in the general behavior of individuals.

3.5 Conclusions

In the light of the previous results, the researcher concludes following:

1- The level of teachers' acceptance to the English language supervisors increases whenever the supervisors deal with the teachers in a high social manner, in addition to the increase of professionalism and the scientific competence provided to the teacher,

2- The level of commitment to supervisory recommendations increases the more the level of acceptance of teachers to the EFL teavhers supervisors increases.

3- This research reveals the connection between supervisors' acceptance and commitment to supervisory recommendations from the teachers.

4- This research opens the door for researchers to benefit from the scale and form or establish other standards on the basis of the two scales.

3.6 Recommendations

In the light of the research results and conclusions, the researcher puts the following recommendations:

1- Set a national strategy for educational supervision that includes the

ethics of the educational supervision profession, methods for preparing the supervisors, a schedule of development courses throughout the years of service, as well as determining the reasons for termination of the work of the educational supervisor

2-Necessity of activating the concept of a "critical friend" for the educational supervisor, and working in the concept of positive reinforcement instead of setting punishment for the teachers.

3-Make use of the results of the current research to conduct similar Researches on multiple samples and different topics.

3.7 Suggestions

In the light of the research results, conclusions, and recommendations, the researcher puts the following suggestions:

1-Adopting the acceptance scale and commitment prepared in the current paper to conduct research similar to the current one on other samples of supervisors

2- To conduct a study to compare between the level of acceptance to the Arabic language supervisors in the six Directorates of Education in Baghdad.

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English Language Teachers' Acceptability to their Supervisors and its Relationship to the level of their Commitment to the Supervisory Recommendations
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Appendix (1)
The Preliminary Checklist to Determine the Fields of Acceptance Measurement

Ministry of Education
Directorate General of Education
of Baghdad / Rusafa- 3

Preliminary Checklist

Honourable Professor……………………..Esq.

The Researcher intends to do his research, titled (English Language Teachers' Acceptability to their Supervisors and its Relationship to the level of their Commitment to the Supervisory Recommendations

The Acceptance is defined as: accepting the individual as he is with all conflicts, contradictions, negatives and positives, unconditionally.
In view of the researcher's believe in your extraordinary scientific experience and a credited educational title, he places this Checklist in your hands hoping that you would state your valued observations and directions which would be of great help to him in order to determine the field s to be included in the Acceptance Measurement.
With all due respect
 Researcher:
Sa'ad Mizher karamallah
What are the fields to be included in the Acceptance Measurement of English Language supervisors? Please note below:

Seq.	Suggested Field	Seq.	Suggested Field
1		1	
2		2	

3		3	
4		4	
5		5	

Notes and ideas to be added:

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………

Appendix (**2**)

Acceptance Measurement in its final form

Instructions:

Dear Teacher….

The Researcher seeks your cooperation in marking the items that apply to you or represent your opinion; it is worth mentioning that there is no right or wrong answers for these answers indicate the individual's response in a certain situation and no one but the Researcher shall have access to them for purposes of scientific research, therefore you are kindly required to answer honestly **without having to mention your name.**

Please note, if you make a mistake DO NOT scratch, instead put an (x) sign and then choose the suitable answer by placing (✓).

Example:

Seq.	Items	Fits					Does not fit
		Very much	**Very**	**Medium**	**Few**		
1	I believe in dialogue and discussion			✓			

Please fill this information before marking the square that fits your information.

Gender: Male ☐   Female ☐

Scientific Degree : Diploma ☐   B.A. ☐   postgraduate degrees ☐

Years of in service: 7 years and less ☐   8-14 years ☐   15-21 years ☐

22 years and more ☐

Start Time (an hour and one minute) ☐ : ☐   Finish Time ☐ : ☐

Seq.	Items	Fits				Does not fit
1.	I establish acceptable social relations with the Supervisors	Very much	Very	Medium	Few	

2.	I listen to the Supervisors' opinions with concentration					
3.	I look forward to the Supervisors' visit					
4.	I accept the Supervisors regardless of their behaviour					
5.	I make use of the Supervisors in being acquainted with the general and private goals of the English language					
6.	I feel happy when Supervisors enter the classroom					
7.	I recite the Supervisors' phrases to show interest in what they say					
8.	I feel glad with feedback provided by the Supervisors					
9.	I feel nervous in the presence of Supervisors					
10	I make sure to shake hands with the Supervisors					
11	I listen intently to the supervisory recommendations of the Supervisors					
12	I connect visually and verbally with the Supervisors					
13	I resent the abrupt way the Supervisors come in					
14	I prefer that the Supervisors' visit end quickly					
15	I feel an extreme nervous pressure in the presence of Supervisors					
16	I use kind phrases with the Supervisors					
17	I feel motivated to perform my duties after the Supervisors visit					
18	My performance weakens in the presence of Supervisors					
19	I detest the Supervisors' discrimination based on gender					
20	I feel hurt due to the Supervisors' inconsideration of the individual differences between the teachers					
21	I feel comfortable in the presence of Supervisors					
22.	I feel hurt when the Supervisors do not express thanks when the visit ends					
23.	I get acquainted with English language skills through the Supervisors					

24.	I feel better than the Supervisors					
25.	I look at the Supervisors when they talk to me					
26.	I get provoked by the Supervisors' observations					
27.	I feel annoyed when the Supervisors participate in the school's festival and social activities					
28.	I feel competitive with the other teachers after the Supervisors' visit					
29.	I like the way the Supervisors end the visit					
30.	I question the Supervisors' decision about me					
31.	I fake being friendly with the Supervisors					
32.	I detest the Supervisors' visit to the classroom					
33	I feel happy when the Supervisors reply to my questions					
34.	I feel that there is a psychological barrier between myself and the Supervisors					

Appendix (3)
Abiding by the supervisory recommendations in its final form

Instructions:

Dear Teacher….

The Researcher seeks your cooperation in marking the items that apply to you or represent your opinion; it is worth mentioning that there is no right or wrong answers for these answers indicate the individual's response in a certain situation and no one but the Researcher shall have access to them for purposes of scientific research, therefore you are kindly required to answer honestly **without having to mention your name.**

Please note, if you make a mistake DO NOT scratch, instead put an (x) sign and then choose the suitable answer by placing (✓).

Example:

Seq.	Items	Fits					Does not fit
		Very much	Very	Medium	Few		
1	I like voluntary work			✓			

Please fill this information before marking the square that fits your information.

Gander: Male ☐ Female ☐

 Scientific Degree : Diploma ☐ B.A. ☐ postgraduate degrees ☐

Years of in service: 7 years and less ☐ 8-14 years ☐ 15-21 years ☐

22 years and more ☐

Start Time (an hour and one minute) ☐ : Finish Time ☐ :

English Language Teachers' Acceptability to their Supervisors and its Relationship to the level of their Commitment to the Supervisory Recommendations
Assist. Instructor: Sa'ad Mizher Karamallah

Seq.	Items	Fits				Does not fit
1	I listen intently to the Supervisor's verbal recommendations	Very much	Very	Medium	Few	
2	I write down what the Supervisor asks me directly					
3	I read the recommendations written down in the supervisory record carefully					
4	I execute all the recommendations					
5	I develop my performance after the Supervisor's visit					
6	I have a discussion with the Supervisor about executing the recommendations					
7	I have a discussion with the headmaster and English language teachers to execute the recommendations					
8	I ask the Supervisor for future solutions for the issues I face					
9	I contact the Supervisor after the visit in case there was a problem in executing the recommendations					
10	I ask the Supervisor to revisit to make sure the recommendations are executed					