

The academic supervisor's Role in the Advancement of the Schools' Curricula based on Secondary Schools Teachers' Perspective at the Directorate of– Almafraq – Jordan

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ABSTRACT

This Study aims to identify the role of the educational supervisor in curriculum development from the point of view of the teachers from secondary schools in the Education Directorate of Mafraq- district in Jordan, and the impact of the Gender, experience in defining the role of the educational supervisor in curriculum development. A study sample consisted of (97) teachers. That study concluded the following results: that there is a role for the supervisor in the development of educational curricula, in the area of the results indicated that the objectives show that the educational supervisor is aware of the importance of the educational goals, consequently, that objective got high score. The area of planning results has shown that the role of the supervisor in this area is vital from most teachers' perspectives. The results of the study showed no statistically significant differences attributable to gender while results indicated the presence of significant differences due to the variable experience. The experience of more than five years. Based on the results, the study recommends the following: increasing the activation of teacher's training programs on the new curriculum by supervisors, and emphasizing the role of supervisor as a leader in the development of educational curricula.

Key Terms: Academic Supervisor – Curricula – Development

1. Significance of the study, an introduction

Educational Process contains functions and multiple elements, it is worth saying that the function is supervision, as in fact there's no any educational process whatsoever can exist without supervision, and the educational process desperately needs such function, as well, the educational supervision helps to detect errors and process it, since the educational supervisor works on developing the level of teaching performance, supervises all what the teacher is doing both at the planning, or implementing and when needing guidance. Therefore, to increase their experience in teaching profession, guidance is necessarily needed to achieve the desired goals (Massad, 1986). Then the educational supervisor is the director of the educational work, therefore what happens from deficiencies in the teachers' performance may be contributed to the responsibility of the educational supervisor (Obeidat, 1981). So the supervisor's role is to lead and innovate the teachers. (Khatib, 1987). in addition, there is a belief that the human kind in the educational process is the basis of all success which can be achieved to this regard, and this is applied to the educational supervisor at the grounds that he/she was an experienced teacher, any teacher who has deep experience in the field of education (Metwally, 1983).

Educational development means changing for the better if there is a number of elements exist such as: inclusiveness for all the inputs of the educational system and processes, outputs, and scientific methodology, realism in identifying existence building great ambitions, and democracy by providing extensive opportunities for community participation, experimentation according to scientific plan characterized by flexibility and adjustability, clarity vision, and following-up to translate the recommendations into viable programs, the process of evaluation of comprehensive educational system aims to do the process of comprehensive development equipped with availability of all fundamentals of good development, and led to the first Conference of Educational Development (Ministry of Education, 1987)

Development in any aspect of life aims always to reach a target, it is the system to the best image of the development, to achieve the purpose required quite efficiency, and achieve all the objectives in economical manner in time, effort and cost (Alwakeel, 1982)

The new strategies that are based on the idea of making the operations of curriculum development and the preparation of books and editing it as institutionalized processes and continuous, that is the current mechanism for book making that is available in this way the key elements for the preparation of the book, which includes scientific expertise, linguistic, psychological, educational, artistic and the experience accumulated in the preparation of a particular book utilized in the preparation of other books. (The Ministry of Education, 1987).

The Academic Supervision relatively is a recent concept, developments had occurred in the concept of supervision in the last two decades, like many of the educational concepts that grow and evolve as a result of research, studies and educational practices, which also revealed the shortcomings of earlier patterns of Educational Supervision for bringing about the desired changes in the educational process

The previous outlook of Educational Supervision in the interest of the teacher assessment has changed in terms of studying their methods and tactics, which meant that the process of improving curriculum is to develop new courses, and the abolition of old decisions, and supervision works within the school, while officials are working on the curriculum in central offices and the meeting point between supervisors, and curriculum's holder that supervisors are highly responsible for monitoring the implementation of the curriculum, as well see how successful the teacher in it, so that the relationship between supervision and curriculum guarding is participatory parallel because the supervision is not taken without the growth of curricula (Khatib, 1987)

In addition, the process of the curriculum development is not only through the cooperation of teachers, curriculum experts, and supervisors, although this process is the process of supervision in its basis including the numbers of teachers do not let them practice their role in the curriculum preparation and development, especially since some of them have gotten used old methods, and the concept of specific curricula, and feel satisfied out of using these methods, so that they see no reason to use new methods, thus, the supervisor has to work with the teachers to raise their interest in the modern sense of the curriculum studying, and prepare them for the development process and improving the curriculum. The supervisor occupies sensitive educational position, positioned to play a leading role in the field of education, which increases the importance of educational supervision is the quality of the roles, tasks, and educational supervisor functions including the following:

- 1-Planning: as supervisor planning for his/her work, assist teachers in preparing their plans, and assist director of the school in preparing its plan oversight.
- 2-Teaching: to determine the educational supervisor sources of information on educational materials, to introduce and implement educational materials, new teaching strategies, and to pursue educational activities relating to his subject, and develop approaches to teaching.
- 3-Curriculum: Educational Supervisor involved in curriculum development and evaluation, to develop guidance for the application of the curriculum, and to discuss with the teachers
- 4-Professional growth: in order to make the educational supervisor on all that is new and has relationship to his subject, and connected to the teachers.
- 5-Assessments: that the educational supervisor to conduct different tests and interpret the results, and make suggestions for improvement.
6. Directors: the supervisor has to make sure of the effectiveness of the educational facilities that are available in the school, and offers suggestions on identifying old and new teacher's achievements, and participate in the evaluation of teachers and their annual estimates.
7. Classrooms management: the supervisor has to conduct the teacher's assistance in the classroom, and to make recommendations based on his observations during the visit.
8. Relationship with colleagues and the community: the supervisor has to build human relationships with teachers and administrators, and strengthen the link between the school and the community (Ministry of Education, 1983).

Since education is constantly evolving, and workers need them to be supervised, especially the teachers, and because teachers are more accurate and more sensitive need to be overseen, if the others need supervision, teachers need supervision too in stronger stages, because we entrust teachers our children to prepare them for life to benefit them and make beneficial to their homeland and nation, In order to achieve these goals we need supervision, which aims to follow up the work of others, and which consists of a total of processes and procedures designed to improve the effectiveness of education, (Alafandi, 1981).

Al-Khatib (1987) and others introduced the following functions for Educational Supervisor:

1. Educational supervisor as a model teacher teaches teachers how to teach.
2. Educational supervisor as an analyst for the curriculum and developer.
3. Educational supervisor as a researcher.
4. Educational supervisor as an educational leader.
5. Educational supervisor as a social leader.
6. Educational supervisor protector of the students' rights.

And modern educational supervision process is the closest to the professional growth of teachers, and the strongest impact in the development of their potential, educational performance and administrative which support their teaching and learning processes, and the development of educational curricula and educational materials to increase the efficiencies of educational systems, increasing its revenues and productivity.

In order to lead educational supervision to achieve these positive goals, returns should be comprehensive in their objectives and methods, so their diagnostic, therapeutic, preventive, constructed and evolutionarily, working on the restoration of current unwanted practices, repair and seeks to give the breeder what it needs from the competencies and skills, to enrich his/her experience, and give him/her the principles and values that make it better able to meet the challenges of the future and its variables, response and keep up with its developments (Balkis, 1989).

Supervision has many tasks compatible with the its new concept, the development of the educational learning situation in all its elements, and therefore received educational supervision in recent functions of the First National Conference for Educational Development (1987 (which is recommended in the field of educational supervision, including the following:

1. Adopting the concept of integrative educational supervision has multimedia-based competencies which deal with all elements of the mass educational process.
2. Developing a systematic administrative(Educational Supervision) based on the concept of integrated supervision, that stems from the important role of supervision in the development of the teaching-learning process and highlighting the role of the educational supervisor to evaluate teachers and principals, as well as in preparing the school and school's configurations in order to enable them to perform their work in an integrated manner.
3. Adapting the criteria needed for supervisors' selection in the light of the concept of integrative educational supervision.
4. Use a variety of integrated supervisory methods, individually and collectively, directly and indirectly.
5. Continuous assistance process of educational supervision. Benefit from the feedback, in order to develop, and evaluate the work of supervisors in the light of their complementary work.
6. Increasing the number of supervisors, and establishing standards for distributing the number of teachers to supervisors.
7. Coordinating between the Ministry of Education and the Ministry of Higher Education, to prepare and train supervisors through diploma programs, and a Masters degree in the universities of Jordan to suit the process of educational supervision (Ministry of Education, 1987), including the responsibilities of educational supervisor to improve the educational process through the development of the workers in education, so the task of educational supervisor major search for ways that develop teachers and continuing their growth so that they can meet the requirements of cognitive expansion, especially in the fields of teaching, profession and education (Khatib, 1987).

The need has become urgent to develop a policy and a plan of gathering researchers and educators to coordinate their research for planning, developing and addressing the problems of education, and to find successful solutions, as well as providing a base of information, data and research tools, and that such a policy would put plans and effective programs for staff development in the Education research in general, that the Ministry of Education is concerned to adopt this idea and support it because of its importance, especially since the only model of leadership in educational research in Jordan is the " Educational Research Committee", which is composed of specialists from the ministry 'and others from Jordanian universities.

The Educational research Committee stressed on the need for a national policy for Educational Research, it was the recommendations of the first national seminar organized and organized by the Committee. Holding the second national seminar under the title of "developing" a policy for Educational Research in Jordan", among the objectives that the Committee included for this episode is to find the way how to link educational research plan in Jordan to the development of educational programs, as well as strengthen the link in the planning for the overall development, which is reflected positively on improving the quality of education (Ministry of Education, 1987).

2. Study Statement:

It is worth to mention that supervision aims to develop and improve the effectiveness of the educational process as a whole to bring it to the supreme level, so to keep a pace with the knowledge revolution in the age of knowledge has become the practical and technical values as an important element, thus responding to the requirements of the times in terms of economic and social development. The educational supervisor finds himself/herself confront a lot of challenges, such as the theories of modern education that call for

learning through practice that the recommendations of the meetings of Arab educational and international calls for renewal in education ,and the use of modern technology and scientific research in teaching and learning process, the study focuses on teaching science ,technical skills and vocational educational for instance, require applied experience in addition to the need of upgrading education in a continuous base.In spite of these incentives, the educational supervisor finds himself/herself in many cases, unable to achieve the desired goals because of the obstacles that are either inside or outside the school. The profession of educational supervision is controversial and returns to the ambiguity of the concept of educational supervision, all of that added to the lack of agreement on identifying functions and levels of the supervisor duties can be attributed to ambiguity of the concept of educational supervision due to lack of understanding of the specific meaning of education, and inadequate learning theories, inaccuracy Calibrator governing through the effective education, as well as the lack of agreement on the concept of the curriculum that is worthy to be taught to students, which makes it more complicated that the administrators do not consider the educational supervisor as one of them, and that school administrators are dealing with supervisor with allot of caution, teachers as well do not welcome supervisorsto visit their classes, and that students are wondering when this strange visitor may come (Khatib, 1987). Leaders of education in Jordan alerted to the importance of educational supervision in the following-up, implementation, evaluation and developing of various elements of the educational process, so that the attention of the Ministry of Education to develop educational supervision in all fields, but studies have shown that the educational supervisor does not play the required role, and that supervisory practices have not changed qualitatively (Massad, 1986) the unannounced visits are considered the dominant aspect in the practices of supervisors so that the importance of the role played by the educational supervisor as an educational leader in developing and changing the educational process, consequently this study comes to detect the role of the educational supervisor in curriculum development from the teachers' perspectives in secondary schools in the Directorate of Education for Qasabat Mafraq in Jordan.

3. The study inquires:

This study aims to answer the following questions:

- 1 - What is the role of the educational supervisor in curriculum development from the perspective of teachers in secondary schools in the Directorate of Education for Qasabat Mafraq in Jordan?
- 2 - Does the educational supervisor role differ in terms of curriculum development from the perspective of teachers in secondary schools in the Directorate of Education for Qasabat Mafraq in Jordan variable depending on gender, and experience?

4. The study significance:

The significance of this study can be risen from the following points:

- 1 –It supports teachers to recognize the importance of the role played by the educational supervisor in curriculum development.
- 2 -It enlightens the supervisors with the fact that the roles and practices that they do in curriculum development, as well as helping to train supervisors in the Ministry of Education.
- 3 – It takes the advantage of the educational supervisor role in solving the problems that may face teachers in terms of curriculum, and school books.

5. Procedural definitions:

This study included a number of terms necessary to be defined:

1. Role: tasks and work carried out by the educational supervisor to improve the teaching-learning process.
2. Educational Supervisor: The employee who is appointed by the Ministry of Education, a professional person, aims to improve the teaching-learning process.
3. Development: renovations and improvements in the area to be developed, with the aim of improving the teaching-learning process, and to achieve the desired goals.
4. Curriculum: Is the educational experiences to ensure the development of skills, information and trends among students.
5. High School: every educational institution in configurations includes one or more of the secondary grades.
6. Teacher: Anyone who is in charge of teaching or any other produce specialized educational service in the public institution or private.

6. The limitations of the study:

The current study has a number of limits which define the problem as follows:

1. This study was limited to teachers in the secondary schools in the Directorate of Education- Mafraq in Jordan.

2. This study addressed the role of the educational supervisor in curriculum development, based on teacher's answers in the questionnaire.
3. Instrument of the study was limited to a number of paragraphs that represents the role of the educational supervisor as an educational leader in the development process of the curriculum, among the areas that have been identified in the questionnaire.

7. Literature review:

The topic of educational Supervision in all aspects of the education, received considerable attention from researchers, conducted several studies designed to develop and improve it.

Eva Ness made (1975Evans) a study aimed to find out the performance of teachers, and supervisors in the preferable roles they prefer to be carried out by the educational supervisor in the U.S. The study found the following results: that there is a difference between the views of teachers and supervisors, supervisors concluded that the task of educational supervision must focus on the evaluation of teachers, curriculum development received high degree, while teachers think that the profession of supervision should focus on curriculum development significantly without paying attention to the assessment of teachers.

Bahram conducted (Bahram, 1977) study aimed to determine the role of the educational supervisor in Afghanistan, where the researcher interviewed (53) supervisors and (35) director, and (56) Principals, results of the study have shown that the functions of the educational supervisor basically as they should be in Afghanistan was arranged as follows: organization, coordination, guidance, personnel management, leadership and planning.

Harmon's (Harmon 1978) study tried to investigate the role of science supervisor at secondary schools in the United States, Supervisor's role based on her perspective by selecting the beginnings, developments, trends and outcomes included in the scientific literature. She has scanned the studies by the role of Sciences supervisor, conducted between (1995 - 1976) which has one hundred and six studies, then she has reached the following conclusions: -

- 1 - Most studies care to introduce lists of duties specifying the science supervisor's responsibilities.
- 2 - The Science supervisors mainly a supporter in the development of curricula.
- 3 -Unable to define a consistent and clear role of science supervisor can determine supervisor effectiveness.

Afifi (Afifi, 1980) conducted a study aimed to describe and explain the actual role of supervision, and the ideal role in the state of Tennessee, from the standpoint of supervisors themselves, were the study sample consists of (95) supervisors, The study found no difference between the ideal and actual role of supervisors in several areas, including: the quality of new teachers in analysis and evaluation of teaching and the actual role is less than ideal role required in practice.

The Sharita's (Sheretaha, 1981) study on the expected role of supervisors, and its relationship to their needed trainings, the study has aimed to identify the skills and tools needed by supervisors and needed trainings and develop a program of training, the study sample consisted of (50%) of the community, the study concluded that it can categorize the skills and tools needed by supervisors into five categories: utilities, teachers' performance, improve teaching methods, the relationship between the school and the community and the urgent need for training.

Obaidat's (1981) study aimed to know the views of supervisors in how to use, and how important supervisor competence in the following areas: communication, interaction, planning curriculum, development of teachers, working with groups, Continuing Education, curriculum development, evaluation, change and development, guidance and counseling and human relations, public relations, and administrative work. The study results showed that all the areas mentioned are considerably vital in the opinion of the supervisors, while supervisors vary in the degree of their use to that areas, increasing their use of technology supervision and planning curriculum and interaction and communication with groups, assists, guidance and direction while the level of the development are dropped and the use of the areas of Continuing Education, curriculum development, The change and development, and public relations as well.

Yagmour's (2005) study claims that the educational supervision has positive as well as negative effects on the teachers' work . the first can be seen through the supervisor's methodologies, plans, and suggestions in improving the teacher's job, added to the assistance in guiding the teachers what to do, what to focus on and what to ignore. On the other hand, he believes that some over controlling of the teachers and some less motivation may occur especially if the relationship between the supervisor and the teachers is complicated.

In a study conducted by the Arab Center for Educational Research of the countries(1985), it dealt with

the reality of educational supervision and the development in the Gulf countries in addition to Iraq, the study sample has (180) supervisors and (900) teachers, the study results showed that there are (9) functions supervisor works to achieve, namely: to clarify the educational goals, and follow-up and develop an teacher's action plan, directed to the teaching methods with appropriate choice of teaching aids, training the use of modern education methods, and encourage innovation and creativity, and contribute in representing work problems, and evaluate teaching and participation in courses training, as there are other major functions related to the basic task of the supervisor in providing model lessons, participate in the planning, organizing school activity programs and organizing programs for reciprocal visits between teachers.

Another study conducted by Khalili and SybaRennie(1987) aimed to assist the effectiveness of supervision in the field of science through analyzing the reports of science supervisors regarding teachers at the secondary level in Jordan. The sample studied administrators reports of Science, which amounted to (161) reports results have shown no difference in the estimation of supervisors to the teachers regarding the experience or qualifications, or attend teachers' training courses in any of the areas of estimating supervisor for the teacher (planning, implementation, and evaluation, and appreciation to the teacher).

Khalili and Salameh (1989) study aimed to know the characteristics of real role of supervisory process in the field of science, identifying problems, and inspiring the future of science supervision to improve it in Jordan, where he included the study sample and numbered (22) supervisor, responded to them (17) supervisor The study showed the following results:

Science Supervisors complain of vague supervisory role, and you do not specify their responsibilities, and duties of the supervisory accurately, as evidenced by the results of the study on the low effective planning there are many obstacles, such as: lack of material resources, lack of transportation, and increasing the number of teachers who supervised the educational supervisor.

Raul (Rawl, 1989) study determined the functions of the educational supervisor in North Carolina, The study found that the areas of curriculum, research and leadership, teaching and professional development and public relations, has earned a high degree, and that the areas of personnel and facilities, management, and coordination activities received the lowest degree.

In Malaysia , (Abdul Shakor, 1989) study aimed to develop a curriculum of art education commensurate with the spirit of the age, and after an analytical study found that the Platform for Art Education suffers from the lack of weakness in light of the goals and needs of contemporary researcher studied three types of the Platform of Art Education of United States and compare them to each other, and then derive and compiling information for the development of modern technical education curriculum in Malaysia fit and growth in technical skills of individuals, raise the awareness for the development of art, society and the environment, to bring about a shift in the national artistic heritage.

Ayoub's (1990) study aimed to identify the perception of supervisors role in Jordan for the high level of importance of their duties and the value of exercise, his sample study included (97) supervisors, who are all members of the study population in all Directorates of Education in the Greater Amman, the capital, Balqa, South Shonah, Derails.

The study found the following results:

1. Supervisors conceived the importance of their supervisory tasks based on the following order of importance: curriculum, professional growth, classroom management, teaching and learning, school administration, tests, relationship with colleagues and community planning.
2. Supervisors perspective was based on the extent of their practicing supervisory tasks as follows, in order: classroom management, curriculum, professional growth, education and learning, relationship with colleagues and the community, the school administration, planning, testing
3. There are statistically significant differences at the level (0.05) between the perceptions of the level of importance of supervisors to their supervisory functions, and the degree of practice for each individual field and in favor of importance.
4. There were statistically significant differences (0.05) between the perceptions of supervisors regarding the degree of importance of their duties and the degree of practices for a total of tasks, and in favor of importance.
5. The results showed that educational supervisors don't practice the supervisory duties extent consistent with the degree of importance.

Jenkins (Jenkins, 1991) study aimed to prioritize the role of educational supervision in curriculum development, where the researcher through a comprehensive study of Educational literature for the

classification of nine behaviors or practices leadership of Educational Supervision regarding the development of the curriculum, and based on these practices or behaviors nine has developed a questionnaire survey was distributed to supervisors in the state of Washington The study found the following results:

1 - Supervisors educators in the state of Washington have a leadership practices associated with the development of the curriculum.

2 - The study identified the three most important priorities in developing the curriculum in the future in a descending order of importance: adapting facilities associated with the drafting an acceptable objectives valid and consistent for all curricula, and the development of the structural facilities required by the development phase of the curriculum, then give the opportunity to other multiple levels to participate in strengthening the curriculum and evaluation.

Nagadat (1991) study aimed to determine the role of educational supervisor in improving the educational activities in public schools of Ma'an, where the sample of the study consisted of (356) teachers, The study found the following results:

1. There are statistical significance differences between the opinion of teachers in the educational role of the supervisor regarding sex, and experience

2. There are no statistical significance differences between the opinions of the teachers in the educational role of the supervisor regarding qualification and location.

Alepeshaarh (1992) study aimed to find out the role of the educational supervisor in the development of the Platform for Art Education to highlight the real image for this role, where the study sample consisted of all the supervisors for the Study of Art (21) supervisors, and consisted of (320) teachers belong to Education Directorates in Irbid, and BaniKenana, Jerash, Ramtha, Ajloun. The study results showed that the supervisors role in the development of the curriculum, and indicated the test results (v) the existence of differences at level (0.05) between the opinion of teachers themselves in the role of the educational supervisor regarding to qualification, as well as the lack of statistically significant differences between the opinion of supervisors and teachers in the educational supervisor role.

Shraideh's (1993) study aimed to find out the role of the educational supervisor in improving the educational processes in primary schools, and revealed the effect of gender, experience and qualification in determining that role. The study sample consisted of teachers in schools at the Koura district which included (269) male, used in this study, the researcher developed a questionnaire, which consisted of 60 items covering five areas of educational supervisor role in improving the educational processes.

The study found the following results:

1. The teachers' opinions in the educational supervisor role in improving the learning process around was minimum (2.69) and percentage (53.92%).

2. There were statistically significant differences between the teachers' opinions in the educational role of the supervisor regarding the gender in favor of females, and experience for the benefit of the long ones, and to the qualification campaign in favor of a community college diploma.

Through a review of previous studies, the researchers found that the educational supervision received researchers' attention, the results of these studies show that the most important roles of the educational supervisor is curriculum development, which improves the relations within the school, directing and dragging attention to the teachers' sensation, and working to resolve the problems, planning and organizing have occupied the development Curriculum first place for the supervisor role in terms of importance and priority.

8. Study methodology:

The study community consisted of all teachers and school directors who study in different schools in the Directorate of Secondary Education to Mafraq , spread over four high schools as shown in Table (1).

Table 1. The distribution of the study community

Number of study sample	Number of the study community	Number of Schools	Gender
55	55	4	Male
42	42	4	Female
97	97	8	Total

Table 2. The Distribution of the Study Sample in term of Variables (Gender, Experience)

Total	Experience in Years		Gender
	More than (5) Years	Less than (5) years	
55	37	18	Male
42	29	13	Female
97	66	31	Total

9. Study tool:

In preparing and developing the questionnaire for this study , the researchers used sources to answer the following questions:

What is stated in the theoretical literature on educational supervision?

What is stated in official instructions and communications issued by the Ministry of Education, as evidence of the educational supervisor?

What was stated in the previous research and studies?

What reported of recommendations from the Conference of Educational Development (1987), and all the worksheets introduced in the conferences of educational supervision?

Views and ideas of concerned expertise in the field of educational supervision, curriculum and Jordanian universities, professors, and some supervisors.

Were also study tool identified that represents the role of the educational supervisor as an educational leader in the development process of the curriculum, where they were identified as follows:

1. The first area: Objectives
2. The second area: Planning

the questionnaire consisted of two sections: The first section includes FAQ, as between researchers for teachers how to answer on paragraphs of the resolution. The second section includes paragraphs of the resolution, which consists of (22) paragraphs spread over areas of study tool.

9.1 Tool trustees

Primarily paragraphs drafted questionnaire its basic image, the questionnaire represented to a panel of arbitrators, to express their opinion in the sincerity of the content, and the extent of affiliation paragraph for the domain that there under, and precision drafting language, was deletion and modification and addition based on their observations, questionnaire finalized (22) items distributed on the areas of the tool

The stability of the tool:

Was to ensure the stability of the tool through distribution to (20) teachers who are teaching the curriculum for secondary classes from outside the study sample and using Cronbach's Alpha processor, reliability coefficient was calculated for each area of the tool, and stability coefficients ranged between (0.88 to 0.91) while the reliability coefficient of the tool as a whole (0.89)

Table 3. Reliability coefficient for each of the areas of resolution and the number of paragraphs

Number of Paragraphs	Stability Factors	[Domain
12	0,91	Objectives Domain
10	0,88	Planning Domain
22	0,89	Tool in General

9.2 Study Procedures:

After confirming the veracity of the study tool and stability, questionnaire was distributed to members of the study sample which numbered (97) teachers who are teaching the different approaches in the high school classroom, a questionnaire distributed to them mediated by school administrators, supervisors, and asked the members of the study sample read the FAQ questionnaire accurately and then read the resolution carefully, estimate the appropriate class for each paragraph of the questionnaire. Then collected questionnaires from the study sample, where it was received at time intervals varying been corrected and the translation of responses to the signs as follows: very large (5), large (4), Medium (3), Low (2), very few (1).

9.3 Statistical Processing:

Questionnaires' marks were transferred to the computer, and were statistically treated, where they were extracted into averages and standard deviations for each paragraph as well as each field of study, and to identify differences between the views of teachers in different variables of gender experience, have been using the arithmetic averages.

10. Results and findings:

10.1 Results related to the first question:

What is the role of the educational supervisor in curriculum development from the perspective of teachers in secondary schools in the Directorate of Qasabat Mafraq in Jordan?. The answer to this question was calculated arithmetical averages, and deviations to standard, to estimate the response of teachers for each paragraph of the scale, and then each of the fields that defines the role of the educational supervisor in the process of development and changes of curricula. The following results related to paragraphs every area of the role of the educational supervisor in the process of change and development have indicated arithmetical averages which have emerged that there is a real role for Musharraf education in the process of development and change of the curriculum. Perhaps these results may lead to the faith of the Ministry of Education and the importance of the role of the educational supervisor in the process of educational development, which have been summoned developments that accompanied the National Conference for Educational Development to the need for training and qualification of supervisors in the first phase of a series of courses in the field of training which contributed to the creation of qualified supervisory, which have had an active role in authoring educational curricula modern, developed and evaluated As for the areas of the role of the educational supervisor came as follows:

10.1.1 Goals domains:

This area includes (12) paragraph, every paragraph describes the role of the educational supervisor roles in the process of development and change of the curriculum through field goals, and Table (4) averages and standard deviations to field goals.

Table 4. Averages and standard deviations to vertebrae field goals
 the text of paragraph number arithmetic mean deviation

Rank	Vertebrae	Average	Text	Number
1	1,13	3,83	supervisor works on the link between the objectives of the curriculum and the needs of the community social, economic and cultural	4
2	0,98	3,74	supervisor is keen on linking the objectives of the curriculum to the needs of different pupils	9
3	1,01	3.65	supervisor is keen to enlighten teachers on the educational philosophy upon which the curriculum is built	1
4	1,05	3,63	supervisor is keen to take into account the objectives of the curriculum teachers creativity in the educational behavior	6
5	1,05	3,62	supervisor works on linking the objectives of the curriculum overall objectives that serve to achieve the objectives of the teaching-learning process	12
6	1,05	3,61	supervisor is keen to take into account the objectives of the use of the Arabic language curriculum proper use of fluent and clear	11
7	1,08	3,58	Supervisor is keen educationally to take into account the objectives of the curriculum problems faced by teachers and develop appropriate solutions	7
8	0,99	3,58	supervisor is keen to develop the students' curriculum goals three aspects: cognitive, emotional, self-motor	10
9	1,03	3,55	supervisor cooperates with teachers to develop annual plans and quarterly daily achieve educational goals	2
10	1.03	3.50	supervisor is keen to take into account the objectives of the curriculum pupils properties psychological, social, physical and mental	3
11	1,12	3,50	adjusting the educational goals of the curriculum supervisor to take into account individual variation among students	5
12	1,48	3,48	adjusting educational supervisor curriculum to suit the objectives and the potential for a school that works out	8
3,60			Average	

As shown in Table No. (4) The arithmetical averages of paragraphs field goals ranged between (3.85-3.48) where I got paragraph (works educational supervisor on the link between the objectives of the curriculum and the needs of the community social, economic and cultural) on the highest average account in this area and of (3.85), while I got paragraph (adapted educational supervisor targets curriculum to suit the potential of the school that her works) at least average account in this area and of \$ (3.48) also got paragraphs No. (7.10) from this area on the same arithmetic mean of \$ (3.58), has got Paragraphs (3, 5) on the same arithmetic mean of \$ (3.50) has got field goals on average account of \$ (3.60) Field Goals:

The results indicated

that the awareness of the educational supervisor of the importance of educational goals and work to achieve them and developed continuously, the keenness of the educational supervisor to take into account the objectives of curriculum innovations teachers in their behavior education, and the keenness of the educational supervisor to develop the objectives of curriculum that students have three aspects: cognitive, emotional, and self kinetics. Undoubtedly, the educational objectives are not related to education, and reflect the needs of the learner, therefore the objectives of the curriculum should be relevant to the lives of learners, and the social conditions in which they live, the educational goals of any platform derived from the community's goals and philosophy, and where society is in constant evolution, That is why the community's goals are subject to change and develop the objectives of the community where the educational supervisor has worked to link the goals of the curriculum overall objectives that serve to achieve the objectives of the educational process.

The foregoing it can be said, in the light of the results of arithmetic averages, to oversee an active role in the educational curriculum development, and that there is a convergence of arithmetic averages for each area of study.

This study agreed with the results of Jenkins's (1991), (Jenkins that supervisors have the leadership practices associated with the development of the curriculum.

Also with results of Alepshaarh study (1992), that showed the educational supervisor role in the development of art education curricula.

And consistent as well as with Ayoub study (1990), that the development of the curriculum is considered one of the most important tasks of the educational supervisor and degree of exercise.

10.1.2 Planning domain:

This area includes 10 paragraphs, each paragraph describes the role of the educational supervisor in the process of development and changes of the curriculum through the field of planning and this is shown in table (5).

Table 5. Arithmetic averages and deviations architectural planning paragraphs

Rank	Deviation	Arithmetic Average	Text	Size
1	0,96	4,08	supervisor of teachers involved in the formulation of public policy in the school	22
2	0,94	4,02	supervisor helps teachers to develop alternative plans to cope with emergency conditions	14
3	1,06	3,81	supervisor collaborates with teachers to develop remedial plans for some pupils	15
4	0,97	3,71	supervisor collaborates with teachers in planning the implementation of the curriculum	16
5	1,04	3,60	supervisor collaborates with teachers in planning to organize a supervisory program related to his/her visit to the teachers	17
6	1,14	3,56	supervisor update the teacher with supervisory plan, objectives and methods of implementation	18
7	1,04	3,53	supervisor helps teachers to know the importance of time to plan	13
8	1,06	3,53	supervisor encourages teachers to plan for the implementation of the program of mutual visits, included	20
9	1,11	3,51	supervisor collaborates with teachers to provide facilities for the success of the plan	21
10	1,07	3,36	supervisor involved with teachers in planning for the development of solutions to the problems that arise in school	22
3,67			Average	

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