The extent of authentic leadership of resident supervisors on enhancing teachers' classroom management practices in public schools

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Abstract: The study aims to explore the extent of practising authentic leadership by resident supervisors in enhancing teachers' classroom management. The study uses a mixed method. The data was collected through a questionnaire distributed over a sample of 319 teachers and 135 supervisors. That was followed by 33 semi-structured interviews. Findings indicate a high extent of practising authentic leadership by resident supervisors to enhance their teachers' classroom management. It also reveals multiple factors that affect the extent of supervisors' authenticity, such as the methods of conducting supervision, the resulting effect of the age difference between teachers and their supervisors, efficient supervision from resident supervisors compared to others and the selection of resident supervisors. The findings suggest the significance of educating school developers on the importance of improving resident supervisors' leadership to enhance teachers' classroom management.

Keywords: authentic leadership; classroom management; Egypt; resident supervisors.

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1   Introduction

Authentic Leadership (AL) has recently been widely studied, and though it seems a quite recent term in educational leadership discipline, AL actually dates to ancient Greek philosophy (Puni and Hilton, 2020), through the 20th century modernism with its paragons of trustworthiness (Luthans and Avolio, 2003) and then to the post-modernistic queries of whether authenticity can truly exist in the present-day era of multiple selves (Harter, 2002). It is thought that authenticity was initially utilised in the area of leadership in the 2000s (Corriveau, 2020) and was linked with concerns of societal issues that investigate the impact of an authentic leader on followers' morality. As a relatively new concept, theoretical, measuring and validity problems must be addressed in order to achieve its full potential (Banks et al., 2016). Most studies associated AL with various positive outcomes, but mostly in positive psychology and business disciplines (Duignan, 2014); rather than educational leadership in school settings and therefore, scholars have been increasingly addressing the importance of understanding the relational aspects of AL in educational settings (Berkovich and Gueta, 2020). Thus, this study aims to highlight AL in a school context, since the authenticity of school supervisors in enhancing teachers' Classroom Management (CM) has been scarcely given attention by researchers and practitioners, which is the focus of this current study.

In educational literature, teacher supervision is seen as a leadership position that develops over time, showing different relationships between supervisor and teacher. Initially, teacher supervision's main role was inspection, which mainly focused on ensuring teachers followed the assigned school rules and was conducted through a visit from a figure of authority, like resident supervisors, principals or external mentors. With time, supervision shifted its focus more towards improving interpersonal relationships and leadership (Marzano et al., 2011) and began developing in accordance with managerial approaches and theories, many of which are highlighted in literature. For example, a clinical supervision approach is suggested (Kang, 2021; Benigno, 2016) as an applicable solution to implement effective supervision. According to this model, supervisors conduct classroom observation as a process that emphasises on the planning, communication and development of a collegial relationship. It is believed that if supervisors are authentic, their morals push them to further consider their duties and responsibilities towards teachers (Bellibas and Liu, 2017), since effective supervision can affect teachers' performance. To fully investigate the effects of supervision practices on teachers' performance, more research is required (Yousaf et al., 2018).

Despite a growing body of literature concerned with teacher supervision, studies have often neglected focusing on teachers' immediate and in-school supervisor (Lee and Nie, 2017, Shapira-Lishchinsky and Levy-Gazenfrantz, 2016). In this study, the concept of 'resident supervisors' is defined as the internal supervisors, who work simultaneously as teachers, though with a decreased teaching workload, whilst working as senior teachers with extra duties of supervising less-experienced teachers within their same subject expertise. While many studies paid attention to principals performing supervision (Khun-inkeeree et al., 2019; Iroegbu and Etudor-Eyo, 2016), and others focused on supervising pre-service teachers during their teaching practicums rather than official teachers working at schools (Walters et al., 2019), few studies focused on residential teachers' supervisors. Therefore, this study is filling a gap in literature, regarding the extent of AL of resident supervisors on enhancing their teachers' CM.

As an overriding concern for teachers since the late 1800s, teachers' CM practices may be seen as an over-studied topic; but it remains an important topic that requires further studies (Hulburt et al., 2020). Most literature revealed that CM has countless benefits on in-classroom learning, as effective learning cannot take place in poorly managed classrooms (Allensworth and Hart, 2018). Though much evidence supports the positive impact of CM, many teachers struggle to implement it (Gage et al., 2018); therefore authentic supervision is needed to enhance teachers' work, as it has been confirmed through the interaction between supervisors and teachers, supervisors are in a position to influence teachers' performance in classrooms (Hoque et al., 2020; Khun-inkeeree et al., 2019).

Two main aspects propose that resident supervisors' AL positively relates to teachers' CM; thus, the extent of resident supervisors' AL on enhancing teachers' CM practices should be investigated. The first one regards the researcher's experience in conducting training sessions in the Egyptian Professional Academy for Teachers (PAT) for both resident supervisors and teachers, as part of the agreement protocol between PAT and the Faculty of Education that the author belongs to. In such training sessions, discussions with trainees showed that the characteristic of being authentic in resident supervisors led to the enhancement of teachers' CM, however such claims have yet to have research evidence, as far as the researcher's knowledge extends. The second aspect is related to a pilot study conducted by the researcher involving 20 individuals (10 teachers and 10 resident supervisors) before the current study was carried. The aim was to investigate the interviewees' views on the effects of resident supervisors' AL on the CM of teachers. All the individuals affirmed that when a supervisor is self-aware, transparent, has balanced processing and high moral values, they are able to further improve and strengthen teachers' CM. These two aspects motivate the researcher to carry out this study to know the extent of AL of resident supervisors on enhancing teachers' CM.

Although the researcher did not come across a study that directly links resident supervisors' AL with enhancing their teachers' CM; there is existing literature which demonstrates that supervision improves a teachers' practices (Mathur et al., 2013; González-Toro et al., 2020; Paulsen et al., 2015; Briere et al., 2015). Consequently, this can improve teachers' CM practices. Another study showcased that teacher supervision leads to a positive development in teacher–student relationships (Kutsyuruba et al., 2019); which is subsequently seen to have a strong relation to the effectiveness and quality of teachers' CM practices (Kwok, 2017). Extensive research suggests that most teachers face a myriad of challenges in CM (Range et al., 2012; Larson et al., 2020) as it is not thoroughly covered in training (Kwok, 2019; Butler and Monda-Amaya, 2016; Arvola et al., 2018; Hepburn and Beamish, 2020); thus most teachers require assistance from their supervisors to enhance their CM practices.

This study seeks to contribute to the educational leadership literature by serving as an empirical research that draws on the analysis of research on AL. It aims to examine the extent of exercising AL through resident supervisors to enhance their teachers' CM practices, through gathering evidences from public schools in Ismailia directorate, Egypt. This will be conducted with the guidance of the following research questions:

- *RQ1*: What are the participants' ratings of AL's dimensions and activities conducted by resident supervisors to enhance teachers' CM?

- *RQ2*: What are the differences between teachers and their supervisors' characteristics regarding the extent of using AL in enhancing teachers' practices of CM?

- *RQ3*: What are the factors affecting the extent of practicing AL by resident supervisors in enhancing teachers' CM?

2   Literature review of authentic leadership

The literature review first provides insight on the definition of AL, followed by the benefits of AL and lastly, the AL dimensions is presented.

2.1   The concept of AL

In a dictionary (Merriam-Webster, 2020) 'authentic' is mainly defined through its characteristics, as 'true to one's own personality, spirit, or character' and 'worthy of acceptance or belief as conforming to or based on fact'. It is defined as a leader's ability to understand their own self (Wirawan et al., 2020), demonstrating a high degree of morality, communicating with clarity, trying to achieve transparency in interactions with followers (Ribeiro et al., 2020), and expressing their natural self honestly, all of which leads to ethical work results (Banks et al., 2016). Meanwhile within literature, there is more stress on defining AL through its outcomes as it positively influences leaders and followers' attitudes (Sidani and Rowe, 2018). It is mostly seen as not a style of leadership, but as a result of a legitimation process since it represents legitimated follower perceptions of a leader's authenticity activated by moral judgment (Sidani and Rowe, 2018). It can also be viewed as a leadership theory that emerged from the intersection of leadership, ethics, positive organisational behaviour and scholarship literatures (Walumbwa et al., 2008).

2.2   Benefits of authentic leaders

AL is considered a positive leadership approach where an authentic leader (resident supervisors in the current study) has positive effects on followers (teachers in this study) and organisations (schools in this study). Multiple studies revealed benefits of the impact of AL leadership on followers, such as high performance (Karam et al., 2017); work engagement (Kulophas et al., 2018); empowerment of followers, organisational citizenship behaviours (Oh et al., 2018; Mubarak and Noor, 2018; AL Zaabi, 2016; Černe et al., 2014; Shapira-Lishchinsky and Tsemach, 2014); increasing followers' creativity (Imam et al., 2020; Shang et al., 2019; Mubarak and Noor, 2018; Ribeiro et al., 2018a, 2018b); increasing commitment (Bratton et al., 2011); and positively influencing both performance satisfaction and work engagement through increasing followers' psychological capital (Kim et al., 2020; Wirawan et al., 2020). Owing these individuals benefitting, positive effects such as transparent organisational communication and

desired organisational outcomes were proven, thus positively influencing the organisation as a whole (Mousa et al., 2019; Baek, 2019; Jiang and Luo, 2018; Walumbwa et al., 2011).

2.3 *Dimensions of AL*

Of the many studies conducted on AL, the most significant, widely-cited research paper is by Walumbwa et al. (2008). It developed and tested a theory-based measure of AL where a multidimensional model of it was constructed. The results revealed a positive relationship between AL and supervisor-rated performance. In this study, the author adopts the same four components as follows.

Firstly, self-awareness, which refers to the extent of leaders' awareness of their own strengths, limitations, flaws, drives and beliefs. Self-aware leaders have an understanding of their nature and the influence of both themselves on others and others on themselves (Walumbwa et al., 2008; Quraishi and Aziz, 2018). Self-awareness is a crucial component of AL due to its positive effect on followers' empowerment, to the point where scholars have dedicated studies solely addressing this dimension (Wernsing, 2018; Gardner et al., 2021). Secondly, relational transparency, which refers to the degree of sincerity a leader has in terms of openly sharing information, opinions, experiences and positive feelings with followers, as opposed to malicious or corrupted leaders whom display inappropriate emotions and present a false or distorted self (Walumbwa et al., 2008). Another study defines it as being clear about core values, motives, identity and goals (Karam et al., 2017). Thirdly, balanced processing, namely 'unbiased processing', refers to leaders being unbiased, objective, analyse significant data before making a decision, and open to followers' opinions, even if it challenges their deeply held views (Walumbwa et al., 2011). Fourthly, internalised moral values of leaders, which means actions driven by an authentic leader's own moral values and beliefs, rather than outside factors like organisational, societal or peer pressure (Walumbwa et al., 2008). In Sidani and Rowe (2018), it was explained how a follower-centred moral dimension evaluation helps clarify AL dynamics in an ethical relativism context, showing that an authentic leader's actions are not classified as 'leadership' until accepted by a follower who gives the leader moral legitimacy. Therefore, when authentic leaders have a strong sense of self, it backs their actions (Karam et al., 2017).

AL is a well-researched area for educators' leadership (Quraishi and Aziz, 2018). The current study assumes that authenticity is achieved when the previous four aspects are found in a teachers' supervisor. In this sense if resident supervisors practice AL, they can boost teachers' CM practices. Other studies also support this, and have been increasingly addressing the need to understand the relational aspects of AL, as (Sidani and Rowe, 2018); therefore, this study aims to highlight that in school context.

3 An overview of classroom management

Classroom Management (CM) is a complex concept that encompasses various approaches and strategies. It is defined as dealing with teachers' abilities to manage teaching in a classroom, maintain order, keep the classroom organised physically and prevent inappropriate student behaviour. The goal of CM is to create an inviting and appealing environment for student learning (Korpershoek et al., 2016). This can be done

in multiple ways such as bettering classroom time management, establishing classroom rules, maintaining a positive relationship with students by conducting activities to improve the teacher–student relationship, regulating student behaviour. To achieve CM, teachers should have general managerial skills and the ability to deal with students' misbehaviour. They should also be able to establish classroom rules and be able to implement them in a consistent and agreeable way so that students themselves agree on them, which later establishes better self-discipline that helps students have better control over their own behaviour. CM can also be defined through its two types. One type is preventive, which can be done through the creation of rules and procedures, and favourable teacher–student relationships. The second is reactive, which can be done through disciplinary interventions such as giving warnings or punishments (Korpershoek et al., 2016).

Most literature agreed upon the benefits of CM on the classroom educational environment, viewing it as a critical component and a prerequisite for effective instruction (Gage et al., 2018). It is stated that effective teachers are those who practice CM and are thus seen as strong leaders in managing behaviour, instruction and student concerns (Aloe et al., 2014). Consequently, effective learning and teaching cannot take place in poorly managed classrooms (Jones, 2013). A recent study (Jerome-Freiberg et al., 2020) confirmed that CM brings many positives to teaching and the learning structure in a classroom, as it is a tool that creates a balance between the teachers' needs for active and responsive learners, and the students' needs for the ability to be engaged and encouraged in their learning. Therefore, strong learning climates are defined as safe, supportive environments with high, consistent and clear expectations for students (Allensworth and Hart, 2018). On the other hand, it is said that (Tilfarlioglu and Ulusoy, 2012) if teachers give praise rarely, constantly criticise their students and publicly threaten them, they may create a negative classroom atmosphere due to their poor CM. In addition to the benefits it brings to the classroom, CM also provides myriads of benefits to the teachers that implement it. A study (Aloe et al., 2014) found that teachers who have higher self-efficacy in CM are less likely to experience burnout, emotional exhaustion, depersonalisation, and lowered personal accomplishment in their classrooms.

Unfortunately, it is thought that (Englehart, 2011) opportunities for enhancing CM are overlooked by most teachers due to CM being considered the most challenging aspect from a teacher's points of view (Reinke et al., 2015), whether due to an incomplete understanding of the correct ways of implementing CM or lack of knowledge in it. In addition, there is evidence that teachers who do attempt to utilise CM struggle as they receive insufficient support in successfully implementing it (Simonsen et al., 2017; Gage et al., 2018). Therefore, it is thought that teacher supervision is needed to enhance CM. In this study, CM is considered a factor that is affected by teacher supervisors' behaviours.

4   Teacher supervision in the Egyptian schooling context

The schooling system in Egypt is managed by the Ministry of Education and Technical Education (MOE). The MOE supervises 27 directorates distributed across the 27 governorates of Egypt. Each directorate has its own subdivision management units, which deal directly with schools. There are two types of teacher supervision in Egypt. One is conducted by the directorate and their subdivision units, called the 'Mentoring

System' (Eltawgeh-in Arabic) and those in charge are called 'Mentors' (Mowagh), who are considered external visitors for a school. Meanwhile the other is centred on internal supervision, which is conducted within a school by principals and resident supervisors (Moshref Mokeem). Resident supervisors work at schools as teachers with supervisory responsibilities and perform provision for on-going supervision. In this study, the focus will be on the resident supervisors as it is believed that they have the advantage of being in a more intimate environment since they are exposed to the same school culture dealing with the same students, parents, principal, and staff. Thus, highlighting the exploration of the extent of their authenticity is seen as important in enhancing teacher's CM practices.

The Egyptian school system is built on nine years of basic education, split into six years of primary education, three years of preparatory education, followed by three years of general secondary education. Egypt is considered to be the largest schooling system in the Middle East, with more than one million teachers and almost 24 million students (MOE, 2020/2019). Due to the rapid population growth, public school enrolment is rising regularly (USAID, 2019). Consequently, the number of students per class is alarmingly high, which in turn leads to poor CM practices. Therefore, it is necessary for teachers to have aide from authentic supervisors, to enhance their CM abilities.

The MOE established, in 2006, the 'Teachers' Cadre', which is considered a framework of teacher's promotions and incentives (People's-Assembly, 2007). Subsequently, in 2007, the Professional Academy for Teachers (PAT) was founded and began its work in 2008, as an institute within the MOE, where all teachers, including resident supervisors, are trained. According to the Teachers' Cadre, there are six categories of teachers, each type has different responsibilities, some of which are concerned with residential supervision. The main difference between these categories is the number of years of experience working as a teacher, and the number of training programmes taken through PAT. When teachers are promoted, their teaching workload decreases, and they act as resident supervisors. These six categories can be summarised as follows (MOE, 2015).

1   *Teacher Assistants* (Mosaid Moalem, in Arabic) are basically novice teachers whom are under third financial degrees, which is the least degree of financial compensation for teachers in Egypt. They are responsible for teaching, planning weekly lessons, using teaching activities planned by higher ranked teachers, evaluating students, and managing their classrooms with supervision from higher ranked teachers.

2   *Teachers* (Moalem) are Teacher Assistants who are promoted after three years of being an assistant, yet are still considered financially on the third degree, but with more years of experience, thus have higher pay. Their duties are centred on their classroom and students. They plan lessons all year long, assess students and solve their learning problems, manage classrooms and participate in the professional learning community.

3   *Senior Teachers* (Moalem Awal) are categorised under a second financial degree. From this rank upwards, teachers can act as resident supervisors. Senior Teachers participate in evaluating the performance and identifying the needs of lower ranked teachers and planning and managing the educational processes at their schools.

4   *Level A Senior Teachers* (Moalem Awal Alef) are ranked under first financial degree. Their responsibilities consist of administrative supervision, providing academic support to teachers of lower ranks, conducting training sessions, assessing

teachers, as well as handling higher ranked teachers' responsibilities if the school lacks higher ranked teachers.

5   *Experienced Teachers* (Moalem Khabeer) are teachers who are recognised financially as General Directors, a rank higher than first financial degree. They follow up on the general education and learning process of their schools. They also evaluate and supervise lower ranked teachers' performance.

6   *Leader Teachers* (Kabeer Moalemeen) are teachers who have the highest degree financially and supervise junior teachers within their own subject. They are responsible for planning and monitoring education within their schools and aiding the continuous professional development of teachers. They also work as internal supervisors for pre-service teachers, who usually join schools as a part of teacher training programmes presented by faculties of education.

It can be concluded from the above, that Senior Teachers and upwards can perform residential supervision, however, it is worth mentioning that if a school does not have all categories present, the teacher with the most years of experience acts as the resident supervisor, meanwhile if a school has all six categories present, a Leader Teacher is assigned as a resident supervisor per subject.

5   Methodology

5.1   Method

A mixed-method design was adopted to collect data from teachers and their resident supervisors in two phases. According to Leech and Onwuegbuzie (2009) the research design of this study could be described as 'fully mixed sequential equal status design'. It mixes qualitative and quantitative methods within two stages of the research, that occur sequentially and both are given an approximately equal weight. The first phase of this study was dependant on collecting quantitative data through a questionnaire to explore the extent of resident supervisors' AL on enhancing teachers' CM practices, whereas the second phase was conducted by collecting qualitative data through interviews with both teachers and resident supervisors, to discover the factors affecting the extent of resident supervisors' AL on enhancing teachers' CM practices. The data collected in the second phase also provided more in-depth explanations regarding the data collected from the questionnaire in the first, further supporting it.

5.2   Population and sampling

According to MOE's statistics (MOE, 2020/2019), there are 1,018,773 teachers working in schools spread across 27 directorates in Egypt. In Ismailia directorate, specifically, there are 11,884 teachers, 6388 of whom work in 339 primary schools; 3957 in 204 preparatory schools and 1539 in 48 secondary schools. The previous statistics include resident supervisors.

Regarding sampling, a random sample of teachers and resident supervisors was conducted. Random sampling is defined as 'the process of using chance to select individuals from a population to be included in the sample' (Sullivan, 2018), thus giving

a higher probability of producing a representative sample. A total sample size of 454, composed of 319 teachers and 135 resident supervisor, was successfully acquired from the questionnaire. According to 'Raosoft sample size calculator' (RAOSOFT, 2020), the preferred sample size of this study is 373 for the confidence interval to be 5% and the confidence level to be 95%, since the population size is 11,884. Fortunately, in this study the sample was 454, which means that confidence interval is less than 5%, and a confidence level is more than 95%.

5.3   Research tools

The data was collected through a questionnaire and an interview with a sample of teachers and resident supervisors, as follows.

The questionnaire used in this study was derived explicitly from Walumbwa et al.'s (2008) original English Authentic Leadership Questionnaire (ALQ). The author of this study developed a 20 item-based Arabic questionnaire based on the 8 items of ALQ. While the core AL dimensions and concepts of ALQ were maintained, the author changed the wording to suit the aim of the study in exploring the extent of AL practiced by resident supervisors on enhancing teachers' CM. For example, in Walumbwa et al. (2008) questionnaire, item (8): 'listens carefully to different points of view before coming to conclusions'; that was modified to be two items as: (11) the resident supervisor listens carefully to teachers' different views on effective CM, and (15) the resident supervisor listens carefully to my different points of views before taking decisions regarding enhancing teachers' CM practices, (see Table 3). An online questionnaire was designed using Google Forms. The questionnaire had two versions, one for teachers and another for resident supervisors, each of which had the same items, but suitably reworded (see Table 3) so resident supervisors could describe their own practices of AL, while teachers reported on their perceptions of their supervisors. A three-point Likert scale was used, namely: always happening=2, happening sometimes=1 and never happening=0, to show the extent of the frequency of practicing AL by resident supervisors in enhancing teachers' CM.

To gain a deeper understanding of the questionnaire's results and explore the factors affecting it, an interview was conducted. A semi-structured face-to-face interview was used in a school setting, where questions were prepared beforehand, but were flexible enough to be changed depending on the circumstances. The researcher interviewed 33 participants, consisting of 23 teachers and 10 resident supervisors and each interview lasted for approximately 40 minutes. The data was collected by the author through written notes, as the majority of the interviewees were opposed to voice recordings.

5.4   Ethical considerations

Multiple permissions were secured before collecting the data. The author got ethical approval from the Research Ethics Committee in the Faculty of Education, at the University s/he belongs. Then, permission (No. 306) was granted from the Central Agency for Public Mobilisation and Statistics (CAPMAS, 2020) to collect the data. Afterwards, permission from the Directorate of Education in Ismailia Governorate was permitted. Additionally, the respondents' confidentiality was ensured, and all participants were fully informed of the study's purpose, and the ethical guidelines that ensured their confidentiality, anonymity and the right to withdraw at any time. No potential harmful

effects were identified for participants. Ethical consideration was conducted in both the questionnaire and the interviews, with consent given beforehand from all participants. Participation was voluntary with no monetary cost or financial incentive for participants.

5.5   Data analysis

All the quantitative (collected by the questionnaire) and qualitative (collected by the interviews) data was analysed separately, then merged for the interpretation and discussion of key findings. The questionnaire's data was analysed using SPSS version 25, and coded based on the scale of measurement, where descriptive statistics, relative index analysis, *t*-test and *f*-test were performed, while all qualitative interview's data were reduced to manageable text through systematic coding.

The questionnaire's validity and reliability were tested. It was pilot tested with 5 selected teachers and 3 resident supervisors prior to the data collection to evaluate the clarity of its items. Furthermore, content validity was carried out by 8 academic experts working at 5 different faculties of education in Egypt, to ensure that the content validly accurately measured the research objectives and to check the suitability of conducting it with Egyptian context. Based on their recommendations, the questionnaire was modified. The questionnaire was found to be valid and appropriate in measuring the constructs. To verify the reliability of the questionnaire, Cronbach's alpha was calculated and the overall reliability was 0.92 (*N*=454), which is considered to be strong and have excellent reliability (Sullivan, 2018).

5.6   Demographic data of the respondents

The demographic data includes information of teachers' and resident supervisors' gender, educational level, teaching and supervision experiences, school level, the average number of students in a classroom regarding teachers and the average number of teachers supervised regarding resident supervisors and job category. The following Table 1 highlights the frequency and per cent of the demographic data.

Table 1   Demographic characteristics of participants and significant differences between groups

Variables	Variables' level	Teachers n=319 (70.3%)	Supervisors n=135, (29.7%)	Total Sample N=454 (100%)
Gender	Male	**83** (26.0%)	**44** (32.6%)	**127** (28%)
	Female	**236** (74.0%)	**91** (67.4%)	**327** (72%)
	t-test	*F*= −1.61 ns *p*-value=0.11	*t*=0.62 ns *p*-value= 0.53	*t*=1.42 ns *p*-value= 0.15
Educational level	Bachelor's degree	**261** (81.8%)	**111** (82.2%)	**372** (81.9%)
	Diploma	**5** (1.6%)	0	**5** (2.1%)
	Master's degree	**23** (7.2%)	**10** (7.4%)	**31** (6.8%)
	Doctoral degree	**12** (3.8%)	**7** (5.2%)	**19** (4.2%)
	Others	**18** (5.6%)	**7** (5.2%)	**25** (5.5%)
	ANOVA (*F*-ratio)	*F*=1.85 ns *p*-value=0.12	*F*=0.61 ns *p*-value= 0.61	*F*=0.00 ns *p*-value= 0.99

Table 1 Demographic characteristics of participants and significant differences between groups (continued)

Variables	Variables' level	Teachers n=319 (70.3%)	Supervisors n=135, (29.7%)	Total Sample N=454 (100%)
Experience	3 years or less	**11** (3.4%)	**32** (23.7%)	**43** (13.6%)
	4–10 years	**63** (19.7%)	**43** (31.9%)	**106** (25.8%)
	More than 10 years	**245** (76.8%)	**60** (44.4%)	**305** (60.6%)
	ANOVA (F-ratio)	F= 0.055 ns p-value= 0.95	F=1.78 ns p-value= 0.17	F=0.001 ns p-value= 0.97
School level	Primary	**175** (54.9%)	**65** (48.1%)	**240** (51.5%)
	Preparatory	**89** (27.9%)	**42** (31.1%)	**131** (29.5%)
	Secondary	**55** (17.2%)	**28** (20.7%)	**83** (19%)
	ANOVA (F-ratio)	F= 3.38* s p-value= 0.04	F= 2.385 ns p-value= 0.09	F=0.00 ns p-value=0.98
Average No. for teachers & supervisors	–	*45 students at a classroom*	*3 teachers supervised*	–
Job category	Teacher Assistants	**19** (6)%	0	**19** (6%)
	Teachers	**86**, 27%	**7**, 5.2%	**93** (16.1%)
	Senior Teachers	**72**, 22.6%	**11**, 8.1%	**83** (15.4%)
	Level A Senior Teachers	**59**, 18.5%	**21**, 15.6%	**80** (17.1%)
	Experienced Teachers	**64**, 20.1%	**49**, 36.3%	**113** (28.2%)
	Leader Teachers	**19**, 6%	**47**, 34.8%	**66** (20.4%)
	F-test	F= 0.37 ns p-value= 0.87	F= 0.753 ns p-value= 0.56	F=119.5* p-value= 0.00

Notes: (*) S, significant at $p<0.05$; ns, non-significant at $p>0.05$.

As shown in Table 1, regarding gender, the sample contains more females within both teachers and supervisors. This result mirrors the real situation of Egyptian public schools, where generally there are more female teachers than males; (Female=608,860 but Male=409,913) (MOE, 2020/2019). The education level of most respondents was a bachelor degree; while more supervisors have a doctoral degree compared to teachers. Regarding the respondents' experience, the findings show that more than three quarters of teachers and less than half the supervisors have more than 10 years of experience, this is partly since most of the respondents were Experienced Teachers. This can be linked to findings in the job category, where it was found that most of the supervisors in the sample were Experienced Teachers followed by Leader Teachers, while most teachers were in the Teacher category. It was also found that more than half the respondents were working in primary schools; which reflects the MOE official statistics of public schools, in which there is more primary schools (16,737), followed by preparatory (10,637), then secondary schools (2412) (MOE, 2020/2019). Finally, the teacher sample had an average of 45 students per classroom, while the supervisors had an average number of 3 teachers.

6   Results and discussion

To answer the research questions in investigating the extent of exercising AL by resident supervisors to enhance their teachers' CM practices, three main parts were conducted. Firstly, the study looked over teachers and supervisors' ratings of the four dimensions and the 20 activities of AL, suggested by the questionnaire's items. Secondly, the study investigated the differences between teachers and their supervisors regarding the extent of using AL in enhancing teachers' CM. Finally, a discussion of the main factors affecting that extent was conducted.

1   *Participants' views of Al's dimensions and activities conducted by resident supervisors to enhance teachers' CM*

To answer the first research question, the study uses Relative Index Analysis (RII) (Akadiri, 2011) to analyse responses related to the AL dimension ratings and activities that resident supervisors perform to enhance teachers' CM, as follows.

Firstly, the rating of *AL dimensions* practiced by resident supervisors in enhancing teachers' CM is presented in Table 2.

Table 2   Respondents ranking of resident supervisors practicing AL dimensions in enhancing teachers' CM

AL dimensions	Teachers (n=319)				Supervisors (n=135)			
	M	SD	RII	R	M	SD	RII	R
Self-awareness	5.93	2.18	1.96	4	8.10	1.41	2.67	4
Transparency	7.05	2.20	2.33	2	8.53	1.05	2.81	3
Balanced processing	7.04	2.26	2.32	3	9.02	1.25	2.98	2
Moral values	7.72	2.20	2.55	1	9.28	0.96	3.06	1

From Table 2 above, it can be concluded that, according to the ranking (R) of RII for teachers' and supervisors' groups, both groups agreed that the highest dimension that expresses the extent of practicing AL in enhancing teachers' CM was 'moral'; followed by 'transparency' then 'balanced processing', from the teachers' view. However, in the supervisors' opinion; 'transparency' and 'balanced processing' were reversed; while the lowest dimension was self-awareness, from the whole sample's perception. Despite the difference between teachers' and supervisors' rankings of some AL dimensions, there is notably more agreement than disagreement. This is because RII=2.33 in the transparency dimension and RII=2.32 in the balanced processing dimension, which is very close. Therefore, the results of ranking the AL dimensions from the teachers' and supervisors' perceptions are very similar. Moreover, it can be concluded that the 'moral values' dimension has an important impact on exercising AL from the resident supervisor side. This result is in agreement with other studies, such as (Zhang et al., 2018; Cianci et al., 2014).

Secondly, to investigate the extent of practicing *AL activities* by resident supervisors to enhance teachers' CM; ratings of the 20 activities suggested in the questionnaire are presented in Table 3.

Table 3 Participants' views of Al activities conducted by resident supervisors to enhance teachers' CM

Dimensions	*AL's activities in enhancing teachers' CM*	*M*	*SD*	*RII*	*R*
Self-awareness	(T.1) The resident supervisor modifies his/her decisions to help me enhance my CM practices	1.19	0.60	0.39	3
	(S.1) I modify my decisions in order to help teachers enhance their CM practices	1.58	0.53	0.52	5
	(T.2) The resident supervisor makes sure he/she is aware of my feedback on his/her way of supervision in order to enhance our communication	1.26	0.64	0.42	1
	(S.2) I make sure I am aware of teachers feedback on my way of supervision in order to enhance our communication	1.68	0.53	0.55	1
	(T.3) The resident supervisor accepts my views and opinions of his/her supervision capabilities	1.12	0.73	0.37	4
	(S.3) I accept the teachers' views and opinions of my supervision capabilities	1.64	0.51	0.54	2
	(T.4) The resident supervisor has a positive impact on enhancing my CM practices	1.11	0.65	0.37	5
	(S.4) I have a positive impact on enhancing teachers' CM practices	1.59	0.51	0.52	4
	(T.5) The resident supervisor chooses the proper time to situationally modify his/her opinion of some aspects regarding the ways of CM	1.25	0.64	0.41	2
	(S.5) I choose the proper time to situationally modify my opinion of some aspects regarding the ways of CM	1.61	0.51	0.53	3
Transparency	(T.6) The resident supervisor encourages me to freely present my ideas of efficient CM	1.53	0.59	0.50	3
	(S.6) I encourage the teachers to freely present their ideas of efficient CM	1.91	0.29	0.63	2
	(T.7) When the resident supervisor meets with us he/she speaks clearly in discussing the best ways to do CM	1.56	0.60	0.51	1
	(S.7) When meeting with teachers I speak clearly in discussing the best ways to do CM	1.87	0.36	0.62	3
	(T.8) The resident supervisor is sure of having my trust	1.55	0.60	0.51	2
	(S8) I be sure of having the trust of the teachers I supervise	1.96	0.21	0.65	1
	(T.9) The resident supervisor is willing to acknowledge his/her mistakes in supervising teachers' CM practices	0.96	0.72	0.32	5
	(S.9) I am willing to acknowledge my mistakes in supervising teachers' CM practices	1.5	0.55	0.50	4
	(T.10) The resident supervisor tells me frankly my performance levels of CM	1.45	0.61	0.48	4
	(S.10) I tell teachers frankly their performance levels of CM	1.3	0.56	0.43	5

Table 3   Participants' views of Al activities conducted by resident supervisors to enhance teachers' CM (continued)

Dimensions	AL's activities in enhancing teachers' CM	M	SD	RII	R
Balanced processing	(T.11) The resident supervisor listens carefully to teachers' different views on effective CM	1.51	0.57	0.50	2
	(S.11) I listen carefully to teachers' different views on effective CM practices	1.86	0.35	0.61	3
	(T.12) The resident supervisor cooperates with me in order to enhance my CM practices	1.47	0.60	0.49	3
	(S.12) I cooperate with teachers I supervise in order to enhance their CM practices	1.88	0.32	0.62	2
	(T.13) The resident supervisor gives me the chance to express my views freely	1.53	0.60	0.50	1
	(S.13) I give teachers the chance to express their views freely	1.9	0.31	0.63	1
	(T.14) The resident supervisor solicits my views that challenge his/her deeply held positions regarding CM practices	1.31	0.59	0.43	4
	(S.14) I solicit teachers' views that challenge my deeply held positions regarding CM practices	1.7	0.46	0.56	4
	(T.15) The resident supervisor listens carefully to my different points of views before taking decisions regarding enhancing teachers' CM practices	1.21	0.60	0.40	5
	(S.15) I listen carefully to different points of views from teachers before taking decisions regarding enhancing teachers' CM practices	1.68	0.48	0.55	5
Moral values	(T.16) The resident supervisor deals with dignity and honesty with me when advising me to enhance my CM practices	1.57	0.56	0.52	3
	(S.16) I deal with dignity and honesty with teachers when advising them to enhance their CM	1.98	0.15	0.65	1
	(T.17) The resident supervisor encourages me to hold on to ethical educational values when managing my classrooms	1.6	0.57	0.53	2
	(S.17) I encourage teachers to hold on ethical educational values when managing classrooms	1.87	0.36	0.62	4
	(T.18) The resident supervisor takes difficult decisions regarding CM depending on the educational professional ethics	1.41	0.64	0.47	5
	(S.18) As a supervisor I take difficult decisions regarding CM depending on the educational professional ethics	1.64	0.54	0.54	5
	(T.19) The resident supervisor's actions reflect what he/she says and believes	1.44	0.58	0.48	4
	(S.19) I be sure to practice what I say and believe	1.87	0.33	0.61	3
	(T.20) The resident supervisor believe that caring about students is an ethical responsibility	1.71	0.51	0.56	1
	(S.20) I believe that caring about students is an ethical responsibility	1.92	0.28	0.63	2

Notes: Teachers (T) *n*=319, resident supervisors (S) *n*=135.

The above Table 3, suggests that teachers and supervisors agreed that the highest ranking activity in the 'self-awareness dimension', is 'awareness of teachers' feedback' (T.2, S.2). Also, a previous study confirmed that 'a positive mentor–mentee relationship

leads to a successful teaching experience' (Hudson, 2016) thus has a positive impact on their CM practices, which is highlighted in (T.4, S.4).

In respect of the 'transparency dimension', 'having teachers' trust' (T.8, S.8) has the highest activity in the supervisors' view and is second in the teachers' opinion. Other studies affirmed the benefits of having a feeling of trust between teachers and their supervisors (Zhang et al., 2021; Iroegbu and Etudor-Eyo, 2016).

Concerning 'balanced processing dimension', the findings show an agreement between teachers and supervisors on the highest activity of practicing AL by supervisors to enhance teachers' CM; being 'giving teachers the chance to express their views freely' (T.13, S.13). This follows another study's findings (Zhang et al., 2018), which mentioned that authentic leaders can strengthen the bond between them, by giving teachers the chance to freely share their thoughts. Additionally, 'listening carefully to teachers' views on effective CM practices' (T.11, S.11) was ranked as second in the teachers' view and third in the supervisors' view. Similar results found in other studies, such as (Hudson, 2016). Also, in (T.14, S.14) about 'soliciting teachers' views that challenge supervisors' positions', it is close to other study findings, such as (Zhang et al., 2021).

Finally, regarding the dimension of 'moral values', the supervisors' AL activity of 'dealing with dignity and honesty' (T.16, S.16) comes first in the supervisors' opinion and third in the teachers' view. It is said that authentic supervisors who show a respectful relationship with teachers and stay true to themselves, have better relationships with their mentees (Hudson, 2016). Also, in (T.17, S.17) 'The resident supervisor encourages teachers to hold onto ethical educational values when managing classrooms', it has the second rank in teachers' view and the fourth rank in supervisors' perception, that finding is revealed in a study (Cianci et al., 2014) that built a model to assess AL 's effect on the ethical decision-making of followers.

2 The differences between supervisors' and teachers' views regarding the extent of practicing AL in enhancing teachers' CM

To answer the second research question about the differences between teachers' and resident supervisors' views on the extent of supervisors exercising AL to enhance teachers' CM, some statistical tests were conducted. The study explored whether gender, educational level, experience, school level and job category had an impact on the sample's views.

Firstly, an independent-sample *t*-test was run to know if there were significant differences between teachers' and supervisors' views on the four AL dimensions and the total score of AL, as seen in Table 4.

Table 4   Comparing teachers' and resident supervisors' views regarding exercising AL in enhancing teachers' CM.

AL and its dimensions	Teachers (n=319)		Supervisors (n=135)		t-test		
	M	SD	M	SD	t	Mean Difference	Sig. (2-tailed)
Self-awareness	5.93	2.18	8.10	1.41	−10.61*	−2.17	0.0
Transparency	7.04	2.20	8.53	1.05	−7.47*	−1.48	0.0
Balanced processing	7.04	2.26	9.02	1.25	−9.57*	−1.98	0.0
Moral values	7.72	2.20	9.28	0.96	−7.90*	−1.56	0.0
AL	27.74	7.57	34.93	3.30	−10.60*	−7.18	0.0

Note: * Significant at *p*<0.05; *df*=452.

Table 4 above shows that statistically, there is a significant difference between teachers' and supervisors' perceptions. Results indicated that the mean score of AL and its dimensions for the resident supervisor group is greater than the teacher group; suggesting that supervisors see their practicing of AL enhances CM of the teachers they supervise significantly.

Secondly, some other findings which represented the differences within each group of teachers and supervisors regarding the sample's variables was presented in Table 1. In terms of *gender*, *t*-test results indicated no significant difference between male and female views of conducting AL by resident supervisors within each group of teachers and supervisors. This result was confirmed in a previous study (Wirawan et al., 2020). Also, participants of both groups showed similar responses regardless of their *educational level* and *experience*, as indicated by '1-way-ANOVA'. Interestingly, some of the interview's results show that with the increase of a resident supervisor's working years, they gain more experience and become more authentic. For example, a supervisor said:

> *I have been a supervisor for over 15 years and became an authentic leader over time. I used to be demeaning to teachers, and never allowed them to participate in decision-making. Eventually they had enough and filed a complaint against me. When asked to leave, I refused, and the principal handed me a paper stack written anonymously by the 22 teachers I supervised, that answered the question, What do you think of your supervisor? It highlighted how awful of a supervisor I was. In turn, I started listening more to the teachers' classroom challenges, and became more transparent and respectful. Basically, I became an 'authentic leader' and improved my relationship with them.*

Further, in exploring the impact of *school level* on teachers' views of the extent of supervisors' AL to enhance their CM, there were significant differences between the three groups of teachers working at primary, preparatory or secondary schools (F=3.38, p-value=0.04), see Table 1. Subsequently, post-hoc comparisons using 'Scheffe-test' were made. The result was (Mean Difference=2.41, p-value=0.05), which shows that teachers who work at primary schools see a higher value to AL practiced by supervisors in enhancing their CM. In further investigation, such result was discussed with participants in the interview to understand the reason of such finding. It was found that teachers in primary schools face more challenges in managing classrooms. A primary school teacher interviewee said:

> *To children, classroom rules mean nothing. I suffered teaching a 64 pupil first-grade class, even when taking off points for misbehaviour. They simply did not care. My supervisor suggested I attempt a more kid-friendly approach through hanging a colourful poster of the rules on the class-board, and organising a reward system with candy. This really improved my CM and teaching abilities.*

It was revealed that the number of students per class in primary schools across Egypt are much higher than those in preparatory and secondary school. The mean students number at primary school class=53.4; at preparatory=48.6; and at secondary=43.1 (MOE, 2020/2019). This indicates that primary school teachers have a more difficult time managing classrooms compared to the other school levels, and therefore value the presence of authentic supervisors more.

Finally, regarding the variable of *job category*, data of teachers' and supervisors' views were analysed separately using '1-way-ANOVA', see Table 1. The results show no significant differences between the six teachers' categories. However, when using '2-

way-ANOVA' to find any difference between teachers' and supervisors' views by their job category, a statistical significant was found (F=119.5, p-value= 0.00), this may be due to the fact that nearly two thirds of the supervisors were Experienced and Leader Teachers with no Teacher Assistant, but more than a third of the teachers sample was under the Teacher Assistant and Teachers categories.

3   *Factors affecting the extent of practicing AL by resident supervisors in enhancing teachers' CM*

The study explored four factors affecting the extent of supervisors' AL in enhancing their teachers' CM; as concluded from the interviews. These are: the methods of conducting supervision; the resulting effect of the age difference between teachers and their supervisors, efficient supervision from resident supervisors compared to others and the selection of resident supervisor, which is explained as follows:

6.1   *Methods of conducting supervision to enhance teachers' CM*

The results show that the ways of supervision that are followed by resident supervisors affect the enhancement of teachers' CM. Observation in classroom visits, discussion meetings with collaborative consultation and nondirective approaches are the most common ways of conducting supervision. The following examples show findings regarding these ways expressed by interviewees.

Most interviewees (both supervisors and teachers) confirmed that conducting teacher observation in classroom visits is an important way of enhancing teachers' CM, which lines up with other studies (Iroegbu and Etudor-Eyo, 2016; Kalule and Bouchamma, 2014). However, a supervisor interviewee thought that observation in classroom visits is not sufficient to enhance teachers' CM. He said that:

> *Since the teacher is aware I am judging their performance at the classroom, it is likely they will act differently from their usual.*

This result agrees with findings of a study of Hoque et al. (2020).

Additionally, teacher's collaborative consultation and nondirective approaches were revealed as successful methods that resident supervisors followed in helping their teachers enhance CM practices. For example, a resident supervisor said:

> *I meet-up with the five teachers I supervise weekly to discuss their classroom issues through collaborative discussions where .I intentionally set up the stronger teachers to go first and the weaker teachers to go last so they gain more experience from their stronger colleagues. They get to exchange ideas and advice on improving CM from me.*

Such statements show consistency with other studies' findings, for instance (Hoque et al., 2020; Sider, 2019).

6.2   *The effect of the age difference between teachers and their supervisors*

In the data collected by the questionnaire, some demographic characteristics were examined, as discussed previously. However, the difference in age between supervisors and their teachers was not included, as it was not thought to be significant in relation to AL. Surprisingly, in the data collected by the interview, this difference is seen as one of

the most notable factors affecting the extent of doing AL by supervisors to enhance teachers' CM, with contradictory opinions that will be discussed as follows.

For some, it seems that there is a proportional relationship that links between the age of the resident supervisors and their experiences. A teacher interviewee – who teaches science – said:

> *The age difference between my supervisor and I is 4 years, so I feel like he is barely more experienced than me. When I face problems in managing my classroom, I do not ask him for advice. Instead, I ask an older resident supervisor whose capabilities I trust more than my assigned supervisor despite him teaching a different subject.*

Teacher interviewees thought that older supervisors are more conscious of themselves, their own strengthens, weaknesses and of their impact on the teachers they supervise. This may indicate that older supervisors are seen as having more self-awareness than younger ones.

It seems that the closeness of the age between teachers and resident supervisors affects the nature of their relationship to be competitive rather than one of guidance. This finding was concluded from some comments revealed in the interview. For example, a math teacher interviewee working in a secondary school said:

> *My supervisor who is within my age range steals my students through private tutoring. One time, I sought advice on teaching a difficult lesson but he ignored me. Next period, he spontaneously visited my class and taught that lesson in a more comprehensive way than I did, effectively embarrassing me in front of my students. Naturally, many students asked him for private tutoring.*

In fact, paid private tutoring is one of the main problems in Egypt, particularly seen in secondary schools (Kabadaya, 2020; Ille, 2015; Elbadawy, 2013).

6.3   Having efficient supervision from resident supervisors compared to school principals and mentors

As mentioned previously, teachers in Egyptian schools are supervised by mentors, principals and resident supervisors. The results in this study show that most interviewees thought mentors and principals were not effective enough as supervisors who enhance CM compared with resident supervisors. This is due to resident supervisors being more connected with the school's culture and its circumstances. However, as mentors were usually unaware of the school's environment, they did not have the same experience disciplining the school's students as resident supervisors do. Also, it was said that mentors were only visiting schools 4 to 6 times a year, which is not enough for efficient supervision. However, resident supervisors attend school every single day, so the contact is easier and more sustainable. An example was given by a resident supervisor in a preparatory school, he said:

> *A female teacher I supervised had issues with a particular male student who always threw violent tantrums during her class. Coincidentally, I teach his older sister, so I knew they lived with their divorced father and that the teacher held a striking resemblance to the student's mother, leading to him negatively associating both together, causing the tantrums. After I informed her, I advised her on how to build a positive relationship with him to manage his emotions, which reduced the tantrums.*

Many other studies confirmed the benefits of 'teacher-student relationship-focused interventions' as a successful approach of CM, such as CASEL (2021) and Korpershoek et al. (2016). Similar findings are found, where mentors were unable to address daily school problems, as they don't fit within school culture on a daily basis (Hossain, 2018).

Additionally, the teacher interviewees thought that resident supervisors were more effective in enhancing their CM practices compared with principals; as principals have management responsibilities that take up most of their time, and no longer teach, so as a consequence, were not familiar with the teachers' recent training regarding CM practices. This finding is confirmed in many studies, such as April and Bouchamma (2015) and Cha and Ham (2012).

6.4 The selection of resident supervisors

Lastly, another factor that affects the practice of authenticity by resident supervisors in enhancing teachers' CM was revealed in the interview to be the way of selecting the resident supervisor. As aforementioned, supervisors are originally teachers with the most years of teaching. The teacher interviewees thought that this way of selecting a resident supervisor is not sufficient, as it does not guarantee authenticity or having enough experience to guide them in enhancing their CM practices. Other research confirmed similar results, as it is thought that having more experience in teaching does not necessarily correlate to a teacher being able to effectively supervise (Stanulis et al., 2019; Gareis and Grant, 2014). In the current study, a teacher interviewee stated:

> *Personally, I find that sometimes a colleague teacher could be more authentic and helpful in enhancing CM practices, even if they has less years of experience than the supervisor.*

The researcher discussed that point with resident supervisor interviewees, many of whom thought that, despite having PAT promotion traditional trainings to become supervisors, a more modern approach to the training is required to further their knowledge on AL and its dimensions, to develop authentic traits. If this happens, they could successfully and more readily identify how to deal with teachers they supervise to enhance their CM practices. A supervisor said:

> *PAT's training does not cover the amount of training we require to become authentic leaders.*

Such statement indicates the importance of developing PAT training programme given to resident supervisors.

7 Implications and conclusions

This study explored AL of teachers acting as resident supervisors in their schools and its effects on regular teachers' CM practices. It provided empirical evidence and a deeper understanding of the extent of AL practiced by resident supervisors on enhancing teachers' CM in Egyptian public schools and the factors affecting that. This was conducted by examining teachers' perceptions of their supervisors' AL, and resident supervisors' views of their own practices of AL in enhancing teachers' CM. Findings indicated that AL of supervisors enhances teachers' CM as well as the possible effects of demographic and contextual factors on supervisors' AL. This study's results confirmed

the need for more research in practicing AL in schools. Other studies, as (Duignan, 2014), revealed the need for authentically professional leadership in schools as well. This study also revealed that primary teachers have a higher need for authentic supervisors compared to preparatory and secondary schools, which is compatible with the findings of other studies focused on primary school, as (Zhang et al., 2021), that confirmed the need for authentic supervision in primary school teachers.

This study has significant practical implementations for developing teacher supervision, both in general and in the Egyptian context. Firstly, it can be said that the findings of this study contribute to the educational management discipline, as it associates authenticity of supervisors with teachers' performance of CM. Also, the suggested 20 activities of AL conducted by resident supervisors in enhancing teacher's CM can be reused in other schools' contexts. Further, this study suggests that leadership development programmes for teacher supervisors should include more thorough methods and strategies to enhance teachers' CM practices, while considering the importance of self-awareness, transparency, balanced processing and moral values. This was also suggested by other studies concerned with supervision, as (Shapira-Lishchinsky and Levy-Gazenfrantz, 2016). Moreover, the study provided insights and original evidence from public schools regarding the extent of practicing AL and its dimensions by supervisors and how this affects the enhancement of teachers' CM, therefore it is recommended to implement similar studies in other countries.

Secondly, regarding developing teacher supervision in the Egyptian context, the following recommendations can be introduced to policy makers in MOH based on the findings of this study. It is recommended to accommodate the method of choosing resident supervisors to include testing for the presence of necessary personal traits that can accurately reflect their leadership abilities, including characteristics such as authenticity. It is also advised to place further focus on professional and personal skills related to the dimensions of AL in professional development training programmes for supervisors conducted by PAT. Lastly, the author suggests the MOH link teacher supervisors' professional development training programmes with teachers' CM skills to improve supervisors' understanding of modern CM trends.

Finally, despite the contribution of this study, it is not without limitations. Two limitations should be acknowledged. Firstly, although a representative sample working in public schools was used, all the data came from Egyptian public primary, preparatory and secondary schools in one directorate, and thus the features are unique to this sample, which may have a limited generalisation of other directorates in Egypt or in other parts of the world. Secondly, all the data used in these analyses was obtained from a sample of teachers and resident supervisors; other people affecting the supervision process may be included in future studies, such as principals and mentors, who also conduct teacher supervision thus their authenticity may affect enhancing teachers' CM. Additionally, it is suggested that future studies should be carried out in other educational and contextual settings concerning teacher supervision and the role of directive supervision in helping teachers do their work effectively. It would be worth investigating the actual practices of managing classrooms, especially with the changes happening in school structure and students' attitudes within the Covid-19 pandemic, which conquers every educational institution in the whole world lastly.

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