

## **Supervising Practices of Education Supervisors and their Relationship with the Attitudes of High Basic Stage Teachers towards the Profession in the Capital Amman Governorate from their Point of View**

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### **Abstract**

*This study aimed at identifying the supervising practices of educational supervisors in the Capital Amman and their relationship with the attitudes of high Basic Stage Teachers towards the profession. The population of the study consisted of all the High Basic Stage Teachers at the Directorates of Education of Amman. A random stratified sample was selected to achieve this goal. The two researchers used two questionnaires: the first questionnaire was developed by the two researchers to identify the supervising practices of educational supervisors and their relationship with the attitudes of High Basic Stage Teachers towards the profession in Amman from their point of view; the second questionnaire was used to measure the attitudes of teachers towards the profession. The two researchers distributed the tools after confirmation of their validity and reliability. The sample of the study consisted of (373) female and male teachers. The study results showed that the overall level of supervising practices of educational supervisors in Amman was medium. The results also showed that the level of attitudes of school teachers of the basic stages in Amman towards their profession was also moderate. The study also showed a statistically significant relationship between the supervising practices among supervisors and the attitudes of High Basic Stage Teachers towards the profession. The study recommended the need to improve the supervising practices of the educational supervisors through training courses and workshops to increase their efficiency within the field of their work. It also recommended the need to pay more attention to the goals of supervising practices in a way that achieves all these goals.*

### **Introduction**

Swift change and worldly development at all fields, as a result of the cognitive explosion and the scientific progress in the information technology, and the revolution of communications are considered from the most important characteristics of the last decades of the Twentieth Century and the beginning of the Twenty First Century, for this continuous renewal forces change on the different states of the world in their learning and educational systems, and in their fields of concern, means to co-exist with the latest developments and variables of Globalization Age; so the development process of the educational system, and improvement of its educational outputs are considered from the most conspicuous national aspirations at any cognitive community, because the distinguished education is a development instrument of cognition community and the means of its renaissance making.

And due to what humanity lives today of the state of the continuous revolution at all its sides; it is a multisided revolution, sets out of technology, crosses with economy, passes by the community and moves towards rebuilding concepts, in an attempt to establish a new type of communities. It is that community, built on cognition. It is a community, unconfined to producing information and circulating it only, but it needs a culture that evaluates and respects who produces this information and exploits it in its correct field, that requires finding a cultural, social and political circulation, believing in cognition and its role in the daily life of the community (Aatwi, 2001).

The problem of directing individuals towards occupations that fit them and they fit them are considered from the most important problems that face the social and economic life at our modern complicated civilization, and the effects of this problem are not confined only to the economic life, but we see a reflection of its effects from part of their happiness and personal consent about the labour they do, and so the quantity and quality of their production, for the individual's consent about his occupation is the first basis of success at work, and success at work is the objective standard upon which the community evaluation of its individuals is performed, and it may also be an indicator of success of the individual at his work and at all sides of social and family life. Success and psychological and occupational consent depend on suitable choice of this work, for the instructor who finds in his occupation a high message, contacts bringing up and preparing the generation and perceives the human and social significance of his work, his trends are positive, and obtains consent, tranquility and psychological rest. But the instructor who does not perceive the value of work, which he performs, his trends are negative towards his occupation and so falls a victim for the psychological and vocational pressures, and so does not love his work, and already he is always complaining and grumping, and unable to face his reality and does not agree with it. This may lead him to aggressive behavior towards others, or sometimes feels with jealousy and envy towards his colleagues, who work in other fields rather than his (Mohammad, 2008).

The occupation of education is distinguished from others, that it is an occupation that deals with human entries with different ages, backgrounds, frames and levels, either they were of students, instructors, employees, governors, or others, so it requires continuous development and improvement (Al-Taweel, 2006). Educational supervision is considered a significant factor in improving education, because it is an operation with only one purpose, it is improvement of teaching, and it is an operation that is completed among persons with numerous ideas tackling teaching behavior, educational curriculum, teaching environments, dividing students into groups, investing efforts of the instructor and vocational development. And if the biggest burden in achieving education objectives lies on the instructor's back, it will be necessary to care about raising the instructor's efficiency as considered the basic pillar in improving education. And the educational supervision has a significant role in developing the performance of instructors and developing their teaching competence and cognitively and vocationally developing their personalities, and preparing the best opportunities for their success and their performance improvement (Al-Taani, 2005).

The supervising practices are considered a developing dynamic operation, playing an increasing role in significance due to the effective school, renewal and developing its machineries, and variation of its performance canals for its noble duty towards all elements of educational operation, that covers raising the efficiency of the instructor, improvement of curriculums methods, means, educational programmes and developing the educational environment, through truthful cooperation among the instructor, the principal headmaster and the educational supervisor and integration of their roles and strengthening the horizontal relationship among them. There upon, the duties of the educational supervisor concentrated on the educational operation with its large concept, and its executive frame with its different elements; the human and financial, that is in accordance with the first National conference for the Educational Development (Aatwi, 2001).

The duty of the educational supervisor in the past was performed on control and inspection, searching for defects of performance and practice of retribution. The concept of supervision has developed at our present time, and modern trends were raised in the educational supervision, through the concept of educational direction, concerned with developing instructors and cooperating with them to discover their real selves and their different energies at a direct way, then lastly developed into the concept of educational supervision and became building participant relations now at a frame of human relations, and aims at developing learners and the educational operation at complete elements through developing instructors and their performance, improving methods, means and developing the school environment (Qusoud, 2001).

This development of supervising practices made the school and the educational administration a nucleus of the development operation. And to do that, the role of the educational supervisor should be to make the development operation easy inside the school or the educational administration. That is, by offering the necessary support and sharing in the operation of following up and evaluation of the instructor's performance and to all sides of the learning educational operation (Al-Selmi, 2001).

A group of recommendations emerged from the First National Conference for Educational Development 1987, related to variation and development of the educational supervisor styles, either they were individual, concentrating on the one instructor, or collective employed with a number of instructors with mutual supervising needs, from the most important of these recommendations, the necessity of caring for training the instructors and raising their competences to raise the behavioural and academic level of them with what corresponds with standards of education license, that works to enrich experiences of instructors and modernizing their styles and deepening their skills.

The conference also called for coordination among institutions of higher education and the Ministry of Education in planning programmes of preparing instructors and qualifying them, so that these programmes fulfill the actual needs of the education occupation in Jordan, from part of quantity and quality and openness at the worldly culture, keeping our national personality constituents, and concern about the education depending on employing the modern educational styles and contemporary technicalities going with scientific progress and humanitarian development, which exceeds showing information to the student into using and employing them at new stands (Ministry of Education, 1988).

The trend concept is considered one of the mostly used concepts in the Social Psychology and Sociology, where trends concentrate on different life appearances, and they are abundant and branching. There are trends intending many issues, subjects and phenomena. The trend is an organization of beliefs about a subject or a certain stand, it is respectively firm and makes the individual pliable to response in a certain way, in spite of that it is a concept without noticed materialistic existence, but it is a pure hypothetical formation. The trend towards the profession and its relationship with some variables, can be evidenced by its effects and usually expressed in a verbal form, or through the responses of the individual to statements that measure the trend (Al-Masri, 2004). From this point this study came to reconnoiter the supervising practices amongst educational supervisors and its relationship with trends of High Basic Stage Teachers towards the profession in the Capital Amman Governorate from their point of view.

### **Problem of Study**

Success of education in attaining its instructional and educational objectives, and achieving its role in developing life, stand on many constituents, such as the educational trends of teachers, and their vocational harmony, and the most significant courses they meet during their work, and their specializations in addition to trainings, either they were educational or non-educational. And due to the great role performed by teachers and educational supervisors in improving the learning and instructional process and its development, and conform with the swift change in the field of cognitive explosion and technical development, the First National Educational Conference was held in (1987), which worked to support the responsible people and concerned educationists to develop the educational supervision objectives and its distinguished characteristic traits, and the leading patterns used to interact with teachers at all stages of the educational process. The two female researchers did an investigational study for a group of twenty-five female and male teachers to reconnoiter the supervising practices amongst educational supervisors.

According to this study, it was shown that there is a weakness in employing educational supervisors for some modern educational supervision characteristics in Jordan, for the supervising styles used by the educational supervisor to vocationally develop teachers are inappropriate, and the evaluation style does not allow the teacher to evaluate himself, and the used standard in evaluation is one for all teachers, and there is a lack in the humanitarian relations between the teacher and the educational supervisor, who influenced some variables that share in increasing the power of trend or weakening it; for these form a basic factor for the power of this trend. Absence of one of them both, or some leads to the opposite or neutralizes it. And in spite of performing educational development processes by the Ministry of Education in Jordan, and administrative development concerning educational supervision, but reality of educational supervision is in need of improvement and development that share in reinforcing trends of teachers towards the vocation, for classroom visit style is the common style amongst many supervisors. The investigational study pin-pointed that the supervising practices with their present form do not achieve the wished objectives. Therefore, the study came to explore the supervising practices amongst supervisors at the Capital Amman Governorate and its relationship with trends of the High Basic Stage Teachers towards the profession.

### Objective of Study and Questions

The study aimed at recognizing the supervising practices amongst educational supervisors in the Capital Amman Governorate and its relationship with trends of High Basic Stage Teachers towards the profession, through answering the following questions:

1. What is the extent of supervising practices amongst educational supervisors from the point of view of the High Basic Stage Teachers in Amman Governorate?
2. What is the extent of trends of High Basic Stage Teachers in the Capital Amman Governorate towards the profession from their point of view?
3. Is there a connective relationship with statistical indication at the level of ( $\alpha \leq 0.05$ ) between the supervising practices degree amongst educational supervisors and the degree of trends of High Basic Stage Teachers towards the profession of education?

### Significance of Study

The significance of study conceals in discussing the educational supervision practices amongst educational supervisors and their relationship with the trends of the High Basic Stage Teachers towards the profession in the Capital Amman Governorate from their point of view. It is hoped that this study fulfills the following:

- It is hoped that this study provides a clear vision for the responsible people, especially the Directorate of Educational Supervision and Training in the Ministry of Education, of the Hashemite Kingdom of Jordan, that may be implemented and get benefit of it in the field of educational supervision.
- It may benefit workers in the field of educational supervision at directorates of education, through providing them with feedback about their practicing the characteristics of modern educational supervision.
- It is hoped that this present study shares in enriching the educational supervision literarinesses in the related side with the characteristics of modern educational supervision.
- This study may benefit teachers in recognizing their trends towards education profession, that reinforces the educational process and develops performance of teachers.

### Terms Definition

In the following comes the definition of terms of the study, as follows: Educational Supervision: “is an effective process, able to improve the type of learning and instruction at the classroom” (Dowani, 2003, p. 21).

Supervising Practices: “a group of procedural deeds done by the educational supervisor to improve both processes instructioning and learning through assisting teachers on vocational development and improving their performance and teaching” (Ashaer, 2006, p. 31).

And procedurally is defined as responses of individuals of the sample of study to questionnaire of supervising practices, developed by both researchers for the study purposes.

Trend: is defined as “a method by which preparation or nervous and psychological readiness are done, systemized through a personal experience, be with directive or dynamic influence on response of the individual for all subjects and stands that after effect this response” (O’Keefe, 2002, p. 3).

Trend towards the profession: “it is the extent that the individual obtains through his response by acceptance or rejection of a number of incentives connected with stands related to the profession, and his stand towards the community view of his profession, and his view towards labour and his view of his personal efficiency” (Al-Bakheet and Al-Ramadi, 2003, p. 6).

It is procedurally defined that it is the type of trend that teachers get of both sexes, individuals of the sample of study through their answering the trend of questionnaire towards the profession used in this study.

High Basic Stage: it is the class of students encircled between the Seventh Basic Class until the Tenth Basic Class at schools of the Capital Amman Governorate in the Hashemite Kingdom of Jordan.

Teachers: means both male teachers and female teachers.

### Limits of Study and Determinants

Place Limits: this study is confined to High Basic Stage Schools at the Capital Amman Governorate in the Hashemite Kingdom of Jordan.

Time Limits: this study was implemented in the first semester of the scholastic year (2012-2013).

Human Limits: this study was confined to female and male teachers of schools in the Capital Amman Governorate in the Hashemite Kingdom of Jordan.

Determinants of Study: results of this study are determined at the degree of validity of the instrument of study and its reliability, and the validity of the sample individuals response from their paragraphs, and the generalization of this study results are not done except on the community, from which the sample of study was extracted, and the equivalent communities.

### **Previous Studies**

The following is a review of previous studies related to the subject of study, systematically shown due to time sequence, as follows:

- Abu Hweidi Study (2000)

Aimed at determining the extent of educational supervisors practicing their supervising efficiency, from the point of view of UNRWA teachers in the West Bank, and pin-pointing the effect of sex, and experience in teachers' assessment of the extent of educational supervisors practices to their supervising efficiencies, and to achieve the study objectives, a questionnaire was prepared to achieve the purpose. A random class sample was chosen, the number of its individuals was (192) male and female teachers. And the most noticeable results were the extent of educational supervisors practicing their supervising efficiencies on the whole instrument was at a low degree, and there are no differences with statistical indication at the level of ( $\alpha \leq 0.05$ ) in the supervisors' practice of their efficiencies ascribed to the teacher's sex, or his instructional experience on the spheres of the instrument, independent or assembled.

- Barakat Study (2000)

An analytical study, comparing between teachers of public schools and UNRWA schools. The present study discussed the relationship between the controlling center and trends of teachers towards the education profession. The controlling center for "Router" was implemented and a questionnaire to measure the trend towards the profession on a sample amounted to (160) of public school teachers and the UNRWA schools.

Results of study showed the existence of substantial differences between trends of teachers in the public schools and UNRWA schools for the interest of the UNRWA teachers, who showed an internal propensity for control, and existence of differences statistically indicative between degrees of male teachers and female teachers on the scale of control center for the interest of the male teachers, who showed ... lesser indication towards the internal – external control for the interest of teachers with the positive trends towards the education profession, who showed a lesser propensity towards the internal control.

- Al-Janazrah Study (2000)

The study aimed at reconnoitering the relationship of the supervising behavior of the educational supervisors by trends of teachers towards educational supervision at schools of Hebron Governorate, and recognizing the effect of sex, scientific qualification, the geographic location and years of experience of the teacher on the nature of the supervising behavior practiced by the educational supervisor. The community of study consisted of all male and female teachers, working at both directorates of Hebron, and South Hebron. The study employed two instruments to achieve the study purposes. And deduced in its results to the supervising pattern, which the educational supervisor practices, plays a big role in trends of employees despite of experience or sex.

- Grauwe Study (2001)

The study aimed at exploring the role played by duties of educational supervision at schools in observing the instructional quality and studying achievement of students, that is in the shadow of continuous changes, witnessed by cognition community all the time. The study used the style of analytical method, that is by collecting information related to the subject of study, at four African States, they are: Bostwana, Nameebia, Tanzania, Zimbabwi. The study deduced that duties of the educational supervision get affected with the size of the school, its development and abundance of its demands, for whenever the size of school increases, the need for a supervision system, larger and more appropriate to the level of the school increases. This means that programs of supervision cannot be constant, but should be elastic allows changing due to the need, demands change and abundance, in order to absorb these changes and supervise them properly.

- Al-Breikan Study (2002)

The study aimed at recognizing duties done by educational supervisors towards Medium Stage Teachers from the point of view of teachers in educational supervisors at Riyadh in Saudi Arabia. The study was done on a sample consisted of (622) teachers. It used the questionnaires style.

The study results showed the necessity of developing the evaluation pattern of the teacher on bases and scientific, educational and comprehensive administrative standards, and the necessary of taking by some modern trends in the educational supervision, such as employing clinical supervision, joint supervision, supervision with objectives and the developmental one.

- Al-Aammash Study

The study aimed at recognizing the reality of the educational supervision process at the elementary schools for girls at the Eastern zone in Saudi Arabia. The study was done on a sample consisted of (36) supervisors from (400) supervisors from the research community. The study employed the questionnaires style. Results of study showed that supervision in the elementary schools for girls at the Eastern zone in Saudi Arabia lack for the existence of a comprehensive and integrated plan; for results showed a great difference in female supervisors' views about the educational supervision objectives.

- Al-Hussein Study (2004)

The study aimed at recognizing the role of the educational supervisor in developing efficiencies of teachers of the social subjects of the secondary stage at Riyadh city, and recognizing differences in points of view of both the social subjects supervisors and teachers, concerning the role of the educational supervisor in developing efficiencies of teachers of the social subjects at the secondary stage. The researcher used the descriptive surveying method in the study, depending on the questionnaire as a primary instrument to collect information, and implemented it on all supervisors of social subjects and teachers in the secondary public schools at Riyadh city, their number is (26) educational supervisors and (145) teachers. And from the most prominent results of it is organizing a list of the necessary instructional efficiencies for teachers of the social subjects in the secondary stage in Saudi Arabia, included (7) fields of the instructional efficiencies. Each field included a group of efficiencies that amounted to (60) efficiencies. The supervisors in Saudi Arabia, in general have a positive role in developing the instructional efficiencies amongst teachers of social subjects, and there are efficiencies receive a great development by supervisors of social subjects.

- Slaybaugh, Evans and Byrd Study (2004)

The study aimed at evaluating stands of teachers towards their profession in the second year and specifying if they are still committed to education. The study was implemented on (119) teachers of those who completed their first year in Sherif-port in USA. The study employed the questionnaire as an instrument of the study. Results of the study pin-pointed that teachers showed positive trends towards of education the profession and showed their relief in the educational semesters, and showed that they are still committed to education. And displayed that defining programs of the profession assist to prepare a better teacher able to manage a class, discipline and direction and initiate good relations with parents.

- Ehren Leeuw Study (2005)

The study aimed at uncovering the reality of educational supervision in Holland as an effect of continuous change in cognition community requirements; for the study included hypotheses and examples aiming at showing how the supervision process affect the development of educational process. The study also concerned about the role of evaluation in supporting educational supervision processes and development of education. The study was practiced on a state in Holland, in addition to confirming it on a number of related previous studies. The study, after discussing the traits and negativeness of different types of educational supervision methods, deduced the possibility of employing programs of the educational supervision theory and benefitting from it in the development of educational process, and escorting the changes of cognition community.

- Abu Samrah Study (2007)

This study aimed at recognizing the reality of supervising practices at principals of the secondary schools in Hebron Governorate from the point of view of teachers. The sample of study consisted of (288) female and male teachers. The study employed the questionnaires style.

And its results showed that the reality of supervising practices of principals was at a high degree, and also showed non-existence of differences with statistical indication among estimations of the sample of study individuals for the reality of the supervising practices of principals ascribed to the variables of sex, specialization and scientific qualification, meanwhile results showed existence of differences with statistical indication among estimations of individuals of the sample of study of the supervising practices of principals ascribed to both variables: the Directorate for the interest of South Hebron Directorate, teacher's years of experience, for the interest of teachers whose years of experience exceed (15) years.

- Farley Study (2010)

The study aimed at getting acquainted with the duties of the educational supervision in the shadow of the modern and continuous changes at the community of cognition, the most of which connected with the Internet and aspects of modern technology. For this study sought to describe standards of performance and supervising practices and their effect on the instructional process in the electronic schools, that is the reliable schools in their instructing on the Internet and electronic education in India. The study was implemented on a sample consisted of three schools, that could achieve the standards in the purposeful sample and not the random one. Two of these schools are at Pensilvania Province, and one in Newjersy. The study deduced the significance of confirming the electronic schools to the educational supervision standards, that is, on purpose of making the educational innovation implementations easy.

- Sidhu and Fook Study (2010)

This study aimed at uncovering the perception of principals of elementary schools in Malaysia, because of the importance of educational supervision, their possession of cognition, understanding and implementation to patterns of multi-supervision. The study was implemented on a sample consisted of (29) principals of elementary schools locate in two states in Malaysia. Also the instruments of study included questionnaires and interview sessions. The study deduced that principals of schools' perception and knowing limited educational supervision patterns; for the majority of them are unable to know the differences between evaluating the teacher and supervising him. The study also showed to non-existence of connection between points of view of principals and teachers, in what concerns the educational supervision process. The study also certified the necessity of school principals' concern about a number of issues related to supervision before obtaining the wished benefit from it, represented in reinforcing the learning of students in the Malaysia basic schools.

- Sharma and Kanaan Study (2011)

The study aimed at uncovering the nature of the educational supervision implemented in schools in three Asian states, they are: India, Malaysia and Thailand; for the study concentrated on four basic sides, represented in continuation, development, work of companies and supervision on principals in supervision processes. The study was implemented on a sample consisted of (125) principals of schools in these states. And the results of study showed that the educational supervision process, is a continuous developmental process, and that requires the school principals should reach enough awareness of the importance of implementing the supervision processes and their practices, following their developments and the changes that catch them along time passing. The study also deduced the necessity of making the teachers participate in the process of supervision, that is, to instill its importance in them.

- Lal and Shergill Study (2012)

The study aimed at uncovering the extent of consent of teachers and their trends towards education as a profession they practice. The sample of study consisted of (200) teachers, males and females, who hold university degrees in Benjab and Haryana in Pakistan. The study employed the questionnaires style in doing it. The study results showed that teachers are extremely agreed with their occupations, for the average accounted to 74.35 for male groups of teachers, and female teachers 74.55. That means differences with indication do no exist within the occupational consent of teachers due to sex. They also showed that both male and female teachers possess trends with inappropriate degrees; for the average of teachers' trends amounted to 85.1 and female teachers 85.25. That means, female teachers possess more appropriate trends towards education as a profession than peer males, in spite of non-existing difference at a great degree.

### **Commentary on Previous Studies**

Objectives of previous studies varied; for they aimed at reconnoitering the reality of the supervising practices and recognizing duties of the educational supervision as an instrument assisting in motivating the instructional process in light of the change of requirements of cognition community at a continuous form, such as Abu Samrah Study (2007).

But the very study aimed at recognizing the level of supervising practices amongst educational supervisors and their relationship with the level of High Basic Stage Teachers' trends towards the profession in the Capital Amman Governorate from their point of view. Sizes of previous studies sample, discussed in the educational supervision varied; for they amounted between (29) to (645). The smallest size of the sample is (29) in Sidhu and Fook Study (2010). But the very study, the sample was chosen in a class random method, that is in accordance with Partlt Koterlek and Heggins Table. Most of previous studies employed the questionnaire, interview and observation as instruments to collect data, such as Sharma; Yusof and Kanaan Study (2011), and Farley Study (2010). The very study also employed the questionnaire as a means of collecting data. The very study got benefit from the previous studies in clarifying the problem of study, organizing the theoretical literature, specifying the appropriate size of the sample, building the instrument of study, using the appropriate statistics to process data, and comparing results of previous studies with the results deduced by the present study. What distinguishes the very study from previous studies is that it connected between two variables, they are: the educational supervision and trend towards the profession, for what a role in teachers trends towards the profession the educational supervision practices have.

## Method and Procedures

### Method of Study

Both researchers followed the correlative descriptive method at their study.

### Community of Study

The community of study consisted of all High Basic Stage School Teachers at the Capital Amman Governorate in the Hashemite Kingdom of Jordan, for their number amounted to (14620) of them (6236) male teachers and (8384) female teachers. Table No (1) shows the distribution of the community of study due to sex and the directorate (Statistics of the Ministry of Education for the scholastic year 2011-2012).

**Table No. (1)**  
**Distribution of Community of Study due to sex & directorate**  
**Distribution of the Ministry of Education teachers due to school & Sex**

The Capital Governorate, year 2011-2012		
Governorate, the Capital Amman Governorate		
Directorate	Teachers Preparation	
	Females	Males
Amman 1 <sup>st</sup>	1682	1372
Amman 2 <sup>nd</sup>	860	589
Amman 3 <sup>rd</sup>	1507	1090
Amman 4 <sup>th</sup>	2131	1590
Amman 5 <sup>th</sup>	1214	836
Al-Jeeza District Middle Semi-desert	651	473
Al-Mwaggar District Middle Semi-desert	339	286
<b>Total</b>	<b>8384</b>	<b>6236</b>

### Sample of Study

The sample of study was chosen at the random category method in accordance with (Barletrt, Kotrlk, and Higgins, 2001), for a questionnaire was distributed between female and male teachers of the Capital Amman Governorate in the Hashemite Kingdom of Jordan, in accordance with the following table:

**Table No. (2)**  
**Distribution of Sample of Study due to sex and directorate**

Directorate	Males	Females	Total
Amman 1 <sup>st</sup>	39	39	78
Amman 2 <sup>nd</sup>	18	19	37
Amman 3 <sup>rd</sup>	33	33	66
Amman 4 <sup>th</sup>	47	48	95
Amman 5 <sup>th</sup>	26	26	52
Al-Jeeza District Middle Semi-desert	14	15	29
Al-Mwaggar District Middle Semi-desert	8	8	16
<b>Total</b>	<b>185</b>	<b>188</b>	<b>373</b>

## Both Instruments of Study

### A. Level of supervision practices questionnaire:

To complete this study a questionnaire was developed, that is after referring to the theoretical literature and previous studies, such as (Sidhu & Fook Study, 2010), and (Sharma & Kanaan Study, 2011). The instrument of study consisted of (46) paragraphs; distributed on the following fields:

- Field of supervising training field (10) paragraphs.
- Field of purposeful supervising practices to qualifying teachers (9) paragraphs.
- Field of Individual supervising Practices (9) paragraphs.
- Field of collective supervising practices (12) paragraphs.
- Field of supervising practices related to curriculum (6) paragraphs.
- Appendix (1) clarifies the study instrument at its preliminary form.

### B. Questionnaire of teachers' trends towards the profession:

To achieve the objective of study, the Hijjawi Scale (2011) was depended, and the scale consisted of (38) paragraphs, and the appendix (2) clears the instrument of study at its preliminary form.

## Validity of Both Instruments of Study

### A. Validity of Questionnaire (Supervising Practices):

Superficial validity of the instrument of study was assured, for the two researchers distributed the instrument in its preliminary form on (10) referees from the members of the teaching staff and specialists at a number of the Jordanian universities in the fields of educational administration and curriculums from the experts and efficient individuals, to uncover the wished destination achievement of it, that is to get assured of the clarity of paragraphs, and the accuracy of its formulation and its validity for measuring what it had been prepared for, and making any modification as omission or addition. And due to modifications of referees on the content of each paragraph of the instrument, their notes were taken, and the rate of agreement on the paragraph was considered (80%) and more an indication of its validity. And four paragraphs were omitted and the linguistic, printing, mistakes and reformulating some paragraphs. And so the instrument of study became consisted of (42) paragraphs.

### B. Validity of Questionnaire (trends towards the profession):

But due to the second instrument of study trends of teachers towards the profession, the referees had unanimated on their remain as they are, and so they remained (38) paragraphs.

## Reliability of both instruments of Study

### A. Questionnaire of supervising practices:

Reliability quotient of instrument by using Kronbach Alpha Quotient (for the intrinsic – coordination of paragraphs) was counted to make sure of the reliability of the supervising practices questionnaire. Table No. (3) clarifies that, and Pearson's connective Quotient was extracted by using test and retest as shown in Table No. (4).

**Table No. (3)**

### Reliability Quotient of the Instrument of Study by using Kronbach Alpha (Intrinsic coordination)

No.	Dimension	Reliability Quotient
1	Training Supervising Practices	0.84
2	Supervising Practices Aiming at Qualifying Teachers	0.76
3	Individual Supervising Practices	0.80
4	Collective Supervising Practices	0.93
5	Supervising Practices Related to Curriculums	0.91

**Table No. (4)**  
**Analysis of Pearson Connection to the fields of study by using test and retest**

Manifest	No.	Level of Indication	Pearson's connection Quotient
Supervising Practices Training	19	0.000	0.806
Supervising Practices Aiming at Qualifying Teachers	19	0.000	0.730
Individual Supervising Practices	19	0.000	0.721
Collective Supervising Practices	19	0.000	0.783
Supervising Practices Related to Curriculums	19	0.000	0.891
Level of Trends of High Basic Stage Teachers at the Capital Amman Governorate towards the profession from their point of view	19	0.000	0.692

### **B. Questionnaire of Teachers' Trends towards the profession:**

It was assured of the reliability of the instrument by extracting the Kronbach Alpha Quotient (for intrinsic coordination of paragraphs) and it amounted to (0.75). It is an accepted value for purposes of doing the study. And Pearson's Connection Quotient was extracted by using test and retest and it amounted to (0.69). It is an accepted value for purposes of doing the study too.

#### **Procedures of Study**

After assuring of the validity of both instruments of study and their reliability and specifying the required sample for the purposes of implementing both instruments of study and to get formal agreements to apply the study, both researchers distributed the two instruments of study on individuals of the sample of male and female teachers at the High Basic Schools in the Capital Amman Governorate.

- Responders were given enough period of time to answer both instruments of study for two weeks. Then questionnaires were collected, emptied and introduced to the computer in order to analyse them both.
- Obtaining a letter from the Middle East University to facilitate a task from the Ministry of Education.
- Obtaining a letter from the Ministry of Education to facilitate a task in the educational directorates in the Capital Amman Governorate.

And both researchers did an exploratory study to a group of teachers, and their number is (25) male and female teachers, to uncover the supervising practices amongst the educational supervisors and raised the following questions on them:

1. What is the prevailing pattern of the educational supervision?
2. What is the number of class visits by the educational supervisor during the studying semester?
3. Upon what does the educational supervisor concentrate in the supervising process?
4. Did the supervising practices differ at the educational supervisors by the difference of the educational supervision patterns from inspection to direction into supervision?

Twenty of these teachers answered the first question that the prevailing pattern of supervision is the classical one hunting mistakes, and twenty three teachers answered the second question, as accustomed that the educational supervisor does pay one class visit during the studying semester, and may not do it during this semester, except if the teacher was new, he pays his visit once to twice during the semester. Eighteen teachers answered the third question, that the educational supervisor concentrates on the class control in the first place, and the other four teachers answered that he concentrates on the teacher's mistakes at class, and the twenty-five teachers answered the fourth question, that there was no difference in the supervising practices at the educational supervisors in the supervising patterns. It is true that the name differed, but the supervisor remained the instructor and inspector himself, so the name differed and practices remained one.

The degree of practice was divided into three levels as follows:

- Low level if arithmetic means amounted to (1-2.33).
- Medium level if arithmetic means amounted to (2.34-3.67).
- High level if arithmetic means amounted to (3.68-5).

The following scale was used in analyzing data:

Highest limit of scale-lowest limit of scale/ No. of classes =  $1-5 / 3=4 / 1.33=3$  class length, so classes become as follows:

- From (1-2.33) low
- From (2.34-3.67) medium
- From (3.68-5) high

### Variables of Study

The study included the following variables:

- Level of supervising practices at educational supervisors.
- Trends of teachers towards the profession.

### Statistical Processing

It was depended on the statistical Sheaf Program for Social Science (SPSS) in the statistical analysis by employing the following statistical processes:

- To answer both questions; the first and the second, arithmetic means, standard deviations, rank, level of supervising practices and level of trend towards the profession.
- To answer the third question, Pearson's Connect Quotient was used to know the relationship between the supervising practices and their relationship with the trend towards the profession and using the T-test to know the level of indication of this relationship.

### Results Show

Results related to answering the first question that words on "what is the level of supervising practices at educational supervisors from the point of view of High Basic Stage Teachers in Amman Governorate?"

For arithmetic means, standard deviations and the rank of all fields of study, as shown in Table No. (5).

**Table No. (5)**  
**Arithmetic Means, Standard Deviations, the Rank and Level of Supervising Practices at Educational Supervisors from the point of view of Teachers for all fields**

Paragraph No.	The Field	Arithmetic Mean	Standard Deviation	Rank	Practice Level
2	Supervising Practices aiming at qualifying Teachers	2.95	0.53	1	Medium
3	Individual Supervising Practices	2.93	0.78	2	Medium
1	Training Supervising Practices	2.83	0.70	3	Medium
4	Supervising Practices Related to curriculums	2.81	0.98	4	Medium
5	Collective Supervising Practices	2.76	0.55	5	Medium
<b>The Whole Degree</b>		<b>2.93</b>	<b>0.78</b>	<b>-</b>	<b>Medium</b>

### Field one: Supervising Practices aiming at qualifying teachers:

Arithmetic means, standard deviations, rank and level of supervising practices for all paragraphs related with the field of supervising practices aiming at qualifying teachers as shown in Table (6).

**Table No. (6)**  
**Arithmetic means, standard deviations, rank and level of supervising practices on paragraphs of the field related to supervising practices aiming at qualifying teachers**

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
16	Supervisor assists the teacher to discover errors	3.48	1.10	1	High
12	Supervisor aspires to qualifying the teacher at different class stands	3.19	1.12	2	Medium
10	Supervisor aspires to provide information that assist in developing and qualifying him	3.10	1.08	3	Medium
15	Supervisor aspires to develop skills of evaluation at teachers	2.91	1.08	4	Medium

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
18	The supervisor works to modernize educational Concepts and teaching styles of the teacher	2.91	1.12	4	Medium
13	Supervisor & teachers analyze different class stands	2.79	1.14	6	Medium
14	Supervisor assists teachers in planning processes of the different class stands	2.78	1.09	7	Medium
11	Supervisor follows stages of stages of vocational development	2.77	1.11	8	Medium
17	Supervisor assists the teacher in preparing tests in accordance with the specifications table	2.64	1.16	9	Medium
<b>The Whole Degree</b>		<b>2.95</b>	<b>0.53</b>	<b>-</b>	<b>Medium</b>

### Field Two: Individual Supervising practices:

The arithmetic means, standard deviations, rank, and the level of supervising practices for all paragraphs related to the field of individual supervising practices were counted as shown in Table No. (7).

**Table No. (7)**

**Arithmetic means, standard deviations, rank and level of supervising practices for all paragraphs related to the field of individual supervising practices**

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
19	The supervisor communicates with the teacher at an individual form	3.01	1.25	1	Medium
26	The supervisor assists in developing the beginner teacher with the different available vocationally means	3.00	1.12	2	Medium
20	The supervisor works to gain trust of the teacher	2.99	1.20	3	Medium

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
22	The supervisor works on evaluating class stand of the teacher at all dimensions	2.99	1.12	3	Medium
21	The supervisor shares in making the teacher self-commits with interaction with new developments	2.97	1.97	5	Medium
23	The supervisor raises the motivation of the teacher by showing his achievements & capabilities	2.96	1.14	6	Medium
24	The supervisor understands the needs of the teacher and his problems and assists him to solve them	2.85	1.12	7	Medium
25	The supervisor urges the teacher to employ learning resources (labs., computer and the library) in education	2.70	1.13	8	Medium
<b>The Whole Degree</b>		<b>2.93</b>	<b>0.78</b>		<b>Medium</b>

### Field Three: The training supervising practices:

The arithmetic means, the standard deviations, and level of the supervising practices for all paragraphs related to the field of training supervising practices were counted, as shown in Table No. (8).

**Table No. (8)**

**The arithmetic means, the standard deviations, the rank, and level of supervising practices on paragraphs of the field related to training practices**

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
8	The supervisor trains the teacher to put educational plans.	3.13	1.56	1	Medium
1	The supervisor assists the teacher in specifying his training needs.	3.03	1.04	2	Medium
9	The supervisor trains the teacher on developing instruments of evaluating students.	2.99	1.17	3	Medium
2	The supervisor trains the teacher on how to present the scientific content.	2.94	1.05	4	Medium
3	The supervisor trains the teacher to solve problems and how to decide inside the classroom.	2.81	1.09	5	Medium
7	The supervisor organizes the training workshops that develop the teacher's performance.	2.80	1.12	6	Medium
6	The supervisor employs minor education to train new teachers.	2.75	1.21	7	Medium
5	The supervisor works to organize symposiums and seminars to teachers related to educational learning process.	2.71	1.53	8	Medium
4	The supervisor trains the teacher how to cooperate with ones in charge of students.	2.28	1.09	9	Low
<b>The Whole Degree</b>		<b>2.83</b>	<b>0.70</b>		<b>Medium</b>

**Field Four: Supervising practices related to curriculums:**

Arithmetic means, standard deviations, the rank, and level of supervising practices for all paragraphs related to curriculums were counted as shown in table No. (9).

**Table No. (9)**

**Arithmetic means, standard deviations, the rank, and level of supervising practices on paragraphs of the field related to curriculums**

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
38	The supervisor lays instructions to employ the guide-book of the teacher to implement the curriculum effectively.	3.18	1.17	1	Medium
37	The supervisor assists the teacher in analyzing the content of the text.	2.95	1.17	2	Medium
40	The supervisor directs the teacher to make benefit from local environment in enriching the curriculum.	2.84	1.16	3	Medium
42	The supervisor makes the aware of other sources that can be teacher revised without the school text.	2.83	1.12	4	Medium
41	The researcher assists the teacher in connecting the curriculum with life reality.	2.77	1.14	5	Medium
39	The supervisor assists the teacher in facing difficulties that confront implementation of the curriculum.	2.76	1.24	6	Medium
<b>The Whole Degree</b>		<b>2.81</b>	<b>0.98</b>		<b>Medium</b>

**Field Five: collective supervising practices:**

Arithmetic means and standard deviations, the rank and level of supervising practices for all paragraphs related to the field of the collective supervising practices were counted as shown in Table No. (10).

**Table No. (10)**  
**Arithmetic means, standard deviations, the rank and level of supervising practices on paragraphs of the field related to the collective supervising practices**

Paragr aph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Practice Level
34	The supervisor works in a team's spirit with whom he deals.	3.11	1.16	1	Medium
30	The supervisor directs the teacher how to control the class.	2.97	1.06	2	Medium
32	The supervisor follows up the final evaluation at the end of class together with teachers.	2.90	1.12	3	Medium
31	The supervisor follows up the continuous constituent evaluation along class with teachers.	2.86	1.11	4	Medium
29	The supervisor participates teachers in organizing educational services to carry them out.	2.60	1.12	5	Medium
28	The supervisor in cooperation with teachers employs the technological education means.	2.54	1.12	6	Medium
36	The supervisor encourages mutual visits among teachers to exchange educational experience.	2.54	0.86	6	Medium
33	The supervisor works on participating the teacher in procedural researches & developmental projects.	2.43	1.16	8	Medium
35	The supervisor encourages the teaching staff to find an educational environment meets users needs.	2.11	1.14	9	Low
27	The supervisor consults with individuals of local community of ones in charge of students at presence of teachers.	2.11	0.81	9	Low
<b>The Whole Degree</b>		<b>2.76</b>	<b>0.55</b>		<b>Medium</b>

The second question: What is the level of trends of the High Basic Stage Teachers in the Capital Amman Governorate towards the profession from their point of view?

The arithmetic means, the standard deviations, the rank, and the level of trend for all paragraphs related to the level of trends of the High Basic Stage Teachers in the Capital Amman Governorate were counted towards the profession from their point of view, as shown in table (11).

**Table No. (11)**  
**The arithmetic means, the standard deviations, the rank and the trend towards the profession on paragraphs of the field related to the level of trends of the High Basic Stage Teachers in the Capital Amman Governorate towards the profession from their point of view**

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Trend towards profession
1	Respect of workers in education profession.	4.44	0.84	1	High
9	Keep reaching school at the fixed time daily.	4.27	0.85	2	High
11	I feel that I provide a great service to the community.	4.21	0.9	3	High
26	I like to develop my performance continuously	4.13	0.9	4	High
33	I exert a great effort to achieve tasks required	4.09	0.96	5	High
3	My profession as a teacher increases trust in my self.	4	1.08	6	High
19	I see that education is a high profession.	3.93	1.14	7	High
2	I like the profession of education.	3.92	1.11	8	High
12	Education profession demands effort surpasses my capacity.	3.87	1.15	9	High
37	Aspire to know every new in education profession.	3.81	1	10	High
38	I read outside books related to the subjects I study.	3.79	1.05	11	High

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Trend towards profession
16	I feel that the community does not look respect fully to education profession like other professions.	3.78	1.24	12	High
28	Education is wished of many people.	2.77	1.27	13	High
17	I feel happy, because I can overcome problems of the profession.	3.75	1.07	14	High
8	I see that education causes psychological problems to teachers.	3.66	1.14	15	High
27	I wish to share in classless activities organized by the school.	3.64	1.13	16	Medium
4	I prefer working other professions not education.	3.57	1.25	17	Medium
7	I like working with students at schools.	3.54	1.13	18	Medium
20	I reject the sick-leaf decided by the doctor if affected the interest of my students.	3.53	1.25	19	Medium
13	I feel relieved because my profession as a teacher gives me an opportunity to meet many people.	3.49	1.2	20	Medium
24	I like education profession, because a teacher is a social responsibility in addition to educational responsibility.	3.47	1.15	21	Medium
10	I feel that time passes quickly during my existence at school.	3.45	1.17	22	Medium
29	Education develops the teacher's personality towards the best.	3.45	1.19	22	Medium

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Trend towards profession
18	I prefer education profession inspite of rarity in substantial incentives.	3.40	1.26	25	Medium
5	I feel that work in education is interesting.	3.39	1.28	26	Medium
21	I advice me colleagues to choose education profession.	3.27	1.23	28	Medium
23	Education saves opportunity of self development along life time.	3.10	1.19	29	Medium
36	I miss the school when I am absent from it.	3.05	1.27	30	Medium
34	I feel that education restricts my personal freedom.	3.04	1.2	31	Medium
22	I prefer to stay at education profession even if given the opportunity to transfer to another profession.	3.02	1.3	32	Medium
31	I advice my students to choose education profession.	2.90	1.18	33	Medium
30	I feel unrelieved at the beginning of the teaching day.	2.84	1.18	34	Medium
6	I believe that the teacher has a great position in the community.	2.79	1.4	35	Medium
25	I feel anxious from abundance of problems I face in education	3.42	1.19	24	Medium
21	I advice my colleagues not to choose education profession	3.39	2.01	26	Medium

Paragraph No.	Paragraphs	Arithmetic Mean	Standard Deviation	Rank	Trend towards profession
32	My job as a teacher gives me the opportunity of additional work.	2.78	1.28	36	Medium
14	The teacher receives every reverenship from most of responsible officials in education.	2.72	1.25	37	Medium
35	I stay at school after formal time to accomplish school duties.	2.69	1.14	38	Medium
<b>The Whole Degree</b>		<b>3.48</b>	<b>0.52</b>		<b>Medium</b>

The third question: Is there a connective relationship with statistical indication at the level of ( $\alpha = 0.05$ ) between the level of supervising practices amongst the educational supervisors and the trends of the High Basic Stage Teachers towards the Profession?

To answer this question Pearson's Connective Quotient was extracted to find the relationship between the supervising practices amongst the educational supervisors and trends of the High Basic Stage Teachers towards the profession, and table No. (12) shows that.

**Table No. (12)**  
**Pearson's Connective Quotient to find the relationship between the supervising practices amongst the educational supervisors and trends of the High Basic Stage Teachers towards the profession**

Manifest	No.	Level of (Sig) Indication	Pearson's Connective Quotient
Relationship between the training supervising practices amongst the educational supervisors & trends of the High Basic Stage Teachers towards the profession.	373	0.000	0.229**
The relationship between the supervising practices aiming at qualifying teachers amongst the educational supervisors & trends of High Basic Stage Teachers towards the profession.	373	0.000	0.188**
Relationship between the supervising practices amongst educational supervisors & trends of High Individual Basic Stage Teachers towards the profession	373	0.000	0.259**
Relationship between the supervising practices related to curriculums amongst educational supervisors & trends of High Basic Stage Teachers towards the profession	373	0.000	0.271**
Relationship between collective supervising practices amongst educational supervisor & trends of High Basic Stage Teachers towards the profession &	373	0.000	0.244**
Relationship between supervising practices amongst educational supervisors & trends of High Basic Stage Teachers towards the profession	373	0.000	0.279

\*\* Statistically indicated

### **Results Discussion**

Most of results at this study came at medium degree, that is ascribed to that the degree of the validity of study is inaccurate and tends to the middle, and this is not a positive indicator, and explains with the statistical descending towards the middle, that means the happening of supervising practice at a medium degree will affect negatively on the instructional process and its outputs. Discussion of results related to the first question, that words on: "what is the level of supervising practices amongst the educational supervisors from the point of view of the High Basic Stage Teachers in Amman Governorate?"

Results showed that the general average of fields related to the level of supervising practices amongst the educational supervisors from the point of view of the High Basic Stage Teachers in the Capital Amman Governorate came at a medium degree and an arithmetic mean (2.93) and a standard deviation (0.78), and the field of supervising practices aiming at qualifying teachers at the highest arithmetic mean (2.95), followed by the field of the individual supervising practices (2.93), followed by the field of training supervising practices (2.83) and the field of supervising practices related to curriculums got an arithmetic mean (2.81), and the field of collective supervising practices got the lowest arithmetic mean (2.76), and all fields tend towards the middle.

And that may be ascribed to the High Basic Stage Teachers look at the educational supervisors as following classical supervising practices, such as the class visit, and that refers to the fewness of adopting a suitable and new educational policy in harmony with the scientific progress, and that is from the point of view of teachers. Discussion of Results related to the field of supervising practices aiming at qualifying teachers.

The results showed that the field of supervising practices aiming at qualifying teachers came at a medium degree; for paragraph (16) came wording on "the supervisor assists the teacher to uncover errors before happening" in the first rank at an arithmetic mean (3.48) and a standard deviation (1.10). And that can be explained that teachers look at the educational supervisor aspires simply to practice processes of supervising related to following teachers' capacities and qualifications, which work on abandoning mistakes and uncovering them before happening.

And paragraph (12) which words “the supervisor aspires to qualify the teacher in the different class stands” in the second rank at an arithmetic mean (3.19) and a standard deviation (1.12), and that can be explained that teachers look at the educational supervisor, that he cares for qualifying the teacher at a low degree, that refers to the absence of experience exchange among supervisors themselves, and between supervisors and school principals. The thing that leads to little cognition of the educational supervisor with technicalities, which are necessary to qualify the teacher.

And paragraph (11) came wording on “the supervisor follows the vocational development up at the teacher” in the rank before the last one, at an arithmetic mean (2.77) and a standard deviation (1.11), and that can be explained that teachers see that the educational supervisor mostly is preoccupied by their direction and correcting their mistakes at a bigger form than following up their development and their vocational progress.

And paragraph (17) came wording “the supervisor assists the teacher in preparing tests in accordance with the specifications table” in the last rank at an arithmetic mean amounted (2.64) and a standard deviation (1.16). And this result can be explained that teachers see that the educational supervisor has few experience in the process of designing and laying tests in accordance with the specifications table. The thing that limits his following such things, in spite of its importance in improving their performance, and stirring their motivation towards the vocational development, and to carry out the curriculum, and which shares in improving the instructional level of the student and reinforce trust among supervisors and teachers.

### **Discussion of results related to the field of individual supervising practices**

Results showed that the field of individual supervising practices came at a medium degree. Paragraph (19) has come wording “the supervisor communicates with the teacher individually” in the first rank at an arithmetic mean (3.01) and a standard deviation amounted to (1.25), and that may refer to the gap which appears in the communication process between the educational supervisor and the teacher, and the meeting that gathers between the supervisor and the teacher is the class visit done by the educational supervisor, and rarely he asks them or, discovers the extent of their understanding and their perceiving the instructional process, or how they can reach the information.

And this differs with Al-Hussein Study results (2004), which pin-pointed that supervisors, in general, have a positive role in developing the instructional capacities at the teacher, and this means that he works to develop the individual and collective skills of the teachers.

And paragraph (26) wording “the supervisor assists in developing the beginner teacher vocationally by different available means”, in the second rank at an arithmetic mean (3.00) and a standard deviation amounted (1.12). And that can be explained that teachers view that the educational supervisor depends on specified supervising styles, such as class visits and meetings, without inclination to practice the helping supervising styles having a great effect in developing cognitions and skills of teachers.

And paragraph (24) came wording “the supervisor understands the teacher’s needs and his problems and assists him in solving them” in the rank before the last one at an arithmetic mean (2.85) and a standard deviation amounted (1.13). And that can be explained that teachers view the educational supervisors are in need of more understanding of the problems in which teachers tumble to assist in solving them an appropriate way.

And paragraph (25) came wording “the supervisor urges the teacher to employ sources of learning (Labs, computer and the library) in education” in the last rank, at an arithmetic mean (2.70), and a standard deviation (1.13). And that can be explained that teachers view the educational supervisors care a little for organizing the instructional stand represented in organizing the classroom, and get benefit from the modern technicalities at school, represented in labs, the computer and the library and employ them in the service of school work. And that may be ascribed to rarity of availability of such labs, computer and libraries at many schools, and if existed they are few.

This differs with (Grauwe Study, 2001) results, which pin-pointed that programs of supervision cannot be steady; but it should be characterized with elasticity that allows its change in accordance with the need, and for the change of requirements and their increase. That is to be able to take in these changes and supervise them properly.

### **Discussion of results related to the field of the training supervising practices**

Results showed that the field of training supervising practices came at a medium degree, for the whole arithmetic mean amounted to (2.83) and a standard deviation (0.70). Paragraph (8) came wording “the supervisor trains the teacher how to lay the educational plans” in the first rank, at an arithmetic mean (3.13) and a standard deviation (2.56), and this result may refer to that teachers view that the educational supervisor has some disability at some supervising practices related to laying the instructional plans, the thing that belittles of the quality of supervising services offered, that affects the quality of educational learning process.

And paragraph (1) wording “the supervisor assists the teacher in specifying his training needs in the second rank, at an arithmetic mean (3.03) and a standard deviation (1.04). That may be explained that there is un ability in these practices, especially what relates to specifying the teachers’ training needs without variety and honoring the teachers’ different vocational needs, in addition to fewness of care by confirming agreed standards with teachers to evaluate their performance, and the absence of continuous reviewing processes of teachers’ performance.

And paragraph (5) came wording “the supervisor works on organizing symposiums and seminars for teachers connect with the educational learning process” in the rank before the last one, at an arithmetic mean (2.71) and a standard deviation (1.53). That can be explained that supervisors practice the supervising styles at an in complete form; they do not organize symposium and seminars for teachers, that concern the educational process.

And paragraph (4) worded “the supervisor trains the teacher how to cooperate with ones in charge of students” in the last rank, at an arithmetic mean (2.28), and a standard deviation (1.09). That can be explained that the educational supervisors, simply care for training teachers how to cooperate with ones in charge of students, integration of their roles, and tightening the relationship among them, that leads to weakness of human relations between teachers and ones in charge of students.

### **Results related to field of supervising practices related with curriculums**

Results showed that the field of supervising practices related with curriculums obtained a whole medium degree. Paragraph (38) came wording “the supervisor lays directions to employ the Teacher’s Guide-book to effectively implement the curriculum”. In the first rank at an arithmetic mean (3.18) and a standard deviation (1.17), that can be explained that the educational supervisors participation in preparing curriculums and their development, is not a high degree; for the immense field for work of the educational supervisor in the curriculums is training teachers on them and evaluating them without intervention in planning them.

Paragraph (37) that words “the supervisor assists the teacher in analyzing the content of the text” at the second rank, at an arithmetic mean (2.95) and a standard deviation (1.17), and that may be explained through increasing the administrative and technical burdens thrown on the shoulder of the educational supervisor, and interpenetration of his administrative and technical tasks, the thing that increases the difficulty of the supervisor’s following the processes of analyzing the content of text up, to make sure of the standards on which he is working to achieve.

Meanwhile, paragraph (41) that words on “the supervisor assists the teacher on connecting the curriculum with the reality of life” came by the rank before the last one at an arithmetic mean (3.77) and a standard deviation (1.14). And that can be explained that the educational supervisor is a little caring for connecting the curriculum with the reality of life, that may make easy reaching of information to students.

And paragraph (39) came wording “the supervisor assists the teacher in confronting difficulties that face implementation of curriculum”, In the last rank at an arithmetic mean (2.76) and a standard deviation (1.24). And that can be explained that teachers view that the educational supervisor does not have enough time to implement all the modern supervising practices, represented in assisting the teacher in confronting difficulties that face him in implementing the curriculum, and overcoming adversities that face him and already hinder the development of instructing process laid by the Ministry of Education, the most important of which developing the curriculum and implementing it at schools.

And this differs with results of Ehren and Leeuw (2005) study, which pin-pointed that supervision process assists in the instructional process and developing it, and the possibility of employing theoretical programs for the educational supervision and getting benefit from them in developing the instructional process, through many fields from which are the curriculums.

**Discussion of Results Related to the field of Collective Supervising practices**

Results showed that the field of collective supervising practices has come at a medium degree, for the paragraph (34) came wording “the supervisor works at a team spirit with those whom he deals with” in the first rank at an arithmetic mean (3.11) and a standard deviation (1.16). And that can be explained by typicality at the educational supervisor’s practice of his supervising roles, that leads to the weakness of innovation and renewal of them, and belittles the size of expectations wished.

And paragraph (30) wording “the supervisor directs the teacher how to control the class” obtained an arithmetic mean (2.97) and a standard deviation (1.06) in the second rank. And that can be explained by increasing the burdens of the educational supervisor and difficulty of specifying the cognitive and vocational needs, related to how to control the class accurately, with unavailability of publications and training courses that assist the teacher to appropriately control the class.

Meanwhile, paragraph (33) came wording “the supervisor works on participating the teacher in preparing the procedural researches and developing projects”, at an arithmetic mean (2.43), and a standard deviation (1.16) at the rank before the last one. And that can be explained that teachers view that the educational supervisors are careless of procedural researches and projects concerned with developing the teacher.

Meanwhile, paragraph (35) came wording “the supervisor encourages the teaching staff to find an instructional environment meets the needs of users”, at an arithmetic mean (2.11), and a standard deviation (1.14). And that can be explained that teachers view that the educational supervisor has a cognition not enough in things that he should follow working to find an appropriate educational environment and its effect on educational outcomes.

And paragraph (27) came wording “the supervisor consults with individuals of the local community from ones in charge of students at the presence of teachers” at the last rank, at an arithmetic mean (2.11), and a standard deviation (0.81). And that can be explained that teachers view that the educational supervisor of little care about tightening relations that gather ones in charge of students and teachers, who already affected the instructional and learning process, and that can also be explained of little capacity to visualize and understand the importance of teachers’ relationship with ones in charge of students.

And this differs from what Sharma & Kanaan’s study assured, and also assured the necessity of participating teachers in the supervision process, and that is to plant its importance in them, and this means working in the team’s spirit.

**Discussion of the Second Question, wording: “What is the level of trends of the High Basic Stage Teachers in the Capital Amman Governorate towards the profession from their point of view?”**

Results related to this question showed that the level of trends of the High Basic Stage Teachers had come at a medium degree, for the whole arithmetic mean amounted to (3.48) and a standard deviation (0.52). Paragraph (1) had come wording “I respect workers at education profession” in the first rank, at an arithmetic mean (4.44) and a standard deviation amounted (0.84), meanwhile, paragraph (9) came wording “aspire for daily reaching to school at the fixed time, at an arithmetic mean” (4.27) and a standard deviation (0.85) and at a high degree and in the second rank can be explained that teachers view they are aspiring to respect each other, and this is a positive indication. And can be ascribed to that teachers have occupational consent and a positive trend towards their job, represented in their aspiration of commitment with the fixed time of school, that shares in improving the educational level of the student and does not waste time. This agrees with results of Sieidan’s Study (2004), that cleared trends of teachers towards the profession of education, characterized with positiveness.

Paragraph (14) came wording “the teacher receives every respect from most of the responsible officials in education”, at an arithmetic mean (2.72), and a standard deviation (1.25) at a medium degree in the rank before the last one. And paragraph (35) came wording “I stay late at school after the fixed time to accomplish the scholastic tasks” in the last rank, at an arithmetic mean (2.69) and a standard deviation (1.14). And that can be ascribed to that teachers are concerned with accomplishing their scholastic duties at a little form if they were demanded to stay late after the fixed time, in addition to the daily teaching burden does not allow the teacher accomplish duties at school. And also most of teachers come from far distances, and sometimes from a governorate to another, and sometimes they need more than one transportation means so as to arrive their homes. So time is very important for the teacher to get out of the school after the fixed time to arrive at home. And also may be ascribed to that teachers do not receive every respect from most of responsible officials in education, so this result reflects a negative trend at teachers and pushes them to delay in accomplishing demanded tasks.

And this is what agrees with results of Lal & Shergill Study (2012) which cleared that each of female teachers and males have trends with un appropriate degrees towards education profession. Discussion of the third question: “Is there a connective relationship with statistical indication at the level of ( $\alpha = 0.05$ ) between the level of supervising practices amongst the educational supervisors and trends of the High Basic Stage Teachers towards the profession”.

Results of statistical analysis showed existence of a connective relationship with statistical indication between the supervising practices amongst the educational supervisors and trends of the High Basic Stage Teachers towards the profession, for it amounted to (0.279) and it is statistically indicative. And this result may refer to that the High Basic Stage Teachers have positive trends towards their profession. And we may explain that the more the educational supervisors practice their supervising tasks as demanded, the most the trends of teachers towards the profession became most positive. And also agrees with results practiced by of Al-Janazrah Study (2000), which cleared that the supervising pattern the educational supervisor, greatly affects in trends of teachers towards the profession.

### **Recommendations**

In light of the results of the study and its discussion the two researchers recommend the following:

- Firstly: results showed that the field of supervising practices aiming at qualifying teachers, came at a medium degree, so both of them recommend with the necessity of working on improving the supervising practices of the educational supervisors, through holding training courses and workshops to increase their effectiveness within the sphere of their work.
- Secondly: results showed that the field of individual supervising practices came at a medium degree, so the two researchers recommend with the necessity of holding periodical dialogue sessions to both of teachers and supervisors to exchange points of view, and encourage the teachers to give their opinions about the supervising processes practiced on them.
- Thirdly: results showed that the field of training supervising practices came at a medium degree, so the two researchers recommend with the necessity of working on the exchange of experience between the educational supervisors and school principals to assist them in specifying the training needs of teachers and developing them.
- Fourthly: results showed that the field of supervising practices related to the curriculums obtained a whole medium degree, therefore the two researchers recommend with the necessity of participating the educational supervisors in preparing the curriculums and developing them.
- Fifthly: results showed that the field of collective supervising practices came at a medium degree, so the two researchers recommend with the necessity of caring for the participating collective supervising practices.
- Sixthly: results appeared at all fields at a medium degree, so the two researchers recommend with the necessity of caring for developing the skills of the educational supervisors related to the educational supervising practices by the Directorate of Educational Supervision and Training in the Ministry of Education, because of the positive effect in there on trends of school teachers towards the profession.

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