A Suggested Training Program for Improving Supervision Competences of Educational Supervisors, Which Based on the Educational Supervision Principles in Jordan

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Abstract: This research paper is about A Suggested Training Program for Improving Supervision Competences of Educational Supervisors, Which Based on the Educational Supervision Principles in Jordan. The era in which we live is characterized by rapid development and change, as the knowledge explosion is one of the most important features of development in our time, which led to the great development in the methods of education. In improving and developing the elements of the educational process. Educational supervision is one of the most important elements of the educational process. His main task is to develop and develop the capabilities of the teacher, improve the level of his performance, help him face his problems and provide him with the necessary expertise in his field of work. Educational supervision has moved from focusing on the teacher only and looking for his mistakes to a process that includes the teacher, the curriculum, the student, the school building and the local community. From here, the philosophy of educational supervision has become a collaborative process based on planning, coordination, and evaluation. The development and qualification of educational supervisors before they practice their supervisory work, whereby the educational supervisor acquires knowledge and skills about the concepts of educational supervision and methods of educational supervision, as well as the process of effective communication between the supervisor and the teacher. Training is one of the important sources for preparing educational supervisors, developing their competencies, developing work performance, and increasing productivity. The educational supervisor should possess the competencies of educational supervision because he is considered a leader of the educational process in all educational fields, including the scientific and intellectual competencies represented in the ability of the educational supervisor to think constructively, improve the learning environment between the individual educator and the differences. The human competencies represented in the ability of the educational supervisor to work, deal with others, understand oneself, and combine scientific theory with human relations. The technical competencies represented in the educational supervisor's ability to formulate objectives, develop a lesson plan, clarify ideas, listen, and exchange opinions. Finally, the competencies related to school organization, which include the skill of translating the educational program into a realistic and executable plan, and the skill of discovering any defect in school organization.

Keywords: Training Program, Supervision Competences, Educational Supervisors, Educational Supervision Principles

1. Introduction

Educational institutions need conscious educational guidance. During teaching at different educational stages, the teacher goes through problems and critical periods in which he needs educational guidance and supervision in order to improve his performance and progress. Education and its curricula have evolved, and we now live in an era called the era of developments. Where it requires the teacher to develop his teaching performance and to achieve this will be done through the educational supervisor who has scientific and practical experiences to raise the level of teachers' teaching performance and develop their attitudes towards the teaching profession.

1.1. The Importance of the Research Paper

The importance of this research paper comes from the

urgent need for the importance of the effective role of the supervisor in activating and developing the educational process according to the foundations of educational supervision, the researcher expects that the current study will contribute to the benefit of:

1) The Ministry of Education in Jordan and its affiliated departments in the field of educational administration, and those responsible for setting educational policies, should benefit from the results of the study by developing training programs for educational supervisors by officials in the Ministry of Education in accordance with the foundations of educational supervision in Jordan.

2) Educational supervisors by identifying the training needs to develop their brightening competencies.

3) School principals who apply for the position of educational supervisor to be highly efficient in following up and developing the educational process.

4) Postgraduate students and researchers in the field of education, administration and educational supervision to open new horizons in the field of educational administration and educational supervision in general.

1.2. Objectives of the Research Paper

This research paper aims to identify the proposed training needs to develop the brightening competencies of educational supervisors according to the foundations of educational supervision, in order to propose a training program that can be implemented to improve the brightening competencies of educational supervisors in Irbid Governorate in Jordan.

1.3. The Problem

The central problem of this research paper revolves around "A suggested Training Program for Improving Supervision Competences of Educational Supervisors in Irbid Governorate, Which Based on the Educational Supervision Principles in Jordan". Where it assumed that there should be notice the roles played by the educational supervisor in the educational system, being the link between all the elements of the educational process, including principals, teachers, curricula and students, it only requires educational supervisors to possess a set of competencies, abilities and skills in order to exercise their roles efficiently and effectively, despite the efforts made by the Ministry of Education in Jordan in order to develop the skills and capabilities of educational supervisors, but the training programs offered to them do not meet or develop their educational needs.

Therefore, this research paper came in an attempt to identify the training needs of educational supervisors in Irbid Governorate in Jordan, and then design a training program in light of their actual training needs. The research problem can be identified in the following main questions:

1. To what extent does a training program contribute to developing the brightening competencies of educational supervisors in Irbid Governorate, according to the foundations of educational supervision in Jordan?

2. What are the training needs of educational supervisors in Irbid governorate according to the foundations of educational supervision in Jordan?

3. What is the proposed training program for developing the brightening competencies of educational supervisors in Irbid Governorate, according to their training needs?

2. Previous Studies

"Abu Nasser conducted a study that revealed the training needs of science supervisors in Jordan, by distributing a questionnaire for training needs and answering them by the study sample consisting of (246) male and female secondary school teachers, and (40) science supervisors. The results of the study indicated that Science supervisors need training in descending order of arithmetic averages in the following areas: evaluation and classroom management, relationship with teachers, the local community, planning, curriculum development, teaching methods, research, and professional growth. As for science teachers, they answered the supervisor's need for training in the following areas: evaluation, classroom management, relationship with teachers and the local community, planning, research, curriculum development, training methods, and professional growth. The results of the study also showed that there were no statistically significant differences between the estimates of teachers and supervisors due to experience, educational qualification or interaction between them [1]".

"Al-Juneidi conducted a study that aimed to identify the reality of training educational supervisors in Palestine and their training needs, and the expected training on those needs from their point of view and that of their superiors, and their relationship to some independent variables. For educational supervisors, and the second tool included a number of questions that were used in personal interviews conducted by the researcher with a number of training officials. The study population consisted of all educational supervisors in Palestine and all heads of educational supervision departments, and training officials in the Palestinian Ministry of Education, numbering (156). supervisors and (21) chairpersons. The study resulted in the following results:

The descending order of the areas of training needs was as follows: human relations, communication and communication, leadership, planning, professional growth and teacher development, educational measurement and evaluation, school curricula, research and studies, and in the same order from the point of view of the heads, except for the field of planning, which came before the field of leadership. The study sample believes that educational supervisors have been trained in the field of human relations and communication to a high degree, and in the field of research and studies to a small degree. In the rest of the fields to a medium degree, and the study sample believes that educational supervisors need training in the fields of research and studies to a high degree, and on the rest of the fields with a degree Medium [2]".

"Al-Dosari conducted a study aimed at developing a list of the necessary competencies for the educational supervisor, and determining the extent of their practice from the teachers' point of view in the governorate of Wadi Al-Dawasir in the Kingdom of Saudi Arabia. The study aimed to develop a questionnaire that consisted of (46) items divided into the following five domains: the domain of leadership competencies, guidance, organization, coordination, planning, implementation and evaluation, and then the study reached the following results:

    1) The extent of practicing the necessary competencies for educational supervisors as a whole from the teachers' point of view was in a medium range, with an arithmetic mean of (3,37).

The educational supervisors practice (19) adequacy with a large extent, while they practice (27) adequacy with a medium range distributed over the fields of study in varying proportions [3]".

"Al-Rhayel aim to design a training program for educational supervisors in the Ministry of Education in Jordan in light of their actual training needs. Using a questionnaire that was developed for this study. The study concluded that there are training needs for educational supervisors working in the directorates of education in Irbid governorate in the following areas (human relations, professional growth for teachers, planning, evaluation, curriculum development, effective teaching strategies, and educational techniques). The study showed that there were statistically significant differences at the significance level (α=05.0) for the effect of the gender variable on the entire study areas, in favor of males [5]".

"The study of Sahin, Cek & Zeytin aimed to identify the views of educational supervisors regarding the efficiency of the supervision system and in-service training courses. The purpose of this study is to collect the views of educational supervisors regarding whether the supervision system courses and in-service training are reaching their goal and to obtain their suggestions about restructuring the supervision system. The study sample consisted of (104) supervisors. Qualitative data collected through "Supervisors' Opinions and Suggestions for a Supervisory System Model", which consisted of open-ended questions. The results were obtained by content analysis. According to the results of the study, (30%) of the supervisors believe that the control system reaches its goals, and (34%) argue that it reaches its goals in certain aspects, while (36%) of the supervisors believe that the system does not reach its goals. The majority of supervisors believed that the in-service training program did not reach its goals (87%). Supervisors' suggestions about improving the system tend to focus on restructuring efforts around the public system and oversight services [11]".

"Al-Amraji conducted a study aimed at knowing the extent to which a training program for educational supervisors in the primary stage contributed to the development of supervisory competencies and their orientation towards the profession in light of the 2030 vision. The study sample consisted of (15) educational supervisors, using a questionnaire that was developed for this study. The extent of the contribution of a training program for educational supervisors in the primary stage to the development of supervisory competencies and their direction towards the profession in the light of the 2030 vision was great, and the study showed the presence of statistically significant differences at level 01. The results revealed that they urgently need to develop supervisory competencies to meet the developments of the times, and to achieve The Kingdom's vision in 2030 [9]".

3. The Concept of Terms

    1. The training program: It is each organized and planned program that enables educational supervisors to grow in the guiding process by obtaining more enlightening experiences, and everything that would develop the effectiveness of the brightening process and achieve professional development for teachers (Sonqur, [6]).
    2. Brightness competencies: Are the skills and knowledge needed by the educational supervisor in performing his duties and roles.

The researcher defines the training program: A set of skills, activities, knowledge and experiences that the researcher will propose to train educational supervisors based on their training needs.

The researcher defines the educational supervision principles: They are the educational foundations and premises upon which the training program will be built.

4. Types of Supervision

"Al-Ta'ani & Al-Rubaie mentioned to the types of supervision:

1. Corrective supervision

When the educational supervisor visits the teacher, he may find some errors, so it is his duty, if the error is simple and does not affect the educational process, to overlook this error or to refer to it in passing and in a tactful and intelligent manner so that it does not cause embarrassment to those who made a mistake. But if the error is serious and leads to improper direction of the students, then the supervisor must use his tact and ability to deal with the situation, whether in an accidental interview or in an individual meeting to show him the extent of the damage and to rid the teacher of these errors.

2. Building supervision

Supervision is the clear vision of the educational goals and that it rises to the construction stage and goes beyond the correction stage. The educational supervisor must not mention or refer to the error unless he has alternative proposals, and the supervisor and the teacher should focus both on the progress and on growth of work.

3. Creative or creative supervision

Creative supervision works to liberate the mind and release energy for teachers to exploit their abilities and talents to the fullest extent possible in achieving educational goals.

Himself.

Creative supervision requires trained and well-prepared energies, great financial capabilities, a lot of time, and a group of people who are distinguished by imaginative thinking. In addition, that the known professional facts should not stand as an obstacle in the way of finding something new, as the supervisor should activate innovation among teachers inside and outside the school, and provide opportunities for experimenting with new systems and ideas.

4. Classroom supervision (clinical)

It was named the class that was the original place of teaching. It focuses on improving the teaching process in the classroom, based on collecting information on the progress of the teaching process in the classroom. The main objective of the classroom supervision process is to give the teacher the opportunity to obtain feedback that will enable him to develop his teaching skills.

5. Evolutionary supervision

The basic premise is that teachers are adults. The educational supervisor has to take into account the individual differences between teachers, so that not all teachers have to undergo a single supervision process, but at the same time, it is imperative for the supervisor to oblige the teacher to a certain method of supervision.

6. Scientific supervision

It requires the supervisor to possess the competence in using tests and standards to study the various educational phenomena and situations and relies on objective judgments when judging teachers instead of personal judgments issued by the supervisor. In addition, that the use of this type requires the supervisor understands of the required objectives while defining the tasks and duties of all workers in this process. The supervisor must possess certain types of information and skills in order to perform the task in an effective manner [4, 7]".

"Al-Ta'ani indicated that this kind of following scientific methods and using scientific measurement tools instead of relying on the supervisor's subjectivity and personal impressions in evaluating teachers. This method can be used, but educators and teachers have rejected it for several reasons, including:

1) Education is a complex process that is difficult to measure due to the lack of accurate and reliable standards.
2) There is no specific method for every teacher. He has the right to use the method that suits his abilities and circumstances.

From the supervisor's point of view, the teacher is just a machine that works according to a specific system, so there is no room for creativity and innovation [7]".

5. Competences and Skills of the Educational Supervisor

"Successful educational supervision is seen as the motivating and organizing tool. The teacher does inside and outside the classroom in order to achieve the educational goals that he works to implement. The teacher based on the desired role of the educational supervisor in performing the various roles effectively, he must have a set of special competencies that indicate his ability to do things efficiently and at a high level of performance (Al-Oran, [10])".

"Al-Rubaie refers to the competencies and skills of the educational supervisor, including:

1. Scientific and intellectual skills: It refers to the supervisor's competence in creating ideas, feeling problems and developing solutions, and these are necessary to help him succeed in improving the learning environment, taking into account individual differences between teachers, using the scientific method in solving problems, identifying training needs, planning work, directing and prioritizing and anticipating things that can happen in the future.
2. Human skills: The ability to persuade, express, assess the level of staff skill and satisfaction, and define the duties and tasks of all school staff. Identifying employees' tendencies and trends, and how to activate the skill of communication with parents of students.
3. Technical skills: It relates to the ability to clarify ideas, continuous reading and conscious reading, exchange of opinion and dialogue with teachers and respect for others, the skill of data collection, the ability to listen and coordinate, study results, analyze and interpret data.
4. Skills related to school organization: Translating the educational program into a realistic plan, discovering the imbalance in the organization, supervising the school maintenance program, and identifying educational needs and drawing plans for them [4].

6. Training Needs

"Training needs must be carried out in an accurate scientific manner, as it is the basis on which proper training focuses in order to achieve efficiency and good performance of the organization's personnel, improve its information and skills, and improve their attitudes. It is also an important and essential part of the training planning process, which aims to follow well-thought-out scientific steps in designing training programs that lead to the achievement of the desired goals. Training needs are an ongoing and ongoing process. This is because the needs change and vary according to the surrounding circumstances and the problems and obstacles they encounter. As well as because the organizational process is characterized by permanence and continuity to express the movement of the organization and its permanent and continuous vitality. Finally, the training needs are identifying the individuals' need for the knowledge, skills and behaviors necessary to perform work according to specific levels that lead to agreement, excellence and creativity that lead to the organization's growth, progress and competition (Yagi, [12])".

7. Training Programs

"Al-Ta'ani mentioned that Training is an important source

of preparing educational supervisors to develop their competencies, which will reflect positively on developing performance in all different aspects. Training programs are set for the continuous improvement and development of educational supervisors during the service, and given the rapid and noticeable development in human knowledge, including theories of education, psychology and teaching methods, there is an urgent need to coordinate programs to train educational supervisors during the service.

7.1. These Programs Include the Study of the Following Areas

a. Educational psychology.
b. Moral philosophy.
c. Psychological counseling.
d. Philosophy and policy of the educational system.
e. Development of curriculum construction.

7.2. These Programs Are Carried out by the Following Forms

a. Educational workshops.
b. Internal missions.
c. Grants and foreign visits.
d. Formal and informal discussions
e. Professional meetings [7]."

8. Training Program Objectives

"Yagi indicated that the training programs aim to achieve several goals, the most important of which are:
a. Develop the knowledge, skills, abilities and attitudes of the organization's members.
b. Improving the performance level of the educational institution personnel, which leads to raising their productive efficiency.
c. Attempting to change the behavior of individuals to bridge the gap between actual performance and the desired level of performance.
d. Creating a positive relationship between the educational institution and its members.
e. Work to improve the general atmosphere of work in the educational institution.
f. Assist in the workforce planning and development process [12]."

9. Success Factors of Training Programs

"Abed & Sbaitan talked about several factors whose availability when presenting the training program contributes to the success of the training and the achievement of its long-term goals. These factors are summarized in the following points:
1. Continuity: Training is a continuous process to qualify teachers to possess the necessary knowledge, skills and attitudes to perform the work. These components are characterized by continuous development. Therefore,

the training process must continue with keeping pace with developments to bridge the performance gaps that may appear among teachers during the years of service.
2. The specifics of the trainees: it means the capabilities of the trainees and the extent of their comprehension of the training content, as the levels of the trainees vary, and this requires that the training programs vary in proportion to the different disciplines, stages and capabilities, taking into account this diversity when designing and implementing the programs.
3. Learning through work and experience: Good training includes learning through practice, work and participation. Learning through experience, experience or personal performance does not need proof. To ensure the success of training programs, trainees must participate by taking on certain roles or assigning them practical tasks that enable them realistic skill acquisition [8].

10. Recommendations

Through this presented research paper, a number of important recommendations can be reached to achieve quality performance:
1. Providing the supplies needed by the educational supervisor in terms of places, tools, teaching aids and financial support.
2. Working to increase the effectiveness of the training programs provided to educational supervisors with regard to their objectives, content, reality and scientific progress.
3. Achieving integration and balance between theory and practical application in supervisors' training programmes.
4. Seeking the opinions and experiences of university professors and specialists in educational supervision to participate in planning educational supervisors training programs.

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