

THE DEGREE TO WHICH PRINCIPALS EXERCISE THEIR SUPERVISORY FUNCTIONS FROM THE PERSPECTIVE OF TEACHERS IN JORDAN

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ABSTRACT: *This study aimed to determine the degree of exercise of supervisors in Jordan and the extent of their implementation. The study population consisted of (4275) male and female teachers. The sample of the study consisted of (201) male and female teachers. From four domains including (36) paragraphs and extracted indications of truthfulness presented to a number of arbitrators and specialists, and estimate the coefficient of stability according to the application of testing and re-testing where the value of stability (0.92). The results of the study showed that the ranking of the fields of study according to the arithmetic averages were as follows: Human relations development, planning, professional growth of teachers, curriculum development. Jordan, and the existence of significant differences in the experience and educational qualification and the interaction of sex with experience and the interaction of sex with experience and qualification of the most prominent recommendations of the study, the holding of training courses for school administrators on the analysis and development of curricula.*

KEYWORDS: practice degree, supervisory tasks, principals' teachers.

INTRODUCTION

The current era is characterized by rapid development and successive changes in all areas of life. Educational, social, and concerned with everything related to students, teachers and staff in the school and curricula, methods of training, activity and technical supervision and financing of the educational program, and the organization of the relationship between the school and the community through keeping up with educational development that focuses on the advancement The educational system to keep up with the age of information and knowledge at the latest international levels (Khatib, 2005).

Educational supervision is one of the important elements in the education system. Educational policy requires effective educational supervision to improve it, guide human and material potential and make good use of it, and contribute to solving the problems facing its implementation. Service to face contemporary global changes in scientific knowledge Contemporary in scientific knowledge and employed to serve the educational process, and therefore the supervisory methods practiced by the principal with the teacher and varied (Hussein, Awadallah, 2006).

Harley Tricker argues that management is "the creative process of working with people to set goals, establish organizational relationships, allocate responsibilities, guide programs and evaluate results (Ahmed, Hafez, 2003).

The Department of Education is defined as organizing and coordinating the efforts of employees to develop the individual in a comprehensive manner within a social framework related to the individual and his environment (Dweik et al., 2010).

School administration is the unit responsible for the implementation of the educational policy and is part of the educational administration, headed by a principal and his main responsibilities are to guide the school towards the performance of its mission and the implementation of regulations and educational laws issued by the ministry Because school administration is not as much an autonomous entity as it is part of the larger entity (Al-Badri, 2005).

Study problem and questions

The principal of the school is an educational leader and resident educational supervisor, who is responsible for the management of the school and provide the educational environment for students, and know the potential of teachers and their practical needs to guide them proper guidance that is commensurate with the professional and academic integration to achieve educational goals. In school management, promote the professional growth of teachers.

As this supervisory role has a very important impact in improving the performance of teachers scientifically and professionally and raise their efficiency degree of school principals exercise their supervisory functions from the point of view of teachers in Jordan

Therefore, this study came to reveal the degree of practice of the principal as a resident educational supervisor by answering the following questions:

1. What is the extent to which principals exercise their supervisory functions from the perspective of teachers in Jordan?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the views of teachers regarding the degree to which principals exercise their supervisory functions due to gender, educational qualification, experience and interaction between them?

Objectives of the study:

The aim of this study is to determine the extent to which principals in Jordan exercise their supervisory functions and the extent to which they carry out their duties.

The importance of studying:

The importance of this study lies in the following:

1. Highlight a very important topic which is the exercise of the supervisory role of the principal.
2. It seeks to remove the ambiguity surrounding the tasks of the supervisory role of the principal, as it will measure the degree of exercise of the principals supervisory functions, which helps them to avoid any deficiencies in their practices.
3. Provide information on the reality of the practice of school principals in the directorates of education, which helps in taking the necessary decisions and actions to address weaknesses and strengthen the strengths

4. This study contributes to enrich the educational literature related to educational management.

Procedural definitions:

Principal: The person officially appointed by the Ministry of Education to be responsible for the progress of the various operations of the school towards the achievement of its educational objectives.

Supervisory Practices: A set of procedural actions by school administrators to improve teaching and learning by helping teachers to grow professionally and improve their performance and measured by individual responses to the study tool.

Degree of Practice: The grade determined by school principals for their actual practice for a given area of work.

Teacher: The person appointed in the Ministry of Education and practiced teaching at any stage of education.

Study Limitations:

This study is limited to male and female teachers in the directorates of education in Zarqa first district for the academic year (2019/2020).

THEORETICAL FRAMEWORK

Educational supervision is defined as the process of interaction between an individual or individuals and teachers in order to improve their performance. The ultimate goal is to improve pupil education and may include changing the behavior of the teacher, modifying the curriculum, or reshaping the educational structure.

Sergovani and START define it as a process used by those in charge of school to achieve part of the school's goals and who rely directly on others to help them achieve these goals (Fever, Dunlap, 1993).

Educational supervision is also defined as an organized, democratic, cooperative leadership process that deals with the educational situation in all its components such as curricula, methods, methods, environment, teacher, student and administration. The aim is to study and evaluate the factors influencing that situation to improve and organize it in order to achieve the objectives of the learning process (Taani, 2008).

The educational supervisor's behavior in public education institutions continues to develop in response to the various internal and external forces of the educational system. External forces include the development of knowledge, science, technology and knowledge resulting from behavioral sciences, social sciences, organizational theory, specialization and requirements of educational change. Technological Developments, Organizational Structure, Curriculum Development and Emphasis on Behavioral Objectives (Madanat, 2002).

Despite the many forms of educational supervision, its objectives revolve around the following:

1. Improve and develop the educational situation in all its aspects and technical elements.

2. Implement the plans set by the Ministry of Education for field training.
3. To help teachers grow continuously through human relationships.
4. Following up the application of research results and experiments in materials and methods.
 - a. Improve the teaching process.
- B. Increasing the professional and personal growth of the supervisor and teacher (Massad, 2001).

In order for the principal to play his role as a resident educational supervisor, he is expected to be able to master a set of competencies and skills that are supposed to lead to improvements in his performance and administrative and supervisory practices.

The principal duties and responsibilities of the principal include:

a. Technical responsibilities: It is to raise the level of the educational process in the school and knowledge of modern educational developments and supervision of various aspects of activity and evaluation and guidance of the first teachers and visit the classes and planning tests and supervision of their implementation, and this requires him to recognize the content of school educational legislation and implementation (Al Khatib, 2005).

These technical responsibilities include:

1. Improving the educational process in the light of recent educational developments.
2. Supervise all the colors of the school activity and develop a special schedule and supervise the guidance program at the school.
3. Attend class sessions in order to evaluate teachers and students to make an impact on the curriculum and the means of implementation and teaching methods to exercise its supervisory role.
4. Guiding school staff and students in technical and ethical matters.
5. Plan and organize school tests and supervise their implementation and study their results with a view to benefit from them, with reports to parents on the results of academic achievement.
6. Provide technical and administrative reports to the educational authorities.
7. Attend meetings held by the Educational Administration.
8. Cooperation with educational supervisors and administrators in order to improve the educational process.
9. Knowledge of school curricula, objectives and methods of teaching to continue to develop and apply in order to be able to supervise teachers, guide and guide them and work to develop curricula (Al-Khatib, 2005)

B. Administrative responsibilities

1. Admission of new students and transfer from other schools and re-enrollment within the limits of the regulations.
2. Distribution of students in the classroom at the beginning of each academic year.
3. Distributing the work of the school to faculty members.
4. Ensure that playgrounds and school buildings have been properly prepared so as not to impede the work of the school.
5. Observe the absence of students and study purposeful scientific study.
6. Maintain the safety and cleanliness of the school building and coordinate plans for the construction of ancillary buildings and the establishment of amendments to school buildings.
7. Inventory the needs of the school of manpower and material, and raise it to the educational administration before the beginning of the school year.
8. Provide recommendations for the transfer of school staff and promotions and the development of private confidential reports and submit them to the competent authorities.
9. Review of financial and administrative records and books from time to time, distribution of school work according to plan (Qaraan, Harahsheh, 2005).
10. Attend some seminars called by the higher authorities to stand on what is going on in which he participates in what he deems appropriate in his school of weaknesses that should be evaluated, or a citizen who seeks to complete them (Massad, 2005).

C. PR Responsibilities:

1. Developing public relations programs between the school and the environment and supervising their implementation.
2. Meet parents of students and discuss the problems of their children and propose appropriate solutions.
3. Establishing a link between the school staff and the local environment, including national organizations and bodies (Qaraan, Harahsha, 2005).

In order to perform the role of a resident educational supervisor expected to possess a set of competencies and skills that are supposed to lead to improvement in performance and management practices and supervision of teachers.

Supervisors of the supervising school manager:

The principal is an educational leader, and he must create an environment in which teachers can work and students learn. Therefore, he must reconcile his responsibility as an administrative officer with his responsibility as an educational supervisor in order for teachers to continue to grow and succeed in stimulating and guiding student growth.

In the light of the duties of the principal, and in order to be able to perform, especially in the supervision of teachers, he must have a high academic study in addition to behavioral studies

in educational psychology and methods of teaching and school management and classroom management and others to be able to supervise teachers and help them to solve their problems and develop Their abilities in an atmosphere full of freedom of debate and opinion (Ministry of Education, 2018).

Working with teachers:

1. Supervision of teachers in the school in general supervision as the principal is a general supervisor resident in the school and seeks to:

- Teacher's knowledge of his subject and methods of teaching and the use of teaching aids.
- Enable the teacher to plan his lessons and his ability to manage the class and effective discussion.

2. Identify the characteristics of effective learning process and acquire the necessary teaching skills to become effective learning process.

3. Develop a plan for class visits to teachers in the school.

B. Professional Development of Teachers

1. Design programs to develop in-service teachers and motivate them to work and encourage them to innovate and improve their educational practices and professional development.

2. Meetings of the faculty at the school means of professional development.

3. Use the method of mutual visits between teachers in their professional development.

The Superintendent's role is limited to:

- Relationship with faculty members and the extent of cooperation and understanding with them.
- Organize tasks and clarify objectives and means to achieve them.
- The power of his position, the breadth of powers entrusted to him, and the decisions he makes for improvement
- Teacher performance.
- Providing a democratic climate in the school (Taani, 2005).

Effective supervisory leadership requires the principal to continuously interact with the reality of the educational process in his school, and to establish close professional relationships with teachers, and full awareness of their attitudes and perceptions of the school climate, which helps the principal to identify the reality of the educational process and interact with it and influence it is the actual involvement in educational responsibilities and consideration Part of his leadership and supervisory functions.

The methods of supervision of the headmaster are many methods that can be followed by principals in guiding teachers according to the objectives of their plans, and each method has

its advantages and objectives and factors that help in its success, and if the methods vary, we cannot say that one of the best methods with all teachers in all situations and circumstances and in all schools , So that educational supervision is changing with changing educational goals.

The following are the main collective and individual supervisory methods.

- Classroom visit
- Exchange visits.
- Individual and group meetings.
- Applied lesson.
- Educational concerns.
- Individual interview.

Educational meetings take place in Tere:

- School meetings with teachers.
- Educational Conference.
- Teachers' Committees (Ta'ani, 2005)

Search procedures:

The population of the study, its sample, the instrument used, the steps taken to verify its validity and reliability, the applied procedures of the study, and the methods of statistical treatment.

Study population:

The study population consisted of all male and female teachers in public schools in Zarqa First Directorate of Education for the academic year (2019/2020) and their number (4275) teachers.

The study sample:

The sample of the study consisted of (201) male and female teachers selected from the schools of Zarqa First Directorate in a random manner. In the first Zarqa province.

Table (1) shows the distribution of the study sample of male and female teachers by sex, experience and educational qualification.

Table (1): Distribution of Sample of Teachers by Gender, Experience and Educational Qualification

qualification	Experience	Gender		Total
		Mail	Female	
BA	1-5	34	51	85
	6-10	19	28	47
	11 and above	20	24	44
	Total	73	103	176
M.A.	1-5	2	6	8
	6-10	3	5	8
	11 and above	4	5	9
	Total	9	16	25

Study Tool:

To answer the study questions, and in order to achieve its objectives, the researcher built and developed the study tool, which is a questionnaire consisting of (36) paragraphs.

In preparing this questionnaire, the researcher relied on the following:

1. Review the theoretical educational literature related to the subject of the study.
2. Reviewing previous studies related to the problem of the study, where a number of previous Arab and foreign studies have been reviewed.

The study tool consisted of (36) items. These are: Planning, Professional Development for Teachers, Human Relations Development, and Curriculum Development.

Validity of the tool:

After the questionnaire was built in its initial form, and to ensure the internal sincerity of the paragraphs in terms of appropriateness and clarity and safety of language and belonging to the field, was presented to a number of arbitrators (16) professors of the Faculty of Education at the Hashemite University, and presented to a number of researchers And those working in the field of educational and school administration and educational supervision, and these arbitrators provided valuable opinions were useful in the drafting of paragraphs, or transfer some of them to another area, and delete some paragraphs so that the total paragraphs (36) paragraph.

Reliability of the Tool:

To estimate the stability of the tool, the researcher applied the test-retest method by distributing the tool to a sample of (20) teachers from outside the sample by two weeks between the first and second time, then calculating the stability coefficient between the performance of this sample in the first and second application. (0.92) This represents a high value for stability.

Study variables:

This study includes the following independent and dependent variables:

Independent variables include:

1. Gender has two categories (male, female).
2. Experience in education with three levels (1-5, 6-10, 11 years and over)
3. Educational qualification and has two levels (Bachelor, Master and more).

Dependent variable:

The degree to which principals exercise their supervisory functions from the perspective of teachers in Jordan.

Study Procedures:

After confirming the validity and reliability of the study tool and determining the sample, the researcher distributed the questionnaire to the number of the sample of (201) male and female teachers distributed in the first Zarqa Directorate of Education.

Statistical treatments:

For the purposes of answering the study questions, the researcher used the following statistical treatments:

To answer the first question related to determining the degree of exercise of principals in their supervisory functions in Jordan, the researcher used arithmetic averages and standard deviations to respond to the study questions according to different fields.

To answer the second question related to the identification of the existence of statistically significant differences at the level of significance ($\alpha = 0.05$) from the views of teachers with regard to the extent to which principals exercise their supervisory functions due to the variable of sex and scientific qualification, experience and interaction between them The researcher used the analysis of triple variance.

Showing results:

This chapter includes a presentation of the findings of the study where they are classified according to

The study questions are as follows:

Question 1: What is the extent to which principals exercise their supervisory functions from the perspective of teachers in Jordan?

To answer this question were extracted averages and standard deviations of the answers of the respondents of the study sample for each area of study as shown in Table (2)

Table (2) Arithmetic averages and standard deviations of the responses of respondents on each of the fields and on the questionnaire as a whole

The field	Arithmetic mean	standard deviation
Planning	3.208	1.145
Professional growth for teachers	3.000	0.888
Developing human relations	3.248	0.963
Curriculum development	2.883	0.936
Total	3.069	0.884

It is clear from Table (2) that the arithmetic averages for the four fields ranged between (3.24) as a maximum for the third area, which is the development of human relations, and ((2.88 as a minimum for the fourth area, curriculum development.

RESULTS OF THE SECOND QUESTION

There are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the views of teachers regarding the extent to which principals exercise their supervisory functions due to gender variable, educational qualification, experience and interaction between them?

To answer this question, three-way ANOVA analysis was used as shown in Table (3).

Table (3) Multivariate Analysis

Contrast Source	Total squares	df	Average squares	F	sig
Sex	0.818	1	0.818	1.648	0.201
Experience	3.056	2	1.528	3.078	0.048
qualification	1.953	1	1.953	0.934	0.149
Sex * experience	5.791	2	2.896	5.833	0.443
Qualified * sex	0.015	1	0.015	0.030	0.862
Experience * Qualification	1.452	2	0.726	1.462	0.234
Sex * Experience * Qualification	2.338	2	1.169	2.355	0.098
The error	93.817	189	0.496		
Total	109.240	200			

Table (3) shows the following:

1. The significance level of the sex variable was (0.201) which is greater than (0.05) which means there are no differences attributed to sex.
2. The value of the level of significance of the variable of experience (0.048), a value less than (0.05), which means there are differences attributable to experience
3. The value of the significance level of the qualifying variable was (0.149) which is a value greater than (0.05) which means there are no differences attributed to the qualification.

To examine the benefit of any categories of experience, we use dimensional comparisons to heal. Table (4) shows these comparisons:

experience	1 - 5	6 - 10
1 - 5		-
10 - 6	-	0.890*
11 and above	0.271	0.619*

Table (4) shows statistically significant differences:

Between experience (1-5) and experience (6-10) in favor of experience (6-10).

Between experience (1-5) and experience (11 and more) in favor of experience (11 and more).

Between experience (6-10) and experience (11 or more) in favor of experience (6-10).

Discussion of conclusions and recommendations:

Question 1: What is the extent of the exercise of supervisory duties by the principals from the point of view of teachers in the directorates of education in the first Zarqa Governorate?

The results of the first question in this study indicate that the principals 'practice of their supervisory tasks from the teachers' point of view came in the following order: Human relations development, planning, professional growth of teachers, curriculum development. The principals have attended training courses on documenting human relations and one of the most prominent recommendations of the Conference on Educational Development was to strengthen the relationship with teachers and the local community. They and their participation in decisions with reference to the outstanding efforts of teachers.

As for the field of planning, it was ranked second with a high degree in the arithmetic average due to the democratic pattern practiced by school principals in the participation of teachers in the processes of planning educational skills, formulating public and private goals and developing remedial plans.

As for the passage of paragraphs in the field of professional growth of teachers ranked third and high, and this is due to encourage principals teachers to attend training courses in addition to the conduct of school administrators training courses within the school to reflect the concept of the school as a basic unit of educational development, and urges school principals teachers to join programs Graduate studies in universities.

The paragraphs of the field of curriculum development came in fourth place. This can be attributed to the fact that there is a directorate for curriculum development and development. The role of school administrators is to focus on analyzing the content of the curriculum and clarifying the general objectives and making observations to the general directorate of the curriculum for the introduction of curriculum development.

Question 2: Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the views of teachers regarding the extent to which school principals exercise their supervisory tasks due to gender variable, educational qualification, experience and interaction between them. The results of the analysis of variance showed the existence of statistically significant differences of experience and the differences according to the analysis of Chevy in favor of experience (6-10).

Study Recommendations:

A number of recommendations emerged from the results of this study.

1. Reduce the administrative, technical and service burdens placed on school principals.
2. Training courses for school administrators related to curriculum analysis and development.
3. Rehabilitate and train school principals periodically.
4. Follow-up the work and activities of principals continuously and evaluated.
5. Developing supervisory educational practices that the study proved by the directors

Relates to the professional growth of teachers in their schools to embody the concept of school as a fundamental unit of development.

6. Conduct studies on other aspects and in other regions.

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