

Modern Supervisory Methods for Educational Supervisors in Kuwait Schools and Their Impact on Their Performance

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Abstract

Nowadays, the interest of researchers and educational theorists in the educational supervision of the educational supervisor is increased, because of its significant impact on improving the process of learning and education. Although the educational supervisor has many important roles to play, improving the performance of teachers is one of the most important roles of the educational supervisor, assuming that improving teachers' performance for the better is reflected in improving the educational situation and the level of students. The results of the study showed that the that supervision is one of the means for school improvement by professionally developing teachers and enhancing the academic achievement of students, and that supervision has a positive effect on teacher performance. As the results showed that there is There is the difference between the private primary schools and government primary schools, Through supervisors' providing the necessary information for the schools' management and facilitating the experience sharing by bringing school principals together in private primary schools, and that there is differences between the educational supervision in Kuwaiti schools and the other mechanisms of educational supervision in other countries, and that the current supervision process suffers from Lack of knowledge and experience, and the differences is to use a variety of integrated supervisory methods in Kuwaiti schools. The researcher basically recommended that the Work toward activation of courses for supervision processes, and use the supervisory styles that affect teachers professionally in various educational levels, need attention the importance of supervisory styles in the improvement of the educational outcomes.

Keywords: educational supervision, Kuwaiti schools, educational theorists, teacher performance

1. Introduction

The position of the distinguished educational supervisor in the educational system has gained special importance, because of the role of the educational supervisor as educational leader and the responsible for improving the educational process through carrying out the responsibilities of educational supervision, which is defined as "all the organized efforts of officials to provide leadership for teachers and other employees In the field of education/professional improvement of education, including the promotion of professional growth and the development of teachers and the selection and re-formulation of educational goals and educational management and methods of teaching and evaluation of the educational process " (AL-Khatib et al., 2003).

The process of education is one of the important achievements that help to elevate the nations and progress, so it has been established colleges and institutes where the graduation of teachers are prepare them appropriate for different stages of education. The presence of the teacher was accompanied by the presence of science students from boys and girls in the classrooms. On the establishment of the rules of learning by following up and providing the means that contributes to the consolidation, development and improvement. Hence, the need for supervisor and educational supervisor in all subjects of study subjects to follow up, because the teacher needs to be guided to participate in the review of curriculum issues and to express their views in the subjects included in the contributions that help students to gain experience through their performances, their actual practices, and the practical applications they bring with them to achieve the goal of learning (Abdul Malik, 2003).

Educational supervision deals with all elements of the educational process, including the teachers, students, curriculums, and the development of these elements with closer human relations between the supervisor and teacher.

To achieve the objectives of educational supervision and make it effective in improving the processes of teaching and learning within the school must be aware of the supervisor dimensions of his supervisory tasks and nature. It can be said that the supervisor is considered the "agent of change" because he seeks to make rapid changes in the characteristics, knowledge, skills, and attitudes of the teacher. The supervisor also wants to change some of the teaching procedures and practices that he is used for teaching in the classroom (Al-Anzi, Matar bin Eid, 2002).

As is well known, the process of change carried out by the supervisor is a lot of difficulties and complexities and encountered many obstacles (AL-Khatib et al., 2003).

Accordingly, the methods of work have evolved in the offices of educational supervision, where the main task is the educational supervision of the educational bodies to develop the effectiveness of education and improve it, and to ensure its continued development in accordance with the requirements of the present (Al-Anzi, Matar bin Eid, 2002).

2. Objectives

This study aims to:

- Study the modern supervisory methods for educational supervisors in Kuwait
- Study the impact of Kuwaiti modern supervisory methods for educational supervisors on its performance at schools (private and public schools)
- Propose recommendations to improve the level of educational supervision in Kuwaiti schools

3. Methodology

The interviewing approach will be applied to a sample of departments and teachers in Kuwaiti private and government primary schools to learn about the methods used in educational supervision and its impact on the efficiency of the educational process and the performance of vocational role of teachers. The structured interviews will be based on an examination of the reality of educational supervision and the methods used on in Kuwaiti primary schools.

4. Literature Review

4.1 *The concept of educational supervision*

The scholars of education did not agree on a specific definition of educational supervision, due to differences in concepts and trends. There are those who knew to provide science with the assistance it needs, there are those who knew to provide students at all stages of a better level of educational services, and some view of the supervision of a comprehensive view, which it defined as a dynamic process lead to study and improve the educational process and all factors affecting it.

Because of the comprehensive and multiple concepts and tasks of the educational supervisor, the definitions varied between the effort to consult and coordinate and guide the continuous growth of teachers in the school, so that they understand the functions of education and do better and more effectively, to become more able to grow and participate in building the community (Saud, Ratib, 2002).

Supervisors meets that the process of educational supervision is a specialized technical service, provided by the competent educational supervisor to the teachers who work with him in order to improve the process of learning and education, the supervisory service works to enable the teacher of the required scientific knowledge and the necessary performance skills, to be presented in a human way that earns the trust of teachers and increase their acceptance and improvement of their direction (Atwi, Jawdat F., 2004).

In general, educational supervision is defined as an advanced scientific activity carried out by supervisory authorities at an advanced level of experience, with the aim of improving the educational process and assisting in the professional development of teachers through the continuous visits of these teachers and giving them advice and guidance that contribute to improving their performance.

4.2 *The historical development of the educational supervision and the stages it passed*

Over the educational supervision during its history, as an act synonymous with practical support for the program of teaching and learning multiple stages, each had drawbacks stage and positives. The beginnings of educational supervision takes place in the sixteenth century by the city of Boston in the United States of America, where it organized committees of parents to visit schools, observe teachers' work, and increased the number of schools, and was unloading a teacher to perform part tasks supervision of teachers, that generated the conviction that the in this process, a particular person is the director of education in the region, has practiced Director of its work in the inspection of the teachers, focusing on the administrative aspects, where he practiced his work in schools and teachers' control, in order to adjust the education process, and remained this form continues until the first quarter of the twentieth century (Golay, 2001).

The concept of educational supervision developed during the last century and the beginning of this century, largely, until it reached what arrived in the present day, has been the concept of educational supervision influenced by a range of cultural, social and political changes, even crystallized the concept of educational supervision to the concept based in our present time, since The idea of educational supervision was formulated at the beginning in France through the French Revolution and then followed by Britain in 1834. This post was called the British Crown Prince. This post is based on several foundations. It was seen as an inspection based on assistance to teachers and students, as well as to encourage efforts, and is keen to cooperate with the school boards, and the inspector only has the right to offer advice without the right of direct intervention (Glanz, Shuman, Sullivan, 2007).

However, supervision agreed that it has gone through a number of different historical stages. Initially, it was called inspection, then it evolved into a process of guidance, and then crystallized the concept of educational supervision, with the development and progress in the field of education, it has become very interested in advising the teachers, the principal, the school and the students.

The historical development of educational supervision can be divided as follows:

- **Inspection phase:** The inspector at this stage was aiming to catch up with the teacher in order to make the desired changes in the educational process, and the role of the teacher was limited to the application of instructions, so this stage did not upgrade to the required level (Ayesh, Ahmed, 2010).
- **Steering stage:** This stage focused on improving the performance of the teacher in the classroom, without looking at other aspects of the educational process, such as curriculum, teaching aids, student performance, physical facilities (Dwany, Kamal, 2003).
- **The stage of educational supervision:** Where the modern concept of supervision is seen as a process of teaching and learning, is a participatory approach that is not the responsibility of one party or another, all parties are responsible. The main objective is to develop teachers' abilities in the areas of planning, implementation and evaluation, like Clinical supervision.

4.3 Objectives of educational supervision

The purpose of the educational supervision process is to improve the human being, which in its nature needs to help and cooperate with others, improve the teaching and learning processes, the quality of the educational process, and improve the factors affecting it. Accordingly its objectives can be summarized as the following objectives: to develop the curriculum of the three dimensions (content, technique, and Evaluation) Through the study and analysis of educational curricula and linking course material that students will learn, adjust teaching methods to suit students' groups, taking into account individual differences among them, help teachers planning, preparation methods, tests and analyzing the results, ensuring the achievement of social and educational goals, as well as helping them to stand on the best educational methods and use them in teaching their subjects and to inform them of all new in their field of specialization (Badri, Tarek, 2001).

The educational supervision process also aims to achieve cooperation and coordination with the competent authorities concerned in the planning and implementation of education and training programs, books, curricula and teaching methods, and to activate the participation in training the staff in the field to self-assessment and evaluation of others. As well as to achieve the understanding of teachers of the role played by educational supervision as a component of the educational process and education, and monitoring the requirements needed to contribute to decision-making in the amendment and development for the better (Hassan, Mohamed, 2003).

The other objectives that the educational supervision seeks to achieve is to verify the good investment and employ the available resources in the school that serves the implementation of the curriculum and the plans emanating from the development programs developed, hence the importance of educational supervision starting from his authority and tasks and expected roles, which overall seeks to improve the process of teaching and learning, and to improve its quality as it represents a connection between the educational field and the agencies responsible for, which supplies the competent authority and the positive aspects of work to be developed walks in the light of decision-making and develop appropriate solutions, noting that the expansion of the servants Education with the spread of schools and the increasing number of the need for the presence of supervisors specialized in the various study materials, to oversee the work of teachers, and help them to achieve the desired goals (Ibrahim, 2002; Rabie, 2006; Essan, Atari and Gamma, 2005).

4.4 The impact of educational supervisors on schools performance

The desire to improve teaching and learning has led to increase attention to educational supervision, especially after the quantitative and qualitative expansion of education. The need for educational supervision has become a necessity, as defined by (Al-Fneish, 2000) in: Expanding Education, Expanding in education services and improvement, the need for continuous growth of teachers and raise the level of competence in them, and stems the importance of effective educational supervision through the comprehensive functions of several, including: the development of goals and professional development of teachers, coordination and control and motivation and problem solving, (Dirani, 1997) agrees with that, he believes that the presence of supervisors is a basis for helping teachers improve their performance and motivate them towards professional growth and the implementation of curriculum development, which contributes to improving student learning and gaining the trust of citizens in school. The faculties of education are not enough to do his job properly, and that the teacher needs those who direct him to keep pace with innovation and development, he needs to be guided by what is new in the field of education, this needs to appropriate educational supervision, as well as the teacher, transferred to a new school environment or charged with teaching New courses, need those who help them to adapt to the new situation, also the need to guide new goals and methods of teaching to succeed in his new work and in the selection of what is appropriate and useful for educational situations. (Atari, 1993) explains that the teacher needs continuous professional development and renews the sources of knowledge from which teachers derive the content and methods of education and expose them to diversity and expansion at all. This shows the importance and the need for supervision as well as the factors teachers face and discourages the work force and cripples the teacher's effectiveness and the enormous duties he demands, all these conditions underline the need for educational supervision.

5. Data Analysis

5.1 Describing the characteristics of Participants

Tables (1) to (3) show the distribution of the sample depending on the Background Information.

- Gender

Table (1): Distribution of the sample according to gender

Variable	Categories	Frequency	Percent
Gender	Male	3	75.0
	Female	1	25.0
	Total	4	100.0

The Table above illustrated that the male participation (75.0%) was higher than female participation (25.0%). The data in the above table indicates that most of the study sample is from male gender.

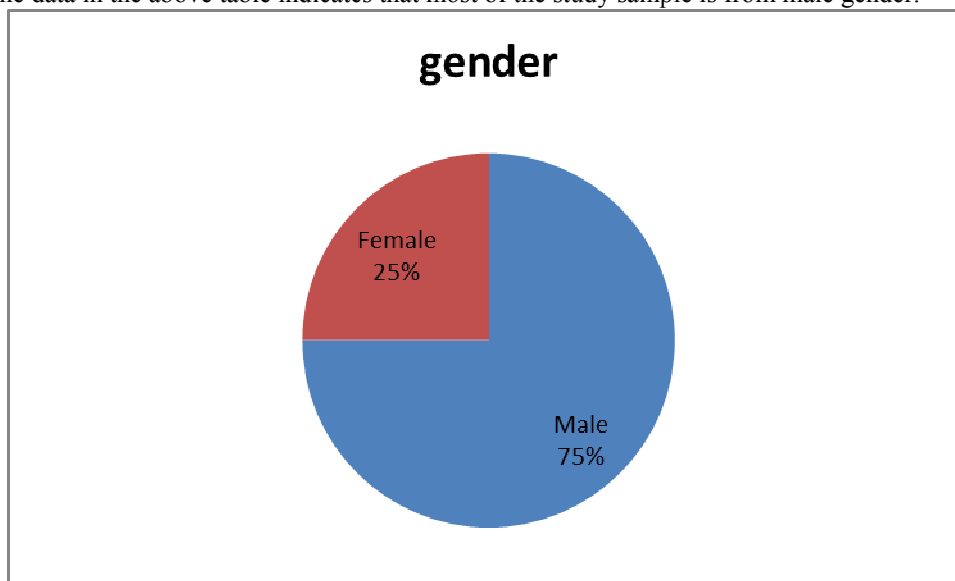


Figure 1: Gender responses

- Level of education

Table (2): Distribution of the sample according to level of education

Variable	Categories	Frequency	Percent
Level of education	Primary school	-	-
	Secondary school	-	-
	Bachelor degree	4	100.0
	Other	-	-
	Total	4	100.0

Table (2) shows that Level of education variable, The data indicate that the sample members of the study are the Bachelor degree of frequency (4) percentage (100.0%).

- Occupation

Table (3): Distribution of the sample according to occupation

Variable	Categories	Frequency	Percent
Occupation	Manager	1	25.0
	Supervisor	1	25.0
	Teacher	2	50.0
	Total	4	100.0

Table (3) shows that the highest category (Teacher) by frequency (2) percentage (50.0%) , but the lowest category (Manager and Supervisor) by frequency (1) percentage (25.5%).

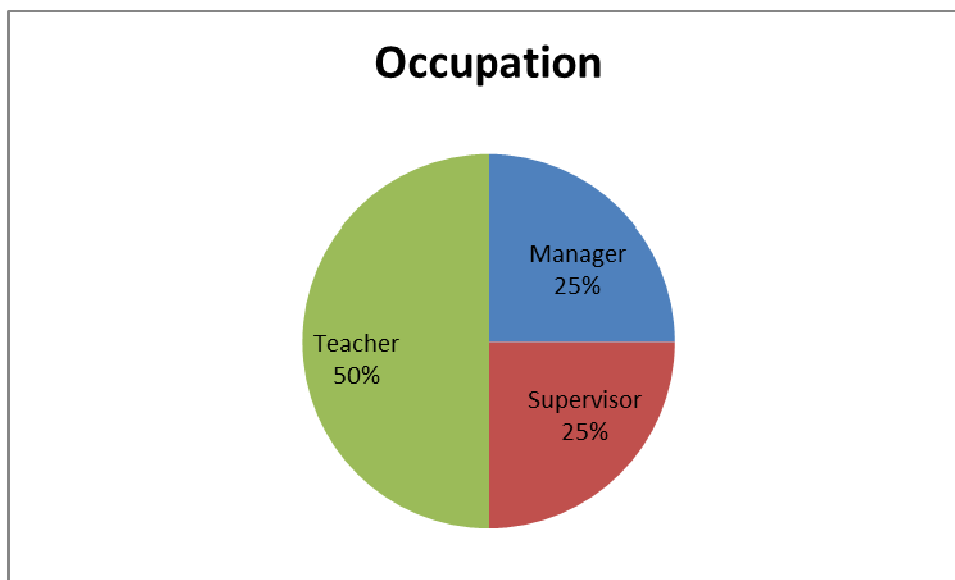


Figure 2: Occupation responses

5.2 Results of Interviews Responses on Question 1

Table 4: The participants' opinions regarding the importance of educational supervision in Kuwaiti primary schools

Participants	Participants' opinions
Participants 1	I think that supervision is contributing significantly to the professional development of teachers and it improves the instructional practices undertaken by teachers by identifying their performance strengths and weakness, and therefore positively affects the school climate.
Participants 2	In my opinion, Supervision is essential to my profession as a teacher. It helps in improving educational outputs, helping to fulfill teachers' needs, and enhancing the academic achievement of students.
Participants 3	I think that supervision helps to assist teachers to learn from each other, enhancing the quality of the educational process, improving teacher utilization of available educational resources, and stimulate, guide, and encourage growth among teachers in their efforts.
Participants 4	Educational supervision is essential to my improving the teaching and learning processes, ensuring the professional development of teachers, creating a favorable atmosphere for learning, and helping less-competent teachers to become more competent.

The study sample offered varied responses to Question 1 (What is the importance of educational supervision in Kuwaiti primary schools?)

All the respondents confirmed that supervision is one of the essential means for school improvement. It is an improvement towards effective teaching and learning in Kuwaiti primary schools by professionally developing teachers and enhancing the academic achievement of students. It also helps and encourages growth among teachers in their efforts to improve the quality of the teaching process, achieving synergy and coordination of efforts in a way that improves the educational outcomes. These results align with the conclusions drawn by (Dirani, 1997) as he believes that the presence of supervisors is a basis for helping teachers improve their performance and motivate them towards professional growth and the implementation of curriculum development, which contributes to improving student learning and gaining the trust of citizens in school.

Table 5: The participants' opinions regarding the differences between the educational supervision in Kuwaiti schools and the other mechanisms of educational supervision in other countries

Participants	Participants' opinions
Participants 1	I think, educational supervision in other countries has leadership practices associated with the development of the curriculum.
Participants 2	I think that, Educational supervisor lack training and basic facilities to effectively perform activities
Participants 3	In my opinion, the differences is to use a variety of integrated supervisory methods in Kuwaiti schools, directly and indirectly, individually and collectively.
Participants 4	I think there are differences between the educational supervision in Kuwaiti schools and the other mechanisms of educational supervision in other countries, that the current supervision process suffers from Lack of knowledge and experience, as the supervisor depends on one-way direction

In responding to Question 2 (What are the differences between the educational supervision in Kuwaiti schools and the other mechanisms of educational supervision in other countries?), all the study participants agreed that there is differences between the educational supervision in Kuwaiti schools and the other mechanisms of educational supervision in other countries, and the responses confirmed that that the current supervision process suffers from Lack of knowledge and experience, and the differences is to use a variety of integrated supervisory methods in Kuwaiti schools, directly and indirectly.

Table 6: The participants' opinions regarding the challenges facing the process of educational supervision in Kuwaiti schools

Participants	Participants' opinions
Participants 1	Educational supervisor has lacked for training programs that developing the supervisor' efficiencies in the use of technological aids
Participants 2	I think the insufficiency of the class visits by the Educational Supervisor to evaluate the teacher, and exists the poor coordination between the supervisor and the teacher, on one hand, and the supervisors and school management.
Participants 3	Low experience level of the supervisor in using the modern electronics, and Confinement of the supervisors' role of the class visit without other supervisory methods.
Participants 4	In my opinion, Failure to providing the transport means to the supervisor to move among the schools.

Among the challenges cited by the study sample in responding to Question 3 (what are the challenges facing the process of educational supervision in Kuwaiti schools?) were weakness in coordination between the supervisor and the teacher, on one hand, and the supervisors and school management, and the loss of connection between the teacher and the supervisor, and Confinement of the supervisors' role of the class visit without other supervisory methods, and Failure to providing the transport means to the supervisor to move among the schools. Consistent with these results, Atari (1993) explains that the teacher needs continuous professional development and renews the sources of knowledge from which teachers derive the content and methods of education and expose them to diversity and expansion at all.

Table 7: The participants' opinions regarding the educational supervision in the Kuwaiti primary schools positive effects

Participants	Participants' opinions
Participants 1	I think that the Supervision has a positive effect on teachers' professional performance.
Participants 2	Use Supervision as a method of professional development for a teacher this reinforces the quality of the educational process, which in fact plays an important role in motivating students and managing the classroom environment.
Participants 3	Yes, Dramatically
Participants 4	In my opinion, the educational supervisory such as classroom visitation and observation, conference with teachers and orientation for newly posted and recruited teachers, affect positively on primary schools

In their responses to Question 4 (Is the educational supervision in the Kuwaiti primary school's positive effects?) all the study participants responded that supervision has a positive effect on teacher performance. Through classroom visitation and observation, conference with teachers and orientation for newly posted and recruited teachers, and the educational supervision role in motivating students and managing the classroom environment. These results are consistent with Dirani (1997) study, as he believes that the presence of supervisors is a basis for helping teachers improve their performance and motivate them towards professional growth and the implementation of curriculum development. and Atari (1993) who confirmed that explains that the teacher needs continuous professional development and renews the sources of knowledge from which

teachers derive the content and methods of education and expose them to diversity and expansion at all. This shows the importance and the need for supervision as well as the factors teachers face and discourages the work force and cripples the teacher's effectiveness and the enormous duties he demands, all these conditions underline the need for educational supervision.

Table 8: The participants' opinions regarding the foundations of educational supervision in the Kuwaiti private primary schools different from those in government primary schools

Participants	Participants' opinions
Participants 1	I think there is a slight difference
Participants 2	There is a big difference, in private schools more attention
Participants 3	In my opinion, in the Kuwaiti private primary schools, the educational supervisors were providing the necessary information for the schools' management and facilitating the experience sharing by bringing school principals together, While in government schools, the school visits by educational supervisors were irregular.
Participants 4	The educational supervisors in private primary schools are inspecting the proper implementation of prescribed policy, regulations and rules, and they are relatively more qualified than most educational supervisors and government school.

In responding to Question 5 (From your actual experience, are the foundations of educational supervision in the Kuwaiti private primary schools different from those in government primary schools?) all the study participants agreed that there is difference between the private primary schools and government primary schools, Through supervisors' providing the necessary information for the schools' management and facilitating the experience sharing by bringing school principals together in private primary schools, and the proper implementation of prescribed policy, regulations, and rules.

6. Conclusion

This study concluded that the process of education is one of the important achievements that help to elevate the nations progress, and that supervision is one of the essential means for school improvement. Educational supervision deals with all elements of the educational process, including the teachers, students, curriculums, etc. Furthermore, the study also concluded that modern supervisory methods for educational supervisors in Kuwait schools have a direct impact on the performance; as it improve teachers performance and motivate them towards professional growth and the implementation of curriculum development. This study showed that there are several challenges that could face modern supervisory methods in Kuwait such as the weakness in coordination between the supervisor and the teacher. To cover this challenge and to guarantee implementing an ideal supervision techniques in Kuwait ; several recommendations were derived from this study as follow;

- Supervision processes, and use the supervisory styles that affect teachers professionally in various educational levels.
- Need attention the importance of supervisory styles in the improvement of the educational outcomes, and provide effective training for supervisors in order.
- Applies advanced supervisory styles to cope with the educational environment, such as demonstration teaching, workshops, seminars.
- Further research and studies should be carried out in order to investigate the Modern supervisory methods for educational supervisors in Kuwait schools and their impact on their performance.

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