

## **Evaluation of educational supervision from the point of view of science teachers for the primary stage**

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### **Abstract**

The current research is aimed at evaluating the Educational Supervision from the standpoint of teachers of science at the primary level and sets the current search:

1. A sample of teachers of science in primary schools
2. The period of time during the second and third month of the academic year 2014- 2015
3. Place experience (Najaf) city center

Sample randomly were selected and consisted of 20 teachers in 20 schools in the city of Najaf Center Najaf either search tool was a questionnaire to evaluate your material sciences supervision was derived questionnaire from previous studies in this area are the questionnaire of 25 paragraph offered to a group of experts in life sciences, psychology and teaching methods has got a 80% agreement on most of the paragraphs and so got search tool on the virtual honesty then presented to the exploratory sample consisted of 10 teachers to see the stability of the tool and after the application and re-display tool for them stability ratio of (81.6), thus becoming the tool ready for display on the main sample for research. The researcher used statistical methods: Pearson correlation coefficient, the center is likely to extract the stability and unity of the paragraph and weight percentile . to analyze statistical data and the results showed that the oversight jurisdiction for science enjoys a high admissibility by teachers with regard to personal leadership educational supervisor, management and fruitful discussion and follow up lesson plans Dialogue The results were negative regarding the transfer of the school to the problems of those responsible and research in the causes of failure on the part of the educational process supervision.

### **chapter one**

#### **The problem of the research and its importance:**

There is no doubt about the importance of education in the lives of peoples, even if its objectives differ according to the different ages and human societies, and because of the importance of the teacher in the educational and educational process, and given the diversity and variance in the experiences of teachers, some obstacles may come in their way that may limit their performance of their jobs And their tasks in the best way, and may prevent the achievement of the objectives of education, which requires the provision of assistance, assistance and supervision to achieve the objectives and achieve effective performance.

Educational supervision has an increasing importance day by day, as it is a tool for developing the educational environment and a means to improve the level of job performance for teachers. Some studies that consider educational supervision a set of activities and events that aim to develop and improve the teaching process (Educational supervision in the Gulf countries is a reality and its development, 1996, p. 45 ).

However, educational supervision is concerned with bringing about a comprehensive change in the entire educational situation through the curriculum to satisfy the necessary needs of students or the application of different teaching methods, and the educational supervisor is responsible for assisting teachers in facing any development or change that occurs in the educational and educational process. (Al-Dhuwaila 1998, p. 28) and the educational supervisor, who is the person assigned by the Education Department to carry out the task of supervising teachers and providing them with the necessary assistance with the aim of improving the educational and educational process in all its various aspects (Al-Hammad 2002, p. 5)

Science educational supervisors contribute to guiding teachers to follow appropriate educational methods in teaching science, clarifying the general principles of the subject, solving problems and obstacles, as well as encouraging and contributing to evaluating students' performance and teachers' tasks in order to provide everything that is useful to the educational process, but these tasks and actions may be ambiguous and some Shortcomings, or some obstacles that may constitute a stumbling block to achieving the objectives of supervision set in advance, may prevent them from achieving them, which gives importance to studies in this field.

The educational supervision of science in the primary education stage must have specific and clear goals so that it can play its role and achieve its effective impact. These goals include:

- 1 - Improving the educational process through professional leadership for both school principals and teachers

2- Evaluating the work of educational institutions through the professional leadership of both school principals and teachers

3- Developing the professional growth of the teacher and improving his performance and teaching methods.

4- Working on the proper guidance of human and material potentials and their proper use (Samaan et al. 1975: 185)

Despite the education's interest in the supervision sector, educational supervision still suffers from some difficulties and obstacles that hinder its objectives, including:

1 - Excessive burdens placed on the educational supervisor

2- The small number of educational supervisors

3- Lack of educational training courses for educational supervisors

4 - The lack of professional competence for some of them, with the lack of experience for others (The Arabian Gulf Message 1993: 140)

Given the modernity of the curricula for science in the primary stage, the supervisor and the teacher need intensive and specialized courses in the concepts contained in those curricula, their number, the type of material included, the extent of its comprehension, and how to deliver the material to the student.

Educational studies, such as the study (Al-Habib 1985), the study (Al-Babtain 1995) and the study (Al-Magidi 1997) indicate that there are different types of difficulties and obstacles that hinder the work of the educational supervisor. its efficacy. By surveying the opinions of male and female teachers about the problem, we will see the extent of its size and its impact on the effectiveness of supervision in science.

### **Research Objective:**

The current research aims to: (Evaluation of educational supervision of science for the primary stage from the point of view of male and female teachers in the center of Najaf Governorate).

### **Research limits:**

The current research was limited to the following limits:

1 . A sample of science teachers in primary schools

2 . The period of time during the second and third months of the 2014-2015 academic year

3 . The place of the experiment (Najaf Al-Ashraf) the city center

### **Define terms:**

#### **1- Calendar**

**Melhem (2000)** defines it as “the process of preparing or planning information that is useful in the formation or formation of judgments that are used in making a better decision out of multiple alternatives.” (Melhem, 2000, p. 41).

**Al-Sadiq (2001)** defined it as “a basic part in the educational process that includes three successive processes: measurement, evaluation, diagnosis, and treatment.” (Al-Sadiq, 2001, p. 222).

#### **The procedural definition of the calendar:**

It is the judgment made by the teacher on the extent to which the evaluation criteria set by the researcher in the research tool have been achieved.

#### **2- Educational supervision:**

**(Al-Badri 2001: pg. 15):** it is a cooperative educational process, the main purpose of which is to improve the educational and learning situation through continuous follow-up and evaluation of all aspects of the process according to sound objective foundations.

**The researcher defines it as:** a procedural definition: the efforts that are made to improve and develop the educational process by helping teachers to improve their level of performance and to overcome the obstacles they encounter in a democratic and cooperative manner in a way that achieves educational and educational goals.

### **The study of Al-Mulla and Al-Akraf 1997**

It aimed to identify the reality of educational supervision in the primary stage in the State of Qatar, and to identify the most important difficulties that limit the effectiveness of educational supervision in the primary stage. (239) teachers, and (91) educational supervisors in various academic disciplines at the primary level,

The study followed the descriptive analytical approach, and the study tool included three areas:

- ❖ The role of the educational supervisor in relation to the professional growth of the teacher.
- ❖ The role of the educational supervisor in relation to human relations and solving problems facing the teacher.
- ❖ The role of the educational supervisor in relation to the components of the curriculum (objectives – teaching methods – means ( Educational - Evaluation).

Among the most important results of the study: In the field of professional growth, the response of female teachers indicated to Lack of interest from the educational supervisor to help them in formulating goals and analyzing the content of the study material Preparing tests, discouraging innovation and creativity in the field of teaching, and deficiencies in the care of female teachers Beginners (Al-Mulla, 1997, pp. 70-122)

**Al-Jerjawi study (2007):** This study aimed to clarify the responsibilities of the educational supervisor as perceived by new teachers in basic schools in Gaza Governorate.

He deliberately selected a deliberate sample from the original community, which numbered (73) new teachers, and usedThe interview is a tool for collecting real information and data on the subject of the studyA set of results, the most important of which were: that (65%) of the sample members considered that the responsibilities of the supervisor

The educationalist discovers errors and corrects them inside and outside the classroom, as the study sample members agreed thatIt is the responsibility of the educational supervisor to provide preventive measures to his students, and that (47%) of the sample membersThey considered the educational supervisor's responsibilities constructive and unanimously agreed that he has creative responsibilities towards his students, and thatof the sample members believe that the supervisor has a role in educational planning, and that a percentage of (96%) indicated that 95%)That it has an organizational role, and that (89%) of the respondents considered that they have responsibilities in the activities.(Al-Jerjawi 2007, pg. 5)

### **Chapter III**

#### **Search procedures**

1- The research community: The research community consists of science teachers for the first to sixth grades in the center of the holy city of Najaf and who continue to serve for the academic year 2014-2015.

2- Research sample: The research sample consisted of a random sample of faculty members for primary education for science subject exclusively, consisting of (20) teachers and teachers.

3- Research tool: The researcher adopted the tool that he prepared himself and based on previous studies, which is a questionnaire consisting of a number of paragraphs. The paragraphs were presented to a group of experts in the field of life sciences, education, psychology and teaching methods. The agreement on the paragraphs mentioned in the tool was very good, and their number was ( 25) Paragraph as shown in Appendix No. (2)

4- Honesty: For the purpose of verifying the validity of the research tool, the researcher relied on apparent honesty, as he presented the questionnaire and its paragraphs to a group of specialists and experts in the field of life sciences, psychology and teaching methods.. Appendix No. (1) The researcher took (80%) or more a standard To accept the questionnaire items (Odeh 1998: pg. 275), most of them got this percentage and more.

5- Stability: - The researcher adopted the repetition method to verify the reliability of the questionnaire. Where it was applied to an exploratory sample of science teachers for the primary stage in general, its number was (10) other than the basic sample, and the application was in the center of Babylon Governorate and on (10) of its primary schools. An appropriate value indicating the stability of the search tool (Ouda 1998: p. 345), and the questionnaire in its final form is ready for application, Supplement No. (3)..

6- Application of the research: The researcher applied the questionnaire to the basic sample of science teachers on 1/3/2015.

7- Correction of the research tool: For the purpose of statistically analyzing the data, the response of the sample members to the paragraphs of the questionnaire was transformed into numbers that can be processed statistically. For each paragraph of the questionnaire, the researcher put three alternatives, graded with their levels (agree, not sure, disagree), where the number of the questionnaire's paragraphs reached (25) items, where the degree of the total questionnaire became confined between (25-75) degrees.

8- Statistical means: The researcher used the Statistical Package for Social Sciences (SPSS).

### **the fourth chapter**

#### **Presentation and discussion of results.**

##### **1- Presentation of the results:**

With regard to the aim of the research, which is to evaluate educational supervision from the point of view of teachers of science for the primary stage, the researcher used the weighted mean to determine the intensity of the paragraph and the percentage weight of the paragraph for each paragraph of the questionnaire presented to the sample. The researcher took a degree of intensity (2) And more, any weight percentile (66%) or more, is a criterion for the accepted paragraph, then rearrange it again according to the intensity, as shown in the table: (1)

**Table (1) the intensity of the items, the weight percentile and the new order of the questionnaire items from the point of view of the male and female teachers**

original order	weight percentile	determined by	Paragraph	T
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1	%100	3	The supervisor possesses leadership skills	1
2	%100	3	The supervisor has the ability to manage dialogue and discussion	2
4	%100	3	It is distinguished by its ability to diagnose strengths and weaknesses in science content	3
18	%98	2.95	The teacher encourages teaching students to collect samples from the environment in preparing the lesson for science	4
3	%96.6	2.9	The supervisor contributes to the development of the teacher's capabilities and increases his effectiveness	5
10	%93	2.8	He is interested in developing the capabilities of new teachers and advising them	6
19	%93	2.8	Explains the most important concepts contained in science books for the primary stage that must be explained to students	7
22	%93	2.8	Conducts exemplary classroom sessions for teachers	8
23	%93	2.8	Emphasizes the importance of time in completing the curriculum	9
6	%91.6	2.75	Proficiency in the foundations and methods of educational planning in the science curriculum	10
14	%91.6	2.75	Possesses experience and knowledge of various assessment methods for science teacher performance	11
15	%91.6	2.75	Evaluates the level of students and determines the reasons for the low level	12
16	%91.6	2.75	He takes the tests set by the teachers, analyzes their results, and gives the necessary recommendations	13
17	%90	2.7	He is interested in human relations and communication between him and teachers	14
12	%90	2.7	The supervisor has the ability to motivate teachers towards creativity	15
7	%90	2.7	Listening to teachers' views on curriculum implementation	16
11	%88	2.65	Benefit from the recommendations and results of scientific research in the field of educational supervision	17
9	%85	2.55	Makes daily plans during and after implementation	18
5	%85	2.55	Participates in preparing the educational plan for science	19
13	%83	2.5	Uses scientific methods to evaluate the science teacher's	20

			performance and implementation of the curriculum	
21	%81.6	2.45	He has the ability to develop and evaluate science subject, taking advantage of student and teacher responses through the field	21
8	81.6	2.45	He has the ability to provide feedback to teachers	22
20	%76	2.3	The teacher adopts, encourages, and rewards outstanding students	23
24	%56	1.7	It examines the reasons for the shortcomings of the educational process and suggests solutions	24
25	%56	1.7	Follows up the work progress in the school and conveys problems to the responsible authorities	25

**Second: Discussing the results:**

It is clear from Table No. (1) that all items except for items (24 and 25) had higher percentage weights than the weight of the item assumed by the researcher, which amounted to (66%) and above. This indicates that educational supervision in all its behaviors indicated positive signs. From the point of view of teachers of science for the primary stage, where the first, second and fourth paragraphs reached a percentage of 100%, which is related to the supervisor's possession of leadership skills and the management of dialogue and fruitful discussion, and his diagnosis of strengths and weaknesses in the content of the science subject... These are paragraphs that obtained the unanimity of the sample in favor of supervision educational.

On the other hand, the results of the 24th and 25th paragraphs of the questionnaire indicated that the educational supervisor does not follow up the work progress in the school and does not care about transferring problems to the responsible authorities for the purpose of diagnosis and treatment. The response of the sample indicated that educational supervision does not generally examine the reasons for the shortcomings of the educational process, which requires the supervisors to include specialized courses that add the necessary expertise to propose solutions and the correct and practical treatment of all shortcomings in the educational process.

**Recommendations and suggestions:**

- 1- Introducing specialized supervisors to intensive and comprehensive courses on curricula and human relations
- 2- Maintaining the link between the Ministry of Education and all its institutions with the school and meeting its current and future needs
- 3- Looking closely at the educational-learning process and trying to remedy the deficiency in it and remove the obstacles that prevent the achievement of its goals.

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