

# **The Degree of Educational Supervisors' Commitment to Utilizing the Characteristics of Modern Educational Supervision in UNRWA Schools in Jordan from Teachers' Point of view .**

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## **Abstract**

This study aimed at finding out the degree of educational supervisors' commitment to utilizing the characteristics of modern educational supervision in UNRWA schools in Jordan, from teachers' point of view, and to know if there were significant differences at ( $\alpha \leq 0.05$ ) attributed to the variables: educational stage, gender, experience, academic qualification and the nature of the subject-matter.

A stratified random sample consisting of (455) teachers was drawn from the population of the study totaled to (4263). To achieve the objectives of the study, a questionnaire was built, to measure the degree of educational supervisors' commitment to utilizing the characteristics of modern educational supervision in UNRWA schools in Jordan. The tool included six areas: leadership and planning, vocational growth, curriculum enrichment, measurement and evaluation, students affairs and educational research. Validity and reliability of the questionnaire was found .

The findings of the study were as follows :

- The degree of educational supervisors' commitment to utilizing the characteristics of modern educational supervision, from teachers' point of view was moderate on the areas as a whole, and it was between moderate and high on the six areas of the tool .
- There were no significant differences at ( $\alpha \leq 0.05$ ) in the degree of educational supervisors' commitment to utilizing the characteristics of modern educational supervision, from teachers' point of view, attributed to the educational stage, and academic qualification of teachers variables, on each area, and on the areas as a whole .
- There were significant differences at ( $\alpha \leq 0.05$ ) in the degree of educational supervisors' commitment to utilizing the

characteristics of modern educational supervision, from teachers' point of view, attributed to gender variable on the areas as a whole, and on all areas excepts educational research area, in favor of female teachers.

- There were significant differences at ( $\alpha \leq 0.05$ ) in the degree of educational supervisors' commitment to utilizing the characteristics of modern educational supervision, from teachers' point of view, attributed to experience variable, on the areas as a whole, and on leadership and planning, vocational growth, and measurement and evaluation areas, in favor of less than five years experience teachers.
- There were significant differences at ( $\alpha \leq 0.05$ ) in the degree of educational supervisors' commitment to utilizing the characteristics of modern educational supervision, from teachers' point of view, attributed to the nature of the subject-matter, on the areas as a whole, and on leadership and planning, vocational growth and measurement and evaluation areas, in favor of teachers who taught scientific subject-matters.

In light of the findings, the researcher recommended the following:

- Reducing the administrative load of the educational supervisor, and reducing the number of teachers under his supervision.
- Organizing training programs for educational supervisors, about the characteristics of modern educational supervision.
- Conducting similar studies on other educational districts of UNRWA schools.