

# The Professional Competencies are Possessed by Educational Supervisors of Social Studies from Viewpoint of Social Studies Teachers in Qasbat Al-Mafraq -Jordan.

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## Abstract

This study aimed to define the level of professional competencies of educational supervisors of social studies from social studies teachers' view point in the district of Qasbat Al-Mafraq. A sample consisting of 120 male and female teachers was drawn from the study population 150. The instrument developed to serve the objectives of this study was a 36 item questionnaire mainly related to the competencies of supervisors, which was validated as adequate for the purpose of this study. Statistical analysis of the results revealed the following: The overall level of competencies of educational supervisors rated medium, there is no statistically significant differences (at the level  $\alpha = 0.05$ ) attributable to the variables of gender, academic qualification or years of experience were found in results of either the study fields overall or the instrument as a whole. Based on the study findings, the researcher offered recommendations to upgrade the competencies of the Educational Supervisors by providing relevant training courses to reform the traditional supervision procedures currently practiced, using modern contemporary techniques.

**Key Words:** professional competencies, educational supervisors, and social studies' teachers.

## 1.0. Introduction

Educational supervision serves to utilize the potentials available for the school to successfully execute the curricula and educational plans based on educational development programs which individually and collectively aim to upgrade teachers' performance.

(Al Soud,2002,67), defines educational supervision as being: "the total and continuous systematic educational activities the educational supervisors, principals, peers and teachers themselves carry out towards improving the educational skills of teachers, simultaneously achieving the goals sought from the educational process."

Other related studies such as (Babteen 2004, Hoffman 2002) consider supervision as one of the most significant pillars supporting the educational process, in its contribution to the consideration of individual differences between teachers while at the same time, improving the distinct skills of each. Therefore, supervision in this aspect also helps to supplement teachers' needs, providing well-defined procedures tailored to each category of teachers to fill any deficit.

Since competency is considered one of the major pillars of educational supervision, the educational supervisor can therefore perform more efficiently as and when he or she is equipped with such competencies. Therefore, competencies maybe defined in this context as a group of knowledge, skills and attitudes the Supervisor has and may be observed and measured (Muqat 2002, P. 63).

(Dwaik,2003). Asserts that to arrive at the required technical and efficiency level of supervision, Educational Supervisors must have a set of performance competencies that enable them to perform their assignments satisfactorily. The same set of performance competencies practiced and improved upon by the educational supervisors, allows them to prepare and put into operation supervision and training programs which help teachers upgrade performance skills and thereby become more efficient educators. Having attained a high level of competencies also helps Supervisors to minimize mistakes and raise their confidence in the supervision process rendered.

Competencies involve four basic dimensions: Moral Dimension which is the Supervisor's code of ethics; Academic Dimensions related to the knowledge based competencies required for the supervisor to perform efficiently; Education Dimension, mainly related to the Supervisor's ability to successfully apply the required

concepts, attitudes and behavioral performance and realize a successful conclusion; finally, Behavior and Skills Dimension which refers to the ability of the Supervisor to elevate the teacher's performance taking into consideration individual differences, which can only be achieved by following multiple instructing methods (Al Houli, Jawaher& Al Qalaf, 2008, (Kapsuuzoglu, S. & Balaban, 2010).

Given the direct correlation between professional competencies and the nature of the work of the Educational Supervisor, it is an imperative for this study to review and research the competencies of Jordan's Educational Supervisors. This present study therefor aims to detect the level of professional competencies demonstrated by Educational Supervisors of Social Studies as measured from the viewpoint of Social Studies Teachers in the district of Qasbat Al-Mafraq.

## **2.0. Statement of Problem**

The researcher identified the problem of the study through review and reference to previous studies and discussion with social studies teachers, in addition to relying on his own experience as a specialist in social studies. The problem examined in this study was the extent to which professional competencies are demonstrated by educational supervisors from social studies teachers' viewpoint in Qasbat Al-Mafraq. It is recognized that the professional competencies of supervisors are of great importance, embodying the knowledge, values and skills that shape an efficient supervisor, one who is alert and open-minded in his attitude towards the issues of teachers and students, and the whole process of teaching. Consequently, educational institutions have taken serious steps towards implementing contemporary patterns of educational supervision as a means of achieving their ultimate purpose. An example of the steps taken is the large number of training workshops held for educational supervisors, yet despite this positive development there remains an urgent need for additional research and study in this area. Moreover, the researcher noted the predominant use of traditional patterns of supervision, although the majority of current administrative literature calls upon educational institutions and educational supervisors to redirect their attitudes and adopt contemporary supervision methods, given their tangible outcomes on the improved performance of teachers. In addition, it is important to note that the overall performance of the Educational Supervisor is equally defined by the competencies he/she possesses.

## **3.0. Significance of the Study**

- The importance of this study lies in its attempt to reveal the levels of professional competency possessed by the social studies educational supervisors, from the personal viewpoints of the Social Studies teachers at schools in the district of Qasbat Al-Mafraq.
- This study provides decision-makers in the Jordan Ministry of Education with feedback in respect of the level of professional competencies of the educational supervisors surveyed in this paper, and will it is hoped, have a positive impact in motivating improvements.
- It is also intended to open the doors of opportunity to recommend and establish special training programs contributing to the upgrading of educational supervisor competencies, ultimately improving the educational process in general.

## **4.0. Objectives of the Study**

This study aims to reveal the level of professional competencies of educational supervisors of social studies from the viewpoint of social studies teachers at schools in the district of Qasbat Al-Mafraq. Variances' in the viewpoints of study sample participants with regard to variables of gender, experience and education will also be highlighted in the study analysis.

## **5. Questions of the Study**

**The study aims to answer the following questions:**

RQ1: To what extent are professional competencies possessed by the social studies educational supervisors from the personal viewpoints of social studies teachers in the district of Qasbat Al-Mafraq?

RQ2: Are there any significant statistical differences in the level of professional competencies of the educational supervisors of social studies, from the personal viewpoints of social studies teachers in the district of Qasbat Al-

Mafrq, with regard to variables of gender, experience and education?

## 6.0. Definitions of terms

- **Professional Competencies:** The group of abilities and knowledge the educational supervisors have developed and acquired whether through college study or during their careers. Professional competencies will be measured for the purpose of this study through the study instrument specifically prepared for the purpose.
- **Social Studies:** Social sciences simplified for educational purposes with related educational methodologies; includes history, geography, national, social, economic and political education as well as anthropology.
- **Educational Supervisor:** The appropriately qualified official appointed by the Jordan Ministry of Education, to perform follow up-on teachers and identify their relevant career needs.

## 7.0. Limitations to the Study

This study was limited by the following:

- **Human Limitations:** the study covered teachers of Social Studies curricula aiming to define, from their viewpoints, the level of professional competencies of the social studies educational supervisors in the district of Qasbat Al-Mafraq.
- **Time Limitation:** the study sample covered the teachers of social studies in the second semester of the academic year 2013/2014 in Qasbat Al-Mafraq schools.
- **Location Limitation:** the study was limited to include the education department of the district of Qasbat Al-Mafraq.
- **Subject Limitation:** the instrument, a questionnaire, prepared by the researcher for the purpose of this study consisted of (36) items covering (4) main fields: personal competencies and knowledge competencies consisting of (10) items each; professional competencies consisting of (9) items, while professional upgrade of teachers while in service" consisted of (7) items.

## 8.0. Review of literature

The researcher reviewed several studies related to the topic of the study.

(Abu Hoody ,2000). conducted a study aimed at providing an overview of the diligence of Educational Supervisors in performing their professional duties competently, from the viewpoint of the teachers. He also attempted to uncover the effect of gender, experience, qualifications and education district on the teachers' rating of the Supervisors' professionalism and their supervision competencies. The study sample of (192) teachers were randomly selected .The most significant finding of this study was the low degree of supervisor competencies. Moreover, analysis results showed no statistical differences attributed to gender or experience variables

(Rieck, 2000) aimed to identify the major role of the educational supervisor in student evaluation and follow-up of in conjunction with systematic evaluation methods such as term tests. The study emphasizes the significance of constant evaluation of students.

Through his research Cook, (2000) aimed to highlight various educational competencies and the effect of some variables, such as experience for example. Cook utilized direct observation, attending classes given by 6 male and female teachers. His conclusion was positive for the basic educational competencies, with a further observation that Supervisors revealed better educational competencies and interaction with smaller classes.

Competencies required of educational supervisors were also identified by Cooper & Graham (2001), who concluded that personal, efficient management and self-development competencies were the most important.

The professional role required of educational supervisors to improve the educational process was studied by (Al Bana,2003).It identified from the viewpoint of 422 teachers who answered a questionnaire. Results showed that supervisors gave the first priority to the curricula and revealed no significant statistical differences attributed to the study variables.

(Al Kendi, 2003).His study surveyed the training requirements for supervisors in the Sultanate of Oman from the

points of view of the supervisors themselves. Results showed the highest means for career development, measurement and evaluation, and indicated that educational supervisors were more capable of estimating their training needs than senior teachers. Statistical differences were also found to be valid for the variables of Position; Experience (medium and short) and also, for female members of the sample, Educational Matters and Education Technology Fields.

Performance competencies required for educational supervisors in different education stages were revealed in the study of (Al Zaidy,2004).Which was aimed at identifying the significance of those competencies and the degree to which they are practiced by educational supervisors. The study encompassed (426) educational supervisors, showing a high competency standard and significant statistical differences for the variables of Significance and Degree of Practice of the Competencies, in relation to all the study fields.

(Omeri,2005).Study aimed at discovering the degree of practicing of educational professional competencies possessed by the teachers of computer in high school stage from teachers` viewpoint in light of teachers` variables, :experiences, academic qualification. Questionnaire was distributed to a study sample consisted of 438 female and male teachers. The result of the study shows that the teachers` estimation of practicing importance to educational professional competencies come as the highest average, where as the process of practicing comes average. The result also shows statistical differences in the importance of educational professional competencies attributed to the variable of academic qualification infavour of bachelor degree.

(Al Momani, 2008). Study aimed at identifying the most importance of a new technology required for performance competencies of teachers from view point of teachers and educational supervisors in Irbid Jordan. The study consisted of (87) educational supervisors, and questionnaire consisted of ( 33) items . Results of the study showed that supervisors were generally positive towards the efficiency of required technical performance competencies of teachers from viewpoint of educational supervisors` .There were a significant statistical differences found due to gender infavour of male.

(Ayesh, Ayash & Amaal ,2010).The study conducted by aimed to determine the effectiveness of training to improve educational supervisor competencies, as perceived from the supervisors' point of view. The study followed a descriptive method using a questionnaire of 39 items divided into two fields surveying the two main aspects of the educational supervisors' work, Administrative and Technical. The study sample consisted of 55 male and female supervisors working with UNRWA-Jordan. Results of the study showed that supervisors were generally positive towards the efficiency of the training programs held to upgrade their technical and administrative competencies. No significant statistical differences were found due to gender or the supervision stage as compared to how educational supervisors evaluate the training programs held by the UNRWA.

(Azzri', 2011).Study identify the educational requirements for educational supervisors in the northern governorates of the West Bank from the point of view of managers. The study which included 358 supervisors and managers indicated a high level of educational requirements for the educational supervisors.

(Saloom and & Mokhlafi,2010) .Study aimed at discovering the Evaluation of Proficiency of Social Studies` Teachers who graduated from community colleges at Sultan Qaboos University from teachers and educational supervisors `viewpoint .A questionnaire was developed then distributed to study sample consisted of 122 teachers , 16 of them are educational supervisors. The study showed the average of main proficiency is high while there is a problem in teaching technology design .Study result pointed out that there is a statistical difference between the graduate teachers from community teachers and level of their proficiency infavour of graduate teachers.

(Al Qasem ,2013).Study endeavored to discover the level of electronic supervision being used in public schools in the West Bank from the point of view of the educational supervisors. He also aimed to highlight the effects of Gender, Education, Experience, Major and Education Department variables, on the use of electronic supervision in public schools. The study instrument was a questionnaire distributed to 244 supervisors from Education Departments in the northern West Bank. Results of the study showed the respondents were overwhelmingly consistent – with an average of 79.40% regarding the use of electronic supervision in their daily work.The outcomes further state no significant statistical differences with relevance to the variables: the Major and Years of Experience at the current employment grade, whereas the Gender and Education variables were significant in Acquaintance with the Importance of Electronic Supervision. Significant statistical differences were mainly seen in the Males, Master Degree and Higher Studies variables.

### 8.0. Comments on the Previous Studies

Following a review of the above studies, the significant role of professional competencies on the performance of educational supervisors can be clearly derived and comprehended. Although this study may be similar in some aspects to many of the previous studies listed above in researching and exploring the role of professional competencies required for the post of educational supervisor (Azzri' ,2011)..( Ayes, Ayash&Amaal ,2010)..(Cooper & Graham, 2001).., (Al Zaidy ,2004).., (Al Kendy .2003). The current study provides a more comprehensive and holistic approach. The aim of the current study is to define the extent to which these professional competencies are possessed and illustrated by the educational supervisors of Social Studies curricula from the viewpoint of Social Studies teachers in the district of Qasbat Al-Mafraq.

### 9.0. Methodology Population and Sample

The present study sample of social studies teachers consisted of 120 male and female teachers randomly selected from a population of the social studies teachers in Qasbat Al Mafraq District totaling 150 teachers. A polit study was applied on 30 male and female of social studies teachers randomly selected from Qasbat Al Mafraq District.

Table (1) illustrates the distribution of the sample selected following the study variables.

Table (1):

Distribution of Study Sample Following the Study Variables

Study Variables	Levels of Variables	Frequency	Percentage
Gender	Male	80	0.67
	Female	40	0.23
Education	Bachelor	75	0.63
	Higher Studies	45	0.37
Experience	Less than 5 years	47	0.39
	5 – 10 years	39	0.33
	More than 5 years	24	0.28
Total		120	100

### 9.0. Instrumentation

A questionnaire consisting initially of 40 items was developed by the researcher depending on the previous studies to determine the extent to which professional competencies are available to the Educational Supervisors of Social Studies from Social Studies Teachers` viewpoint at Qasbat Al Mafraq District in Jordan. It was divided into 4 denominations with the final form consisting of 36 items.

#### Validity of the study

The questionnaire was presented to a panel of independent specialists from the Curriculum Department at Al-Albait University and Yarmouk University for evaluation and comment according to suitability and linguistic accuracy criteria, and addition or deletion of items.

Following implementation of the amendments recommended by the academic review panel, the final form consisted of 36 items divided into four fields: "Personal Competencies" 10 items, "Knowledge Competencies" 10 items, "Professional Competencies " 9 items, "Professional upgrade of teachers while being in service" consisted of 7 items. The above procedure may be taken as the Face Validity of the instrument.

#### Reliability of the study

For the reliability of the internal consistency of the study instrument and its relevant fields, Cronbach Alpha was applied to the pilot sample of 30 teachers. To re-confirm the reliability of the study instrument along with its relevant fields, the Test-Retest application was repeated on the same pilot sample after a two-week lapse. The Pearson Correlation Test was then applied to the two applications the results of which are shown in table 2.

**Table 2**

**Internal Consistency Factor and Test-Retest Applications for the Study Instrument and its Relevant Fields**

The role of supervisors in improving the performance of primary school teachers.	<b>Internal Consistency Factor</b>	<b>Test-RetestFactor</b>	<b>No of Items</b>
Personal Competencies	0.93	0.83	9
Knowledge Competencies	0.93	0.84	10
Professional Competencies	0.92	0.88	9
The professional upgrade teachers while being in service.	0.91	0.87	6
Total	0.97	0.84	43

As can be seen from Table 2, the Cronbach Alpha internal consistency factor for the study instrument was 0.97. As for the study fields, the same factor value ranged between 0.91-0.93 and the Test-Retest application value was 0.84. The Test-Retest for the study fields fell between 0.83 – 0.88. Given these outcomes, all the above values are accepted as valid and applicable for the study instrument.

The Likert 5-Interval Scale was selected to analyze the responses to the study instrument as follows: Very Low: 1, Low: 2, Medium: 3, High: 4, and Very High: 5.

Response means were defined as: Less than 2.5 = weak; 2.5 – 3.5 = Medium, More than 3.5= strong

**9.1.Study Variables:** Independent and dependent.

- **Independent Variables:**

Gender: Male/Female

Education: Bachelor/Higher Studies.

Experience: Less than 5 years, between 5 – 10 years, more than 10 years

- **Dependent Variables:** Including the competencies of educational supervisors

**9.2. Statistical Analysis:**

In order to answer the questions of this study, the following statistical analysis methods were used:

Data collection from the questionnaire was analyzed using the SPSS statistical package generally used in social sciences. Means and standard deviation were calculated for the instrument fields and illustrated in descending order. In addition to T-Test and percentages used to calculate results of responses to the first question regarding the availability of professional competencies , and the second question regarding statistical differences in the level of professional competencies.

Means and standard deviations were used to calculate results of responses to the Second question regarding the extent to which professional competencies are possessed by the educational supervisors of social studies curricula from the viewpoint of social studies teachers in the district of Qasbat Al-Mafraq, relevant to the study variables and with regard to variables of gender, experience and education.

**10.0.Results for Question One:**

"To what extent are professional competencies possessed by the social studies educational supervisors from the personal viewpoints of social studies teachers in the district of Qasbat Al-Mafraq?"

Means and Standard Deviation were calculated for the instrument fields and illustrated in descending order in table 3.

**Table 3**  
**Respondents' responses concerning the availability of professional competencies**

Rank	Field No	Filed	Mean	Standard Deviation	Grade
1	2	Knowledge Competencies	3.294	0.73	Medium
2	3	Professional Competencies	3.235	0.76	Medium
3	1	Personal Competencies	3.224	0.74	Medium
4	4	The professional upgrade of teachers while being in service.	3.197	0.78	Medium
Mean			3.242	0.66	Medium

Table 3 illustrates no significant differences in the means and standard deviations for professional competencies, with means between 3.197 – 3.294 and standard deviations ranging between 0.73 – 0.78 :Knowledge Competencies ranked highest, Professional Competencies ranked second Personal Competencies, ranked third ,while Professional Upgrade of in-service teachers ranked last. These results indicate an overall medium degree of proficiency.

Means and Standard Deviations of the views of the study sample towards each question of the study were also calculated as follows:

- **Field of Personal Competencies:**

**Table 4**  
**Averages and standard deviations for the field of personal competencies in descending order**

Field	Rank	Item No	Items	Mean	Standard Deviation	Grade
	1	7	The Supervisor is flexible and accepts other parties' views.	3.462	0.99	Average
	2	4	The Supervisor is highly motivated and is directed towards improvement.	3.291	0.98	
	3	9	The Supervisor is a self-confident person.	3.260	0.98	
	4	3	The Supervisor is a good negotiator and is able to introduce his thoughts reasonably.	3.211	0.94	
	5	10	The Supervisor demonstrates high spirit of leadership.	3.197	0.98	
	6	6	The Supervisor is an objective and non-biased person.	3.179	0.91	
	7	2	The Supervisor speaks plain Arabic free of faults.	3.188	0.89	
	8	5	The Supervisor is an honest, sincere and just person.	3.169	0.97	
	9	1	The Supervisor demonstrates an example in both appearance and behavior.	3.145	0.87	
	10	8	The Supervisor is a modest and easy going person.	3.130	0.93	

The above table shows means for all 10 items of the Personal Competencies field in the range 3.130 – 3.462 = medium rating.

- **Field of Knowledge Competencies**

**Table 5**

**Means and standard deviations for the 10 items of the field of knowledge competencies from the point of view of social studies teachers, in descending order**

Field	Rank	Item No	item	Mean	Standard Deviation	Grade
Knowledge Competencies	1	1	The Supervisor is highly specialized in the curricula content.	3.794	0.95	High
	2	3	The Supervisor is able to train teachers in the area of his field.	3.525	0.91	
	3	5	The Supervisor is acquainted with educational techniques and keeps pace with updates in curricula content and education in general.	3.426	0.88	Medium
	4	7	The Supervisor is able to define e-knowledge sources and websites required for search and information	3.386	0.91	
	5	6	The Supervisor is acquainted with report and research writing techniques	3.269	1.02	
	6	4	The Supervisor is aware of the educational updates in the area of his specialty.	3.238	0.95	
	7	10	The Supervisor is qualified with the working techniques required to improve educational products and adapt them to supervision updates.	3.224	1.01	
	8	9	The Supervisor has the ability to utilize information technology in educational supervision assignments.	3.188	1.04	
	9	2	The Supervisor is aware of the emerging updates in relevant fields aiming to build a comprehensive view of the curricula.	3.161	1.03	
	10	8	The Supervisor is aware of logical and psychological components of the units encompassed by the curricula.	3.108	1.03	

As can be seen from Table 5, the results related to the field of "Knowledge Competencies" are as follows:

Item 1: "Educational Supervisors are deeply experienced with the content of the curricula" ranked first and highest with 3.794 (average of ()). Item 3: "Educational Supervisors have the ability to train teachers" followed with an average of 3.525.

Items 2-10 rated medium efficiency with a statistical means range of 3.108 – 3.426.



- **Field of Professional Competencies:**

**Table 6**

**Means and standard deviations for the field of professional competencies, in descending order**

Field	Rank	Item No	Item	Mean	Standard Deviation	Grade
Professional Competencies	1	3	Drafting educational objectives in varied levels.	3.475	1.07	Medium
	2	4	To design a model plan for the class.	3.314	0.94	
	3	8	To analyze the instruction methods incorporated in the curricula considering the education strategies and standards.	3.247	0.97	
	4	1	To define education objectives in varied levels.	3.238	1.00	
	5	5	To decide whether the content of the curricula is equivalent to the students' mental abilities.	3.238	0.98	
	6	7	To analyze the curricula considering the objectives designed for them.	3.233	0.95	
	7	6	Being familiar with special instruction methods and whether or not they are relevant to the curricula content.	3.215	1.06	
	8	2	To design education units.	3.211	0.98	
	9	9	To analyze the methods and the special tools incorporated in the curricula taking in consideration the wide range of evaluation tools and techniques available.	3.090	0.94	

Table 6 shows medium efficiency for Professional Competencies items 1 – 9 with statistical means ranging from 3.090 – 3.475.

- **Field of developing the professional competencies during work.**

**Table 7**

**Means and standard deviations for the field of professional upgrade of in service teachers, in descending order**

Field	Rank	Item No	Item	Mean	Standard Deviation	Grade
Professional upgrade of Teachers	1	5	To design a plan to improve teacher's abilities and skills on individual basis.	3.463	0.99	Medium
	2	2	To utilize efficiently Clinical Supervision seminars.	3.357	0.98	
	3	6	To design an integrated training program to elevate the professional and educational abilities of teachers.	3.347	0.98	
	4	3	The use of feedback to improve education and learning.	3.293	0.95	
	5	1	To design an overall plan to define the human resources required for the	3.234	1.01	

			educational process.		
	6	4	To design a plan to improve teacher's performance.	3.179	1.00
	7	7	To execute and manage training programs.	3.155	0.89

The field of Items (1-7)of developing the professional competencies during work. As illustrated in Table 7, teachers rated medium efficiency with means ranging between 3.155 –3.463.

### 10.1. Results for Question Two:

"Are there any significant statistical differences in the level of professional competencies of the educational supervisors of social studies, from the personal viewpoints of social studies teachers in the district of Qasbat Al-Mafraq, with regard to variables of gender, experience and education?"

Results of means and standard deviations analysis relevant to study variables are shown below in table 8.

**Table 8**

**Means and standard deviations of professional competencies, the extent to which professional competencies are possessed by the educational supervisors of social studies curricula from the viewpoint of social studies teachers in the district of Qasbat Al-Mafraq, relevant to the study variables**

Study Variables	Levels of Variables	Mean	Standard Deviation
Gender	Male	3.083	0.62
	Female	3.272	0.67
Education	Bachelor	3.198	0.72
	Higher Studies	3.278	0.62
Experience	Less than 5 years	3.270	0.76
	5 – 10 years	3.203	0.68
	More than 5 years	3.266	0.60

As can be seen from this table, statistical differences are significant in "Extent to which professional competencies are possessed by the educational supervisors of social studies curricula from the viewpoint of social studies teachers in the district of Qasbat Al-Mafraq" relevant to variations in the study variables. To find the face validity of statistical differences, the 3-Way Anova test was applied as illustrated in Table

**Table 9**

3-Way Anova) analysis for the role of supervisors improving the performance of primary school teachers from the viewpoint of social studies teachers in relevance to the study variables

Source of Variance	Sum of Squares	Level of Freedom	Sum of Squares Mean	Calculated F Value	Statistical Significance
Gender	0.782	1	0.782	1.768	0.185
Education	0.204	1	0.204	0.461	0.498
Experience	0.149	2	0.075	0.168	0.845
Total Error	96.473	218	0.443		
	97.874	222			

Table 9 shows no significant statistical differences valid at the credibility level ( $\alpha = 0.05$ ) between the means and the standard deviations for the extent of professional competencies of the educational supervisors of Social Studies curricula from the viewpoint of the social studies teachers in the district of Qasbat Al-Mafraq according

to the study variables (gender, education and experience).

The researcher attributes such results to the fact that supervisors are being selected in the manner prescribed above following the application of similar criteria. Moreover, the supervisors perform similarly since they are generally subject to more or less similar supervision regulations, thus providing limited opportunity for the supervisors to benefit from recognition of abilities outside the range of those under scrutiny and resulting in general mediocrity. These factors, consolidated by the uniformity of the education environment in the schools of the study area with regard to resources, equipment and facilities allocated to them, justifies the overall similarity seen and lack of significant statistical differences in this field. This result concurs with the results obtained by Abu Hoodi (2000) in which no significant statistical differences were found in supervisor competency levels, related to the study variables.

#### **10.2. Discussion of Results of Question One:**

**"To what extent are professional competencies possessed by the social studies educational supervisors from the personal viewpoints of social studies teachers in the district of Qasbat Al-Mafraq?"**

The results education supervisor competency and efficiency rated as medium, which may be due mainly to the prevailing state of education supervision in Jordan trending towards the traditional ethos of promoting senior teachers to the position of supervisor. This attitude creates the situation wherein the actual realistic qualifications of the supervisor may well be overlooked when the main criteria for selection to the post of supervisor are based on teaching credentials and integrated experience, rather than the professional supervision competencies required. Moreover, the individual supervision style impacts positively or negatively on teacher assessment of supervisor competency, clearly evident when supervisors pay unexpected visits to classrooms as part of their monitoring system. This style of supervision clearly illustrates a lack of training and effort and only escalates when practiced as a generally accepted method, allowing no opportunity for the supervisor to introduce and exercise professional methods of positive supervision strategies. Therefore, the selective methods and criteria need to be thoroughly revised and updated, to allow supervisors the opportunity to practice individual and innovative methods.

The results illustrated above conform with the results arrived at in many similar previous studies that discussed the performance of supervisors: the three studies of (Abu Hoodi,2000), (Ayesh, Ayash &Amaal 2010),and (Al Kendi,2003) all pointed to the average performance of supervisors while seeking to improve the performance of teachers.

#### **10.3. Discussion of Results of Question Two:**

**"Are there any significant statistical differences in the level of professional competencies of the educational supervisors of social studies, from the personal viewpoints of social studies teachers in the district of Qasbat Al-Mafraq, with regard to variables of gender, experience and education?"**

Results showed no significant statistical differences in the supervisors' manner of performance attributable to factors of teacher gender or education experience related to the independent variables of the study. The researcher attributes such results to the fact that supervisors are selected in the manner described above, with similar standards applied to all. Thus the uniformity of regulations across the board provides scarce opportunity for individualism in performance regardless of ability or desire for innovation and consequently the supervisors tend to perform similarly. The standardized uniformity of the educational environment generally available in the schools of the study area with regard to resources, equipment and facilities, are also factors in justifying the lack of significant statistical differences in this field .The results of these conditions therefore project a greater influence on supervisors` performance than the study variables. In the opinion of the researcher this result is in concurrence with the results obtained in a study by Abu Hoodi (2000) which showed no significant statistical differences in the manner supervisors perform their competencies due to the factors of gender or experience.

#### **10.4. Comparison of previous studies with the final results of this study**

There seems to be general agreement throughout all of the research reviewed by the researcher in relation to the present study that the professional competencies of educational supervisors in general are rated as medium and would benefit from updating and professional training programs in all areas of expertise. With regard to the present study, educational supervisor proficiency in social studies curricula is rated from the viewpoint of social studies teachers in the district of Qasbat Al-Mafraq .Results for the four competencies fields investigated:

Professional, Personal, Knowledge, and Developing Professional Competencies while at work, showed no significant statistical differences in the supervisors' manner of performance attributable to factors of teacher gender or education experience related to the independent variables of the study. The researcher attributes such results to the fact that supervisors are selected in the manner described above, with similar standards applied to all. Thus the uniformity of regulations across the board provides scarce opportunity for individualism in performance regardless of ability or desire for innovation and consequently the supervisors tend to perform similarly. The standardized uniformity of the educational environment generally available in the schools of the study area with regard to resources, equipment and facilities, are also factors in justifying the lack of significant statistical differences in this field. This result is also in concurrence with the results obtained in a study by Abu (Hoodi 2000). which showed no significant statistical differences in the manner supervisors perform their competencies due to the factors of gender or experience. Improved supervisor accomplishment regarding overall performance of the study field dimensions would therefore contribute positively to the teachers' reaction and rating of supervisors' proficiency. It is obvious however that the level of success and achievement in specific areas may vary widely and be affected by many different factors, such as those itemized and investigated in the questionnaire devised by the researcher for the present study.

As mentioned by (Abu Hoodi 2000)., (Ayesh, Ayash & Amaal ,2010)., ( Al Kendi ,2003)., and (Rieck, 2000). These overall results support those of the present study, while the differences found are attributable to normal differences in the average performance of supervisors, which are natural human traits that may be remedied by further training.

#### **11.0.Recommendations:**

Having illustrated and elaborated on the results obtained from this study, the researcher concludes with recommendations to remedy the omissions and strengthen the positive points highlighted:

- To focus on strengthening and supporting education supervisor competencies by providing specialized training courses incorporating additional knowledge and practical application of proficiencies.
- To design proper strategies and plans which make all relevant components available to the education supervisors for a transition from traditional to more modern supervision methods.
- To conduct similar studies on diverse education areas and stages in Jordan, with the aim of accumulating a corpus of resource contributing to a wider integrated perspective of the multiple supervisor competencies available in all education stages.

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