

The Extent of Educational supervisors of Proficiencies from the Point of View of teachers in the Schools of Bani Kenanah Directorate of Education

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Abstract

The study aimed to determine the Extent of Educational supervisors possession of proficiencies from the point of view of teachers in the schools of Bani Kenana Directorate of Education. The study sample consisted of (301) teachers: (180) males and (121) females randomly selected. A questionnaire including (66) items, to answer the questions of the study, the two researchers applied statistical methods such as: duplicates, percentages, means, standard deviations, binary analysis of variance, bilateral multiple analysis of variance and post test comparisons.

The result of the study has shown that the Extend of Educational supervisors possession of proficiencies as a whole was high.

The study showed no statistical significant differences at the level of (0,05= α) between the means of the study sample on all dimensions due to gender and bilateral interaction between the two variables gender and years experience. There is a significant difference between the study sample members with years of experience (from 10 years and above) compared to the estimates of the members with years of experience (less than 5 years , and from 5- less than 10 years) in favor of study sample members with experience of 10 years and above. The study recommended the necessity to increase the interests of the professional supervision roles which exercised by the Educational supervisor moderately such as the dimension of human relationships and strengthening the roles that exercised in a high degree such as preparing for the field visit ,the personal skills and the activities and assessments.

KEYWORDS:- (professional skills, Educational supervisor, teachers, Educational of Bani Kenana).

Introduction:

Educational Supervision is part of the educational system, and it became occupies a large portion of the studies in most countries of the world, it have been identified the criteria for selecting supervisors and expertise should be available for those who apply for a job of educational supervisor, the educational supervision became essential specialty in the colleges of education science, and everyone became aware that the successful educational supervision is the only guarantee for the investment potential, human and material, to ensure achieving the main goal, which is to get the best educational results with minimal effort, time and money.

And educational supervisor job derive to launch the potential of teachers and employ them in the classroom, as well as being educational leader who must develop the curriculums and enrich it also he should activate the educational research, and improve the performance of teachers, their calendar and training in addition to urge them to be creative (Kilani, 2002).

And today the need increases for educational supervision as a result of the spread of education and the rapid growth to prepare students, teachers and schools; so the teacher desperately need to work in a healthy society of school, where people cooperate to achieve their goals by iPod and love, and the creator educational supervisor falls upon himself to find this rich society generous (Tafesh, 2004).

The modern educational supervision is featuring that it is a leadership, collaborative, interactive, scientific, comprehensive, preventive and curative process. And also it is a process of dealing with the development of human relationships and sympathy in the educational field, also it is advanced, flexible and liberated from routine restrictions, it is continuing to reach the best, and relies on unsubstantiated realism and practicing, which is an important means to achieve objectives of educational policy (Lahlob, 2010).

Definitions have varied for Educational Supervision. Some of them looked at the educational supervision that it is a democratic cooperative organized process dedicated the educational side in its all elements of the curriculum, the means, methods, the teacher and the student ,it aims to study the affected factors on education and evaluated it to improve and organize learning. It can be said that educational supervision is the studied activities which make by specialists' educators to help teachers for implement the curriculum and achieve the educational goals which set in order to bring about desirable changes in pupil's behavior and their way of thinking to build their community and to defend their homeland (Tafesh, 2004).

We also conclude that the educational supervision is that the humanitarian artwork and collaborative, interactive and regulator activity which is based on the observation of learning and teaching process, in addition to measure and assess its adequacy, in order to improve the performance of teachers and to develop of their methods of teaching, and the means of their work and help them to do their duty in the best form, and thus to develop teaching and process of educational efficiency and improve behavioral outcomes (Chaib, 2012).

Educational Supervision in Jordan has gone through three stages: the stage of inspection (1921-1962), which focused on the performance of the teacher and the course material. Visits were unannounced, and the teacher has to accept and imply the instructions,

and there was an assumption that the supervisor know more than the teacher with regard to ways and means of teaching, and the follow-up was a few and end with the preparation of a report visit. Then it was transferred to educational guidance phase (1962-1975), which focused on cooperation with teachers and exchanging views with them, and getting away from the passing of sentences and instructions, and expanding the scope practice of supervisor to include the textbook, the classroom environment, teaching aids and educational facilities. Then move on to the educational supervision phase (1975-2008) which was replaced by educational guidance term of the term because the educational supervision is more important, more comprehensive and broader than the educational guidance, because it is a process of a democratic cooperative organized of leadership and it designed to study, improve and evaluate the influencing factors of teaching. This means that the educational supervision is a process based on study and inquiry rather than inspection, and it include all the elements of the educational process such as the curriculums, the means ,the teacher, the learner and the environment, rather than focusing on the teacher alone (Ida, 2007). And finally move on to the educational backing (2008-2015), it is the general educational and specialized service which offering the teacher to be in fellowship, partnership and cooperation to help him in professional growth and enable him to do his job in better way and thus improving the student learning. To achieve this, the Directorate schools is divided into networks of schools, each one with (10) to (15) school are close geographically (male and female) this schools of basic and secondary education, one of schools is selected to be the center of network schools but it should has appropriate infrastructure and necessary utilities, or it was choosing the best school of the network and processing it by facilities, equipment and necessary material to become this school is a center to provide educational support for the network schools. One of the school rooms is taken to be as a headquarters office of educational attribution. Hence the training and qualification of educational supervision department in the directorate to allocate general supervisor (manager) for each school so that the quorum of supervisor no more than five schools per year, And then it is determined the general supervisors for the network schools from different disciplines as possible, taking into account that must be determine supervisor for each of the following fields: (curriculum humanitarian, scientific curriculum, the first three classes, and supportive curriculum of learning such as sports, art and music). The permanence of general supervisor in the supervisory office in the center of the network, and this office is the launch center to provide support for the rest of the network schools, and other networks schools on demand (Taiwis et al, 2015). Tafesh (2004) mentioned that educational supervision goals, is to clarify the objectives of education, to build a curriculum and develop it, to improve the performance of teachers, to evaluate teachers and learners performance, to select teachers, to study the concerns of students and their problems, to document the human relations in the educational community, to encourage the ability of teachers to work, to provide job security for teachers, to document the relationship between the school and the environment, to help teachers to understand the objectives of the school, to apply the theories and general principles of education, to put the education plans that help in professional growth, to directed it to the importance of education and teaching methods in the provision of teaching material and presented it to the students, and to diagnose the student needs to develop what is necessary to achieve them. Many studies addressed the

efficiencies of educational supervisor; Qayta and Azayan (2014) made a study aimed to identify the degree of educational supervisors' practice of the methods of educational supervision from the point of view of teachers. To achieve this goal questionnaire was designed, it was distributed on a stratified random sample of (145) teachers from public schools in the west of Gaza Directorate, and the study found that the degree of supervisors to oversee the educational methods are acceptable degree, Where the field of human relations, was a ranked first and the area of teacher development methods professionally was in ranked last, and the presence of significant differences methods due to gender in favor of males, and a variable of years of experience in favor of the one with supreme years and the lack of statistically significant differences attributed to variable of educational qualification. The aim of the study Dosari (2003) to put a list of the necessary competencies for the educational supervisor, and determine the extent of using it from the point of view of teachers in the valley of Dawaser province of Saudi Arabia. The study sample consisted of (319) teachers belonging to the Department of Education in Dawaser province, the researcher has developed a questionnaire consisted of 46 items which distributed among the following five areas: (leadership and guidance, organization and coordination, planning, implementation, evaluation). The study found the following results: the practice of supervisors of supervisory competencies was in descending order as follows: leadership and guidance, planning, organization and coordination, evaluation and implementation, the Practicing skills by supervisors was the extent of the average, and the lack of a statistically significant differences due to the variable of grade, and the presence of a statistically significant due to the variable years of experience and qualifications where it was in favor of those with academic qualifications bachelor's and who has experience more than 10 years. Abu Huwaydi (2000) also conducted study aimed to determine the degree of using supervisory competencies by supervisors from the point of view of teachers and the statement of the effect of gender, experience and scientific qualification and educational area in the teachers' estimate. The study sample consisted of 192 teachers were chosen randomly from the community study consists of (1268) teachers. In order to achieve the objectives of the study, the researcher developed a questionnaire from (70) adequacy which distributed on (9) supervisory areas. The study found that the degree of using supervisory competencies by supervisors in overall performance was a low degree, and that there were no significant differences in the using of supervisors of their competencies attributed to the gender of the teacher or the educational experience and a qualification of teacher, and the presence of statistically significant differences on the field of school tests attributed to the experience of the teacher in favor of bachelor degree or higher and the existence of significant differences on the field of human relations in favor of Akaddrs / Jericho area. The Tajan (2000) made a study to investigate the degree of educational supervisors' practice of the principles of educational supervision from the point of view of teachers (male and female) in schools in the brigade Northern Badia, the study sample consisted of (234) teachers (male and female), and to achieve the objectives of the study, the researcher developed a questionnaire consisted of (65) items which distributed on seven areas. The results showed that there are no statistically significant differences due to gender, qualification, phase education, and the degree of using supervisory principles by the

educational supervisor. And it arranged as follows: classroom visits, calendar, planning, curriculum, textbook and cognitive development for teachers.

The aim of the Awad study (1996) was to develop a list of necessary skills for the educational supervisor, and determine the degree of exercising it, and study sample consisted of (364) teachers belonging to the Directorates of Education in Koura, Bani Kinana, and the Jordan Valley. The researcher developed a questionnaire consisted of 79 items distributed on areas. The study found that supervisors use (52) adequacy significantly, (26) adequacy moderately, the areas of practice supervisory competencies by educational supervisor came in descending order as follows: human relationships, classroom management, professional growth, leadership, planning, calendar, tests, curricula and textbooks, and the lack of statistically significant differences attribute to gender, experience or qualification. The Daoud study (1995), was aimed to know the qualifications of the educational supervisor in the Ministry of Education in Jordan, by identifying the importance of list of the supervision competence and the importance of each area of the (knowledge of the work of supervisory methods, human relations, personal characteristics, leadership, evaluating teacher performance). The study sample consisted of (522) teacher, responsible administrative and educational supervisors. The results indicated to specify the list of supervisory competencies which its averages deemed positive and acceptable, and the presence of statistically significant differences between the Bachelor or less and higher than the Bachelor in favor of higher than the Bachelor. There is lack of significant differences of experience and interaction between experience and educational qualification of the overall scale and fields. Given the previous studies, it is clear that some of them directly related to the professional competencies of educational supervisor, as Qayta and Azayan study (2014); Awad study (1996), and studies designed to identify the using of the methods of educational supervision by educational supervisor such as Abu Huwaydi study (2000), there are studies worked to identify and develop a list of necessary competencies for the educational supervisor, as Dosari study (2003). It is noted that all of these studies have used the questionnaire as a tool for the detection of its variables. We also note that it was worked and searched through it in several countries. Such as In Jordan like Tajan study (2000), in Palestine like Qayta and Azayan study (2014) and in Saudi Arabia like Al-Dosari study (2003). For the study sample, most of the studies, the sample was teachers (male and female) as a study of as Qayta and Azayan (2014), other studies, their sample consisted of educational supervisor and teachers as Younis study (1991), while David study (1995) its sample was teachers, officials, administrators, and supervisors. From previous studies I take advantage by looking to the theoretical literature and benefit from it, and identify about the findings of other studies and transported it to the teachers in the field, in order to practice and to apply it.

Problem of the study and questions:

Many educators think that there are shortcomings in the educational supervisors of altered their specialties, whether in the classroom visit, which is considered the most implemented events, or in individual meetings or collective which post the classroom visit, there are also shortcomings in other events such as the applied lesson, follow-up activities

and conducting appropriate training for teachers that develops his teaching skills. Some argue that the educational supervisor is far from the teacher, he is not shared joys, sorrows and understands the teacher concerns, the teacher feels that the supervisor is inspector, he doesn't agree to share opinion with others and expertise, there is no reaction between him and the teachers' when he speaks with them, the supervisor is not capable to activate the collaborative work with teachers to achieve the goals of the educational process, in addition to the lack of seriousness in solving the problems which facing teachers, non-verbal and written communication with others, and lack of good listening during verbal interaction with others, dealing with positive attitudes by negative one, there is difference in the direction and guidance of supervisors in some situations which putting the teacher at a loss in the implementation of these directives. This study was conducted to find out the views of teachers in the skills necessary which should be in educational supervisor, to determine the indicators and information about the reality of educational supervision at the present time. The study will try to answer the following questions:

- What level of professional competence which is necessary for the educational supervisor from the point of view of the teachers in the schools of the Directorate of Education of the Bani Kinana brigade?
- Are there significant differences at the level of statistical significance ($\alpha=0.05$) between means to estimate the study sample on each dimension of the scale dimensions of professional competence which is necessary for Educational supervisor and what is it due to the variable: gender, number of years of experience or interaction between them?

Objectives of the study:

To detect the level of professional competence which is necessary for the educational supervisor from the point of view of the teachers in the schools of the Directorate of Education of the Bani Kinana brigade, and to identify the impact of the independent variables (gender, years of experience, and the interaction between them)?

The importance of study:

The importance of the study is that it deals with an important part of the educational process, that is a professional competence which required for the educational supervisor from the teachers' point of view, and this study contribute to prepare standard of professional competence which required for the educational supervisor in the development work in the field of Educational Supervision, which represents one of the pillars of supervision in the light of the proposals and recommendations that reached and based on the study results. It also contributes to determine the positive and negative aspects in the performance of the educational supervisor to develop the teaching performance of teachers towards the use of aids such as paper and electronic, and methods of evaluation by interact with them on a sound scientific basis, and using the demanding methods from the point of view of teachers. It is expected for this study to provide an honest and real image about the educational role of the educational supervisor at all levels and disciplines in order to improve the performance, to develop the educational learning process, to stand on the

strengths and weaknesses in this role in order to submit proposals that will enhance the strengths and address the weaknesses, the study enable educational decision-makers in the Ministry of Education to make the best ways to develop educational supervision and to face the encountered obstacles by providing indicators which describing reality for educational supervisors, and this study reveals supervisory needs that teachers needed by the different specialties.

Determinants of the study:

The study was limited to teachers of basic stage in 2015/2016, in the educational of Bani Kinana, who taught this stage in government schools, and search tool limited on (66) items, these are distributed on four areas: personal competencies, and preparing the field visit, human relations, and the activities and calendar. This study is limited to the tool which prepared by the researcher, so the dissemination of the results will be constrained by the used instrument that rely on the questionnaire tool. The study also limited to the professional competence which is necessary for the educational supervisor from the point of view of the teachers in the schools of the Directorate of Education of the brigade Bani Kinana.

Operational definitions:

- Educational supervisor: who was appointed by the Ministry of Education under the specific grounds for the conduct of the supervisory process in schools in order to guidance and counseling for employees and to develop and follow-up them in the both academic and educational fields.
- Professional competence: is groups of the procedural actions which done by the educational supervisor to improve the processes of learning and education by helping teachers in professional growth, and improve their level of performance and teaching.
- Teachers: are those who teach all subjects, (appointed by the Ministry of Education in order to practice the profession of teaching) in the Directorate of Education of the brigade Bani Kinana.
- And point of view of teachers: the response that shows the degree of teacher's approval in the Directorate of Education of the brigade Bani Kinana on the content of the paragraphs of the questionnaire in this study.

The population study and its sample:

The study sample consisted of all members of population study and they reached (301) teachers, (180 male, 121 female), from the Education of Bani Kinana teachers.

The study tool:

The study tool composed of questionnaire includes four areas, are: personal skills (13) items, and preparing the field visit (20) items, and human relations (19) items, and activities and calendar (14) items, as the total number of paragraphs of the questionnaire was (66) items.

The accurate of tool:

To ascertain the veracity of the tool, it offered in the initial image on (9) arbitrators from teaching faculty who are specialists in curriculum and methods which taught in some Jordanian universities, supervisors, and teachers, then the arbitrators were asked to give their comments on the paragraphs of the questionnaire in terms of linguistic, the degree of representation of the paragraph to its aim, add new paragraphs or delete paragraphs of them, and in the light of this, some of the amendments made to the paragraphs of the questioner, and the sum of the paragraphs were (66) items distributed on four areas.

The stability of the scale:

It was ascertained about the stability of study measure by using Cronbach's coefficient alpha for internal consistency, which is calculated for each dimension of the scale dimensions and for the measure as a whole, the values of coefficients for stability of the internal consistency of alpha Cronbach has ranged between (0.84-90.0), and the measure as a whole amounted to (0.93), and all values consider acceptable for the purposes of this study, while the values of Stability replay coefficients ranged between (0.78-86.0), and the measure as a whole amounted to (88.0).

The study measures:

The researcher built a list of educational competencies that should be available in the educational supervisor for the first three grade, through theoretical literature, and related studies, in addition to experience of researcher. Include (66) paragraph (sub adequacy), it spread over four educational competencies, which: Personal skills, preparing for the field visit, human relations, and activities and calendar, it has been adopted to develop the survey tool. Then the researcher built a study tool (questionnaire) which associated with the competencies that have been identified, and make sure about its veracity, so by submitting it to a number of specialists, and make the necessary adjustments. As it was ascertained the reliability of study tool, questionnaire has achieved high sturdier. It was calculated the difficulty and discrimination of paragraphs. It also coordinates with the Education Directorate of Bani Kinana to conduct the study and distribute the questionnaires to teachers in the first three grades who are on top of their work, and to agree on a time to do so. And finally it was conducting statistical treatment of the obtained data, using descriptive statistics which mainly relied on averages and standard deviations.

Correction of scale and its statistical criterion:

The scale is composed (66) items, it is distributed into four dimensions: the first is dimension of (the personal skills) has (13) items, the second dimension of (preparing the field visit) has (20) items, the third dimension (human relations) has (19) a paragraph, and the fourth dimension (activities and Calendar) has (14) items. Responder chooses one of the following substitutes: a very large who give a grade (5), large who give grade (4), middle who give grade (3), few who give grade (2), or very few who give grade (1).

Variables of the study: The study included the following variables:

First: the independent variables:

- Gender: It has two categories: (male, female). - Years of Experience: He has three levels: (less than 5 years - less than 10 years, 10 years and over).

Second: The dependent variables: professional competence which is necessary for Educational supervisor as a whole: it is represented by the arithmetic average of the estimates of study sample on items of professional skills scale. Educational competencies

which are necessary for educational supervisor: it is represented by the arithmetic average of the study sample estimates on items of each dimension of the scale dimensions (personal competencies, and preparing the field visit, human relations, and activities and calendar).

Statistical processors:

To answer questions about the study, the researcher used statistical methods: frequencies, percentages, averages, standard deviations, and analysis of variance (Two Way ANOVA), and analysis of multi variance (Two Way MANOVA), and test Hevah (Scheffe ') for post comparisons.

Results of study:

First, results which related to the first question: "What level of professional competence which is necessary for the educational supervisor from the point of view of the teachers in the schools of the Directorate of Education of the brigade Bani Kinana?"

To answer this question; the averages and standard deviations have been calculated according to the estimates of study sample on each dimension of professional competence scale which is necessary for Educational supervisor (personal competencies, and preparing the field visit, human relations, activities and calendar), and Table 1 shows that.

Table1

Means and standard deviations according to the estimates of study sample members on each dimension of scale dimensions for professional competence which is necessary for Educational supervisor in descending order according to the arithmetic average

The dimension number	The dimension	The Average	The standard deviations	The rate	The level
2	preparing the field visit	3.81	0.91	1	high
4	activities and calendar	3.70	1.12	2	high
1	personal competencies	3.53	0.95	3	high
3	human relations	3.16	0.62	4	medium
		3.54	0.80		high

It is noted from the table (1) that the level of the dimensions of professional competence scale which is necessary for Educational supervisor as a whole (high) with a mean (3.54). The dimension (preparing the field visit) was ranked first with (high) level and with arithmetic mean (3.81), followed by (activities and calendar) with (high) level and with arithmetic mean (3.70), while (personal competencies) came after with ranked third by (high) level with arithmetic mean (3.53), but the dimension of (human relations) came in ranked fourth at final level (average) and with arithmetic mean (3.16).

So we note through this conclusion that preparing the field visit came in first level (high) with an arithmetic mean (3.81), and it can be explained by the fact that the teacher wants educational supervisor to be at the high score in preparing and implementation the field visit, they look to the educational supervisor before he does supervisory visit, he must has a large degree of good coordination with visited teachers, and to investigate time for students and teacher benefit. The teacher also thinks that the conscious preparing of the visit help to success, and the educational supervisor who determines the purpose of the visit. He who pays the visit at the right time, the educational supervisor who hold the individual and collective meetings immediately after the visit and among it the supervisor highlights the strengths of the teacher and works to promote it ,and indirectly he displays weaknesses and work to avoid it, the teacher has the opportunity to express his views and proposals. The study agreed with the study (Awad, 1996), and disagreed with the study (Abu Huwaydi, 2000).

And in second rate came the (activities and calendar) with level (high) arithmetic average (3.70), and could be the positive and constructive criticism in evaluating the performance of teachers, and the degree of mastery of performance, also assess the teacher in terms of his personality, substance, style of his performance, the development of different measurement and evaluation tools, using of different tools and methods of calendar, writing reports to transfer the evaluation process to those who concerned, knowledge of the regulations and the laws relating to the ethics of the calendar, conducting personal interviews, the analysis and interpretation of data through the use of statistical methods, discrimination of teacher's behavior if biased to a student or a class of students, evaluating activities educational classroom and non-classroom, also the supervisor resort for criticism of teachers in a constructive way in their discussions. The study agreed with the study (Awad, 1996), and disagreed with the study (Abu Huwaydi, 2000).

Next, the (personal competencies) came in the third level (high) with arithmetic average (3.53), the personal skills to raise the motivation of teachers towards their work and encourage them, in addition to be jovial and comfortable through dealing with teachers, to have the ability to convince others by his point of view, to appear in front of teachers in proper manner in terms of hygiene, to have emotional responses are characterized by balance not by recklessness, to have a high degree of sense of responsibility towards his work, to respect the system and put himself in the place of others for recognition of their rights, and to invest time in a positive and direct it toward achieving educational goals. These dimensions stem of the importance and necessity of the supervisory work and its reflection on the teachers, there are also qualities must be available in the educational supervisor, to develop himself, to transfer experiences between teachers, to stay away from nitpick and to discuss with pupils to recognize the aspects of the failure to follow up on the next visit. The study agreed with the study (Awad, 1996), and disagreed with the study (Abu Huwaydi, 2000).

Finally, the dimension (human relations) came in ranked fourth with level (average) with a mean (3.16), the importance of human relationships between supervisors and teachers was average level, and the lack of interaction with the teacher when he speaks with them, he couldn't activate the collaborative work with teachers in achieving the goals of the educational process, the lack of seriousness in solving the problems which facing teachers,

and the lack of verbal and written communication with others, the lack of good listening during a verbal interaction with others, dealing passively with positive positions, showing no flexibility and accept new ideas, there is no creating an educational free to facilitate the teachers' work, and building good relations with all the teachers, there is no understanding about the nature of human behavior and motives and desires teachers, there is inability to reach ideas and trends for teachers clearly, his friendships with teachers seem imposed on them, and there is no accept the views of teachers. The study agreed with the study (Alldosri, 2003), and it disagreed with the study (Awad, 1996).

Second: The results of the second question: "Are there significant differences at the level of statistical significance ($\alpha=0.05$) between means according to estimate of the study sample on each dimension of the scale dimensions of professional competences which are necessary for educational supervisor as a whole due to the variable: gender, number years of experience or the interaction between them? "

To answer this question; the averages and standard deviations have been calculated for the estimates of study sample on the professional competences which is necessary for Educational supervisor as a whole, depending on the variables of scale dimensions: Gender and the number of years of experience, and Table 2 shows that.

Table 2

Means and standard deviations according to the estimates of study sample members on each dimension of scale dimensions for professional competence which is necessary for Educational supervisor according to two variables: gender, number of years of experience

The whole		gender				number of years of experience
standard deviation	mean	female		male		
		standard deviation	mean	standard deviation	mean	
0.81	2.95	0.93	3.03	0.74	2.91	Less than 5 years
0.69	3.54	0.70	3.46	0.69	3.58	From 5-less than 10
0.43	4.20	0.41	4.28	0.45	4.13	From 10 and more
0.80	3.54	0.83	3.60	0.79	3.51	The whole

It is noted from the table (2) that there are morphological differences between the means of study sample estimates on the professional competences which are necessary for the educational supervisor depending on the variables: gender and the number of years of experience, and to determine the statistical significance of these differences, it was applied of two-way analysis of variance (Two way ANOVA), and table 3 shows that.

Table 3

Binary analysis of variance of means for estimates of sample study of scale dimensions on the professional competence which is necessary for Educational supervisor as a whole, depending on the variables: gender, number of years of experience

The variable	Sum of Squares	Degrees of freedom	Average of Squares	Value of ' f'	Statistical significance
gender	.158	1	.158	.346	.557
number of years of experience	54.531	2	27.266	*59.758	.000
Gender × Years of Experience	1.171	2	.586	1.284	.279
The mistake	134.600	295	.456		
The total	190.461	300			

* Statistically significant at the level of statistical significance ($\alpha = 0.05$)

It is noted from the table (3) as follows:

- there is no statistically significant difference at the level of statistical significance ($\alpha=0.05$) between the two means for estimates of sample study at scale dimensions on the professional competence which is necessary for the educational supervisor, due to the variable of gender, where the value of statistical significance (.557), which is greater than the level statistical significance ($\alpha=0.05$).
- And there is no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the means of the estimates of the study sample at scale dimensions on the professional competence which is necessary for the educational supervisor, due to the variable number of years of experience, where the value of statistical significance (0.000), which is less than the level of statistical significance ($\alpha=0.05$). To find out these differences; test (Scheffe ') was used for test comparison, this is shown in the table (4).

Table 4

Results of Scheffe Test for post comparison of means according to estimates of sample study at scale dimensions on the professional competence which is necessary for Educational supervisor as a whole according to a variable number of years of experience

number of years of experience	mean	The difference between the two means	
		From 10 and more	From 5-less than 10
Less than 5 years	2.95	*1.25	*0.59
From 5-less than 10	3.54	*0.66	
From 10 and more	4.20		

* Statistically significant at the level of statistical significance ($\alpha = 0.05$)

It is noted from the table (4) there is a statistically significant difference between the estimates of study sample with the number of years experience (from 10 years and over), compared with estimates of the study sample of the number of years experience (less than 5 years, and 5 - less than 10 years) and in favor of estimates of study sample with years experience (10 years and older), and there is statistically significant difference between the estimates of study sample of the number of years experience (less than 5 years) compared with estimates of the study sample with years of experience (from 5 - less than 10 years) and in favor of the estimates of study sample with the number of years experiences (from 5 - less than 10 years).

- There are no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the mean of the estimates of the study sample at scale dimensions on the professional competence which is necessary for the educational supervisor, it is attributed to the bilateral interaction between the two variables: gender and the number of years of experience, where the value of statistical significance (0.279), which is greater than the level of statistical significance at ($\alpha=0.05$).

Also it was calculated means and standard deviations for estimates of the sample study at each dimension of scale dimensions of professional competence which is necessary for educational supervisor (personal competencies, preparing the field visit, human relations, and activities and calendar) depending on the variables: gender and the number of years of experience, and Table 5 shows that.

Table5

The means and the standard deviations for estimates of the sample study at each dimension of scale dimensions of professional competence which is necessary for Educational supervisor according to: gender and numbers of year's experience.

The whole		The gender				numbers of years experience	Dimension
standard deviations	means	female		male			
		standard deviations	means	standard deviations	means		
0.94	2.87	1.02	2.91	0.91	2.84	Less than 5 years	personal Competencies
0.83	3.51	0.83	3.41	0.82	3.58	From5-less than 10	
0.58	4.28	0.60	4.36	0.56	4.21	From 10 and more	
0.95	3.53	0.97	3.56	0.93	3.51	The whole	and preparing the field visit
0.94	3.20	1.03	3.27	0.89	3.16	Less than 5 years	
0.82	3.81	0.82	3.72	0.81	3.87	From5-less than 10	
0.53	4.46	0.44	4.55	0.59	4.38	From 10 and more	human relations
0.91	3.81	0.91	3.85	0.90	3.78	The whole	
0.63	2.76	0.71	2.72	0.59	2.78	Less than 5 years	
0.53	3.15	0.49	3.19	0.56	3.12	From5-less than 10	activities and calendar
0.45	3.62	0.48	3.74	0.41	3.50	From 10 and more	
0.62	3.16	0.65	3.24	0.59	3.11	The whole	
1.11	2.95	1.23	3.20	1.02	2.81		activities and calendar
1.04	3.68	1.03	3.51	1.05	3.79	Less than 5 years	
0.53	4.55	0.44	4.57	0.60	4.53	From5-less than 10	
1.12	3.70	1.09	3.74	1.14	3.67	From10&more	

It is noted from the table (5) there are morphological differences between the means of estimates sample study at each dimension of scale dimensions on professional competence which necessary for educational supervisor (personal competences, preparing the field visit, human relations, activities and calendar), depending on the variables: gender and the number of years of experience, to find out the statistical significance of these differences, (Two Way MANOVA) has been applied and table 6 shows that.

Table 6

Bilateral multiple analysis of variance for estimates of the sample study at each dimension of scale dimensions of professional competence which is necessary for Educational supervisor according to: gender and numbers of year's experience.

The source of variance	The dimension	Significance Statistical	The value of "f"	mean	Degree of freedom	Sum of Squares
The gender Hotelling's Trace=0.105 Significance Statistical *0.001=	personal Competencies	.911	.012	.008	1	.008
	preparing the field visit	.663	.191	.120	1	.120
	Human relation	.230	1.444	.422	1	.422
	Activities and calendar	.667	.186	.171	1	.171
Years of Experience Wilks' Lambda=0.848 Significance Statistical *0.000=	personal Competencies	.000	*54.233	35.490	2	70.979
	preparing the field visit	.000	*44.121	27.717	2	55.434
	Human relation	.000	*46.856	13.684	2	27.368
	Activities and calendar	.000	*46.551	42.959	2	85.917
Gender × Years of Experience Wilks' Lambda=0.967 Significance Statistical 0.461=	personal Competencies	.330	1.114	.729	2	1.458
	preparing the field visit	.295	1.224	.769	2	1.538
	Human relations	.258	1.360	.397	2	.794
	Activities and calendar	.053	2.972	2.742	2	5.484
The wrong	personal Competencies			.654	295	193.045
	preparing the field visit			.628	295	185.320
	human relations			.292	295	86.152
	Activities and calendar			.923	295	272.233
	personal Competencies				300	265.490
	preparing the field visit				300	242.412
	Human relations				300	114.736
	Activities and calendar				300	363.806

* Statistically significant at the level of statistical significance ($\alpha=0.05$)

It is noted from the table (6) the following:

- There is no statistically significant difference at the level of statistical significance ($\alpha=0.05$) between the means for estimates of the study sample on all dimensions, due to the variable of gender, where the statistical significance values greater than the level of statistical significance ($\alpha=0.05$). This was depend on the demand of both males and females to learn, to educate, and to develop their skills, their knowledge and attending training courses which develop and help to develop their knowledge, also we note that there has been awareness among both gender in the development of their knowledge and their performance ,they are looking forward professional development, in both of : the level of courses or in supplement their studies and at least the level of Bachelor, as it maybe attribute to the views of educators such as educational supervisor. The study agreed with Abu Huwaydi's study (2000); and Tajan (2000), the study disagreed with the study of each of Qayta and Azayan (2014); and Naif (1990).

Also, there are statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the means of estimates of study sample on each dimension of scale dimensions on professional competence which is necessary for educational supervisor, due to the variable of number of years experience, where the statistical significance values less than the level of statistical significance ($\alpha=0.05$). To find out these differences; test (Scheffe ') was used for post comparisons, this is shown in the table (7).

Table 7

Results of Scheffe Test for post comparison of means according to estimates of sample study at scale dimensions on the professional competence which is necessary for educational supervisor according to a variable number of years of experience

The dimension	The difference between two means		mean	years of experience
	From 10 and more	From 5-less than 10years		
personal Competencies	*1.41	*0.64	2.87	Less than 5years
	*0.77		3.51	From 5-less than 10years
			4.28	From 10 and more
preparing the field visit	*1.26	*0.61	3.20	Less than 5years
	*0.65		3.81	From 5-less than 10years
			4.46	From 10 and more
Human relation	*0.86	*0.39	2.76	Less than 5years
	*0.47		3.15	From 5-less than 10years
			3.62	From 10 and more
Activities and calendar	*1.60	*0.73	2.95	Less than 5years
	*0.87		3.68	From 5-less than 10years
			4.55	From 10 and more

* Statistically significant at the level of statistical significance ($\alpha=0.05$)

It is noted from the table (7) there is a statistically significant difference between the estimates of study sample with individual of the number of years of experience (10 years and over), compared with estimates of the study sample of the number of years experience (less than 5 years, and 5 - less than 10 years) and in favor of estimates with years of experience (10 years and older), and there is a statistically significant difference between the estimates of study sample with the number of years experience (less than 5 years) compared with estimates of the study sample with years of experience (from 5 - less than 10 years) and in favor of the estimates of the number of years experience (from 5 - less than 10 years).

The reason may be due to the priority of the person who has experience, perhaps because he is always informed about scientific versions of books and publications in the field of his scientific specialization and in the two areas of educational and cultural and to have benefit from it, the reason is because he attend seminars, lectures, training courses and workshops that are related to his work, he cooperated with headmaster and with the supervisor, he receive their guidance, including developing performance, and he participate in research and educational studies related to his work, also may be due to that the teacher always running on his experience through self-analysis of his performance in teaching, he identify the strengths and weaknesses, then he plan to find the appropriate solutions for it. The study agreed with the study of Qayta and Azayan (2014); and al-Dossari (2003), the study disagreed with Abu Huwaydi's study (2000); and Awad (1996); and David (1995).

- There were no statistically significant differences at the level of statistical significance ($\alpha=0.05$) between the mean of the estimates of the study sample at each dimension of scale dimensions on professional competence which is necessary for Educational supervisor, which is attributed to the bilateral interaction between the two variables: gender and the number of years experience, where the values of statistical significance is greater than the level of statistical significance ($\alpha=0.05$). This may be attributed to access to training courses, which are compulsory in the Ministry of Education for both gender, as others work on their professional development through the acquisition of skills and knowledge.

The Recommendations

The study found that care be taken to increase the interest in professional supervisory which applied moderately by the educational supervisor as a dimension of human relations, and to strengthen the roles which applied in a high degree such as dimension of preparation for a field visit, personal competences and activities and calendar. Educational supervision must increase the attention of new teachers, equipped them with the knowledge and experience, and transfer them the knowledge from who have experiences. And there is the need to increase the interest of Educational supervision by officials to contribute of encouraging campaign for workers and reformers to provide incentives, both financial and moral.

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