

## The Study of Supervision System

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### ABSTRACT

This research is an attempt to study the supervision system of elementary school teachers in Kermanshah Province in order to develop a conceptual framework applying a descriptive-method. To do these first 176 factors were derived through studying the literature of models and theories in Iran which resulted in 93 factors after surgery. The main findings are: 1. in studying the current situation of the teachers' supervision system, the factors of class management and the school regulations had better results than other factors. In the factor of evaluation from the students learning the performance was average but in sustainable development of educational quality, teacher professional development and commitment, motivating students, determining educational and curricular objectives, teacher performance evaluation less work has been carried out. And in analysis of the factors, the factors classification has changed from seven to 13 factors. 2. Developing a suggested framework in order to study the teacher supervision including five categories of philosophy and objectives, theoretical principals, supervision functions in 13 branches, operation stages, and evaluation system. 3. The findings from validity of questionnaires from scholars indicate a 91.78% suitability ranking by the scholars which shows a high validity of the model in the eyes of the scholars.

**KEYWORDS:** Supervisor, mentor, teacher, elementary level, supervision model, Kermanshah Province

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### INTRODUCTION

The education and training system is one of the small parts of society system which is responsible for training peoples. It has critical mission to follow. The function and the role of the system are more critical than the function of other society system such as economic and social system. Therefore the result and the outcome must be evaluate and modified continuously. As a matter of fact based on the quality systematic approach, the output of the system is the result of input and the process of the education and training system. In the circle of the education and training system, teachers have a key role and in order to reach the class goals, they must have essential knowledge and skills.

Supervision system is going to define such vision for the system. Its definition has been changed as long as the other environmental changes as now there some limited conception in its definitions (Vaylz & Bandi, 2004); Administrative, education planning, teaching, human relationship, management and Leadership. Eye, Netzer and Krey defined concentrate supervision as; supervision is a stage of administrative management of school which considers education expectation appropriate with education and training system. So school staffs and facilities must integrate till school can reach to their education goal (Vaylz & Bandi, 1986). Glic man has also defined administrative supervision as; teachers are stand in the front position while supervision is at the behind to make teachers able in their work and support and provide them skills and knowledge they would need. Also from the view of Haris and Bezent administrative supervision is; supervision about school staffs along with adults and facilities to keep and change schools function to be effective in main lessons goals achievement (Vaylz and Bandi, 2004). Cogan define concentrate supervision on education planning as; supervision consist of activities such as plan writing, review of education planning, syllabus and lessons preparedness, facilities and tool use, family reporting and considering the whole evaluation system.

Marks, Stoops and King Stoops defined concentrate supervision on teaching as: supervision is an action and experience to education and teaching improvement (Vaylz and Bandi, 1986). Komoski has also defined supervision on teaching as; supervision is a process of leadership with a final goal to promote education (Vaylz and Bandi, 2004).

The fourth definition will go to human relationship. Comeil Vaylz define supervision as; supervisors are those who foster performance and works. They help in creating and transferring message till people can hear each other. Beside they help people solve their problems and courage people to do new things. They would listen to people critics and objects about the system and policy and suggest the administrative to listen to the

staff words to solve their problems. In the fifth definition supervision is limited to management. As Alfonso, Firth and Nevi defined it as;

Supervision is in all complicated organization to conserve and improve the system. The relation between supervision and communicative organization is clear and straight forward. The organization results would be used in organization efficiency and effectiveness. This kind of supervision especially could be applicable in production system for those who do educational supervision. School is considered as a production system. The sixth definition is on the leadership concept on Mosher and Purper view as define: the supervision duty is the knowhow of teaching to teachers how to teach and professional leadership in general reeducation.

Ben Harris has also defined supervision and teaching guide as; what school staffs do with adults and things to keep school performance or to change it, in the way to effect on the process of promotion and students learning system. Supervision and education guide is often regarding to education and would not involve in students. It is the main function of school. It's a skill, guide and supervision to keep and improve learning and teaching process. Comeil Vaylz stated that education leadership is a kind of assistance and help to education promotion and is kind of action that would help teachers to take step. Khadivi, 1993 presented a conceptual model of supportive supervision in education and training system of the country and recognized the following factors:

Factors are annual evaluation, monitoring, professional development, goals determination, lessen and syllabus designing and professional commitment. The model has been accepted with 0.088 agreements.

### Research method

The presented research with goal of description and investigation in supervision process, the research method is descriptive one. Moreover in presented research we use documentations, library study and data and information gathering in the area of research title, by studying books, articles, thesis, and electronic recourses in the case of supervision by doing some interviews with teachers, managers, and supervisions and questionnaires.

### Statistical population and sampling techniques

The statistical population of the research would cover all Kermanshah elementary school teachers during 2006-2007 which accounted for about 7051 persons. The sampling was done by multi stage grape sampling from training and teaching area of province during 2006-2007. The numbers of sampling teachers are about 384 persons. For their selection we used 6 area(1- Kermanshah: region 2, 2- Eslam abad, 3- Ghasr shirin, 4- Kerend, 5- Kangavar, 6- Paveh) and we collected 6 girls and 6 boys school from each region.

Two researcher made questionnaires have been used to collect data. The first one with 3 questions was completed by elementary teachers and the second one was completed by university teachers specialized in supervision study for reaching to conceptual framework. Inferential statistics, Using a single factor analysis with Varimax and the tools reliability is over 0.95.

### Research findings

Findings regarding to the first question:

Comparing the marks of the supervision factors with the average of 14.67 shows that class manager and school regulation has a better performance than other parameters. The evaluation situation of students learning is in the moderate position, while other factors as permanent quality education improvement, growth and teacher professional commitment, student encouragement, defining educational and teaching goals, and teacher evaluation were very low in position. The whole study results are alignment with Elyasi's result in 2000.

Table 1. Statistical elements of the questionnaire and comparing them with the average of 14.67

Supervision	mean	number of questions	Sig. (2-tailed)	df	t
Sustainable development of educational quality		30	13.36	0.000	267 -7.306
Professional growth and commitment		25	13.47	0.000	330 -6.069
Motivating students		15	14.22	0.08	351 -2.37
Class management, school administration and regulations		9	15.0043	0.049	365 1.94
Student learning evaluation		5	14.59	0.67	3 -0.424
Determining educational and curricular objectives		4	13.54	0.0.00	373 -4.606
Teacher evaluation		5	13.77	0.0.00	377 -4.562

### **Findings regarding to the second question**

The conceptual framework for quality improvement of supervision system quality has been prepared in 5 categories; the goals and philosophy, theories, conceptual framework, the implementation stages and the supervision model.

#### **A. the aims and philosophy**

In this section the main goal of presenting the supervision framework has been presented. The main goals are renewal and rethinking in supervision, introducing and centralization of education and training parameters, fostering and changing approach from traditional supervision to the modern one, concerning the practical aspect and implementation and access to integrative supervision model.

#### **B. Theoretical Concept**

Following the studies done regarding to supervision in theories, the researcher has recognized the conceptual models, approaches, theories and paradigms. The result set in 13 models: Synergic supervision model, the paradigm of knowledge work supervision, external supervision model, inter-school supervision, in-school supervision, model of self-evaluation, and model of clinical supervision, supportive supervision, and peer supervision model, cooperative supervision

#### **C. Supervision functions**

Based on the studies the main seven factors have been extracted which consist of: permanent quality education improvement, growth and teacher professional commitment, student encouragement, class management and regulations, evaluation of students learning, defining educational and teaching goals, and teacher evaluation. In order to reach to conceptual framework, factor analyzing has been done for studying its reliability with 13 factors. So the conceptual framework with factor analyzing of Varimax has been changed as following:

The first main factor: participating in teachers council- designing and equipping essential teaching methods for problem solving, reviewing teaching methods, efficient use of technology and resources, providing teaching methods, interest making in teachers and opportunity making for teachers to visit best practice classes.

The second main factor: education feedback to teachers: providing appropriate context for getting assistance from others, getting feedback, regular visit of schools based on rules, helping teachers in teaching methods modification, post and after meeting schedule with teachers, presenting suggestions and offers about teacher behavior and teaching, recording of observations, and using check list in observation process.

The third main factor: adapting programs and methods with cultural situation, such as: encouraging teachers to innovative and inventive teaching skills- relating teacher reaching methods to local culture- time planning for permanent improvement- identifying and studying solutions for solving teaching problems- applying creativity in growth programs- introducing teachers who need knowledge synergy- teacher encouraging in using simple and comprehensive examples.

The fourth main factor: teachers, students, parents and school commitment such as: commitment to students, teachers, school, parents and teaching quality

The fifth main factor: professional and growth commitment to teacher such as: providing learning opportunity and promoting teachers skills and abilities- increasing professional encouragement in teachers- providing job satisfaction context- providing professional commitment- providing appropriate atmosphere for teachers learning- showing teachers teaching best practice- providing facilities for teachers to do researches- introducing new internet sites for learning process- teacher learning- having sympathy with teachers to participate in professional growth opportunity

The sixth main factor: teacher participation in teaching quality promotion such as: assistance to new teachers in improving professional and teaching- providing opportunity for knowledge and experience sharing among teachers- encouraging teachers to do creative and innovative works- conducting teachers view and problems to the management levels.

The seventh main factor: providing studying and learning context: providing teachers, the last educational journals- introducing them the new educational results- persuading teachers in studying and learning to enhance their professional knowledge.

The eighth main factor: student's motivation and their need understanding: informing parents about the way of encouraging their child- adapting teaching material with students needs- providing suitable situation for students learning process- group teaching methods and increasing team work ability among students- recognizing geographical, economic and cultural situation of school- helping teachers to use the best incentive system for students- encouraging teachers to use creativity and innovative teaching methods- doing consulting activities with parents- helping teachers to know the wise and genius student for additional teaching and training materials- convincing teachers to understand the individual distinguish in time of teaching and assignment submission.

The main ninth factor: administrative information such as: identifying rules and regulations in the class- reflecting class and school problems to the administration- knowing all guidelines and construction

The main tenth factor: class managing and school rules such as: class handling skills- educational, administrative, serving and health weakness identification and attempt to solve the problems- class and student's educational files investigation- supervising class schedule and development with its timetable- submitting information about class management style- teacher behaviors with annoyed students

The main eleventh factor: evaluating students learning such as: supervising the student's exam based on the time schedule- encouraging teacher in doing the final evaluation- helping teachers in studying students assignment and evaluating their works.

The main twelfth factor: educational goal and aims, such as; helping teachers in planning and providing teaching plan- helping teachers in performing the study materials, lessons modification and evaluation- informing teachers about the teaching necessities

The main thirtieth factor: supervision evaluation as: Teacher's performance evaluation after supervision process- studying learning level of students from quizzes – teacher's modification planning- using the evaluation results to promote, make official and to get other administrative decisions.

The result of factor analyzing of main factors is as follows:

1. Sustainable education quality improvement: the results based on principal components regarding to graph indicate that four factors as permanent education quality improvement, education feedback, adaptability of plans and methods with cultural situation, commitment and responsibility to teachers, students and parents can be extracted. In the first main factor the weightiest factor goes to equipping and designing the essential means and teaching methods for teachers, with 0.721 weight and the lowest rate goes to provide opportunity for teachers to observe teaching style and to become familiar with the best practice with 0.486. in the second main factor, teaching feedback presentation, the weightiest factor goes to permanent visit from schools with factor of 0.765 and the lowest goes to commitment to education quality with factor of 0.613 and to prearrangement of attending in the class with 0.505 and in the third factor, plans and methods adaptation with culture, the highest score goes to establishing and relation making between local culture and teacher teaching methods with 0.659 and the lowest goes to schedule permanent development planning in school with 0.508 and in the fourth factor, commitment to teachers, students and parents, the highest score belongs to commitment to students with 0.786 and the lowest belongs to commitment to educational quality with 0.613.
2. The results of the second main factor, the professional growth and commitment: the result manifested that at least three main factors of supervision are; professional growth and commitment, teacher's contribution in quality improvement and providing study context. The most prominent factors in the first factor is providing opportunity for teachers to present their view and points with 0.768 and the lowest point fits for providing opportunity for teachers to participate in education training with 0.557 and in the second factor the highest score was job satisfaction with 0.807 and the lowest score was sympathy with teacher in professional opportunity with 0.547.
3. The result of the third factor, motivating students and recognizing their need: in this case only one factor can be extracted. Based on the table, helping teachers in using the best students encouragement and incentive system with 0.842 is the highest score and setting relationship with parents to provide encouraging methods with 0.391 is the lowest one.
4. The result of the main fourth factor, class management and school regulation: the two factors of class management, school administration and regulations can be considered. Findings indicates that information and methods submission in class management with 0.842 got the top score and studying class and education documents got the lowest score with 0.686. In the second factor reflecting the school and class problems to education and training ministry and having enough information about guidelines, and administrative got the highest and lowest score with 0.895 and 0.421 respectively Divek Daniel (1999) and Caroline Avrtsvn (1987) and Admin Achsvn and Gall (2004) is consistent.
5. The fifth score, students learning assessment: based on the analyzing, the highest score belongs to helping teachers in evaluating students with 0.897 and the lowest belongs to control and supervision of exams based on the timetable with 0.672.
6. The sixth factor analyzing result, education and lessons goal making: the highest score relates to help and assist teachers in lessons modification with 0.913 and the lowest relates to help teachers in lessons planning and designing with 0.619.
7. The seventh factor analyzing result, teacher evaluation: based on the table findings, planning for teachers improvement got the highest score with 0.87 and performance evaluation after supervision process and using evaluation results to promote,make official,and other administrative decision with 0.837 got the lowest score Antony Clarks and Steve Collins (1993 And Kojesky(2006)

## Conclusions

Based on the findings and results, the following conclusion can be taken: The appropriate supervision which could work out for teachers of province must be based on the conceptual frame work extracted from this research. Providing workshops and training programs for supervisions to learn and promote their skills. The ministry of education and training must provide educational programs and plans for improving professional skills and teacher's commitment, encouraging students and providing evaluation system for teachers. Teacher's role in the cities and rural areas must be redefined.

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