



Master's Thesis :

**EXPLORING THE INFLUENCE OF SCHOOL INSPECTION
AND SUPERVISION ON THE QUALITY OF TEACHING
PRIMARY PUPILS (CLASSES 1 TO 6) IN SCHOOLS OF
TRIPOLI- SOUQ AL-JOUMA**

BY: ESRA FAWZI ALJIHANI

State of Libya



**School of Languages
Department of English**

**Exploring the Influence of School Inspection and Supervision
on the Quality of Teaching Primary Pupils (Classes 1 to 6) in
Schools of Tripoli- Souq Al-Jouma**

**A Thesis Submitted in Partial Fulfillment of the Requirements for
A Master Degree in Applied Linguistics**

**By:
Esra Fawzi Miftah Aljihani**

**Supervised by:
Dr. Fatma Alshabani Abusrewel**

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Declaration

I hereby declare that this thesis, entitled “Exploring the Influence of School Inspection and Supervision on the Quality of Teaching Primary Pupils (Classes 1 to 6) in Schools of Tripoli, Souq Al-Jouma”, is my own original work.

I confirm that it has not been submitted, in whole or in part, for the award of any degree or diploma at a university or other institution of higher learning. All sources of information and assistance in this research have been identified with proper citation and referencing, and that no material is included which has been submitted for any other qualification of other subjects or courses.

Signature: Esraaljihani

Date: 23rd/Sep/2025

Abstract

This study investigates the impact of school inspection and supervision on the quality of teaching for primary pupils (Classes 1 to 6) in schools located in Tripoli- Souq Al-Jouma. It addresses two primary challenges: teachers' resistance to implementing supervisors' directives and the inadequate diversification of educational supervision approaches. A mixed-methods approach was employed, combining both quantitative and qualitative data obtained from a questionnaire and semi-structured interviews. The quantitative data from the questionnaire were manually analyzed using Microsoft Excel, allowing for organized tabulation and descriptive statistics to identify trends and patterns. The qualitative interview data were subjected to thematic analysis, enabling the identification of recurrent themes related to supervisory practices. The findings reveal a notable disconnect between current supervisory practices and the practical needs of teachers, underscoring the critical need for diversified, context-sensitive supervision strategies. Based on these insights, the study concludes by recommending professional development programmes, the adoption of collaborative supervision models, and the enhancement of communication channels between supervisors and teaching staff. These recommendations aim to foster improved teaching quality and more effective supervisory practices in primary education within the region, thereby contributing to the broader discourse on educational leadership and school improvement.

Dedication

To the version of me who never gave up, even when no one else was watching,
For every late night, every setback, and every small victory-this is for you.

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Chapter One: Introduction

1.0 Introduction

Inspection and supervision are tools for the effective improvement of teaching quality in schools at all levels. In every institution, an individual has set goals and objectives to be achieved. Without a target and a set of goals, supervision, and inspection is meaningless, and goals cannot be achieved. In some countries and cities like Dubai, the school inspection system was developed after consulting regional and international experts in school inspection systems, such as the UK, Scotland, the Netherlands and New Zealand (Cuadra and Thacker, 2014). Both school inspection and self-evaluation methods play significant roles to improve the outcomes for all students and shed light on seven key areas: 1) students' attainment, progress and learning skills; 2) students' personal and social development; 3) teaching and assessment; 4) the curriculum and the educational needs of students; 5) students' protection and support; 6) the leadership and management of the school; 7) the school's overall performance (Knowledge and Human Development Authority [KHDA], 2017; 2015).

This study focuses on investigating the influence of school inspection and supervision on the quality of teaching in Tripoli's primary schools, focusing on the Souq Al-Jouma area, which might be currently less explored. By employing a mixed-methods approach that combines qualitative and quantitative analysis of supervision practices, this study aims to identify the strengths, limitations, and areas for improvement within the current system.

1.1 Background of the Study

Schools are the central places where children and youth access formal education. The fundamental purpose of school is the improvement of students' learning. According to Sergiovanni and Starratt (2007), when a school instructional capacity improves, teaching improves, leading to improvements in students' performance. The role of the teacher in the process of promoting such improvement cannot be underestimated. To attain the optimum level of improvement, teachers need to be well-prepared. Supervision of teachers is one of the functions of educational institutions and offers opportunities for schools as a whole to improve teaching and learning, and the professional development of teachers (Kutsyuruba, 2003; Arong and Ogbadu, 2010). Thus, its role is significant and contributes to both the improvement of the

teaching learning process and teacher continuous development for the long term. The process of appraising and assuring the quality of education provision exists as school inspection or evaluation in most of the education regimes across the globe (Penninckx, Vanhoof, De Maeyer and Van Petegem, 2016; Hofer, Holzberger and Reiss, 2020).

School inspection is used as an instrument to monitor and improve the educational quality of schools. Most inspectorates of education expect from visited schools, improvement actions which are related to the feedback given during the inspection visits and in the inspection reports. They also expect that the improvement actions are related to the inspection frameworks and ultimately lead to more effective teaching and learning in schools (De Wolf and Janssens, 2007).

Inspection has been essential for centuries in maintaining quality, safety, and consistency across various industries. In 1801 the Dutch Inspectorate of Education was launched, and remains as one of the oldest inspectorates in Europe (Ehren and Honingh, 2011). Then, in the United Kingdom (UK), the first inspection was established by Her Majesty's Inspectorate (HMI) in 1839 (Wilcox, 2000; Macbeath, 2006).

The practice of external evaluation in education, particularly through government-led school inspections, has deep historical roots in global education systems. Educational quality monitoring traces back to the late 18th century under Napoleon's regime in France, marking the inception of formal school inspection and supervision (Grauwe, 2007). This model gained traction across Europe and was widely adopted by the 19th century (Grauwe, 2007), establishing a foundation for modern accountability frameworks in education.

There are various reasons for conducting supervision and inspection in schools in any educational system. One of these crucial reasons is to ensure that the individual teacher within the school environment performs his/her obligation as enshrined in the condition of service. This calls for the reason why in every school system there are supervisory and monitoring agencies such as Ministries of Education (MOE), and the Teaching Service Commission (TSC) which are set up by statutes and laws to monitor teaching and learning activities in schools in Libya. The researcher is motivated by a strong belief in the critical role that monitoring educational administration plays in the success of any education system. Therefore, basic education especially

early grades may need more effective practical supervision than secondary levels as it forms the foundation of the entire educational journey.

1.2 Statement of the Problem

School inspections and supervisory systems serve as critical mechanisms for enhancing instructional quality in education systems globally. Teachers and school leaders are the main players providing students with adequate levels of education, and school inspection is a device to ensure the quality of education provided in schools. A review of the local literature about inspection and supervision in the Libyan context (Dehoum, 2019; Shakuna, Mohamad and Ali, 2016; Waragh, 2022), combined with the researcher's personal experience as both a teacher and a supervisor/local inspector in Libya especially in Tripoli, showed that there is a paucity in research in the effects of supervisor/local inspector mechanisms on teaching quality. With limited research on the subject, there is insufficient evidence to determine if school inspections in Tripoli's primary institutions effectively strengthen teaching approaches or instead produce undesirable consequences for teacher motivation and professional development. This study seeks to fill this gap by exploring the influence of school inspection and supervision on the quality of teaching in primary schools in Souq Al-Jouma area, Tripoli, Libya, and offering recommendations for improving the system.

1.3 Aims of the Study

The study aims to explore and examine the influence of inspection and supervision on the quality of teaching in primary schools, focusing specifically on teachers' perceptions of classes 1 through 6 and on supervisors/local inspectors' experiences in Souq Al-Jouma area of Tripoli, Libya. The goal is to identify challenges and provide informed recommendations to enhance the quality of teaching at this crucial stage.

This study is guided by the following specific aims:

1. Investigating the influence of school inspection and supervision on teaching in Tripoli, Souq Al-Jouma primary schools.
2. Finding out the main characteristics of school inspection and supervision that contribute to the improvement of teaching.

1.4 Research Questions

The following research questions were formulated to guide the study:

1. What is the influence of local inspection and supervision on the quality of teaching primary pupils (classes 1 to 6) from teachers' views in Souq Al-Jouma area?
2. How can the inspection and supervision contribute to effective improvement of teaching in schools from supervisors/local inspectors' views?

1.5 Methodology

This study employed a mixed methods approach to investigate the phenomenon in its real-world context and to collect comprehensive data to answer the research questions. Data were gathered from both supervisors/local inspectors and primary school teachers (classes 1 to 6) to explore their views on school inspections. To achieve this, the researcher utilized two data collection tools: a structured closed-ended questionnaire for teachers and a semi-structured interview for supervisors/local inspectors. Random sampling was employed to select the teacher participants for the questionnaire to ensure representativeness, while purposive sampling was used to select the supervisors/local inspectors for the interviews based on their relevant roles and expertise. The sample consisted of 60 teachers from eight primary schools, including six schools operating on alternating morning schedules (MS) and two schools following an afternoon schedule (AS), and five school supervisors/local inspectors. The quantitative data from the questionnaires were manually analyzed using Microsoft Excel, allowing for organized tabulation and descriptive statistics to identify trends and patterns. The qualitative interview data were subjected to thematic analysis, enabling the identification of recurrent themes related to supervisory practices and school inspection experiences.

1.6 Significance of the Study

This study is expected to contribute to the provision of empirical evidence on the influence of school inspection on teaching in Souq Al-Jouma area in Tripoli. Another reason is that it provides valuable information to the school supervisors/local inspectors on how they can best support teachers, especially in teaching at early stages. This study can notify educational policy-makers and planners to evaluate the inspectors' roles and try to improve the quality of supervision to improve the quality of teaching respectively.

1.7 Organization of the Study

The thesis is divided into five chapters. The following is a brief description of the content that is covered in each of them: Chapter one offers an introduction, a brief background of the study, statement of the problem, aims of the study, research questions, methodology, significance of the study, and the organization of the study. Chapter two presents a comprehensive review of the literature related to school inspection and supervision, providing a clear foundation for understanding their concepts, purposes, types, and roles within education. It begins by an introduction, the concept of inspection, followed by a section on supervision, highlighting their meanings and differences. After that, the chapter focuses on inspection and supervision in education, explaining their purposes, types and roles. Furthermore, the chapter situates these discussions within the context of the Libyan education system, elaborating on the roles of inspectors and supervisors in Libya's primary schools. Empirical studies are examined to show practical insights and the impact of inspection and supervision on schools, drawing on international and regional examples. Finally, it concludes with a summary that synthesizes these theoretical and empirical insights, setting the stage for the subsequent research by identifying key themes and gaps.

Chapter three outlines the theoretical framework and methodology of the study. Firstly, it provides an introduction to the chapter's focus. Then, it describes the specific research design adopted, emphasizing how it suits the study's aims. Furthermore, it addresses the sampling methods were used in the study. After that, the chapter details the research context, followed by the tools used for collecting the data, including the questionnaire and the interview. It also details the data collection procedures, starting with the piloting phase where both the questionnaire and interview protocols were tested to ensure clarity and validity. Following this refinement, the main data collection was conducted. Then, it addresses the ethical considerations followed during data collection. The chapter concludes with a summary of all the key points discussed. Chapter four outlines the systematic approach adopted to gather and examine research data. It details the data analysis procedures, the quantitative responses from the questionnaires were processed using descriptive statistics, while qualitative data from interviews were thematically analyzed. The chapter concludes with a summary of the main points that have been discussed.

Chapter five presents the study's outcomes, beginning with an introduction. Then, it details the research findings, divided into two subsections; teachers' views about inspection and supervision, and the local inspectors/supervisors' views about inspection and supervision. Next, it discusses the interpretation of the roles and challenges of educational supervision in Libyan primary schools and is further subdivided into six parts addressing supervisory roles and systemic challenges, resource shortages and administrative barriers, supervisory practices and teacher perceptions, curriculum gaps and lack of training, the local inspector/supervisor and teacher relationship, and a call for reform towards a better supervision system. Following this, the chapter offers recommendations based on the findings, the study's limitations and proposes directions for future research. Finally, it concludes with summarizing the key insights and final thoughts.

Chapter Two: Literature Review

2.0 Introduction

This chapter provides an in-depth review of the existing literature relevant to the study, focusing on school inspection and supervision as critical tools for enhancing teaching quality in education. It begins with an overview about inspection and supervision by defining the concepts of these two terms and exploring their significance in education. Then, it delves into specific topics, including the purpose, types, and roles of both inspectors and supervisors in the educational system. These discussions are framed within the broader international context, drawing on global perspectives and comparative insights from different countries to illustrate how inspection and supervision are implemented in diverse educational settings and then narrowed down to the specific educational practices and policy in Libya.

To provide a comprehensive understanding, the chapter examines the unique context of Libyan education, shedding light on the specific roles of inspectors and supervisors within this system and the challenges they encounter. Finally, the chapter includes an analysis of empirical studies on school inspection and supervision. This review highlights the key findings from prior research, the challenges faced in implementing effective inspection and supervision practices, and the strategies employed to address these challenges.

2.1 Inspection

Inspection is the act of inspecting, where "inspect" means to view closely in critical appraisal or to "look over" something with attention and care (Merriam-Webster, 2025). It is not merely about observing, but rather about examining systematically with the purpose of identifying strengths, weaknesses, or deviations from expected norms. In general terms, inspection involves a structured process of checking, evaluating, and verifying an object, system, or activity to ensure that it meets specific standards, regulations, or expectations. Similarly, the Cambridge English Dictionary describes inspection as the act of looking at something carefully, or an official visit to a building or organization to ensure that everything is correct, legal, or functioning properly (2025). This shows that the concept of inspection extends beyond ordinary observation to include official accountability and regulation. It is widely used across various

fields, including industry, health, education, and safety, to maintain quality control, identify deficiencies, and ensure compliance with established guidelines.

Inspection usually refers to the careful examination and testing of materials, products, or systems to determine their conformity with specified requirements (Hoyle,2009). This definition highlights the key role of inspection in ensuring compliance with standards and maintaining quality assurance. It also underlines the preventative aspect of inspection, which allows for early detection of problems before they escalate into significant failures. In addition, Karmakar (2018) defines inspection as “a process of critically reviewing and verifying operations, performance, or conditions against predefined criteria” (p.28). This perspective emphasizes the evaluative nature of inspection and its function in safeguarding efficiency, accountability, and reliability. While the central aim of inspection is common across fields to uphold standards, its specific focus and implementation vary depending on the context. For instance, in education, inspection may involve monitoring teaching practices, school facilities, and learning outcomes, while in industry, it may focus on product quality, safety protocols, and adherence to production requirements.

Inspection also plays a vital role in quality control by comparing products, services, or activities against established benchmarks to ensure both uniformity and consistency. As Luck (1980) explains, inspection helps in identifying poor quality, maintaining expected standards, and controlling costs by detecting defects and nonconformities throughout different stages of production. This process not only prevents substandard outcomes but also enhances customer satisfaction and institutional credibility. In this sense, inspection is not limited to pointing out errors, it also provides valuable feedback that guides improvement and innovation. By ensuring adherence to specifications and highlighting areas for development, inspection becomes a crucial tool for continuous improvement in any system, including education, where it can directly influence teaching effectiveness and student achievement.

2.2 Supervision

The term supervision is derived from English, comprising two components: super and vision. The prefix super refers to something above or greater, while vision denotes the act of observing, examining, or perceiving (Masaong, 2011). Consequently, supervision, in a simple sense, means

seeing, reviewing or looking from above. It implies a process in which a person in authority commonly a supervisor, headmaster, or manager monitors and guides the work or activities of others. The concept also carries the notion of superiority in knowledge, skills, and experience, where the supervisor is expected to guide, correct, and inspire those under their charge, such as principals, teachers, or staff members.

The Cambridge English Dictionary (2025) defines supervision as the act of watching a person or activity to make certain that everything is done correctly, safely, and effectively. This definition highlights two essential aspects: observation and responsibility. Supervision is not passive watching but involves accountability for outcomes. In management theory, it is viewed as a key function that involves overseeing processes, evaluating performance, and ensuring adherence to policies and procedures. According to Daft (2018), supervision entails providing direction, correcting mistakes, motivating employees, and ensuring that work is performed to a high standard. In this sense, supervision goes beyond control, it also incorporates leadership, communication, and encouragement. The primary goal is to ensure tasks are completed efficiently and effectively, while at the same time creating an environment where employees feel supported, guided, and motivated to improve their performance.

Supervision also functions as a continuous evaluative process in which actual performance is measured against expected standards. Irawan (2024) emphasizes that supervision involves assessing achievements, making judgments about performance, and implementing corrective actions to bring outcomes into alignment with organizational goals. This highlights its role as a feedback mechanism, ensuring that deviations from standards are addressed promptly and constructively. Moreover, supervision is not limited to pointing out weaknesses but also includes recognizing strengths, reinforcing positive practices, and fostering professional growth. It encompasses several interrelated roles: as a coordinator, the supervisor organizes and synchronizes activities; as a consultant, they provide advice, guidance, and professional support; and as an evaluator, they assess performance objectively and fairly. By balancing these roles, supervision becomes a developmental process rather than merely a controlling mechanism.

2.3 Inspection in Education

School inspection is essential for educational achievements. It means the formal exercise of critically examining and evaluating a provider of general education as a place for teaching and learning in order to ensure that high standards are maintained through improving the quality of the schools' self-evaluation processes and setting up of standards to enhance the quality of education. Wilcox defined inspection as the process of “assessing the quality and/or performance of the institutional services, programs or projects by those (inspectors) who are not directly involved in them” (2000, p.15). In many countries, school inspection has been used as a mechanism for improving supervision and monitoring the quality of their education standards. Similarly, Grauwe (2007, p.710), claimed that “the term school inspection is still used in different countries like England and Wales, the Netherlands, Lesotho, Senegal, and Tanzania with the reflection of compliance monitoring of education provided in the society”. Rather than focusing solely on monitoring adherence to external standards, school inspections can serve as a tool for empowering schools to drive their own educational reform and improve their internal processes (Sahlberg, 2016).

Educational inspection involves assessing and monitoring schools and teaching methods to ensure compliance with established standards and improve the quality of education. Historically, inspectors have played a crucial role in advising and supporting teachers, as well as assessing educational outcomes. However, educational inspection's significance has decreased, transitioning to more consultative functions instead of simple oversight, indicating a challenge to its purpose within the educational framework (Ortega, 2019).

2.3.1 Purpose of Inspection in Education

The purpose of school inspection is to guarantee that schools meet the legal requirements of the state to ensure the legitimacy of the received financial support (Ehren and Honingh, 2011). It has to encourage schools to provide students with a satisfactory level of education, and to increase their capability for student achievement. It is not simply a means of judging a school's compliance with government objectives or directives in any direct way. In this case, school inspection is seen as developmental and not judgmental. It means that it should help the teacher to improve and not just pinpoint his/her weaknesses in delivering the intended materials to be taught (Dimmock and Walker, 2005; Wilcox, 2000).

School inspection is an appraisal of the quality of the overall performance of schools, but to be an appraiser, one needs to have requisite skills, qualifications, qualities and thorough knowledge of inspection procedures to conduct the review. Furthermore, according to Reidy (2022), the acceptance of the outcome of the appraisal depends largely on the appraisee's perceptions of the appraiser's quality and the credibility of the process.

2.3.2 Types of Inspection in Education

School inspections serve as a critical mechanism for evaluating and enhancing educational quality across various systems. Generally, inspections can be categorized into several common types based on their objectives, methodologies, and frameworks. These varied inspection types enable education authorities to tailor oversight to specific needs and contexts, enhancing both accountability and support for schools. The following sections outline the primary types of school inspections identified in the literature.

● External Inspections

External inspections are conducted by government assessing schools against established criteria. They refer to evaluations conducted by an independent body or external agency that is not directly connected to the school being inspected. These inspections assess the quality, effectiveness, and compliance of educational institutions with established standards and regulations. For instance, the Office for Standards in Education (OFSTED) in England evaluates schools based on curriculum, teaching quality, and resources (Building a Better Future, 2023). External inspections often include classroom observations, review of school documentation, and interviews with staff. One of the key strengths of this type of inspection is that they provide an independent and objective perspective, which can highlight issues that may not be identified through internal evaluations. They also help ensure that schools meet national benchmarks, thereby promoting consistency across the education sector.

● Self-Inspections

Self-inspections in education refer to evaluations conducted internally by the school or educational institution itself rather than by external authorities. These inspections are the processes where educational institutions take responsibility for critically assessing and evaluating their own practices, policies, and performance against predetermined standards or

objectives to identify areas for improvement. This practice is essential for fostering continuous improvement and accountability within schools. Self-inspection places a strong emphasis on the process of self-evaluation, reflection, and enabling schools to identify strengths and areas that require development before external inspections occur. This approach encourages a culture of continuous development and can align with external inspection expectations (MacBeath, 2006). One of the major benefits of self-inspections is their formative nature. Rather than focusing solely on accountability, they aim to improve internal practices by providing feedback that can be immediately acted upon.

● **Peer Inspections**

Peer inspections in education refer to a structured and collaborative evaluation process conducted by educators or colleagues from similar schools or institutions who possess comparable expertise and experience. Peer inspections promote a supportive environment where peers observe teaching practices, examine lesson plans, and assess student work through a lens of shared professional standards. The primary roles of peer inspectors include observing classroom teaching, interacting with both staff and students, reviewing educational documents, and providing constructive feedback aimed at improving instructional quality and student outcomes (Estyn, 2022). These inspections foster professional growth by encouraging reflective practice and dialogue between colleagues. They are designed not only to assess but also to develop practices through mutual learning. In some educational systems, schools engage in reciprocal peer inspections, visiting each other's institutions to share insights, challenges, and best practices, which cultivates collaboration and collective responsibility for quality education (Grubb, 1998).

● **Classroom Observations**

Classroom observation in education is a structured process in which an observer systematically watches and records a teacher's performance, instructional methods, and interactions with students within the learning environment (Bailey, 2001). Unlike casual observation, this process is purposeful and follows specific criteria to evaluate the effectiveness of teaching and learning. It serves multiple functions, including assessing the quality of instruction, identifying strengths and weaknesses in teaching practices, and offering a basis for constructive feedback and professional development. Classroom observation is also a valuable tool for monitoring

classroom management strategies, ensuring that lessons are delivered in an orderly and engaging manner that promotes meaningful learning experiences for students. As Çuhadaroglu and Yilmaz (2007) point out, classroom observations focus on critical aspects of classroom dynamics, such as the nature of teacher-student interactions, the methods and strategies teachers employ, and the level of student participation and engagement. This makes observation not only a form of assessment but also a reflective practice that provides teachers with insights into their own instructional behavior.

2.3.3 Role of Inspectors

The role of inspectors in education is multifaceted and extends far beyond simply checking compliance with rules and regulations. Their work includes many different tasks that all aim to enhance the overall quality of education, ensure schools are responsible, and help schools keep improving. Inspectors act as evaluators, advisors, and change agents, bridging the gap between educational policies and classroom practices. Their work contributes to maintaining standards, identifying areas for improvement, and fostering a culture of excellence within schools. The primary roles of education inspectors are:

- **Evaluating Standards**

Standards can be defined as the established criteria, benchmarks, or guidelines used to judge the quality, effectiveness, or merit of a program, project, or an individual's performance. In education, standards serve as reference points that guide the evaluation of teaching practices, student learning outcomes, and the overall functioning of schools. Inspectors play a central role in evaluating these standards by conducting regular school visits, classroom observations, and performance reviews. They assess school performance through regular evaluations, ensuring compliance with educational standards. These standards provide a framework to judge the effectiveness of instructional practices and the overall classroom experience. Their evaluations help ensure consistency, fairness, and accountability across the education system (Gardezi, McNamara, Brown and O'Hara, 2024).

- **Providing Feedback**

As essential role of school inspectors is to provide constructive feedback to school leaders, teachers, and educational stakeholders following the evaluation process. Feedback serves as a

bridge between the inspection findings and actual improvement in schools. Inspectors not only highlight strengths and areas of effective practice but also point out weaknesses or gaps that require attention. They provide feedback on the quality of teaching and learning, the effectiveness of classroom management, students outcomes, and the overall performance of the school in achieving its educational goals (Sahlberg, 2016).

- **Ensuring Accountability**

School inspectors play a vital role in ensuring accountability within the education system. They act as external evaluators who critically assess the educational practices, policies, and overall performance of schools to ensure they meet required standards. By conducting systematic inspections, they hold schools accountable for delivering quality education and adhering to established policies and regulations (Reidy, 2022).

- **Supporting Professional Development**

Inspectors contribute significantly to the professional growth of teachers and school leaders by identifying training needs and recommending targeted forms of support. Through classroom observations, evaluation of instructional practices, and analysis of school performance, inspectors are able to pinpoint specific areas where educators may require further development (Harris, 2014). By highlighting these areas, inspectors not only raise awareness of professional gaps but also encourage a culture of continuous learning. They often suggest professional development opportunities such as workshops, peer observation, mentoring programs, and collaborative learning communities.

- **Promoting Educational Equity**

Educational inspectors play an important role in promoting equity by ensuring that all students, regardless of their background, geographic location, or school type, receive fair and equal access to quality education. They help identify disparities in resources, teaching quality, and learning outcomes between schools, especially between privileged and underprivileged institutions. They assess and address inequalities in education to ensure all students have access to quality learning (Hattie, 2009). Inspectors also support marginalized groups, including students with disabilities or those from low-income families, by ensuring that schools provide inclusive practices and sufficient resources to meet their learning needs. By conducting thorough

evaluations, inspectors uncover inequities such as inadequate funding, insufficient teaching staff, lack of learning materials, and poor infrastructure that disproportionately affect schools in disadvantaged areas. They use this data as a basis for promoting fairness in the distribution of available resources, and to shape the policy decisions that address systemic challenges in the education sector. Their work helps to highlight specific sectors that require focused support, aiming to diminish the disparities in both student accomplishments and available resources.

- **Enhancing Public Confidence**

One of the crucial roles of school inspectors is to enhance public trust in the education system. Inspectors help build trust by providing independent, transparent evaluations of schools. Their independent assessments reassure parents, communities, and policymakers that schools are being held to consistent standards of quality and accountability (Matthews and Sammons, 2004). By evaluating teaching quality, student outcomes, leadership effectiveness, and overall school performance, inspectors ensure that schools are held accountable to national standards and educational goals (Sahlberg, 2016). Their evaluations reassure parents that their children are receiving appropriate education, reassure teachers that their work is being recognized and supported, and reassure policymakers that public resources are being used effectively. Ultimately, this trust is vital for sustaining reform efforts and ensuring that education systems are responsive to the needs and expectations of citizens (Harris, 2014).

2.4 Supervision in Education

Supervision in education is a systematic, organized, and continuous process aimed at improving the quality of teaching and learning. It involves providing guidance, support, and leadership to educators to enhance their instructional practices, develop their professional skills, and ensure the achievement of educational objectives. It deals with overseeing those who are responsible for one thing or the other (teaching, learning resource utilization and management) in the process of educating students. It is defined as the evaluation of educational performance and quality, focusing on both teaching and administrative aspects (Sezer and Engin, 2024; Tyaningsih, Jailani and Qomariyah, 2024). Oliva and Pawlas (2001) observed that supervision is needed for all kinds of teachers in schools-the new, the inexperienced, and the qualified. Supervision is a supportive relationship in which a more experienced or skilled individual (the supervisor) helps guide the professional and personal development of a less experienced individual (the

supervisee). The goal is to enhance the supervisee's knowledge, skills, and professional growth through structured guidance, feedback, and reflection (Goodyear, 2014).

Supervision in education can also be understood as a managerial function where the supervisor's role is primarily focused on ensuring adherence to educational standards, monitoring performance, and maintaining operational efficiency within the educational environment (Cambridge English Dictionary, 2025). Rather than emphasizing personal development, this view focuses on assessing compliance, improving instructional effectiveness, and achieving institutional goals through systematic evaluation, observation, and direct oversight of teaching and administrative processes (Daft, 2018).

2.4.1 Purpose of Supervision in Education

School supervision (internal or external) has become a veritable instrument for checking teacher's job performance (Sule, 2013). It aims to improve teaching skills and students' learning outcomes through regular observations and feedback (Elpaini and Bramasta, 2024). Teaching supervision is a critical aspect of effective school leadership. Effective supervision relies on proficient oversight of teaching, which includes frequent classroom observations, constructive feedback, and additional support to improve teaching skills and students' learning outcomes, creating a positive atmosphere for teachers to improve their instructional methods (Elpaini and Bramasta, 2024). Educational supervision encompasses a variety of activities such as classroom observations, teacher evaluation, feedback, training, curriculum development, and problem-solving within the educational environment.

2.4.2 Types of Supervision in Education

Educational supervision encompasses various types and approaches aiming at enhancing the quality of teaching and learning. Each type reflects a particular philosophy of management, teacher development, and the supervisor-teacher relationship. The effectiveness of these supervisory methods is influenced by the context and needs of the educational environment. Scholars have categorized supervision into several types, each with its own strengths, limitations, and implications for practice. The main types of supervision commonly identified in the literature are:

- **Autocratic Supervision**

This approach refers to a supervisory approach in which the supervisor maintains a high degree of authority and control over teachers and educational staff. In this model, the supervisor is the central figure in decision-making, and all policies, strategies, and instructions are imposed in a top-down manner without the participation or consultation of teachers (Izzah and Gunawan, 2023). This style of supervision prioritizes compliance and obedience, with the supervisor setting clear rules, monitoring adherence to them, and enforcing consequences for noncompliance. Teachers under this approach are expected to follow instructions precisely, with little negotiation, creativity, or independent decision-making. In practice, autocratic supervision often involves rigorous evaluation of teacher effectiveness, strict implementation of protocols, and close monitoring of classroom practices. Supervisors may impose detailed lesson plans, prescribe teaching methods, and require strict adherence to curricula or schedules.

- **Democratic Supervision**

In contrast, this method refers to a supervisory approach in educational settings that emphasizes shared decision-making and collaboration between supervisors and teachers, creating a participatory and inclusive environment within schools. Unlike traditional supervision models where decisions are imposed by supervisors alone, democratic supervision values the voices and professional expertise of teachers, recognizing them as active partners in the management and development of educational practices. Democratic supervision in education emphasizes collaborative practices that enhance school management and foster a participatory environment. This method encourages open communication, mutual respect, and joint problem-solving, fostering a climate where teachers feel empowered to contribute their ideas, concerns, and suggestions (Izzah and Gunawan, 2023). Decisions are made through discussion and consensus between supervisors and teachers, not top-down authority. By involving teachers in decisions related to curriculum, instructional strategies, classroom management, and school policies, democratic supervision promotes a sense of ownership and accountability among teachers, which can lead to higher motivation and job satisfaction.

- **Laissez-Faire Supervision**

Laissez-faire supervision in education is characterized by minimal intervention from leaders, allowing educators significant autonomy in their roles. This hands-off approach allows teachers

significant autonomy, which can be beneficial for self-directed professionals but may lack necessary guidance. In this model, the supervisor provides minimal guidance, oversight, or intervention, leaving teachers to make decisions and manage their own teaching practices with little direction or control (Izzah and Gunawan, 2023). The effectiveness of laissez-faire supervision can vary significantly based on surrounding circumstances, such as institutional culture and the specific needs of educators.

● **Clinical Supervision**

Clinical supervision in education serves as a transformative process aimed at enhancing the quality of teaching and learning. It involves systematic observation, feedback, and professional development, fostering a collaborative environment between teachers and supervisors. It is a structured approach to professional development in education, it focuses on improving teaching practices through direct observation and feedback (Faizah, Sutiah and Muksit, 2024; Regassa and Mamo, 2024). It emphasizes the importance of prior experiences, strong relationships, and reflective practices, facilitating professional growth through pre-observation, observation, and post-observation phases. It aims to enhance teachers' professional competence by identifying strengths and weaknesses, ultimately improving the quality of education through continuous professional development.

● **Peer and Collaborative Supervision**

Peer and collaborative supervision in education refers to supervisory approaches where teachers work together as equals to observe, reflect, and provide feedback to improve teaching and learning practices. These approaches to teacher development emphasize mutual support, shared responsibility, and professional growth through collaboration among teachers. These approaches involve teachers to support each other, enhancing professional development through shared experiences and constructive feedback (Regassa and Mamo, 2024). Peer and Collaborative Supervision create democratic and supportive cultures within schools, enabling teachers to grow professionally through meaningful interactions among equal rather than authoritative evaluations.

2.4.3 Role of Supervisors

The role of school supervisors is highly important since they provide guidance, assessment, and assistance starting from programme plans, processes, and results in school management to improve the school's educational system (Sagala, 2010). While their primary responsibility as supervisors is to help improve the quality of education delivery (managerial supervision), school supervisors are also required to help improve the quality of the teaching and learning process or guiding the results of student learning achievement in order to achieve educational goals. Despite the crucial role of supervisors in promoting educational excellence, some argue that the pressure of supervision can lead to anxiety among teachers, potentially undermining the intended supportive nature of their role (Zhang, Xu, Jin and Ford, 2021).

2.5 Context of the Libyan Education

The Libyan education system has evolved through various political and social changes. It is state-funded and free at all levels, with compulsory (Basic) education from grades 1 to 9. The system includes basic (grades 1 to 9), secondary, and higher education, with some vocational and technical options. However, political instability, inadequate infrastructure, and weak school supervision have impacted education quality (Libyan Ministry of Education, 2008). Teacher training, outdated curricula, and inconsistent inspection systems remain key challenges, especially in basic education. While literacy rates are relatively high, regional and gender disparities persist, particularly in rural areas. The education system has also been impacted by political instability and armed conflicts, resulting in damaged infrastructure and disrupted learning environments (International Organization for Migration [IOM], 2023).

2.5.1 Roles of Inspectors in the Libyan Education

In the Libyan education system, inspectors are educational professionals responsible for monitoring, evaluating, and improving the quality of teaching and learning in schools. They work under the Ministry of Education to ensure that schools adhere to national education policies, curriculum standards, and teaching methodologies (Libyan Ministry of Education, 2025). They visit schools at scheduled times throughout the academic year. The Libyan Ministry of Education (2025) classified the inspectors' roles into different types based on the purpose and frequency:

1. Regular (Routine) Inspection is scheduled once or twice per semester to assess teaching quality, curriculum implementation, and school management.
2. Follow-up Visits are conducted on a weekly or monthly basis after an initial inspection to check if recommended improvements have been implemented.
3. Surprise (Irregular) Visits occur without a prior notice to evaluate real classroom conditions and teacher performance.
4. Special Inspections happen when issues arise, such as poor students' performance, teacher misconduct, or complaints from parents or administrators.

Although, Waragh's study (2022) highlighted the importance of school inspectors in implementing in-service training programmes and emphasized the need for training programmes for inspectors to focus more on the quality rather than quantity of teaching and learning. Therefore, appropriate methodological a quantitative method used by employing a questionnaire to collect data about the role of school inspectors in implementing the in-service training programmes. The questionnaire was giving online to a large number of Libyan secondary school teachers of English but only 31 responded to it. The target teachers were from several cities in Libya. The researcher explored in his study that the role of inspectors is passive in some aspects of implementing training programmes because the Center of In-Service Training in Libya focuses on training teachers rather than inspectors. The study recommended offering multiple training programmes to inspectors throughout the year to keep them updated. Additionally, it recommended further research on training inspectors in new teaching strategies to align with teachers' training and to explore the goal of asking teachers to finish units of the book on time.

2.5.2 Roles of Supervisors in the Libyan Education

Supervisors in the Libyan education are known as “Local Inspectors” or “Experts”, The terms refer to an individual with extensive knowledge and expertise in a specific area who provide ongoing support and training to help teachers improve their instructional methods. Typically, they have a pedagogical education certificate and often serve as both teachers and supervisors simultaneously. A supervisor or local inspector in education is a designated official responsible for overseeing and monitoring educational institutions within a specific geographic district or locality. The role of the local inspector is multifaceted, covering both instructional and administrative functions aimed at ensuring educational quality, adherence to policies, and

continuous school improvement. Supervisors/local inspectors act as critical intermediaries between schools and higher education authorities, balancing their roles as evaluators, mentors, and facilitators of school improvement in their assigned localities.

In Libya, they play a crucial role in enhancing teaching quality, supporting teachers, and ensuring curriculum implementation. Saleh and Mohammed, (2022) stated that the supervisor must have special qualifications such as:

1. Leadership and educational management skills,
2. Well-organized supervisory work,
3. Proactive community involvement and contribution to its advancement and growth.

In addition, Saleh and Mohammed (2022) mentioned in their study that the supervisor's key responsibilities include ensuring that the subject content is taught according to national educational standards and curriculum guidelines, conducting workshops, mentoring teachers, and introducing modern teaching techniques for their subject. In addition, assisting teachers in designing lesson plans, selecting textbooks, creating educational resources, analyzing student progress and suggesting interventions for struggling learners. Furthermore, advising school leaders and educational authorities on subject-related policies and improvements.

Saleh and Mohammed (2022), also argued that the Ministry of Education should put greater emphasis on developing the capabilities and competencies of educational supervisors by organizing specialized courses and training, rather than focusing on outdated supervisory methods. In addition, it must increase the number of school supervisors to facilitate their support for teachers, and provide both financial and moral support to educational supervisors and working to eliminate the obstacles facing them.

2.6 Empirical Studies on School Inspection and Supervision

A study conducted by Hegazi (2006) in Egypt focused on public schools and their supervision systems. It aimed to assess the effectiveness, challenges, and opportunities within the school supervision system in Egypt, which plays a critical role in improving educational quality. The research was a mixed-method (combining qualitative and quantitative approaches). The research tools varied between interviews and observations. The research relied on information

gathered from eight public schools from different towns in Egypt (Cairo, Mina, and Sharkeya) as case studies. Whereby the views of the school staff and faculty towards the supervision system were examined and the evaluation tools and strategies implemented at the school level were observed and assessed. The results of the study identified strengths and weaknesses of the supervision system and highlighted challenges like lack of training, resources, and support for supervisors. The study recommended that the Ministry of Education shifts its attention and conceptual basis underlying the design of supervision system to follow a developmental model of inspection by enhancing training, providing resources, and aligning practices with international standards.

Similarly, Alkutich's study (2015) was about how school inspections affect teaching and learning in Dubai's private schools. The research employed a mixed-methods approach, including using a questionnaire, interviews, focus group discussions, and document analysis, to gather data from inspectors, head-teachers, and teachers. The findings indicated that while school inspections play a significant role in school improvement, particularly in teaching and learning, there are also negative impacts. For instance, some schools may engage in activities solely to satisfy inspection criteria, and certain inspection reports and recommendations may lack relevance to the specific school context. The study suggested that enhancing the school inspection process could further benefit teaching and learning outcomes. These both studies examined educational supervision/inspection and its impact on teaching, they are in the same scope, methodology, and the type of oversight examined. They dealt with external inspection which refers to the inspectors who work under the Ministry of Education which is similar to the Libyan education system. They visit schools at scheduled times throughout the academic year.

In contrast, Aldaihani (2017) explored internal supervisory styles within schools which are known as "Local Inspectors" or "Experts" in the Libyan schools. The study was about "Effect of Prevalent Supervisory Styles on Teaching Performance in Kuwaiti High Schools". It identified the importance of supervision in Kuwaiti high schools from the viewpoints of heads of departments and school teachers, as well as identified the gap between ideal and prevalent supervisory styles in Kuwaiti high schools and determined the effects of supervision on teachers' professional performance. The researcher used a qualitative approach, conducting structured interviews with heads of departments and teachers from two high schools in Kuwait.

The study involved a purposive sample of six department heads and six teachers from two high schools in Kuwait. The findings suggested that supervision positively affected the school climate and had a positive impact on teachers' professional performance. However, there was a gap between actual and ideal supervisory styles in the schools studied, and the researcher identified challenges to the effective implementation of supervision, including unsuitable supervisory practices, loss of connection between the teacher and the supervisor, teacher resistance to support, and lack of meaningful feedback. The study recommendations included the need to employ advanced supervisory styles to cope with changes in the surrounding environment and the importance of further research on the effect of supervision on the relationship between teachers and students.

Dammas's study (2020) focused on examining the impact of educational supervision on teacher effectiveness in the high elementary schools of Jeddah City, Saudi Arabia. The research used a questionnaire designed by the researcher, consisting of eight fields related to educational supervision. The study sample included 352 male and female teachers who were randomly selected from schools in Jeddah. The Educational supervision elements were practiced at a rate of 97.64%, indicating a fairly good implementation level. The researcher used statistical methods such as Pearson and Spearman correlation coefficients, arithmetical averages, standard deviations, t-tests, percentages, and mono-variance analysis to analyze the results. The study aimed to explain the impact of educational supervision on achieving teacher effectiveness and recommended further studies on the system of educational supervision and its effectiveness. It emphasized that the constructive feedback from supervisors is a critical factor in improving teacher performance. Teachers value feedback that is specific, actionable, and supportive, as it helps them identify areas for improvement and refine their teaching methods.

On the other hand, some studies have explored that educational supervision does not only impact teachers and their performance, but also enhances the performance of school administration. As evidenced by a study conducted in the Yatta city which is located in the West Bank in the Hebron Governorate of the state of Palestine. The study aimed to identify the role of educational supervisors in developing school administration in government schools in Yatta. It employed a quantitative approach based on the descriptive-analytical approach to obtain practical results that can be objectively interpreted in accordance with the actual data of the phenomenon. The

study population consisted of all educational supervisors working in the Directorate of Education in the city of Yatta, totaling (20) according to the statistics of the Directorate of Education in the city of Yatta for the year (2023). The sample consisted of school principals and educational supervisors. The study developed a tool in the form of interview questions, drawing from the experiences of supervisors and previous studies and a questionnaire which consisted of two sections: the first section included primary data such as gender and department, while the second section included four questions assessing the role of educational supervisors in developing school administration in government schools in Yatta.

The data analysis techniques included statistical analyses to investigate the opinions of the study sample regarding the role of applying Six Sigma methodology principles (it is a data-driven methodology aimed at improving processes, reducing defects, and enhancing quality by identifying and eliminating causes of variation) in administrative development of school management. The findings of the study revealed the potential and capabilities of school principals and educational supervisors to apply Six Sigma methodology principles in school administration to varying degrees. It was found to be high for the principles of planning and teamwork, and moderate for the principles of quality, continuous improvement, information management, and beneficiary satisfaction. The researcher recommended increasing the training of school principals and educational supervisors in quality management techniques in general, enhancing the concept of the supervisor, highlighting its importance and role in achieving sustainable professional development for teachers, and implementing activities for reviewing learning tools, monitoring learning tools, and selecting supervision assessment tools (Bhais, 2023).

In Libya, some empirical studies have also been conducted on the role of educational supervision in enhancing teacher efficiency, including a study implemented in Arabic Language by Saleh and Mohammed (2022) in Sabha University. The study aimed to investigate how educational supervision contributes to improving teachers' efficiency, particularly in primary and secondary education settings. It focused on identifying the role of supervision in professional development, classroom management, and overall teaching quality. It employed a qualitative research approach, utilizing interviews, surveys, and document analysis to gather data from teachers, supervisors, and educational administrators. The sample included

participants from various schools, focusing on their experiences and perceptions of educational supervision. The findings revealed that educational supervision plays a critical role in enhancing teachers' skills and knowledge through continuous feedback, training, and workshops. The study identified challenges such as insufficient training for supervisors, lack of resources, and resistance from some teachers to supervisory feedback. It recommended providing specialized training for educational supervisors to enhance their skills, foster a culture of collaboration and trust between teachers and supervisors, allocate adequate resources and support for effective supervision practices, and encourage teachers to view supervision as a developmental tool rather than a punitive measure (ibid).

2.7 Summary of the Chapter

Chapter two provides a comprehensive theoretical and empirical foundation for understanding school inspection and supervision, with a particular focus on their implications for teaching quality in primary education. The chapter begins by introducing the scope and objectives of the literature review, setting the stage for a detailed exploration of key concepts. It first defines and differentiates between inspection and supervision, clarifying their distinct roles in educational systems. Then, the discussion delves into inspection in education, covering its purposes, and the various types of inspections. It also analyzes the multifaceted roles of inspectors, from evaluating standards and providing feedback to supporting professional development and promoting equity. It provides an overview on supervision in education, outlining its purposes, and the different supervisory approaches. The roles of supervisors are also introduced, emphasizing their function in guiding and mentoring teachers. The chapter also contextualizes these concepts within the Libyan education system, detailing the specific roles and challenges faced by inspectors and supervisors. Finally, it reviews empirical studies on the effectiveness of inspection and supervision systems globally. In conclusion, chapter two combines successful methods from around the world with the actual situation in Libya.

Chapter Three: Methodology

3.0 Introduction

This chapter presents the methodology employed in conducting this study, which investigates the influence of school inspection and supervision on the quality of teaching school pupils (Classes 1 to 6) in the district of Tripoli, Souq Al-Jouma. The chapter begins by introducing the research design, the sample of the study, the context of the study, and the tools used for collecting the data. After that, it details the data collection process, including the steps taken to pilot the tool of data collection and administer both the questionnaire and the interview. Particular attention is given to the validity and reliability of the questionnaire. Following this, the chapter describes the ethical considerations of the study.

3.1 Research Design

This section introduces the plan followed by the researcher in conducting this study. A research design is a deliberate, well-organized technique that a researcher follows when conducting a scientific study. Creswell and Creswell (2018, p.5) define research design as “a plan or proposal to conduct research, involving the intersection of philosophy, strategies of inquiry, and specific methods”.

This study aims to explore the influence of school inspection and supervision on the quality of teaching primary pupils (classes 1 to 6). To realize this aim, a mixed approach utilizing both qualitative and quantitative methods of data collection and analysis were used in this study. A mixed-methods research approach involves “collecting quantitative and qualitative data” (Creswell, 2014, p.32). The decision to use this design stems from the need to explore the relationship between school inspection and supervision and the quality of teaching in a comprehensive manner. This design has been selected in order to account for the limitations of quantitative and qualitative research designs when they are used individually. Quantitative research tests objective theories by examining the relationship among variables, using instruments and statistics. Whereas, qualitative research explores and understands the meaning individuals or groups ascribe to a social or human problem through flexible, inductive processes. By combining both quantitative and qualitative methods, the study was able to capture statistical

trends and patterns, while also exploring the personal experiences and perceptions of those directly involved in the educational process (Creswell and Creswell, 2018).

In this regard, Kumar (2011, p.31) suggests that an exploratory research design is adopted when the study aims to “explore an area where little is known”. Kumar and Belwal (2011, 2016) stated that the combination of these two approaches allowed the researcher to ask different types of close-ended and open-ended questions and to collect a variety of responses for answering the research questions. Moreover, this combination was useful in confirming the responses provided through the questionnaire.

3.2 Sample of the Study

Sampling in research refers to “the process of selecting a few (a sample) from a larger group (population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group” (Kumar, 2011, p.177). It allows researchers to collect data efficiently and cost-effectively, making it possible to study a population without needing to include every single member.

This study employed two sampling methods, random and purposive sampling strategies. The first sampling method used was the random sampling which was employed in selecting the participants of the questionnaire. It is a probability sampling method in which researchers select a subset of individuals from a larger population so that each member has an equal chance of being chosen (Kish, 1965). The second sampling method was the purposive sampling which was employed in selecting the participants for the interview. It is a type of non-probability sampling that is the most effective when one needs to study a certain cultural domain with knowledgeable experts within (Tongco, 2007). It selects participants based on their direct involvement and relevance to the research objectives. This sampling method ensured that the data collected reflected informed perspectives on the impact of inspection and supervision on teaching quality in primary education. By targeting teachers and supervisors/local inspectors, the study was able to gather comprehensive and nuanced insights from key stakeholders within the Souq Al-Jouma area.

3.3 The Context

The study was conducted in Tripoli, the capital city of Libya, specifically in Souq Al-Jouma area as it is considered as a key urban area that hosts a significant number of public and private primary schools. Primary education, covering classes 1 through 6, is regarded as a crucial stage for influencing children's academic, social, and emotional growth (Chaouch, 2020).

In recent years, as both national and local governments have aimed to enhance education and improve learning results, there has been a heightened focus on the effectiveness of inspection and supervision (Libyan Ministry of Education, 2018). However, it is still ambiguous how much these systems genuinely enhance the quality of teaching in classrooms. This study aimed to explore this issue by investigating the perceptions of teachers and supervisors/local inspectors in Souq Al-Jouma area, and by examining the impact of inspection and supervision on the quality of teaching during the initial years of education.

3.4 Data Collection Tools

To collect comprehensive and relevant data for this study, two main research instruments were employed: a structured questionnaire and a semi-structured interview. These instruments were selected to align with the mixed-methods design of the research and to ensure both breadth and depth in data collection (Harris and Brown, 2010). A questionnaire and follow up interviews are considered common data collection instruments in social research (Nunan, 1992; Neuman, 2006). The following subsections provide detailed descriptions of each research instrument, including their development, validation, and administration procedures.

3.4.1 Structured Questionnaire

"A questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse" (Cohen, Manion and Morrison, 2018, p. 471). A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Kothari, 2004). Moreover, Oppenheim (1992) stated that a questionnaire is not merely a list of questions but a carefully crafted instrument integral to the research design.

One of the key benefits of employing questionnaires is their capacity to collect information from a sizable group swiftly and economically. Since they can be shared in person, through mail, or electronically, they offer great flexibility in terms of administration (Wilson and McLean, 1994). Questionnaires can be classified into two main types based on the format of the questions, open-ended questionnaire, closed-ended questionnaire, and combination of both questions. However, questionnaires also have limitations. Participants might misinterpret the questions, skip items, or give answers that reflect what they think is socially acceptable rather than their true feelings. Additionally, the absence of a researcher during self-administered questionnaires can prevent clarifications. Therefore, researchers must ensure careful piloting and pre-testing of the instrument to enhance its accuracy and effectiveness (Oppenheim, 1992; Cohen et al., 2018).

In this study, the questionnaire (see appendix A) was designed by the researcher who reviewed the relevant theoretical literature and previous studies about the same issue and summarized the major challenges reported in these studies. The type of questionnaire that is used is closed-ended one. Mcleod (2018) stated that closed questions structure the answer by only allowing responses which fit into pre-decided categories. The questionnaire was designed to gather quantitative data on the influence of school inspection and supervision on the quality of teaching in primary schools. It targeted teachers working in Tripoli, Souq Al-Jouma schools. It was designed to explore teachers' experiences with school inspection and supervision, as well as the perceived impact on the quality of their teaching. It consisted of [20] items divided into two main sections: **Section 1: Demographic Information** (Items 1–6) gathered data on participants' gender, age, years of teaching experience, qualifications, school type, and the grade level taught. **Section 2: School Inspection and Supervision** (Items 7–20) focused on the frequency and nature of inspection visits, the type of feedback provided, emotional responses to supervision, perceived effectiveness, and the kinds of support and challenges experienced.

It used a combination of multiple-choice, Likert-scale, and check-all-that-apply formats to enable both precise measurement and some flexibility in participant's responses. It was originally written in English. Definitions and clarifications were included within the questionnaire such as the explanation of the term "supervisor/local inspector" to ensure that participants shared a common understanding of key concepts.

3.4.2 Semi-structured Interview

The interview is considered as an important instrument of data collection as it enables individuals to think and to talk about their predicaments, needs, expectations, experiences, and understandings. According to Babbie (2010, p. 274) an interview is "a data collection encounter in which one person (an interviewer) asks questions of another (a respondent)". Kvale and Brinkmann (2009), stated that the purpose of interview as a method of data collection in social research is to collect descriptions of the interviewee's life with respect to interpretation of the meaning of the described phenomena.

Interviews in research are typically divided into structured, semi-structured, and unstructured types, with each type designed for specific research objectives and varying degrees of adaptability. The choice of interview type depends on the research objectives, the nature of the topic, and the level of detail or personal insight required. According to Mann (2016), the interview is a co-constructed, reflective process that helps uncover meaning within the social and professional contexts of participants. This makes it especially valuable for qualitative exploration of sensitive or nuanced topics such as supervision practices, professional support, and challenges in teaching.

The type of interview that is used in this study is semi-structured (see appendix B). According to Holloway and Wheeler (2010), semi-structured interviews are the most popular style of interview used in qualitative research, and they involve the use of planned questions with the researcher's freedom to seek clarification. The mentioned authors describe this type as a method of data collection that provides the interviewer with the opportunity to follow up on key topics while also allowing for the exploration of unexpected themes and insights. The purpose of using this type is to gain deeper insights into participants' personal experiences and perspectives regarding the roles of supervisors/local inspectors in primary schools. In contrast, focus groups interviews can sometimes hinder depth of individual responses due to the presence of peers, and the data obtained may reflect social consensus rather than personal beliefs (Cohen et al., 2018). The interviews allow for open-ended, flexible dialogue, enabling the researcher to probe, clarify, and explore complex issues in greater depth.

3.5 Data Collection Procedures

The data collection process for this study was carried out in two main phases, aligning with the mixed-methods design. The first phase involved the distribution of a structured questionnaire to [60] primary school teachers across selected schools in Souq Al-Jouma area. Before the widespread distribution, the questionnaire was piloted with a small group of teachers to ensure clarity, appropriateness of content, and ease of understanding. Adjustments were made based on feedback. Once finalized, the questionnaire was administered in person, allowing participants to complete them at their convenience. In the second phase, semi-structured interviews were conducted with five school-based supervisors/local inspectors to gain deeper insights into their views and experiences. These interviews were also preceded by a pilot phase to refine the interview questions. Interviews were arranged at times and places convenient to the participants and conducted in a respectful and professional manner. Both phases were completed within the agreed research time frame, and all participants were informed of their rights and the purpose of the study prior to participation.

3.5.1 Piloting the Questionnaire

Conducting a pre-testing of the research instruments is beneficial as it helps identify any issues related to the participants' understanding and clarity of the items of the questionnaire (Cocks et al., 2007). A pilot study was conducted to test the clarity, structure, and relevance of the questions. The pilot version of the questionnaire was given to a small group of primary school teachers [5 teachers] who were not part of the final sample. The feedback gathered from them revealed any unclear or perplexing questions, evaluated the suitability of the language employed, and estimated the time needed for completion. Minor revisions were made to improve wording, ensure logical flow, and remove any redundant items. This piloting process helped enhance the overall validity and reliability of the instrument, ensuring that the questionnaire would effectively capture the required data during the main phase of data collection.

3.5.2 Conducting the Questionnaire

Once the questionnaire was finalized after the pilot phase, the main data collection process was carried out with 60 primary school teachers from selected schools in Souq Al-Jouma area. The questionnaire was distributed in two ways, personally and electronically through google forms,

targeting a large group of teachers. The participants were given a brief explanation of the purpose of the study and their rights, including the voluntary nature of participation and the confidentiality of their responses. Most participants completed the questionnaire on-site, while others returned it within an agreed-upon time frame. The data collected through the questionnaire provided valuable quantitative insights into teachers' perceptions of supervision/inspection and its influence on the quality of teaching.

3.5.2.1 Validity

As Cohen et al. (2018) explain, validity relates to the truthfulness and authenticity of the research data and assesses if the study accurately reflects the ideas it intends to investigate. Validity in research refers to the extent to which a research instrument or procedure accurately measures what it is intended to measure. It ensures that the results truly represent the phenomenon being studied and are not skewed by inaccuracies in measurement or external influences.

To confirm that the questionnaire is valid, various actions were carried out during its creation. The researcher aimed to establish both face and content validity. Face validity pertains to how well each item aligns with the aims of the study and research questions. Content validity was also measured through ensuring that the items of the questionnaire accurately represented what the researcher aimed to study. The items were carefully designed based on the research aims and the existing literature related to school supervision, inspection, and teaching quality. The initial draft of the questionnaire was then reviewed by two professors with the supervisor of this study in order to assess its face validity in relation to the research questions and aims. Their feedback was used to revise and refine the content for clarity, relevance, and appropriateness. Additionally, a pilot test was conducted with a small group of teachers to ensure that the questions were clear and comprehensible as meant. This process helped establish the content validity, ensuring that the questionnaire effectively measured what it was designed to assess.

3.5.2.2 Reliability

“Reliability refers to the consistency of the measurement procedures that enable achieving consistent, stable, and accurate results when being re-administered” (Creswell, 2014, p. 26). To ensure the reliability of the questionnaire of this study, it was initially piloted (see 4.1.1) and

then, reviewed by the supervisor and other two professors. They were asked to focus on the consistency of items of the questionnaire.

3.5.3 Piloting the Interview

Before conducting the main interviews, a pilot interview was carried out with one school supervisor/local inspector who was not included in the final sample. The purpose of the piloting process was to test the clarity, relevance, and flow of the semi-structured interview questions. This helped ensure that the questions were clear and capable of eliciting detailed and meaningful responses. The researcher conducted the interview in Arabic and this was a chance to listen to the interviewee's comments. Feedback from the pilot participant was used to revise the wording of some questions and to modify the order for a smoother discussion. The piloting phase allowed the researcher to practice interview techniques such as probing and follow-up questioning. As Holloway and Wheeler (2010) suggest, piloting helps enhance the credibility and effectiveness of qualitative data collection tools by identifying potential challenges before the full study begins. It also helped the researcher to test the quality of the recordings and transcribed the interviews. "Carrying out transcription enabled the researcher to thoroughly understand the data, the distinctiveness of each interviewee and retrieval of what they said" (Abusrewel, 2014, p.140).

3.5.4 Conducting Semi-Structured Interview

After refining the interview questions through the piloting phase, semi-structured interviews were conducted with five primary school supervisors/local inspectors located in Souq Al-Jouma area of Tripoli. It was planned to conduct the interviews with more than five, but due to the lack of the English language supervisors/local inspectors in the Libyan schools especially public ones, the number restricted to only five. Furthermore, the information obtained from the five supervisors/local inspectors was sufficient to reach a saturation point, making further interviews needless. These interviews were designed to gain deeper insights into supervisors' perspectives on the role and impact of school supervision on teaching quality. Each interview was conducted in a quiet and convenient setting agreed upon by the participants, ensuring comfort and confidentiality.

The semi-structured format allowed for both guided questions and flexibility, enabling the researcher to probe further based on participants' responses (Holloway and Wheeler, 2010). With the participants' consent, the interviews were audio-recorded to ensure accuracy during transcription and analysis. The average duration of each interview was approximately 30 to 40 minutes. Interviews were conducted in Arabic, the participants' preferred language, to promote ease of communication and expression (Bukhari, 2017). Some logistical challenges were encountered, such as scheduling conflicts and occasional interruptions due to school duties, but these were managed respectfully and did not significantly impact the data collection process. Overall, the interviews provided rich, detailed qualitative data that complemented the questionnaire findings.

3.6 Ethical Considerations

This study adhered to ethical principles to ensure the protection, dignity, and rights of all participants involved. Before data collection began, official recommendation letter issued from the English Language Department at the Libyan Academy for Postgraduate Studies to obtain authorization for school admission (see appendix E), and informed consent was obtained from all participants. They were clearly informed about the purpose of the study, the procedures involved, and their right to withdraw at any time without any negative consequences. The participants were assured that their responses would be treated with confidentiality and anonymity, and that all data collected would be used solely for academic purposes.

Permission to conduct the study was obtained from the relevant educational authorities and school administrations in Souq Al-Jouma district of Tripoli. Efforts were made to ensure that participation was voluntary and that no pressure or coercion was applied. In the case of interviews, the participants were asked if they agreed to be recorded, and recordings were only made with their explicit consent.

3.7 Summary of the Chapter

This chapter outlined the methodological approach employed to investigate the influence of school inspection and supervision on teaching quality in primary schools within Tripoli's Souq Al-Jouma district. A mixed-methods research design was adopted, integrating both quantitative data from a closed-ended questionnaire and qualitative insights from semi-structured interviews

to ensure a comprehensive analysis. The study was situated in Souq Al-Jouma, a diverse urban area with both public and private primary schools. Random and purposive sampling methods were used to select participants directly involved in primary education, resulting in a sample of 60 teachers and 5 supervisors/local inspectors. Data collection utilized a structured questionnaire to capture broad trends and semi-structured interviews to explore deeper perspectives and experiences. Ethical considerations were rigorously observed, including an informed consent, confidentiality, and voluntary participation, ensuring the integrity and credibility of the research process.

Chapter Four: Data Analysis

4.0 Introduction

This chapter outlines the procedures used for analyzing the data in this study, which aimed to explore the influence of school inspection and supervision on the quality of teaching in primary schools in Souq Al-Jouma district of Tripoli. The chapter presents the methods used to analyze the data gathered from both quantitative (questionnaire) and qualitative (interview) sources.

4.1 Data Analysis Procedures

The data analysis process in this study was guided by the mixed-methods design, integrating both quantitative and qualitative approaches. The quantitative data were analyzed manually using Microsoft Excel through focusing on frequency distribution, which involves a description of how often each category or value of a variable occurs within a sample (Babbie, 2010). The frequency of responses to the questionnaire statements was measured to identify the participant teachers' perceptions of the different roles of school supervision and its influence on the quality of teaching in primary classrooms. The results obtained are presented in tables. The statements from 1 to 6 were formulated to describe the teachers' demographic information whereas the statements from 7 to 20 were designed to describe the roles and challenges of school inspection and supervision in the Libyan schools. The analysis of the supervisors/local inspectors' responses to the open-ended questions during the semi-structured interviews was conducted by using thematic analysis in order to gain in-depth understanding about their roles and the challenges that they encountered. Braun and Clarke (2022) define thematic analysis as a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within data. To fulfill the principle of the ethics of research about hiding the participants' identities, the interview was distributed anonymously and alphabetical letters (A,B,C,D,E) codes were used to refer to the interviewees.

4.1.1 Quantitative Data Analysis

This section of data analysis presents and analyze the participants' responses to the statements of the questionnaire. The first section gathered data on participants' gender, age, years of teaching experience, qualifications, school type, and the grade level taught.

Gender	Number	Percentage
Male	6	10%
Female	54	90%
Age Group	Number	Percentage
20-30	40	67%
31-40	17	28%
41-50	3	5%
51+	0	0%
Years of Experience	Number	Percentage
1-5 years	33	55%
6-10 years	18	30%
11-15 years	8	13%
16+	1	2%
Qualification	Number	Percentage
Diploma	12	20%
Bachelor's	40	67%
Master's	7	11%
PhD	1	2%
School Type	Number	Percentage
Public	12	20%
Private (Local)	31	52%
Private (International)	17	28%
Grade	Number	Percentage
Grade 1	20	33%
Grade 2	19	31%
Grade 3	22	36%
Grade 4	22	36%
Grade 5	19	31%
Grade 6	27	45%

Table (4.1) Demographic Information

The data presented in table (4.1) above indicate that the sample includes (60) participants; see a clear predominance of females at (90%) compared to only (10%) of males. This reflects the reality that is common in the education sector, especially at lower school levels, where women

dominate the teaching profession in many countries, especially in primary schools and Libya is not an exception. This distribution is very important for understanding the context in which school supervision is practiced, as gender needs and challenges may differ in terms of receiving feedback or interacting with supervisors. The dominate age group is 20-30 years (67%), followed by 31-40 years (28%), 41-50 years (5%), and there are no more than 51 years old. This refers to an educational sector that relies heavily on young cadres, which may give greater flexibility and vitality in adopting educational changes and accepting feedback, but on the other hand it may indicate a lack of experience that must be compensated through effective training and supervision.

The results presented in table (4.1) show that the majority of respondents have experience between 1-5 years representing (55%), then 6-10 years (30%), 11-15 years (13%), and 16 years and over (2%). This distribution shows that the majority of respondents are still in their early professional stages highlighting the urgent need for supportive and mentoring supervision that helps them develop their teaching skills and enhance their self-confidence. The larger number of teachers hold a bachelor's degree (67%), followed by a diploma (20%), a master's degree (11%) and a doctorate degree (2%). This also shows that most teachers have the required academic foundation, but there is an opportunity to promote continuing professional development especially for those who have not completed graduate education.

Most respondents work in local private schools (52%) followed by international private schools (28%) and the lowest in public schools (20%). These findings highlight the trend towards private education, and may mean significant differences in the work environment supervision requirements, and the level of pressure compared to public schools. The last question had multiple options because most schools assign multiple schedules and more than one grade to most teachers. There is a similar distribution among the grades, but the sixth grade received the highest percentage (45%), which may reflect the importance of this preparatory stage before moving on to the intermediate stage. It is interesting to note this distribution because it may affect the type of supervision required, as the needs of the lower and upper stages differ. The second section gathered data on the participants' experiences and opinions about school inspection and supervision in their classrooms.

Frequency	Number	Percentage
Weekly	16	26%
Monthly	19	32%
Once a semester	24	40%
Never	1	2%

Table (4.2) Frequency of School Inspection and Supervision Visits

Table (4.2) demonstrates that most of the respondents (40%) indicated that the supervisor visits them once a semester, while (32%) mentioned it was monthly, (26%) replied it was weekly, and (2%) they did not receive visits at all. This highlights the need to activate the supervisory role more regularly to ensure continuity of support and follow-up.

Type	Number	Percentage
Regular (Scheduled)	19	32%
Follow-up	23	38%
Irregular	16	26%
Special Inspection	2	4%

Table (4.3) Type of Inspection and Supervision more common in schools

The results presented in table (4.3) show that the majority indicated that the most common supervision is follow-up (38%), followed by regular supervision (32%), irregular supervision (26%), and finally special inspection (4%). This suggests a kind of balance between scheduled and unscheduled supervision.

Feedback Frequency	Number	Percentage
Always	27	45%
Sometimes	20	33%
Rarely	11	18%
Never	2	4%

Table (4.4) Feedback Provision

Based on the results shown in table (4.4), (45%) of the participants confirmed that they always receive feedback after the inspectors' visits, while (33%) mentioned sometimes, (18%) rarely, and (4%) replied never. This reflects that there is a great opportunity to foster culture of constructive feedback that helps the teachers improve their performance.

Feedback Type	Number	Percentage
Positive reinforcement	32	53%
Constructive criticism	11	18%
Recommendations	29	48%
No feedback	5	8%

Table (4.5) Type of Feedback Receive from the Supervisor/Local Inspector

As shown in table (4.5), the participants were asked to select more than one option due to the type of feedback that is given to teachers may include more than one. Positive reinforcement received the highest percentage (53%), followed by recommendations for improvement (48%), for constructive criticism (18%), and finally lack of feedback (8%). It is encouraging to see that the majority of the teachers get positive feedback, but it is important to ensure that a balance is struck between encouragement and constructive criticism to stimulate real development. As this question allowed respondents to select more than one option, the total percentage exceeded (100%).

Perception	Number	Percentage
Supportive	36	60%
Judgmental	12	20%
Neutral	11	18%
Inconsistent	1	2%

Table (4.6) Perception of Inspection

The Results presented in the table above show that (60%) of the participants view supervision as a supportive and developmental process, (20%) view it as punitive, (18%) as neutral, and (2%) as vacillating. This overall reflects a positive outlook but needs more work to minimize the downside.

Response	Number	Percentage
Always	25	42%
Sometimes	32	52%
Rarely	2	4%
Never	1	2%

Table (4.7) Supervisor/Local Inspector Listening

Looking closely at table (4.7) indicates that supervisors give them enough time to listen (52%) sometimes and (42%) always, compared to very few rarely or never. This is a positive outcome that should be built upon by developing effective listening skills to supervisors.

Response	Number	Percentage
Always	7	11%
Sometimes	36	60%
Rarely	5	9%
Never	12	20%

Table (4.8) Feeling Apprehensive having a Supervisor/Local inspector in classrooms

The results displayed in table (4.8) show that (60%) of the participants sometimes feel stressed during the supervisor's visit, (11%) always, compared to (20%) who never feel worried. This highlights the importance of working to make the supervisory environment more supportive and less stressful.

Response	Number	Percentage
Always	5	9%
Sometimes	29	49%
Rarely	11	18%
Never	15	24%

Table (4.9) Nervous During Questions

As presented in table (4.9), almost half of respondents (49%) sometimes feel anxious when the supervisor asks questions during the lesson, (18%) rarely, (9%) always, and (24%) never feel.

This is a result that reflects the importance of training teachers to handle supervisory situations with confidence.

Effectiveness	Number	Percentage
Very effective	18	30%
Effective	25	42%
Not very effective	15	24%
Not effective	2	4%

Table (4.10) Effectiveness of Inspection in Improving Teaching Quality

The statistical breakdown shown in table (4.10) above illustrates that the majority of the participants (42%) see supervision as effective, (30%) see it as very effective, (24%) consider it very ineffective, and (4%) ineffective. This result is relatively positive but highlights the need to improve some aspects of supervision to ensure its true impact.

Response	Number	Percentage
Always	20	33%
Sometimes	26	44%
Rarely	8	13%
Never	6	10%

Table (4.11) Changes to Practices

The results presented in table (4.11) show that the majority of teachers (44%) reported that they sometimes adjust their teaching practices based on feedback. This indicates that many teachers are open to reflecting on their performance and making changes when necessary, which is an encouraging sign of professional adaptability and willingness to improve. Meanwhile, (33%) of respondents stated that they always change their practices in response to feedback. This group represents teachers who consistently embrace constructive criticism and demonstrate a high level of professional commitment to enhancing teaching quality.

Support Type	Number	Percentage
Lesson plans guidance	38	63%
Substituting teaching	12	20%
Helping with assessments	25	41%
Professional development	16	26%

Table (4.12) Supervisor/Local Inspector Support

Multiple options were asked to select in the results shown in table (4.12) to identify the kind of support that the supervisor/local inspector provides. The highest forms of support were directing lesson plans (63%), assisting with assessment (41%), providing professional development (26%), and finally substituting teaching (20%). This shows the diverse role of supervisors which needs to be more organized to ensure full benefit. Although this question allowed teachers to select more than one option, the total percentage was more than (100%).

Response	Number	Percentage
Always	26	44%
Sometimes	25	41%
Rarely	8	13%
Never	1	2%

Table (4.13) Comfort Seeking Advice

Table (4.13) displays that over half of the participants felt comfortable seeking advice, which is a positive indicator that should be reinforced by building a relationship of trust between supervisors and teachers.

Challenge Type	Number	Percentage
Lack of availability	26	43%
Insufficient feedback	18	30%
Lack of development opportunities	18	30%
Lack of mutual understanding	22	36%

Table (4.14) Challenges with Supervisor/Local Inspector

As presented in table (4.14), multiple options were asked to identify the type of challenge that the teachers face in working with the supervisor/local inspector. The most prominent challenges were the lack of supervisors (43%), followed by lack of mutual understanding (36%), and finally lack of professional development opportunities and lack of feedback with (30%). These challenges require the development of communication mechanism and increased opportunities for training and direct interaction. As this question allowed participants to select more than one choice, the total percentage passed (100%).

Support Type	Number	Percentage
More frequent visits	14	23%
Constructive feedback	23	38%
Collaborative goal setting	32	53%
Professional development	29	48%

Table (4.15) Desired Support

Based on the results displayed in table (4.15), the participants were asked to select multiple options to identify the type of support that would enhance the effectiveness of school inspection and supervision. The highest percentages were setting common goals (53%), arranging workshops (48%), providing constructive feedback (38%), and finally increasing visits (23%). These findings emphasize the need for participatory supervision and continuous professional development. Although this question allowed teachers to select more than one option, the total percentage exceeded (100%).

4.1.2 Qualitative Data Analysis

The second phase of data collection involved interviewing supervisors/local inspectors from the primary schools in Souq Al-Jouma district of Tripoli. These semi-structured interviews were conducted in a way to dig deeper in the minds of the participants through prompting them to reflect on their perspectives and experiences with the roles they play inside their schools. The interviews were guided by the questions outlined in the interview schedule (see appendix B). Five supervisors/local inspectors participated in the interviewing stage. All of them chosen from different schools within the Municipality of Souq Al-Jouma. The supervisors/local inspectors are referred to as Interviewee (A), Interviewee (B), Interviewee (C), Interviewee (D) and

Interviewee (E). Along the following lines are nine major themes which directly relate to the research questions of the present study. Each theme is realized in a number of codes addressed in the interviews. Each code is followed by the relevant supervisors' responses (see appendix C).

1. System-Induced Role Conflict in Educational Leadership

The supervisors/local inspectors reported being burdened with dual roles (teaching and supervising) due to staff shortages. This compromised their capacity to focus on supervisory duties. This theme particularly focusing on compromised supervision capacity and the divided attention effects, the interview data vividly illustrate how systemic staffing shortages force educational leaders to juggle multiple roles simultaneously, thereby diluting their effectiveness in each role. Interviewees (A), (B), and (D) describe a common scenario where supervisors are compelled to perform dual functions, both as classroom teachers and as supervisors, due to insufficient staffing. This dual responsibility results in compromised supervision capacity as their attention is divided between direct instructional duties and overseeing other teachers. For example, interviewee (A) stated that *"I have been a supervisor for two years. I was a secondary teacher, and because of the lack of English teachers, I am a supervisor and a Grade 6 teacher at the same time"*. Interviewee (B) commented, *"due to staff shortages, I'm responsible for supervising teachers and also covering classes, which makes it difficult to focus fully on supervision"*.

2. Supervisory Evaluation Methods

The interview data reveal a multifaceted approach to supervisory evaluation, emphasizing direct observation techniques that focus on both lesson delivery and classroom management. This theme highlights the supervisors' efforts to assess teaching quality through detailed, systematic observation of instructional practices and classroom environments.

● Lesson Observation

The findings revealed that interviewees (A), (B), and (C) emphasize different but complementary aspects of lesson observation. For instance, interviewee (A) explained, *"I focus on observing the flow of the lesson, how clear the explanations are, and whether students are actively participating."*

In addition, observing the teacher's pronunciation and the teacher's control of time management during the lesson". Interviewee (B) clarified that "I focus on the board first, ensuring that all essential lesson details are displayed, including the number of the unit, the lesson, the page, and the date". Interviewee (C) mentioned, "I pay close attention to the teacher's pronunciation of the words as primary students often mimic the pronunciation as their teacher". Together, these responses illustrate that supervisors use lesson observation not only to evaluate the content delivery but also to ensure that teaching practices promote students' learning through clarity, engagement, and language accuracy.

● **Classroom Management Observation**

The analyzed data show that interviewees (D) and (E) focus on classroom management as a critical component of their supervisory evaluation. For example, interviewee (D) confirmed that *"classroom setup, including seat arrangement, board displays with lesson information, and textbooks on desks, all these things show good classroom management which means smooth transitions between activities and clear expectations for students, which I focus on during my observations".* In addition, Interviewee (E) explained, *"as I visit the classroom, I observe the teachers' classroom management and whether they engage with all students or focus only on the front row and high-achieving students".* These observations suggest that supervisors view classroom management as foundational to creating a learning environment conducive to students' participation and success.

3. Supervisory Support

This theme reveals a structured and collaborative approach to enhancing teaching practices through regular feedback and follow-up visits, fostering a supportive and non-judgmental supervisory environment.

● **Regular Feedback and Follow-up Visits**

The results showed that interviewees (A) and (B) emphasize the importance of ongoing feedback coupled with systematic follow-up to ensure that teachers implement recommended improvements. For example, interviewee (B) mentioned, *"initially, I visit them daily at the*

beginning of the year, and once I'm confident they're following the recommendations I made, I reduce my visits to once a week, and eventually to monthly check-ins". Interviewee (C) introduced a collaborative dimension by gathering suggestions during classroom visits and sharing collective feedback in group meetings "when I visit the classrooms, I gather suggestions and tips for each teacher. At the end of the day, I convene a meeting to share these insights with everyone, so they can all benefit from the collective feedback rather than individually".

● Collaborative and Non-Judgmental Atmosphere

The data revealed that interviewees (D) and (E) illustrate how a friendly, respectful, and subtle supervisory style enhances the effectiveness of feedback. For example, interviewee (D) commented that *"in one of my visits to the classroom, I noticed a teacher mispronouncing the word 'shepherd'. I requested her permission to take over the lesson and intentionally pronounced the word correctly, highlighting it subtly without direct correction. On a follow-up visit, I noticed she had corrected her pronunciation"*.

4. Challenges in Supervision

The analysis of this theme encompasses several interrelated obstacles that significantly hinder the effectiveness of educational supervision. Resource constraints that affect supervisors' ability to perform their duties include lack of cooperation, overcrowded classrooms, and heavy workload due to balancing multiple roles (supervising and teaching). The three issues are discussed below.

● Lack of Cooperation

The analyzed data show that interviewees (A) and (C) reveal that despite supervisors' efforts, some teachers struggle or are unwilling to improve themselves. Interviewee (A) points to teachers' varying capacities, noting that some have weak basic teaching skills that limit their ability to respond to feedback *"Some teachers take the advice and work to improve themselves, while others are unable to due to their weak levels"*. Some teachers may know that the local inspector has a limited role in decision making in school and with the general inspectors as well. This is why they sometimes do not cooperate with the local inspector.

● Overcrowded Classrooms

The results showed that interviewees (B), (D), and (E) consistently identify large class sizes, often exceeding 50 or even 60 students as a critical challenge. This overcrowding severely restricts teachers' ability to implement supervisory recommendations, manage classrooms effectively, and engage all students equitably. For instance, Interviewee (D) describes how a teacher resorts to WhatsApp groups to compensate for limited in-class writing time, illustrating how overcrowding classes forces teachers to adopt alternative, sometimes suboptimal, strategies *"The teacher doesn't have enough time to write and correct in class due to the large number of students. For this reason, she created WhatsaApp groups and sends the lesson daily so students can write them at home"* commented Interviewee (D). The interviewees were not comfortable with such situation.

● Heavy Workload and Role Conflict

The findings revealed that interviewees (A) and (D) describe the heavy workload resulting from simultaneously fulfilling supervisory and teaching roles, often working double shifts. This dual responsibility leads to fatigue and reduces supervisors' capacity to perform their duties effectively. Interviewee (A) and (D) stated that *"shortage of English language supervisors and teachers, coupled with the dual responsibilities I shoulder as both a supervisor and a teacher, often requires us to work double shifts, in the morning and afternoon. This heavy workload takes a toll on us and impacts my ability to perform my duties effectively"*.

These challenges are interconnected: resource shortages contribute to overcrowded classrooms and force supervisors to assume multiple roles, while shortage of teachers' cooperation further complicates efforts to improve instruction. Together, they create a systemic environment that undermines the potential impact of supervision on teaching quality and students' outcomes.

5. Structural and Administrative Barriers

This theme reveals significant systemic obstacles that impede effective educational supervision, focusing on the absence of inspectors, resource limitations, and a curriculum-implementation gap.

● **Absence of Inspectors and Lack of Ministry Follow-up**

The analysis demonstrated that interviewees (A) and (B) highlight a critical administrative deficiency: the lack of visits by general inspectors from the Ministry of Education. Interviewee (B) claimed that *“the school where I work was established three years ago, and during this period, it has never been visited by a general inspector”*. This was mentioned by almost all the interviewees. This is related to lack of English languages particularly outside the centre.

● **Resource Limitations and Lack of Materials**

The data showed that all the interviewees (A, B, C, D, E) emphasize severe shortages of educational resources, particularly audio materials and teaching aids essential for language instruction. For instance, interviewee (B) mentioned that *“grade one relies entirely on practical and tangible materials, but none of these are available in the school”*. Furthermore, interviewee (C) stated that *“English teachers must teach pronunciation, but no schools have audio devices. How is this fair?”*. Interviewee (D) clearly commented that *“listening lessons are being skipped due to the lack of speakers”*.

● **Curriculum-Implementation Gap**

One supervisor out of the five interviewees expressed dissatisfaction with the primary stage curriculum, noted that early other grade curricula emphasize memorization and writing at the expense of listening and pronunciation skills. This gap reflects challenges in curriculum design, teacher training, and supervision focus. *“The early grades (1-3) curriculum focus on memorization and writing, rather than listening and pronunciation (Interviewee D)”*. The other four interviewees didn’t mention anything about this issue.

6. Local Inspector/Supervisor-Teacher Relationship

The analysis of this theme reveals a complex dynamic characterized by both collaborative interactions grounded in mutual respect and supportive feedback, and tension and distrust marked

by fear of judgment and communication barriers. This might be related to some personal experiences.

● Collaborative Interaction

The findings showed that interviewees (B) and (C) describe some positive aspects of the supervisor-teacher relationship where teachers actively seek and appreciate supervisory input. *“They liked the idea of explaining the ‘lesson steps’ by looking at the number of vowels covered (Interviewee B)”*. Furthermore, interviewee (C) mentioned that *“they are seeking my ideas for teaching some lessons. I find them enthusiastic listening to me”*.

● Tension and Distrust

Conversely, Interviewees (A) and (E) reveal underlying challenges in the relationship. For instance, interviewee (A) stated that *“they don’t allow me to revise exam questions and students’ grades”*. In addition, interviewee (E) commented that *“they feel nervous when I enter the classroom and attend classes with them. Although I try to be supportive all the time, I notice that some teachers seem worried and have a sort of fear of my presence”*.

7. Professional Development

The analysis of the theme professional development highlights the supervisors training programmes with a focus on limited training opportunities. It reveals a critical deficiency in the preparation and ongoing development of educational supervisors, as highlighted by the interviewees’ experiences. The following responses indicate a significant gap where supervisors are either not provided with or do not have access to targeted training that equips them with the specific skills necessary for effective supervision. For example, interviewee (A) said *“I have been a local inspector for two years, but I haven’t received any training programmes”*. She reported serving as a local inspector for two years without receiving any formal training programmes. Interviewee (B) mentioned *“I attended some workshops that focus on teaching and using modern methods, but not relating to supervision techniques”*. She noted that participation in workshops

centred on teaching methods and modern instructional strategies, but not on supervision techniques.

8. Systemic Reforms for Effective Inspection/Supervision

This theme centres on two key components: mandatory training through pre-service workshops and curriculum alignment with inspection practices. These two points are justified by interviewees' comments below.

● Mandatory Training and Pre-Service Workshops

The findings revealed that interviewees (E) and (D) stress the necessity of providing targeted workshops and training focused on the Libyan curriculum organized by the Ministry of Education. This training would enable supervisors and inspectors to clearly understand the curriculum content and objectives, thereby equipping them with the knowledge and experience to evaluate teaching practices more effectively. Their call reflects a broader recognition that without adequate preparation and curriculum knowledge, pedagogical knowledge, supervisors cannot perform meaningful evaluations or offer relevant fruitful practical feedback. The Ministry of Education should provide workshops and intensive training on the Libyan curriculum for them to know the areas that they have to evaluate teaching and teacher quality (Interviewee C & D).

● Curriculum Alignment and Inspection-Curriculum Link

The analyzed data show that interviewee (B) highlights the importance of inspectors verifying whether teachers can actually implement the curriculum. She commented that “*inspectors should check if teachers can actually implement the curriculum*” through different visits at least as a kind of follow ups.

9. Stakeholder Support for Local inspectors/Supervisors

The theme Stakeholder Support for local inspectors/supervisors highlights critical factors that influence the effectiveness and morale of educational supervisors, focusing on professional recognition and respect, and resource provision.

● Professional Recognition and Respect

The results showed that interviewees (A), (B), and (D) express a strong need for recognition and respect from both the school administration and the Ministry of Education. They emphasize the importance of being allowed to focus exclusively on their supervisory roles without being burdened by additional responsibilities. They stated that *“we want the school administration and the ministry of education to let us concentrate on our role as local inspectors. In addition, conduct follow-up visits to schools”*.

Moreover, Interviewee (E) underscores the necessity for the Ministry to enforce supervisors' recommendations. Without institutional backing, supervisors feel their authority is undermined, leading to teachers disregarding their guidance. She outlined that *“the Ministry must enforce our recommendations, or teachers ignore us”*.

● Resource Provision: Teaching Materials

The data demonstrated that all the interviewees (A, B, C, D, and E) unanimously highlight the urgent need for adequate teaching resources, such as laboratories and instructional materials, to enhance teachers' performance. Supervisors recognize that without these essential resources, even the best supervisory efforts may have limited impact. Resource provision is therefore a foundational element of stakeholder support, enabling supervisors to facilitate meaningful improvements in teaching and learning environments. They claimed that *“equipping schools with labs and needed materials enhance teachers' performance”* and achieve the goals of teaching and learning respectively.

4.2 Summary of the Chapter

This chapter presented a comprehensive analysis of the data collected to investigate the influence of school inspection and supervision on teaching quality in Tripoli's primary schools. The analysis is structured in two main sections, corresponding to the study's mixed-methods design. The first section detailed the quantitative data analysis. Data gathered from the teacher questionnaires were processed and analyzed manually using Microsoft Excel. The focus was on generating descriptive statistics, primarily frequency distributions and percentages, to identify prevailing patterns, and attitudes among teachers regarding the inspection and supervision processes. The second section is detailed the qualitative data analysis. The data from the semi-structured interviews with the supervisors/local inspectors were examined using thematic analysis. This involved a systematic process of coding the responses, identifying significant patterns, and organizing them into coherent themes and sub-themes. By integrating these two analytical approaches, the chapter provides a multi-faceted understanding of the research problem, laying a solid foundation for the discussion and conclusions that follow.

Chapter Five: Discussion and Conclusion

5.0 Introduction

This chapter discusses the key findings of the study in relation to the research questions, aims and existing literature. The results from both the quantitative data obtained from the questionnaire and the qualitative data from (interviews) are analyzed and interpreted to provide a deeper understanding of the research problem. The discussion also highlights the implications of the findings, their alignment or divergence from previous studies, and their significance for theory, policy, and practice. The study aimed to investigate how school inspection and supervision affect the quality of primary education, especially in Tripoli- Souq Al-Jouma area. By analyzing the processes and outcomes of these oversight methods, the research identifies key factors influencing educational quality and offers insights for improving education in this specific context. Additionally, this chapter outlines the recommendations, the limitations, suggests directions for future research, and concludes the study.

5.1 Research Findings

This section presents the findings of the research and data analysis guided by the research aims of the study, namely; investigating the influence of school inspection and supervision on teaching in Tripoli, Souq Al-Jouma primary schools; finding out the main characteristics of school inspection and supervision that contribute to the improvement of teaching. In line with these aims, the research questions are:

1. What is the influence of local inspection and supervision on the quality of teaching primary pupils (classes 1 to 6) from teachers' views in Souq Al-Jouma area?
2. How can the inspection and supervision contribute to effective improvement of teaching in schools from supervisors/local inspectors' views?

5.1.1 Teachers' Views about Inspection and Supervision

Through the analysis of the study data and based on the tables presented in chapter (4), the following results were found:

1. Gender, age and experience

Female teachers were overwhelming (90%), with the most represented age group being 20-30 years, with the majority having 1-5 years of professional experience (55%). This shows a predominantly youthful and feminine education sector, with a clear need to support modern expertise.

2. Qualification and Type of School

Most participants hold a bachelor's degree (67%) and work in local and international private schools in nearly equal proportions, while only a small percentage (20%) are employed in public schools.

3. Supervisors' Visits and Quality of Supervision

Most supervisors visit teachers once a semester (40%). The most common supervision has been regular (32%) and irregular follow-up (38%), with relatively few private inspections which are conducted as a result of certain circumstances or issues that arise within the school (4%). Such visits might be done as a new teacher employed or there might be problems or claims about that teacher which is usually rare.

4. Feedback and Quality of Feedback

Most teachers (53%) received positive feedback or recommendations for improvement, while constructive criticism was limited (18%). This suggests a greater focus on psychological support than careful developmental feedback.

5. The Teachers' View of Supervision

Most teachers view supervision as a supportive and developmental process (60%), although a good percentage (20%) see it as judgmental or punitive. This reflects the need to promote a positive image of supervision. Moreover, some teachers perceive supervision as an opportunity for professional growth and collaboration with supervisors, especially when constructive feedback and guidance are provided. However, others associate it with control and evaluation rather than improvement, which can create resistance and anxiety.

6. Challenges and Needs

The main challenges were the lack of supervisors (43%), poor feedback and lack of professional development for the teachers (30%), while the needs were to set common goals (53%), hold workshops (48%) and provide constructive feedback (38%). There are also issues relating to supervisors/Local inspectors such as the need of training and professional development that enhance them to do the inspection/supervision properly.

7. Actual Impact of Supervision

Most teachers (42%) considered supervision to be effective in improving their performance. Thus, they change their practices based on the constructive feedback provided to them. This is an indicator which reflects an overall positive effect of supervision despite some gaps. It also shows the teachers' willingness to receive inspectors' feedback and transform it to something practical.

5.1.2 Local Inspectors/Supervisors' Views about Inspection and Supervision

The analysis of interviews with five female supervisors/local inspectors in Souq Al-Jouma reveals several systemic and operational challenges in educational supervision, alongside the dedicated efforts by these supervisors to improve teaching quality despite the constraints. A central issue was the role conflict caused by supervisors having to teach and supervise simultaneously due to staff shortages which leads to reduced effectiveness. For example, interviewee (A) stated that *"I have been a supervisor for two years. I was a secondary teacher, and because of the lack of English teachers, I am a supervisor and a Grade 6 teacher at the same time"*. Supervisors employed structured evaluation methods focusing on lesson delivery and classroom management, and emphasized a supportive, non-judgmental approach through regular feedback and follow-up visits. For instance, interviewee (B) clarified that *"I focus on the board first, ensuring that all essential lesson details are displayed, including the number of the unit, the lesson, the page, and the date"*, and interviewee (E) mentioned, *"as I visit the classroom, I observe the teachers' classroom management and whether they engage with all students or focus only on the front row and high-achieving students"*.

However, their efforts were often hindered by overcrowded classrooms, limited teacher cooperation, and excessive workload. For example, interviewee (D) describes how a teacher

resorts to WhatsApp groups to compensate for limited in-class writing time, illustrating how overcrowding forces teachers to adopt alternative, sometimes suboptimal, strategies *“the teacher doesn’t have enough time to write and correct in class due to the large number of students. For this reason, she created WhatsApp groups and sends the lesson daily so students can write them at home”*. Structural barriers were also evident, including the lack of visits by Ministry inspectors, severe shortages in teaching resources and a misalignment between the curriculum and its classroom implementation. Interviewee (B) claimed that *“the school where I work was established three years ago, and during this period, it has never been visited by a general inspector”*. Furthermore, interviewee (B) mentioned that *“grade one relies entirely on practical and tangible materials, but none of these are available in the school”*. While some supervisors reported positive, collaborative relationships with teachers, *“they liked the idea of explaining the ‘syllabus lesson’ by looking at the number of vowels (Interviewee B)”*. Others experienced tension and distrust, interviewee (E) commented that *“they feel nervous when I enter the classroom and attend classes with them”*. Additionally, a significant gap was identified in professional development, with most supervisors lacking access to training specific to supervision. Interviewee (B) clearly commented, *“I attended some workshops that focus on teaching and using modern methods, rather than relating to supervision techniques”*. She noted that participation in workshops centred on teaching methods and modern instructional strategies, but not on supervision techniques.

5.2 Discussion

This section provides an in-depth interpretation of the findings drawn from both the interviews with local inspectors/supervisors and the questionnaire responses from teachers. By combining these two sources of data, it aims to offer a comprehensive understanding of how educational supervision is perceived, practiced, and challenged in primary schools across Souq Al-Jouma in Tripoli. Firstly, the supervisory roles and systemic challenges, the results reveal that supervisors/local inspectors in Libyan primary schools being overloaded by teaching and supervisory duties due to staff shortages, a theme that emerged strongly in interviews (Interviewees A, B, D) and is supported by the quantitative data. Over (43%) of the teachers (Questionnaire Q10) selected lack of supervisor availability as a major challenge. This aligns with Aldaihani’s (2017) who found similar issues in Kuwait, where "local inspectors" struggled with role ambiguity. In contrast, Alkutich’s (2015) study in Dubai found that inspectors are employed full-time, allowing

for consistent and effective oversight. However, in Libya, the inspection system lacks regularity and structure, which hampers the ability to conduct thorough and systematic evaluations of schools.

Secondly, the resource shortages and administrative barriers, the findings of this study show the lack of teaching aids (e.g., audio and visual devices) and overcrowded classrooms (Interviewees B, D, E) reflecting Waragh's findings (2022) which emphasizes resource provision for effective supervision. Unlike Dubai (Alkutich, 2015), where school inspection includes comprehensive resource audits to ensure material provision, Libya's Ministry of Education does not enforce such requirements. Additionally, some supervisors, including interviewee B, reported the absence of external inspectors and a lack of consistent follow-up from the Ministry, which further weakens the effectiveness of the inspection process. This is similar to Alkutich's (2015) criticism of problems with inspections from the top in Dubai. It also resonates with Dammas (2020), who called for better resource allocation and ministry-level support to make supervision impactful in Saudi Arabia.

Thirdly, the supervisory practices and teacher perceptions, the interview data emphasized regular feedback, collaborative meetings, and classroom observation as key tools used by local inspectors/supervisors. (45%) of teachers (Q9) always receive feedback, and (53%) (Q10) reported receiving positive reinforcement, while fewer (18%) received constructive criticism. The teachers generally welcomed supervision that is collaborative and non-judgmental. However, some expressed concerns about feeling anxious during observation sessions. These differing perspectives highlight the varied ways in which teachers understand and experience supervision. This variation might be related to some personal and educational backgrounds of the teachers. These findings resonate with Dammas (2020), who concluded that constructive and ongoing feedback from supervisors in Saudi schools directly enhanced teacher effectiveness. However, the Libyan context reveals that while feedback is frequent, it lacks balance, an overemphasis on positive reinforcement may miss deeper developmental needs, as emphasized in Waragh's (2022) study, which called for supervision that focuses on quality over quantity. For the frequency of visits of supervisors/local inspectors, (40%) of the teachers were inspected only once per semester (Q7), which reduces opportunities for mentorship. Irregular supervisors/local inspectors visits can be related to the

overload of supervisors as they reported. Their main duties in teaching and supervision sometimes create clashes for them. This gap highlighted by Dammas (2020), who showed that weekly visits in Saudi Arabia improved teacher effectiveness.

After that, the curriculum gaps and lack of training, the local inspectors/supervisors often worry about curriculum-practice gaps, as well as a lack of training and teaching resources. Some interviewees (Interviewee A) had never received formal training, whereas (Interviewee B) only attended general workshops not related to supervision. This aligns with Waragh's study (2022) which called for curriculum-aligned workshops. The questionnaire also reveals that (30%) of the teachers identified the lack of professional development as a serious challenge (Q19), and (48%) expressed a desire for workshops and training (Q20). This lack of training reflects the findings of Bhais's study (2023) in Palestine, which emphasized the central role of training in enhancing the supervisory function. Additionally, this study supports Waragh (2022) who recommended targeted training for inspectors that enhances instructional quality rather than procedural compliance.

Next, the local inspector/supervisor and teacher relationship, many teachers (60%) (Q11) viewed supervision as supportive whereas the same rate (60%) (Q13) of the teachers felt "sometimes" apprehensive during visits, reflecting usual tensions in supervisor-teacher relationships. Interviews confirmed that mutual respect and trust enhance supervision and reduce the fear, however fear and distrust can weaken its effectiveness. Interviewees (D) and (E) reported that the teachers liked and accepted feedback that was given in a gentle friendly way. Other interviewees claimed that some teachers sometimes resist or feel anxious during observations. For instance, Hegazi (2006) found similar distrust in Egypt when inspection seems punitive rather than developmental. Furthermore, these results correspond with Alkutich's (2015) study in Dubai, which found that trust-based supervision leads to more effective instructional improvement, while strictness and evaluative inspections often caused stress and resistance.

Finally, call for reform; towards a better supervision system, both the questionnaire and interviews indicate that the current supervision system urgently needs to be improved. The teachers expressed their strong desire for more collaborative practices, with (53%) calling for joint goal-setting, (48%)

requesting for training workshops, and (38%) looking for constructive feedback. Likewise, the interviewees emphasized the necessity of mandatory training, alignment between curriculum and supervisory practices, and greater institutional recognition and support for supervisors. A common worry was the lack of authority among supervisors, which often leads to their recommendations being ignored unless approved by the Ministry of Education. These findings align with the calls in Waragh's (2022) and Bhais's (2023) studies for systemic reforms that empower supervisors through institutional backing and practical tools. They also agree with Aldaihani's (2017) argument that clearly defined roles and structured preparation are essential for effective supervisory impact.

5.3 Recommendations of the Study

The comprehensive analysis of this study's findings, together with a critical discussion of the results and the researcher's personal experience as a teacher and a supervisor in Libya, has facilitated a sophisticated understanding of both the challenges and opportunities inherent in the current inspection and supervision framework. This deep engagement with the issue, both as a researcher and an insider familiar with Libya's educational context, has informed the following evidence-based recommendations, these recommendations are proposed for key stakeholders involved in school inspection and supervision:

1. For the Ministry of Education

- Promote systemic reform by improving pre-service training, implementing curriculum-based evaluation practices, and increasing stakeholder support through enhanced recognition and provision of essential teaching materials.
- Support mentorship programmes targeted at new teachers with limited experience to improve their preparation and integration into the work environment.
- Increase the frequency of supervisors' visits from once per semester to weekly or monthly to ensure consistent support and monitoring.
- Pay attention to the supervisors/local inspectors in term of extra payment and incentive to achieve better in school inspection.
- Supervisors/local inspectors need special training and preparation.

2. For General and Local Inspectors

- Align inspection and supervision practices with proven, context-specific strategies to enhance their effectiveness in primary education across Tripoli.
- Provide constructive, balanced feedback that combines positive reinforcement with actionable recommendations to improve teaching quality.
- Foster a collaborative and supportive environment by empowering teachers through active listening and addressing their needs, especially for early primary grades (1–6).
- Reduce stress during supervision by clearly explaining visit objectives in advance and adopting participatory, dialogue-based approaches instead of strict enforcement.

3. For Teachers

- Engage collaboratively with supervisors/inspectors to promote ongoing improvements in teaching quality, particularly in early grades.
- Participate in mentorship programmes designed for new teachers to better prepare them for the work environment.
- Contribute to reducing tension during inspections by embracing open communication and understanding the supervision objectives.

5.4 Limitations and Future Research

This study highlights and reveals important information about how Libyan primary schools are supervised, though it has some limitations that may have influenced its overall design and findings. The study relied on small samples (60 teacher questionnaires and 5 supervisor interviews), which, though sufficient for an exploratory study, it limits broad generalizability. Future studies could expand to larger samples for comparative analysis. Additionally, the predominantly female sample (90%) (Q1) may not fully represent male teachers' experiences. In addition, the study focused on the urban area of Souq Al-Jouma; the results might not be the same in rural areas. Future studies should address these gaps through longitudinal studies tracking the impact of Ministry reforms (e.g., increased visits, training) and cross-cultural comparisons with

systems like Egypt (Hegazi, 2006) and Kuwait (Aldaihani, 2017) to identify transferable best practices. Simultaneously, the questionnaire and interviews captured perceptions of inspection impact; direct classroom observations could have provided objective data on how supervision feedback translates into teaching practices. The decision about not using this tool was attributed to the researcher's belief in the usefulness of offering the participants the opportunity at the same time, to reflect on their practices and to describe and explain them. Nevertheless, conducting some observation sessions could have added more interesting data. Furthermore, questionnaire responses, such as those on inspection effectiveness, might be affected by social desirability bias, like downplaying negative experiences. Cross-referencing quantitative data with supervisor interviews helped reduce this bias.

5.5 Conclusion

This study has provided a detailed examination of the impact of school inspection and supervision on teaching quality in primary schools within Tripoli's Souq Al-Jouma area. It highlights the critical challenges and opportunities inherent in the supervision and inspection of Libyan primary schools. By integrating both quantitative and qualitative data from the both instruments, structured questionnaire and semi-structured interview, it has revealed the complex reality faced by Libyan educational local inspectors/supervisors and teachers, dedicated individuals often challenged by inadequate training, overlapping responsibilities, and inconsistent support from the Ministry of Education. These systemic issues hinder the potential effectiveness of supervision to consistently enhance teaching practices and student outcomes. The findings highlight significant opportunities for improvement through targeted supervisor training, clearer role definitions, stronger collaboration between teachers and local inspectors, and the modernization of inspection tools. Addressing these areas through systemic reforms focused on capacity-building, stakeholder engagement, and resource allocation is essential. Ultimately, this research offers valuable insights for policymakers, teachers, and local inspectors/supervisors committed to improving the quality of primary education in Libya and advancing the country's broader educational development goals.

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Appendix (A)

The Questionnaire

Dear Participants,

My name is **Esra Aljihani**, I am currently pursuing a Master's degree in Applied Linguistics at the Libyan Academy. I am conducting a study entitled “*Exploring the Influence of School Inspection and Supervision on the Quality of Teaching Primary Pupils (Classes 1 to 6) in Schools of Tripoli, Souq Al-Jouma*”. The questionnaire is anonymous and intended for research purposes only. I would be very grateful if you could devote a few minutes of your time to fill it. Your participation is highly appreciated.

Section 1: Demographic Information

1. Gender

- Male
- Female

2. Age

- 20 - 30
- 31 - 40
- 41 - 50
- 51+

3. Years of Experience

- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16+ years

4. Highest Qualifications

- Diploma
- Bachelor's
- Master's
- PhD

5. What type of school do you work in?

- Public
- Private (Local)
- Private (International)

6. What grade level do you primarily teach?

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade

Section 2: School Inspection and Supervision

* In the Libyan schools, Supervisors known as "Local Inspectors" or "Experts" refer to the teachers who have extensive knowledge and expertise in a specific subject. They provide ongoing support and training to help teachers improve their instructional methods. They do both inspection and supervision.

7. How often does the supervisor/local inspector visit your classroom?

- Weekly
- Monthly
- Once a semester
- Never

8. What type of inspection and supervision is more common in your school?

- Regular (Scheduled)
- Follow-up
- Irregular (not Scheduled)
- Special Inspection

9. Do supervisors/local inspectors provide feedback after their visits?

- Always
- Sometimes
- Rarely
- Never

10. What kind of feedback do you usually receive from the supervisor/local inspector? (Select all that apply)

- Positive reinforcement
- Constructive criticism
- Recommendations for improvement
- No feedback

11. How do you perceive the school inspection and supervision process?

- Supportive and developmental
- Judgmental and punitive
- Neutral
- Inconsistent

12. Does the supervisor/local inspector provide enough time to listen to you during inspection?

- Always
- Sometimes
- Rarely
- Never

13. Do you feel apprehensive having a supervisor/local inspector in your classroom?

- Always
- Sometimes
- Rarely
- Never

14. Do you get nervous when the supervisor/local inspector asks questions while teaching?

- Always
- Sometimes
- Rarely
- Never

15. How effective do you think school inspections and supervisions are in improving teaching quality?

- Very effective
- Effective
- Not very effective
- Not effective at all

16. Have you made changes to your teaching practices based on inspection and supervision feedback?

- Always
- Sometimes
- Rarely
- Never

17. In what ways does the supervisor/local inspector support you? (Select all that apply)

- Providing lesson plans guidance
- Substituting teaching instead of you (Special cases)
- Helping with student assessment methods
- Organizing professional development sessions

18. Do you feel comfortable seeking advice from the supervisor/local inspector?

- Always
- Sometimes
- Rarely
- Never

19. What challenges do you face in working with the supervisor/local inspector? (Select all that apply)

- Lack of availability of supervisors/local inspectors
- Insufficient feedback or guidance
- Lack of professional development opportunities
- Lack of mutual understanding

20. What type of support would enhance the effectiveness of school inspection and supervision? (Select all that apply)

- More frequent visits
- Constructive feedback
- Collaborative goal setting
- Professional development workshops

Appendix (B)

Interview Guide with School Supervisors (Local Inspectors)

1. Introduction & Background

- a) Can you please introduce yourself, and what training or qualifications do you have to perform it?
- b) Can you briefly describe your role as a supervisor (local inspector/subject expert) in the Libyan education system?

2. The Inspection & Supervision Role

- a) How often do you conduct school inspections and supervisions in primary schools in Tripoli, Souq Al-Jouma?
- b) What methods do you use to observe and evaluate teachers during inspections? (e.g., lesson observation, reviewing lesson plans, student performance analysis, classroom management)

3. Impact on Teaching Quality

- a) In what ways do you believe school inspections/supervisions influence teachers' instructional practices?
- b) Can you provide examples of positive changes in teaching practices that resulted from your role?

4. Feedback & Recommendations

- a) How do you provide feedback to teachers and school administrators after an inspection? (e.g., written reports, verbal discussions, workshops)
- b) How do you ensure that teachers effectively implement your recommendations?

5. Challenges

- a) What challenges do you face when conducting school inspection/supervision?
- b) Are there any systemic issues in the Libyan education system that hinder effective school inspection/supervision?
- c) How do resource limitations (e.g., lack of materials, overcrowded classrooms) impact teaching quality and your ability to assess it?

- d) How would you describe the relationship between supervisors/local inspectors and teachers in primary schools?

6. Professional Development and Training

- a) Are there any training programs or workshops provided to you as a local inspector from the government or the school's administration?

7. Recommendations for Improvement

- a) Based on your experience, what changes or reforms are needed to improve the inspection and supervision process in Libyan primary schools?
- b) How can the government or other stakeholders better support your role as an inspector and supervisor?

Appendix (C)

Categories/Themes and Coding of Supervisors/Local inspectors’

Interviews

Themes	Codes	Sub-codes	Responses
1. System-Induced Role Conflict in Educational Leadership	Compromised Supervision Capacity	Divided Attention Effect	Interviewee (A) <i>"I have been a supervisor for two years. I was a secondary teacher, and because of the lack of English teachers, I am a supervisor and a Grade 6 teacher at the same time".</i> Interviewee (B) <i>"Due to staff shortages, I'm responsible for supervising teachers and also covering classes, which makes it difficult to focus fully on supervision".</i> Interviewee (D) <i>"Besides my supervisory duties, I am also required to cover teaching classes when a teacher is absent due to illness or other circumstances that make it difficult for her to attend and deliver the lesson".</i>
2. Supervisory Evaluation Methods	Direct Observation Techniques	Lesson Observation	Interviewee (A) <i>"I focus on observing the flow of the lesson, how clear the explanations are, and whether students are actively participating. In addition, observing the teacher's pronunciation and the teacher's control of time management during the lesson".</i>

			Interviewee (B) <i>“I focus on the board first, ensuring that all essential lesson details are displayed, including the number of the unit, the lesson, the page, and the date”.</i> Interviewee (C) <i>“I pay close attention to the teacher’s pronunciation of the words as primary students often mimic the pronunciation as their teacher”.</i>
		Classroom Management Observation	Interviewee (D) <i>“Classroom setup, including seat arrangement, board displays with lesson information, and textbooks on desks, all these things show good classroom management which means smooth transitions between activities and clear expectations for students, which I focus on during my observations”.</i> Interviewee (E) <i>“As I visit the classroom, I observe the teacher’s classroom management and whether they engage with all students or focus only on the front row and high-achieving students”.</i>
3. Supervisory Support	Provides regular feedback	Follow-up Visits	Interviewee (A) <i>“I always provide feedback after visiting the classroom, and I conduct follow-up visits to check if they implement the suggestions I made”.</i>

			Interviewee (B) <i>“Initially, I visit them daily at the beginning of the year, and once I’m confident they’re following the recommendations I made, I reduce my visits to once a week, and eventually to monthly check-ins”.</i> Interviewee (C) <i>“When I visit the classrooms, I gather suggestions and tips for each teacher. At the end of the day, I convene a meeting to share these insights with everyone, so they can all benefit from the collective feedback rather than individually”.</i>
	Collaborative Atmosphere	A friendly, non-judgmental approach makes supervision helpful.	Interviewee (D) <i>“In one of my visits to the classroom, I noticed a teacher mispronouncing the word ‘shepherd’. I requested her permission to take over the lesson and intentionally pronounced the word correctly, highlighting it subtly without direct correction. On a follow-up visit, I noticed she had corrected her pronunciation”.</i> Interviewee (E) <i>“After every classroom observation, I make sure to discuss my observations with the teacher and offer constructive suggestions for improvement”.</i>

4. Challenges in Supervision	Resource Constraints	Lack of Cooperation	Interviewee (A) <i>“Some teachers take the advice and work to improve themselves, while others are unable to due to their weak levels”.</i> Interviewee (C) <i>“One of the teachers, although her English language is excellent, she is not interested in education and has no desire to teach”.</i>
		Overcrowded Classrooms	Interviewee (B) <i>“The teachers at my school are competent and receptive to my feedback, but the heavy student load of 60 per class prevents them from implementing most of it”.</i> Interviewee (D) <i>“The teacher doesn’t have enough time to write in class due to the large number of students. As this reason, she created WhatsApp groups and sends the lesson daily so students can write them at home”.</i> Interviewee (E) <i>“When there are more than 50 students in a class, managing the classroom becomes a real challenge, and it limits the teacher’s ability to engage every student, and making it harder to evaluate teaching quality fairly”.</i>
		Heavy Workload	Interviewee (A) & (D)

		Balancing multiple roles (supervising and teaching) reduces effectiveness.	<i>“The lack of English language supervisors and teachers, coupled with the dual responsibilities I shoulder as both a supervisor and a teacher, often requires me to work double shifts, in the morning and afternoon. This heavy workload takes a toll on me and impacts my ability to perform my duties effectively”.</i>
5. Structural and Administrative Barriers	Absence of Inspectors	No follow-up visits from the Ministry of Education	Interviewee (A) <i>“The general inspector has not visited the school this year yet, and he came only one time last year. I carry out the duties of the local inspector myself, with no follow-up from the ministry or the school administration”.</i> Interviewee (B) <i>“The school where I work was established three years ago, and during this period, it has never been visited by a general inspector”.</i>
	Resource Limitations	Lack of Materials	Interviewee (A) <i>“There are no educational resources or audio materials available. The dedicated teachers rely on personal effort and bring materials from their own resources”.</i> Interviewee (B) <i>“Grade one relies entirely on practical and tangible materials, but none of these are available in the school”.</i>

			Interviewee (C) <i>"English teachers must teach pronunciation, but no schools have audio devices. How is this fair?"</i>. Interviewee (D) <i>"Listening lessons are being skipped due to the lack of speakers"</i>. Interviewee (E) <i>"Our teachers, mostly recent graduates, and keen on self-improvement. They bring in their own resources and materials to support their teaching"</i>.
	Curriculum/ Quality	Curriculum- Implementation Gap	Interviewee (D) <i>"The early grades (1-3) curriculum focus on memorization and writing, rather than listening and pronunciation"</i>.
6. Supervisor- Teacher Relationship	Collaborative Interaction	Supportive feedback, Mutual respect	Interviewee (B) <i>"They liked the idea of explaining the 'lesson steps' by looking at the number of vowels covered"</i>. Interviewee (C) <i>"They are seeking my ideas for teaching some lessons. I find them enthusiastic listening to me"</i>.
	Tension and Distrust	Fear of judgment, Communication gaps	Interviewee (A) <i>"They don't allow me to revise exam questions and students' grades"</i>. Interviewee (E) <i>"They feel nervous when I enter the classroom and</i>

			<i>attend classes with them. Although I try to be supportive all the time, I notice that some teachers seem worried and have a sort of fear of my presence”.</i>
7. Professional Development	Supervisors Training Programmes	Limited Training Opportunities	Interviewee (A) <i>“I have been a local inspector for two years, but I haven’t received any training programmes”.</i> Interviewee (B) <i>“I attended some workshops that focus on teaching and using modern methods, but not relating to supervision techniques”.</i>
8. Systemic Reforms for Effective Inspection/ Supervision	Mandatory Training	Pre-Service Workshops	Interviewee (C) & (D) <i>“The Ministry of Education should provide workshops and training on the Libyan curriculum for us to know the areas that we have to evaluate”.</i>
	Curriculum Alignment	Inspection-Curriculum Link	Interviewee (B) <i>"Inspectors. should check if teachers can actually implement the curriculum".</i>
9. Stakeholder Support for Inspectors /Supervisors	Professional recognition respect	Desire for autonomy	Interviewee (A), (B) & (D) <i>“We want from the school administration and the ministry of education let us concentrate on our role as local inspectors. In addition, conduct follow-up visits to schools”.</i> Interviewee (E) <i>"The Ministry must enforce our recommendations, or teachers ignore us".</i>

	Resource Provision	Teaching Materials	Interviewee (A), (B), (C), (D) & (E) <i>“Give schools labs and needed materials to enhance teachers’ performance”.</i>
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Appendix (D)

Interview Transcription for the Supervisor/Local Inspector (A)

I: Interviewer

A: Interviewee

Interview 1

1. Introduction & Background

I: Can you please introduce yourself, and what training or qualifications do you have to perform it?

A: I am a school supervisor and local inspector (Known as a subject expert in the Libyan education) for primary education in Tripoli. I hold a Bachelor's degree in English from the Faculty of Arts at Tripoli University. I have completed internationally recognized training programs, including; The Preliminary English Test (PET) certification, demonstrating proficiency in practical English usage, and the Test of English for International Communication (TOEIC) training workshops, which equipped me with advanced language-teaching methodologies.

I: Can you briefly describe your role as a supervisor (local inspector/subject expert) in the Libyan education system?

A: I moved to this school recently. I have been a supervisor for two years. I was a secondary teacher for twenty years at another school, and because of the lack of English teachers, I am a supervisor and a grade 6 teacher at the same time.

2. The Inspection & Supervision Role

I: How often do you conduct school inspections and supervisions in primary schools in Tripoli, Souq Al-Jouma?

A: As both a teacher and school supervisor, I conduct inspections on a regular basis, typically every three weeks, though weekly when my teaching schedule permits. This dual role requires careful time management to balance my teaching commitments with my supervisory responsibilities.

I: What methods do you use to observe and evaluate teachers during inspections? (e.g., lesson observation, reviewing lesson plans, student performance analysis, classroom management)

A: I focus on observing the flow of the lesson, how clear the explanations are, and whether students are actively participating. In addition, observing the teacher's pronunciation and the teacher's control of time management during the lesson.

3. Impact on Teaching Quality

I: In what ways do you believe school inspections/supervisions influence teachers' instructional practices?

A: School inspections influence teaching practices in both positive and negative ways. Positively, they encourage teachers to improve lesson planning and adopt recommended methods. However, many teachers only change their practices temporarily to pass inspections, then revert to old habits.

I: Can you provide examples of positive changes in teaching practices that resulted from your role?

A: Yes, one of my teachers began using an app for vocabulary games after I suggested it for teaching new words. Her students now request 'Word Time' daily. This helped her a lot in the vocabulary lessons.

4. Feedback & Recommendations

I: How do you provide feedback to teachers and school administrators after an inspection? (e.g., written reports, verbal discussions, workshops)

A: Following every classroom observation, I provide immediate face-to-face feedback to teachers.

I: How do you ensure that teachers effectively implement your recommendations?

A: I conduct follow-up visits to check if they implement the suggestions I made.

5. Challenges

I: What challenges do you face when conducting school inspection/supervision?

A: The main challenges are that some teachers take the advice and work to improve themselves, while others are unable to due to their weak levels. In addition, the lack of English language supervisors and teachers, coupled with the dual responsibilities I shoulder as both a supervisor and a teacher, often requires me to work double shifts, in the morning and afternoon. This heavy workload takes a toll on me and impacts my ability to perform my duties effectively.

I: Are there any systemic issues in the Libyan education system that hinder effective school inspection/supervision?

A: Yes, the general inspector has not visited the school this year yet, and he came only one time last year. I carry out the duties of the local inspector myself, with no follow-up from the ministry.

I: How do resource limitations (e.g., lack of materials, overcrowded classrooms) impact teaching quality and your ability to assess it?

A: There are no educational resources or audio materials available. The dedicated teachers rely on personal effort and bring materials from their own resources. The lack of teaching tools and materials significantly impacts the evaluation process. For instance, I cannot properly assess a listening lesson when no audio devices or supporting resources are available to facilitate instruction.

I: How would you describe the relationship between supervisors/local inspectors and teachers in primary schools?

A: There's clear tension, many teachers fear being judged during inspections rather than seeing them as growth opportunities. They even don't allow me to revise exam questions and students' grades.

6. Professional Development and Training

I: Are there any training programmes or workshops provided to you as a local inspector from the government or the school's administration?

A: I have been a local inspector for two years, but I haven't received any training programmes.

7. Recommendations for Improvement

I: Based on your experience, what changes or reforms are needed to improve the inspection and supervision process in Libyan primary schools?

A: I want from the school administration and the ministry of education let us concentrate on our main role as local inspectors. In addition, conduct follow-up visits to schools to validate and reinforce our guidance to teachers - since some teachers dismiss our feedback.

I: How can the government or other stakeholders better support your role as an inspector and supervisor?

A: Equip schools with essential tools (audio devices, digital resources) and reliable internet to enable proper implementation of modern teaching methods and fair evaluations, and conduct workshops redefining supervisory roles.

Appendix (E)
A Letter of Recommendation

Ministry of Higher Education
and Scientific research
The Libyan Academy For Postgraduate Studies
[L . A . P . S]



وزارة التعليم العالي والبحث العلمي
الأكاديمية الليبية للدراسات العليا

التاريخ : / /
الموافق : 2025 / 2 / 20

الرقم الإشاري : م / ع

الي من يهمله الامر

يسر قسم اللغة الإنجليزية بالأكاديمية الليبية للدراسات العليا، جنزور، طرابلس أن يتقدم إليكم بخالص التقدير والاحترام.

نظرا لمساعي الأكاديمية الليبية في تعزيز جودة التعليم وتطويره في ليبيا من خلال الأبحاث العلمية التي يجريها الطلاب الباحثين، و التي من شأنها معالجة المشاكل و الصعوبات إضافة إلى دراسة و تحديد الاحتياجات التدريبية للمعلمين في المدارس العامة

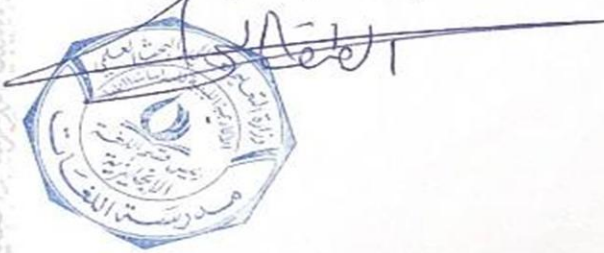
تجري الطالبة/ اسراء فوزي الجهاني، إحدى الطالبات بقسم اللغة الإنجليزية، بحثا بعنوان:

(استكشاف تأثير التفتيش و الاشراف المدرسي علي جودة التدريس لتلاميذ المرحلة الابتدائية (الصفوف من الاول الي السادس) في مدارس طرابلس سوق الجمعة)

لذلك نحن نتطلع إلى تقديمكم الدعم للطالبة بتمكينها من إجراء دراستها لديكم وب توفير مصادر المعلومات ذات العلاقة بالبحث المذكور.

مع خالص الشكر والتقدير والاحترام

د.عبد السلام صالح الطنطاني
رئيس قسم اللغة الإنجليزية



صورة للحفظ بالقسم