

The Obstacles of Educational Supervision from Point of View of the Teachers Working in the Schools of the Ministry of Education in Karak Governate

Maysam Tawfiq Dmethan Almajali*

Ministry of Education, The Directorat of Education in Karak Governorate, Jordan

* E-mail of the corresponding author: mohammad_n_k_s@yahoo.com

Abstract

This study aimed to identify the important obstacles of educational supervision from the point of view of the teachers working in the schools of the ministry of education in Karak governate, the researcher used the descriptive method because of its convenience with the nature of the study, the study sample was consisted of the teachers working in the schools of the ministry of education in Karak governate, descriptive statistic was used plus t test.

The results of the study showed that there are obstacles in the five fields of the educational supervision; also it showed that there are no statistically significant differences in the obstacles facing educational supervision in schools of the ministry of education in Karak governate that are attributed gender variable.

Keywords: educational, teachers, supervision, schools.

1.Introduction

The development of educational supervision is considered of the development of management theories like the social behavioral school and systems theory. The educational systems is considered one of the important social systems as the educational system is concerned with building a good human being capable of participating effectively in the building and advancing his society. This system collects its elements from students, teachers, administration, buildings, teaching means and curricula. Altanay (2007) refers to the educational supervision term as one of the modern terms whose philosophy is based upon the emphasis of improving the performance of the teacher who are considered the center of the supervision process under the condition of the availability of democratic environment built on the mutual respect and the care of teachers' needs that is positively reflected on the improvement of the teaching learning process.

Educational supervision also aims to improve the teaching learning process through active control of all variables affecting them and the preventive and crucial dealing with the components that form the educational system up to the development of the educational process with its inputs, operations and results (Tanner, 1987), and one of the aspects that indicate the development of supervisory work and its originality are its association with a set of goals that when achieved learning elements of the educational process will be developed and blurred, showing specialized roles for each element beginning with the student centre of the educational process and through teacher who are considered the engine of that axis also a facilitator and an educational intermediary to the headmaster of the school as a leader, organizer and superintendant, so between these elements the role of the supervisor in providing educational facilities and investigate the problems and find solutions is clearly highlighted.(Ayesh, 2008).

The educational supervision passed through advanced stages that started with the inspection that is concerned with ensuring that teachers are doing their duties within the frameworks and the means specified beforehand, and it was found that this type of supervision was unable to improve education in school because it was looking down on the shape without affecting the substance. As a result of research and studies in the areas of psychology, social psychology educational administration a clear development in the philosophy of educational supervision has occurred and this philosophy was demonstrated in the focus of improving the performance of teachers as they are considered the axis of the supervisory process that should be done in a democratic atmosphere based on mutual respect and attention to the needs of the teacher. (Alhamdon, 1992)

2.The problem of the study

Despite the attention to educational supervision system and its organs given by the Ministry of education, it was observed that the educational supervision system shortfalls to keep pace with modern trends and still one educational supervisor oversees a large number in his specialization as the ratio of supervisors to teachers are very small and only

one supervisor is found to all teachers in the Directorate which bust the educational supervisor so he cannot perform the tasks and functions of modern educational supervision that requires consultation and cooperation between the supervisor and teacher (Alhamdon, 1992)

From the above, it is evident that educational supervision faces numerous difficulties and obstacles limiting the effectiveness and the role of the supervisor and his expectations for himself and expectations of teachers who supervise and expectations of those who are responsible of him that is reflected on the educational effectiveness of the supervisory process done by the supervisor.

Due to the observations of the problems and the obstacles posed by supervisors, it is essential to perform this study in order to investigate the obstacles facing the educational supervision as seen by the teachers of the ministry of education schools in the governorate of Karak.

3.Study objectives

The current study aims to

1. Identify obstacles to educational supervision from the viewpoint of the teachers of the ministry of education schools in the governorate of Karak.
2. Identify obstacles to educational supervision from the viewpoint of the teachers of the ministry of education schools in the governorate of Karak attributable to gender variable

3.Fields of study

1. The human field:- the teachers of the ministry of education schools in the governorate of Karak.
2. The spatial field: Karak governorate.
3. The time field:-study in chapter II 2011/2012 m.

4.Study terms

Educational supervision: a democratic, technical, leading, organizing, holistic, continual process designed to develop teaching learning process through effective interaction between educational supervisor and Director of the school and the teacher and the student.(Sergeovani, 1993)

Constraints: a professional problem facing both the teacher and supervisor and prevent them from achieving their plotted and planned goals. (Al-zohbi, 1990)

5.Theoretical framework

The obstacles of educational supervision include administrative, economic, technical, social and personal impediments.

I. Administrative obstacles:

Plenty of administrative burdens and duties of the educational supervisor and teacher so a big time and effort are consumed which reflected negatively on the supervisory performance and thus in the educational process as a whole. Lack of training courses for supervisors and teachers, causing a decrease and limitations in experiences leaving both supervisor and teacher with traditional and ineffective experiences and methods, and weak capacity of principals to exercise educational supervision and follow-up, as well as limited numbers of supervisors against teachers, and the absence of criteria for the selection of qualified teachers, who teach subjects not of their specialization, lack of places for meetings and programs, and the failure to provide help means of supervision to schools, and the complaining of some principals of the school because of in job training of the teachers, weak awareness of responsibility to work by some supervisors, principals and teachers. (Aayesh, 2008)

II. Economic obstacles:

This includes the scarcity of: educational methods and material incentives for supervisors and teachers, books in school libraries and neglecting educational handouts. (Tanner, 1987)

III. Technical obstacles:

neglecting of the educational supervisor's directives by some teachers, the weak efficacy of teacher or the supervisor, poor affiliation of the teacher to the profession, overcrowded students in classrooms, and the lack of participation of teachers in educational planning for teaching and learning processes, weak teacher professional growth including: lazy, frozen, rejecting, tyrant and negligent, and difficulty of curricula and educational evaluation methods of the weak, and teachers are not convinced with the guidance of supervisor and non-diversification of methods of educational supervision. (Huwaidi, 2002; Ayesh, 2008).

IV. Social obstacles:

School environment is sometimes inappropriate, for example, rented buildings that do not provide tools for security and safety and the lack of laboratories and laboratories required large squares and non-availability of sports activities

and the lack of theatres for theatrical and cultural activities. (Tanner, 1987)

5. Personal obstacles:

This includes the inability of some supervisors and managers to follow appropriate leadership methods, poor relationship between them and the teachers and the emergence of some personal problems and their impact on work sometimes. (Ayesh, 2008)

6. Previous studies

Alhamdon (1992) conducted a study aimed at identifying impediments of educational supervision in physical education as seen by the physical education supervisors in Jordan also aimed to identify solutions and future aspirations of educational supervision in physical education. The sample of the study consisted of (39) individuals as the number of supervisors equals (39) supervisors all of them are chosen and the total number of teachers equals (290) who are randomly and stratified chosen to answer questions of the study. Two questionnaires were developed for measuring obstacles in educational supervision for physical education course included (65) items distributed over eight areas of educational supervision: planning, curriculum, education, professional growth, correction, educational administration, class management, relationship with colleagues and society, the second measure for measuring solutions and future aspirations of educational supervision and includes (18) items, and the results indicated to the existence of constraints facing the educational supervision in physical education with high, medium, and low levels, and that there are no statistically significant differences in the degree of sense of supervisory obstacles attributable to the variables of gender, nature of work, experience and academic qualification.

The researchers recommended taking into account major obstacles facing the educational supervision in physical education and work to prioritize these obstacles in order to find ways to avoid them and upgrade education in Jordan. Almgihidi study (1997) aimed to detect obstacles to educational supervision as seen by educational supervisors in Al-Ahsa governate in the light of the variables of gender, academic qualifications and experience where included 47 female supervisors and 29 male supervisors. The researchers prepared a questionnaire that include economic, technical and administrative, social, personal, fields, and the results showed of the study confirmed the existence of obstacles in the areas of educational supervision and also showed that there are statistically significant differences in gender variable for the advantage of females.

Study of Hetrih (1999), aimed to identify obstacles to educational supervision in the stage floor as seen by supervisors and teachers of stage floor in Jordan and to identify solutions and future aspirations of supervision in the stage floor.

The sample of the study consisted of (330) individuals and total number of supervisors (30) supervisors and the total number of teachers equals (300) selected by stratified random way.

To answer the questions of the study two questionnaires were developed, the first measures the obstacles of educational supervision in the stage floor included (80) items distributed over (8) areas representing the areas of the supervisor's work such: educational planning, curriculum, professional growth, teaching, correction, educational administration, class management, the relationship with colleagues and community.

The second questionnaire measures the solutions and aspirations of future educational supervision and included a paragraph (25) items.

The researchers have used arithmetic averages and standard deviation and created using test (v) and unilateral variance analysis.

The results of the study found that of the constraints facing the educational supervision in the stage floor-level high, medium and low.

The researchers recommended to take into account major obstacles facing the educational supervision and work to prioritize these obstacles in order to find ways to avoid them and to upgrade education in Jordan and to develop a program for the development of educational supervision in the stage floor and increase the number of supervisors and reduce the number of teachers per supervisor and subsequent studies covering all aspects of educational supervision.

Masa'deh study (2001) aimed to detect obstacles to educational supervision as seen by educational supervisors in education directorates in the northern governorates and to study the impact of gender, experience, academic qualification and interaction between them on obstacles to educational supervision facing the supervisors.

The population of the study consisted of educational supervisors working in the directorates of education in the northern governorates summed (277) supervisors for the school year 2000/2001 the sample was of stratified random type consisted of (151) supervisors and the researchers developed a questionnaire consisted of (63) item

distributed over (8) areas of planning, curriculum, education, professional growth, correction, educational administration, class management, relationship with colleagues and community.

The researchers found that the degree of obstacles to educational supervision, as seen by educational supervisors, was considerably high.

The researchers recommended abandoning commanding method because the goal of the work of supervisor is improving learning and teaching, and making dialogue sessions between supervisor and teachers and the coordination between colleges of education and the Ministry of education to benefit from the results of such studies.

Alharbi study (2006) aimed to identify the obstacles to educational supervision in Saudi Arabia as seen by the educational supervisors and headmasters of the middle and secondary schools in Alress educational area. Also the study aimed to detect whether there are statistically significant differences between supervisors and headmasters of middle and secondary schools in seeing these obstacles.

The sample of the study consisted of all supervisors in the directorate of education and supervisory centers of educational administration in Alress educational area in the KSA (110) supervisors, and all headmasters of middle schools summed (46) headmasters, and all the headmasters of the secondary schools summed (26) headmasters. In order to achieve the objective of the study, the researchers developed a tool consisted of (80) items to measure 10 areas of: planning, curriculum, education, professional growth, correction, educational administration, class management, relationship with colleagues and society. The study found that the most impeding factor of educational supervision from the viewpoint of educational supervisors was from teachers' area, from the viewpoint of middle schools headmasters was the area of supervisory system and from the viewpoint of secondary schools headmasters was teaching.

7.Study questions?

1. What are the obstacles to educational supervision from the viewpoint of teachers working in the public schools in the governorate of Karak?
2. Are there any statistically significant differences in obstacles to educational supervision from the viewpoint of teachers working in public schools in the governorate of Karak attributable to gender?

8.Study procedures

-Study method: researchers have used a descriptive approach to fit the nature of the study.

-Population of the study: the study's overall population consisted of teachers in public schools in the governorate of Karak.

9.The type of study and its methodology

This study belongs to the exploratory analytical studies and pursue a data collection and analysis to reach results, and (200) questionnaires were distributed, (170) questionnaires returned and (20) questionnaires were excluded therefore only (150) questionnaires were used representing the population and the study sample.

-The study sample: the sample of the study consisted of (150) teachers.

Table (1) shows the distribution of the sample according the variable of the study.

10.Study tool:

The researchers used the same tool used in the study of Alhamdon (1992) which is a questionnaire consisted of 30 items covering 5 fields (see appendix 1).

1. The first field: supervision obstacles in the field of planning including 6 items.
2. The second field: supervision obstacles in the field of curricula including 6 items.
3. The third field: supervision obstacles in the field of teaching including 6 items.
4. The fourth field: supervision obstacles in the field of correction including 6 items.
5. The fifth field: supervision obstacles in the field of class management including 6 items.

11.Study consistency

The consistency of the study was verified using applying and re-applying method where the researchers apply the tool on a sample consisted of 10 teachers outside the original sample with one week time separation between the first application and the second one. The correlation coefficient were calculated between the estimates of the individuals of the sample between the 2 applications and the values of Cronbach's alpha of the field of the study ranged between (0.899 – 0.981) for the fields and (0.959) for the tool as a whole. Table (2) illustrates the values of the consistency coefficients for the field s and the tool as a whole.

Table (2) illustrates the results of Cronbach's alpha for the fields of the study and these values reflect the existence of high consistency for the field of the study which means that the fields are capable and eligible to measure the

obstacles under study.

12. Study procedures

After researchers ascertained of the consistency of the study tool and identified the sample. The questionnaire was distributed to members of the sample summed (150) teachers in the public schools in the governorate of Karak, the instructions were clarified to respondents who were requested to express their opinion on every item of the questionnaire by placing (X) sign in the appropriate place according to pentathlon scale, and after regaining the questionnaire from sample members their responses were loaded, then these responses were used in statistical analyses.

13. Study variables:

1. Independent variables.

Gender: (male, female).

2. Dependent variables:

Teacher responses to the scale of the obstacles of supervision

14. Statistical analysis:

Researchers used the following statistical analyses:

1. Arithmetic averages differences and percentage.

2. Cronbach's alpha test.

3. (T) test

15. Presentation and discussion of results

First: results related to the first question:

"What are the obstacles to educational supervision from the viewpoint of teachers working in the public schools in the governorate of Karak?"

In order to answer this question the arithmetic averages and the standard deviations of the estimates of the members of the sample for the fields of the study and for the tool as a whole were calculated, as shown in table (3).

The first field: planning

Table (3) illustrates the arithmetic mean and standard deviation values and percentages for each item of supervision obstacles in the field of planning and by investigating the percentages, one finds that the fourth item, which states "Supervisory visits conducted by supervisor are inadequate" has ranked the first among the field items with arithmetic average of 3.57 ± 1.00 and percentage of 71.43% while the sixth item comes last, stating that "Emergency work and sudden changes occurred in the plans of supervisors do not affect the operation plans." with an Arithmetic average of 3.27 ± 1.03 and the relative importance of 65.40%. The arithmetic average of the field as a whole equals 3.48 ± 0.93 with relative importance of 69.58%.

The second field: curricula

Table (4) illustrates the arithmetic mean and standard deviation values and percentages for each item of supervision obstacles in the field of curricula and by investigating the percentages, one finds that the second item, which states "When setting the curricula, the Jordanian environmental conditions (climatic, social. ...) are not taken into consideration" has ranked the first among the field items with arithmetic average of 3.92 ± 1.00 and percentage of 78.41% while the fifth item comes last, stating that "The curriculum is suitable for the desired goals" with an Arithmetic average of 2.48 ± 1.03 and the relative importance of 49.52%. The arithmetic average of the field as a whole equals 3.47 ± 0.61 with relative importance of 69.42%.

The third field: teaching

Table (5) illustrates the arithmetic mean and standard deviation values and percentages for each item of supervision obstacles in the field of teaching and by investigating the percentages, one finds that the fifth item, which states "Teachers generally have wrong trends and misconceptions towards supervision" has ranked the first among the field items with arithmetic average of 3.89 ± 0.81 and percentage of 77.78% while the fourth item comes last, stating that "The headmaster of the school provides advice and guidance to teachers especially new ones" With an Arithmetic average of 2.44 ± 1.003 and the relative importance of 48.89%. The arithmetic average of the field as a whole equals 3.47 ± 0.561 with relative importance of 69.31%.

The fourth field: correction

Table (6) illustrates the arithmetic mean and standard deviation values and percentages for each item of supervision obstacles in the field of teaching and by investigating the percentages, one finds that the second item, which states "The tools and equipments used in the correction and the evaluation of the students, are neither sufficient nor safe"

has ranked the first among the field items with arithmetic average of 4.03 ± 0.76 and percentage of 80.63% while the sixth item comes last, stating that " There is much concern of the role of supervisor in the field of correction in the school " With an Arithmetic average of 2.27 ± 0.88 and the relative importance of 45.40%. The arithmetic average of the field as a whole equals 3.29 ± 0.27 with relative importance of 65.77%.

The fifth field: class management

Table (7) illustrates the arithmetic mean and standard deviation values and percentages for each item of supervision obstacles in the field of class management and by investigating the percentages, one finds that the fifth item, which states " The methods used in monitoring and following the works and the duties of the teachers are weak " has ranked the first among the field items with arithmetic average of 3.78 ± 0.97 and percentage of 75.56% while the fourth item comes last, stating that " The weak character of the teacher while directing the lecture will minimize the achievement of the goals of the supervisory visit " With an Arithmetic average of 3.57 ± 1.07 and the relative importance of 71.43%. The arithmetic average of the field as a whole equals 3.67 ± 0.95 with relative importance of 73.33%.

Table (8) illustrates the arithmetic mean and standard deviation values and percentages for each field of supervision obstacles fields from teachers' point of view working in the schools of the ministry of education in Karak governate and by investigating the percentages, one finds that the Supervision obstacle in the field of class management has ranked the first among the fields with arithmetic average of 3.67 ± 0.95 and percentage of 73.33% while the Supervision obstacle in the field of correction comes last With an Arithmetic average of 3.29 ± 0.27 and the relative importance of 65.77%. The arithmetic average of the field as a whole equals 3.47 ± 0.64 with relative importance of 69.48%.

Second: results related to the second question:

"Are there any statistically significant differences in obstacles to educational supervision from the viewpoint of teachers working in public schools in the governorate of Karak attributable to gender?"

In order to answer this question, the arithmetic averages and standard deviations of the estimates of the members of the sample according gender variable were calculated for the fields of the study as represented by table (9).

n=63

The tabulated value of t at ($\alpha= 0.05$) = 2.00

Table (9) shows the arithmetic averages, standard deviations and t value of the educational supervision obstacles from the viewpoint of teachers working in public schools in the governorate of Karak. The calculated t value indicates that there are statistically significant differences as the calculated t value was less than 2.

16. Discussion of the results

16.1. Discussion of the results related to the first question:

"What are the obstacles to educational supervision from the viewpoint of teachers working in the public schools in the governorate of Karak?"

It is clear from table (3) for obstacles educational supervision in the field of planning, that item 4 which states that supervisory visits conducted by supervisor are inadequate has ranked first among items among the field items and may be attributed to the large number of teachers who are supervised by one supervisor so that the supervisor visits the teacher only once or twice a semester.

It is obvious from table 4 for obstacles educational supervision in the field of curricula, that item 2 which states that "When setting the curricula, the Jordanian environmental conditions (climatic, social. ...) are not taken into consideration" has ranked first among items among the field items and may be attributed to the fact that when the curriculum is to be set the needs of the local situation will not be studied to prepare a curriculum that is suitable for the conditions of the Jordanian environment.

As indicated in table (5) for obstacles educational supervision in the field of teaching that the fifth item, which stipulates that teachers generally have wrong trends and misconceptions towards supervision has ranked first among the items of the field.

As indicated in table (6) for obstacles educational supervision in the field of correction that second item which stipulates that "The tools and equipments used in the correction and the evaluation of the students, are neither sufficient nor safe" has ranked first among items of the field and attributed lack financial allocations within the school budget for the purchase of devices used in the process of testing and correction.

As indicated in table (7) for obstacles educational supervision in the field of class management that the fifth item, which stipulates that the methods used to control and follow up the work and duties of the teachers are weak have

ranked first among the items of the field.

As indicated in table (8) class management ranked first from supervisory obstacles for teachers with 73.33% reflecting the poor management of classes performed by the teachers, we find this agrees with the majority of previous studies that addressed the obstacles to educational supervision emphasizing the existence of clear obstacles in the various fields of supervision as: war (2006), Alharbi (2001), Hetrih (1999), Almghidi (1997) Alhamdon (1992), AlSaud (1992).

16.2. Discussion of the results related to the second question:

"Are there any statistically significant differences in obstacles to educational supervision from the viewpoint of teachers working in public schools in the governorate of Karak attributable to gender?"

As shown in table (9) that arithmetic averages, standard deviations and the value (t) of the obstacles facing the educational supervision as seen by the teachers in schools of the ministry of education in the governorate of Karak indicate that there is no statistically significant differences as the calculated values of t is less than tabulated value of 2.00, henceforth the results indicated that teachers face the same obstacles regardless of their gender. The supervisory obstacles they face are one as long as they live in one learning environment, the outcome of the study agreed with the study Abu Nemreh (1990), and the study of Alhamdon (1992), while disagreed with Almghidi (1997) and AlSaud (1992).

17. Conclusions

1. The results showed that there were no statistically significant differences in the degree of education teachers' sense of the obstacles facing the educational supervision due to gender.
2. Supervisory visits conducted by supervisor are inadequate.
3. When the curriculum is prepared, the Jordanian environmental conditions (climatic, social ...) are taken into consideration.
4. Teachers generally have wrong trends and misconceptions of towards supervision.
5. Inadequate safety tools and devices used in calendar and student achievement.

18. Recommendations

1. Increase the number of supervisors in the ministry of education so that they can perform supervisory duties towards teachers.
2. Training sessions for educational supervision that contribute to increase interaction between supervisors and teachers.
3. Reduce the number of teachers per supervisor
4. Subsequent studies covering all aspects of the educational supervision, and variables related to educational supervision as academic qualifications and teaching experience.

References

1. Alharbi, F. (2006), "Obstacles of educational supervision in Saudi Arabia as seen by educational supervisors and headmasters of middle and secondary schools in the educational area of Alress", *M.A thesis*, University of Jordan.
2. Alelwani, S. (1991), "Analytical study of the effectiveness in educational supervision system for physical education Jordan", *M.A thesis*, University of Jordan.
3. Alhamdon, M. (1992), "Obstacles facing the educational supervision in physical education as seen by the supervisors of physical education in Jordan", *M.A thesis*, University of Jordan.
4. Zoubi, T. (1990), "Obstacles of educational supervision and aspirations for the future as seen by supervisors and teachers of Arabic language", *M.A thesis*, Yarmouk University.
5. Alsaud, R. (1992), "Jordan supervisory work obstacles as seen by educational supervisors". *Derasat of the University of Jordan*, vol. 21 a, issue (4), p. (445-450).
6. Altaani, A. (2007), "Educational supervision", first edition Dar El shorouk, Amman.
7. Hetrih, A. (1999), "Obstacles of educational supervision in the stage floor as seen by supervisors and teachers of stage floor", *M.A thesis*, University of Jordan.
8. Alhuwaidi, A. (2002), "Obstacles of educational supervision as seen by educational supervisors and teachers of Islamic education in Jouf Saudi Arabia", *M.A thesis*, Yarmouk University.

Table (1)
 Distribution of the sample according to the variables of the study

Percentage	No.	Variables	
40%	60	Male	Gender
60%	90	Female	
100%	150	Total	

Table (2)
 The results of Cronbach's alpha for the fields of the study

Value of Cronbach's alpha	No. of items	Field
0.981	6	Supervision in the field of planning
0.899	6	Supervision in the field of curricula
0.965	6	Supervision in the field of teaching
0.902	6	Supervision in the field of correction
0.982	6	Supervision in the field of class management
0.959	30	Total

Table (3)

Arithmetic average, standard deviation and percentage of each item of "the obstacles of educational supervision from the point of view of the teachers working in the public schools in Karak governate" supervisory obstacles in the field of planning

n=63

Order in the questionnaire	Order in the field	%	S D.	Arithmetic average	Item
18	2	71.11	0.95	3.56	Non existence of a clear and comprehensive plan of the educational supervision program
22	4	69.84	0.90	3.49	No plan for supervisor of supervisory to clarify the dates of the visits of teachers in school
24	5	68.57	1.00	3.43	Lack of coordination between the supervisor and teacher at school in the planning field
17	1	71.43	1.00	3.57	Supervisory visits conducted by supervisor are inadequate
19	3	71.11	1.00	3.56	School administration are involved in organizing plans
26	6	65.40	1.03	3.27	Emergency work and sudden changes occurred in the plans of supervisors do not affect the operation plans
		69.58	0.93	3.48	Total

Table (4)

Arithmetic average, standard deviation and percentage of each item of "the obstacles of educational supervision from the point of view of the teachers working in the public schools in Karak governate" supervisory obstacles in the field of curricula

n=63

Order in the questionnaire	Order in the field	%	SD.	Arithmetic average	Item
20	5	70.48	0.91	3.52	Supervisors are not participating in preparing the curriculum
3	1	78.41	0.96	3.92	When setting the curricula , the Jordanian environmental conditions (climatic, social. ...) are not taken into consideration
10	2	73.65	0.95	3.68	Teachers lack the attention to achieve the goals of the curriculum
15	4	71.75	1.06	3.59	Lack of interest by the headmaster to follow-up the implementation of curriculum in the school.
27	6	49.52	0.96	2.48	The curriculum is suitable for the desired goals
13	3	72.70	0.90	3.63	Teachers are not authorized to choose what is appropriate for the content of the curriculum
		69.42	0.61	3.47	Total

Table (5)

Arithmetic average, standard deviation and percentage of each item of "the obstacles of educational supervision from the point of view of the teachers working in the public schools in Karak governate" supervisory obstacles in the field of teaching

n=63

Order in the questionnaire	Order in the field	%	SD.	Arithmetic average	Item
21	4	70.16	0.84	3.51	Lack of knowledge about modern supervisory methods in education
6	2	74.92	0.92	3.75	Limited applied teaching classes done by the supervisor to the teachers
7	3	74.92	1.02	3.75	The school lacks modern educational means and devices
28	6	48.89	1.00	2.44	The headmaster of the school provides advice and guidance to teachers especially new ones
4	1	77.78	0.81	3.89	Teachers generally have wrong trends and misconceptions towards supervision
23	5	69.21	0.91	3.46	Supervisor who evaluate the teachers, neither have enough efficacy nor suitable rehabilitation
		69.31	0.56	3.47	Total

Table (6)

Arithmetic average, standard deviation and percentage of each item of "the obstacles of educational supervision from the point of view of the teachers working in the public schools in Karak governate" supervisory obstacles in the field of correction

n=63

Order in the questionnaire	Order in the field	%	SD.	Arithmetic average	Item
25	4	68.57	0.86	3.43	Teachers have sufficient knowledge of the modern correction ways and methods in education
1	1	80.63	0.76	4.03	The tools and equipments used in the correction and the evaluation of the students, are neither sufficient nor safe
2	2	80.00	0.80	4.00	Teachers are not interested in theoretical correction in physical education course
29	5	46.35	0.93	2.32	There is much concern of the role of supervisor in the field of correction in the school
11	3	73.65	0.96	3.68	Supervisors are cooperative with the teachers to prepare scales for evaluating the students outcomes
30	6	45.40	0.88	2.27	There is much concern of the role of supervisor in the field of correction in the school
		65.77	0.27	3.29	Total

Table (7)

Arithmetic average, standard deviation and percentage of each item of "the obstacles of educational supervision from the point of view of the teachers working in the public schools in Karak governate" supervisory obstacles in the field of class management

n=63

Order in the questionnaire	Order in the field	%	SD.	Arithmetic average	Item
12	4	72.70	0.97	3.63	Teacher concentrates only on the sudden class visits in evaluating teachers
8	2	74.29	0.96	3.71	The number of lectures for one class is insufficient and did not achieve its goals
9	3	73.65	0.96	3.71	The supervisor apply the dictator method which prohibit teachers from accepting instructions and guidelines
16	6	71.43	1.07	3.57	The weak character of the teacher while directing the lecture will minimize the achievement of the goals of the supervisory visit
5	1	75.56	0.97	3.78	The methods used in monitoring and following the works and the duties of the teachers are weak
14	5	72.38	1.01	3.62	Teacher show very little concern with the recommendations suggested by the supervisors about order and control problems during the direction of the lecture
		73.33	0.95	3.67	Total

Table (8)

Arithmetic average, standard deviation and percentage for each field of the obstacles of the educational supervision fields from teachers' point of view working in the schools of the ministry of education in Karak governate.

n=63

Order	%	SD.	Arithmetic average	Field
2	69.58	0.93	3.48	Supervision obstacle in the field of planning
3	69.42	0.61	3.47	Supervision obstacle in the field of curricula
4	69.31	0.56	3.47	Supervision obstacle in the field of teaching
5	65.77	0.27	3.29	Supervision obstacle in the field of correction
1	73.33	0.95	3.67	Supervision obstacle in the field of class management
	69.48	0.64	3.47	Total

Table (9) Arithmetic average, standard deviation and calculated t value from the viewpoint of teachers working in public schools in the governorate of Karak according to gender.

Sig.	α	T	SD	Arithmetic average	No	Gender	field
Insignificant	0.706	0.37	0.97	3.43	28	Male	Supervision obstacle in the field of planning
			0.92	3.52	35	Female	
Insignificant	0.586	0.54	0.57	3.52	28	Male	Supervision obstacle in the field of curricula
			0.64	3.43	35	Female	
Insignificant	0.753	0.31	0.54	3.44	28	Male	Supervision obstacle in the field of teaching
			0.59	3.49	35	Female	
Insignificant	0.305	1.03	0.29	3.33	28	Male	Supervision obstacle in the field of correction
			0.25	3.26	35	Female	
Insignificant	0.270	1.11	0.90	3.82	28	Male	Supervision obstacle in the field of class management
			0.99	3.55	35	Female	
Insignificant	0.727	0.35	0.63	3.51	28	Male	Total
			0.66	3.45	35	Female	

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. **Prospective authors of IISTE journals can find the submission instruction on the following page:**

<http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a fast manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

