AWARENESS OF THE EDUCATIONAL SUPERVISORS IN JORDAN TO THEIR SUPERVISORY BELIEFS (EDUCATIONAL SUPERVISORS IN THE DIRECTORATE OF EDUCATION IN THE PROVINCE OF JERASH) (CASE STUDY)

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Abstract:

This study aimed to know the awareness of educational supervisors in the Directorate of Education in Jerash in terms of their supervisory beliefs .A simple random sample consisted of (24) educational supervisors who work in the Directorate of Education was chosen .The researchers used the Descriptive Survey Method because it fits with the objectives of the study. The beliefs reveal scale developed by (Sulliun & Glanz, 2000) was applied. The study found that only (16.6%) of supervisors are aware of their supervisory beliefs , while (83.4%) of them are not through the results which included showed the differences between what the supervisor imagine himself and what was shown by the scale applied to his supervisory practices. Accordingly, the study recommended that supervisors shall be subject to training to be aware of their beliefs and to have the ability to examine them ,as well as analyzing of the difference between the beliefs that supervisor perceives and his true beliefs.

Keywords: Awareness, beliefs, supervisory

Introduction

Educational Supervision is an essential element of the development of the educational process, because no matter how different definitions it has, they meet at one point which is to improve the educational process.

The definition of educational supervision was a source of controversy, discussion and debate for many years, where (Afrenco and lerth) observed that the study of educational supervision lacks patient and depth. This may be attributed to the lack of in-depth and serious researches that deal with the mechanisms of its development in the minds of its practitioners in the field (Sullivan & Glanz, 2000).

It is interesting to consider that such studies, whether Arabic or foreign, they show that despite the efforts at education reform and abundance of reform programs, but there was no significant change. The study concluded that the method applied by educational practitioners has not changed in essential respects, where the traditional methods of teaching are still prevalent (Goodlad, 1984).

On the Arab level, the complaint was repeated. Ammar (1998) describes the results of the reform and educational innovation in the Arab world as "Old oil in new bottles" This means it is just institutional forms or administrative procedures with new names and logos but with no essential change. Sheikh (1999) attributes this status to the failure of innovative programs in bringing changes in the conceptual structures of belief.

The experience of failure was a cause to oblige the educational reformers to use new methods to make a change, so that these methods rely on assumptions that serve the goal of making an actual change that stems from the belief system where the behavior is a reflection of such belief.

Organizations, whether educational or non-educational ones are man-made, where the employees in these organizations decide what should be. The change must be the result of people who change themselves, as many of the problems that hinder our practice are rooted in the patterns of our behaviors and l locate under the perspective of our awareness, as the change will not happen if we do not start examining our beliefs and our awareness of them, as change cannot be achieved unless we focus on our behaviors or beliefs where we proceed (Osterman & Kotkamp, 2002).

That educational supervision, as an important input of the educational system, is dominated by the beliefs of the bureaucratic legacy, where it is exposed to severe criticism by scholars and researchers. Efforts become intensive to create a new participatory form based on democratic basis that aims at improving education and the development of an

ideological system believes in a participatory relationship between supervisors and teachers (Duany, 2003).

Based on the foregoing mentioned, there is a need to supervisors to live a state of meditation to their supervisory beliefs to ensure their success as supervisors today, where supervisors shall develop supervisory vision that enables them to express their views in education and educational administration to determine their position as administrative leaders (Sullivan & Glanz, 2000).

Problem of the study

The problem of study demonstrated in many researches and studies that addressed the issue of educational supervision, where those studies indicated that in the absence of awareness of the beliefs that guide the practitioners we cannot make any qualitative change, as the awareness of beliefs is considered as a starting point to achieve the desired reform in educational supervision.

What supervisor needs in this century is to develop a personal vision to start conscious empathizing on his beliefs in education and supervision, as the mediation of these beliefs and awareness represents a strong and influential attitude in promoting professional development, as the educational supervisors, being faced by complex social, political, technological and ethical issues, may need to play a crucial role in the development of sound educational programming compatible with its meaning and purposes with the requirements of this era (Duany, 2003)Accordingly, the problem of the study lies in the following question:

Are educational supervisors in the Directorate of Education in Jerash aware of their supervisory beliefs?

Objective of the study and its questions:

This study aims to reveal the awareness of supervisors in the Directorate of Education in province of Jerash to their beliefs through the supervisory beliefs through answering the following question: to what extent the educational supervisors working in the Directorate of Education in the province of Jerash are aware of their supervisory beliefs?

Importance of the study

This study is important because it deals with a very important subject which is the awareness of educational supervisors to their supervisory beliefs, since this study fits supervisors to understand their supervisory beliefs to develop themselves professionally. This study also provides decision-makers in the Ministry of Education with feedback to consider this subject in training programs and professional development.

Procedural definitions Belief:

Ideas and assumptions that are believed by the person on how to practice (Osterman &, Kottkamp 2002) For the purposes of this study, the researchers will adopt the following definitions:

- Preferences and trends according to bureaucratic directions and beliefs set out in the scale used in the study.

- Preferences and trends according to democratic directions and beliefs set out in the scale used in the study.

Limits of the study

- The results of this study are limited by the scale used by the researchers.
- The results of this study are limited to the second semester of the academic year 2012.

The results of this study are limited to the study sample who are supervisors working in the Directorate of Education in the province of Jerash.

Theoretical literature and previous studies:

Believed theory identifies (beliefs) as what we think and believe. Beliefs, as Osterman &, Kottkamp 2002) deems have two features which are: they are on the level of awareness; they easily change in response to information and new ideas. We might think that our believed theories guide our actions ,but in fact they often does not directly affect our behavior, and our actions are often inconsistent with what we believe , also new ideas do not always lead to new behaviors.

The lack of compatibility between belief and practice, as studies indicate, refers to that educators, in many cases, feel there is a problem because they are not aware of contradictions that exist between what they believe (believed theory) and what they do (applied theory), and that without this awareness those in charge of the educational

process cannot get helpful feedback to evaluate themselves and to realize what they intended to do and what really they did. (Cummins, 1996).

This may be due to that there is a used theory so deeply ingrained among the faith (believed theory) and the deviation, which means that the teachers' awareness of the imbalance between what they desire to do and what they really do is a cause for change. In order to get this change individual should develop an understanding of his applied theory (Osterman & Kotkamp, 2002). educational supervisor or school principal may adopt modern theories, but these theories may not directly affect in his behavior, and this shows that the theory or beliefs practiced by the individual are rooted in his conscience so that he cannot change them easily This means that the used theories were built and crystallized in the long period of time and became part of our identity so that we are unaware of the differences between our beliefs and our actions. The true expression in our behavior cannot be achieved only when we realize the difference between our used (applied theory) and (believed theory) because this is essential in order to turn new ideas into behavioral practice we apply, as this cannot be achieved unless we recognize those beliefs and examine them (Downey, 2003).

Supervisory beliefs answer the important question represented by knowing what is desirable, as they also derived from the assumptions and theories held by supervisor in relation to knowledge, learning, classroom and students, and what is desirable to be expressed in the form of competencies, goals and purposes (Sergiovannie & Starratt, 1998).

In many cases, educators do not realize their assumptions, not even their educational theories that look as true to them or they agree with the theories of teachers who admire them, as it seems that the majority of these supervisors in reality applies assumptions, theories and believes that differ from what they really believe in.

Previous studies:

A study by Khawaldeh and Hawamdeh (2010) aimed to know the degree of compatibility between the beliefs of faculty members and their teaching practices at the University of Jerash, where the researchers used the analytical survey method.

The researchers concluded that there is a disparity between the beliefs of faculty members and their practices. The study has shown the existence of differences in favor of the belief to practice, which confirms this disparity.

A study by Alolimat (2009) aimed to know the perceptions of Science Teachers in the primary stage in Jordan for pedagogical knowledge and its relationship with teaching

practices , where the researcher used the analytical method. The study found that there is a disparity in the possession of pedagogical knowledge of the teachers reflects in their practice teaching.

A study by (Feral, 2009) aimed to determine teachers' beliefs and their relationship with teaching, where the study found that teachers have beliefs derived from the constructivist theory. The beliefs of some teachers agreed with their practices, but for other teachers they were not.

A study by (Perf, 2007) on students and teachers in Denmark. The aim of this study was to find out their perceptions of the theory of teaching which they believe in and its compatibility with the field application. The study found that students found a vast difference between what they believe and what they apply it in the educational field.

A study by (Keren, 2004) aimed to know the teaching practices of Science Teachers and the extent of harmony with their beliefs, where the study reported that the practices of teachers have been affected by the directives of school imposed on them ,and despite the beliefs had a greater impact in practice, but the trends and emphasis on them might make a difference between belief and practice.

A study by (Osterman & Kottkamp 2002) entitled "meditative practices for educators" showed that many educational changes and renovations in this field have no impact. The study found that the lack of meditative practice or meditative ability was the reason for that, and it has made the teachers unable to meditate the discrepancy status found between (believed theory and applied theory).

Comment on previous studies in the literature

By reviewing previous studies in the literature it is clear that those studies focused on the study of two dimensions, belief and practice in the communities covered in the study. This study takes advantages of the theoretical literature used in those studies and the various attributions to interpret this phenomenon. But this study differed in that it focused on supervisors' self - consciousness in particular.

Method and procedures.

The researchers applied the Descriptive Survey Method.

Study population and sample

The study population consisted of all the educational supervisors working in the Directorate of Education in Jerash - second semester for the academic year 2011/2012 who

were (35) supervisors. The study sample was selected by simple random method, where the number of supervisors was (24) , i.e (68.5%) of the population of the study.

Study tool

The researchers used Beliefs Reveal Scale developed by (Sullivan & Glanz, 2000) contained in Dawana (2003), which consists of (40) paragraphs requesting the supervisor to answer each one (true) or (false) according to his belief, where the answer determines his tendencies which operates according to the trends and tendencies of democracy and the beliefs that operate according to the trends and beliefs of bureaucracy. As shown in the Key scoring scale (Appendix 1) the scale requests the supervisors to determine their beliefs and whether they are democratic or bureaucratic before answering the scale.

Sincerity and stability of study tool

The scale was shown to a group of competent arbitrators in the field of administration and educational supervision to consider the sincerity of its content, where some adjustments were made in the light of the presented observations and remarks .Required adjustments were made in the scale to suit the Jordanian environment . Reliability coefficient calculated which amounted to (0.88) which means that it is valid for measuring what it was developed for.

Results and discussion

The main question of the study is:

Are educational supervisors in the Directorate of Education in the province of Jerash aware of their supervisory beliefs?

And to answer this question tendencies operating in accordance with the trends and beliefs that supervisor believes in, and tendencies that work according to the trends and beliefs scored by the supervisor on the scale have been identified. Then we determined the awareness of the supervisor for his supervisory beliefs in light of the harmony between what he believes in himself and his beliefs as shown by the scale. Table (1) shows the results.

Table (1)

Anticipated beliefs by the supervisors and beliefs scored on the scale according to their answers and the degree of harmony between them.

Awareness of belief according to the degree of harmony between what the supervisor believes the and the belief scored on the scale	Supervisor belief according to the results of the scale	Mark scored on the scale) of 40(		Supervisor's belief as he perceives	Code of supervisor
		Democratic	Autocratic		
He is not aware of his supervisory belief	Bureaucratic	14	26	Democratic	A
He is aware of his supervisory belief	Democratic	22	18	Democratic	B
He is not aware of his supervisory belief	Bureaucratic	15	25	Democratic	C
He is not aware of his supervisory belief	Autocratic	17	23	Democratic	D
He is aware of his supervisory belief	Democratic	27	13	Democratic	E
He is aware of his supervisory belief	Democratic	26	14	Democratic	F
He is not aware of his supervisory belief	Bureaucratic	14	26	Democratic	G
He is not aware of his supervisory belief	Combines them	20	20	Democratic	H
He is not aware of his supervisory belief	Combines them	20	20	Democratic	I
He is not aware of his supervisory belief	Bureaucratic	17	23	Democratic	J
He is aware of his supervisory belief	Democratic	22	18	Democratic	K
He is not aware of his	Bureaucrati	19	21	Democratic	L

supervisory belief	c				
He is not aware of his supervisory belief	Bureaucratic	15	25	Democratic	M
He is not aware of his supervisory belief	Bureaucratic	18	22	Democratic	N
He is not aware of his supervisory belief	Bureaucratic	16	24	Democratic	O
He is not aware of his supervisory belief	Bureaucratic	18	22	Democratic	P
He is not aware of his supervisory belief	Bureaucratic	19	21	Democratic	Q
He is not aware of his supervisory belief	Bureaucratic	15	25	Democratic	R
He is not aware of his supervisory belief	Bureaucratic	18	22	Democratic	S
He is not aware of his supervisory belief	Bureaucratic	15	25	Democratic	T
He is not aware of his supervisory belief	Bureaucratic	14	26	Democratic	U
He is not aware of his supervisory belief	Bureaucratic	18	22	Democratic	V
He is not aware of his supervisory belief	Bureaucratic	17	23	Democratic	W
He is not aware of his supervisory belief	Bureaucratic	18	22	Democratic	X
Percentage of supervisors who are aware of their beliefs					16.6%
Percentage of supervisors who are not aware of their beliefs					83.4%

As shown in Table (1) above that all the supervisors (the study sample, 24 supervisors) have described supervisory practices according to what they believe as democratic practices when they weeasked about this. But when applying Beliefs Reveal Scale, the results where otherwise, where the democratic beliefs of supervisors did not exceed 16.6% of the proportion of the subject supervisors on the scale (ie, 4 supervisors out of 24

only) proved that they are aware of their supervisory beliefs, while the results of 83.4% of the supervisors were inconsistent with their expectations (ie, 20 out of 24 supervisors). There were two of the supervisors combined between autocratic and democratic pattern. This means that (83.4%) of the supervisors (the sample) are not aware of their supervisory beliefs, and this finding may be due to that the supervisors do not have the skills that enable them to be completely aware of their supervisory beliefs, as the nature of practices they used to apply in the field as well as the practices of decision makers may be the reason that led to this situation ,what led to that their responses on the scale were affected by the desires , tendencies and work routine.

What explains this, the findings concluded by (Osterman & Kotkamp, 2002) in trying to find out the nature of the discrepancy between the believed theory and applied theory , where they interpreted that via what is known as the objecting theory which distort the practice of belief, which often causes a contradiction to the individual, because this theory represents the desires and the tendencies of leaders as the individual tries to satisfy the desires of his leaders even if they are not consistent with his beliefs.

These results agree with the study of Khawaldeh and Hawamdeh (2010), (Feral, 2009), (Perf, 2007), and (Keren, 2004), which means that the contradiction between belief and practice is a phenomenon found in the various educational contexts and that it must be considered and studied.

Recommendations:

In light of the findings of the study, it recommends the following:

- Training of supervisors to contemplate their beliefs, examine and analyze the difference between belief and practice.

- Supervisors shall know what keeps them away from the practice of what they believe in the educational context to avoid it by raising the degree of freedom granted to them.

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Appendix (1)		
Supervisors' beliefs reveal questionnaire		
1. supervision task is seeking for errors	False	True
2. The areas of supervision based on giving instructions and directions are more appropriate for teachers with low levels in their personal and professional growth.	False	True
3. Education activity is very complex, interactive and with a particular context.	False	True
4. Affairs of the organization are often considered secondary to the needs of the individual.	False	True
5. Supervisor position in the hierarchy system is not considered problematic if compared to the position of	False	True

teacher.		
6. Hierarchical construction of offices is necessary for organizational efficiency.	False	True
7. I do not feel comfortable when I work with teachers as partners.	False	True
8. The task of supervision is to provide specialized assistance to teachers to improve teaching.	False	True
9. The task of supervision is to test and analyze the behavior of education in the classroom to develop recommendations taken into account during the education by teachers.	False	True
10. That teachers can help supervisors to improve their performance.	False	True
11. The majority of teachers are self-oriented.	False	True
12. Supervisors shall be diagnostic experts.	False	True
13. Supervision is a participatory process in which teachers and supervisors talks on ways to improve teaching.	False	True
14. The task of supervision is to search for errors and then the involvement of teachers in a dialogue to understand what they lack.	False	True
15. Supervision should focus on helping teachers to change and improve teaching.	False	True
16. Teachers cannot make change without assistance.	False	True
17. The reality of the classroom is not objective, and that education is a complex issue requires ongoing study.	False	True
18. Despite the importance of cooperation between the supervisor and the teacher, but supervisor's rule must prevail.	False	True
19. Schools are centers of investigation and teachers shall take the responsibility for teaching excellence.	False	True
20. Teacher's self evaluation plays a prominent role in improving teaching.	False	True
21. Supervisor is a strong tool to improve teaching.	Fal se	True
22. Qualitative Methods to improve the quality of teaching	False	True

are completely valid the same as the quantitative ones.		
23. Supervisors help teachers in making change.	False	True
24. Reflective dialogue is an integral part of the supervision process.	False	True
25. Activities of teaching improvement include training, research projects work, and groups to resolve the problem, as they include traditional activities of the development.	False	True
26. The key role of supervision is to ask questions aiming at testing teacher's practices in the classroom.	False	True
27. When I do provide teachers with constructive criticism, I expect them to take it seriously.	False	True
28. Experienced teachers who have a high efficiency should control their professional development.	False	True
29. Supervisor must have a final judgment about what and how the teacher teaches.	False	True
30. Teachers must be encouraged to achieve their educational goals and to implement their decisions related to curriculum.	False	True
31. Teachers must be free to choose what they want to do.	False	True
32. Teachers shall not obey the official regulations if they feel that such regulations interfere with the interests of students.	False	True
33. Teachers are not given enough time to think about teaching methods.	False	True
34. Supervisors shall create opportunities for teachers to provide them with personal and professional choices, instead of working to shape their behaviors.	False	True
35. Supervisors shall listen carefully to the problems of teachers and their concerns, and provide critical estimations and constructive ideas for change.	False	True
36. Schools significantly Improve when fellowship criteria is offered by which we achieve collaborative work between all members of the faculty.	False	True

37. Supervisor's knowledge base Outperforms what the teacher knows.	False	True
38. Supervisors should be active in the search for ways to feed the inputs of teaching improvement from teachers, parents and students.	False	True
39. Most teachers do not need precise instructions about what and how they do.	False	True
40. Supervisors are supposed to have the experience and knowledge about teaching and learning more than teachers.	False	True

Key scoring

1. Beliefs: Bureaucratic

1.true	2.true	3.false	4.false	5.true	6.true
7.true	8.true	9.true	10.false	11.false	12.true
13.false	14.true	15.true	16.true	17.false	18.true
19.false	20.false	21.true	22.false	23.true	24.false
25.false	26. false	27. true	28. false	29. true	30. false
31. false	32. false	33. true	34. false	35. true	36. false
37. true	38. false	39. false	40. true		

2. Beliefs: Democratic

1. false	2. false	3.true	4.true	5.false	6.false
7.false	8.false	9.false	10.true	11.true	12.false
13.true	14.false	15.false	16.false	17.true	18.false
19.true	20.true	21.false	22.true	23.false	24.true
25.true	26. true	27. false	28. true	29. false	30. true
31. true	32. true	33. false	34. true	35. false	36. true
37. false	38. true	39. true	40. false		