

Evaluation of Managers' Practices at the Divisions of Supervision in the Departments of Education in the kingdom of Saudi Arabia

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Abstract— *This study aimed to identify the on-going reality and importance of the managers' practices in the educational supervision for the evaluation process. It also aimed at finding a relationship between the managers' practices in the educational supervision divisions for the use of the evaluation process and the importance of that practice. It also aims to detect differences between the views of the study sample about the reality and importance of the managers' practices in the educational supervision divisions for the use of the evaluation process attributed to variables: job, scientific qualification, practical experience in the field of educational supervision, the size of the educational Department, and the proposals of the members of the study sample to improve and develop the practice of managers of the educational supervision towards evaluation process in the kingdom of Saudi Arabia. The study was descriptive and the sample was 516 responded by (71%). A questionnaire that included (20) statements was constructed and validated by a group of arbitrators. The correlation coefficient for the ongoing practice was 93%, the correlation coefficient of the importance of practice was 95%; and both were in terms of statistical value of 0.001. It was found that the ongoing reality of the managers' practices for evaluation process at the departments of Education was moderate. But, for the importance of these practices, it was more important. The study has many recommendations and suggestions that may help in the improvement and development of the practices of the managers toward the evaluation process.*

Keywords— *ongoing reality, importance, evaluation process, supervision, Saudi Arabia.*

I. INTRODUCTION

The educational supervision has many functions and different roles including all aspects of the educational process (Al-Mizjaji, 1426H:4). This was confirmed by Abdul-Hadi (2006) in his explanation of the concept of educational supervision in reference to the role of educational supervision and all its elements such as the curricula, methodologies, environment, teacher, and

student towards the improvement and development of these elements in order to achieve the objectives of teaching and learning. This modern concept of educational supervision has imposed on the management of educational supervision many roles that are numerous and diverse, and which also require a lot of administrative and technical burden to achieve the goals of Education.

The Ministry of Education (1419H:9) maintained that 'the management of educational supervision is one of the important devices in the Ministry of education that is responsible for the evaluation and field follow-up to ensure the achievement of the educational goals, evidenced by the multiple role dimensions expected from the supervisor : scientifically, artistically, psychologically, and socially.'

The importance of management of educational supervision is attributed to the performance of the educational supervisors to their roles with accuracy, and efficiency and ability to evaluate the performance of teachers and help, guide and motivate them to elevate their performance towards the desired extent to ensure the success of all elements of the managerial Departments in planning, organizing, implementation, development, guidance and follow-up and evaluation.

Despite the development of the concept of educational supervision and its professional, technical, administrative services, and although the management of educational supervision departments of education seek to achieve the objectives and principles of educational supervision and to improve and develop the educational process in accordance with the policy of education in the kingdom through the Supervisory administrative processes, these principles and objectives of supervision are not fulfilled due to weak and inadequate management of the educational Supervision in conduct the required efficient evaluation.

Al Fahd (1421H:1) confirmed that the management of educational Supervision in the kingdom of Saudi Arabia is in need of further development and improvement in its operations and services so as to be able to respond to

rapid changes and to be able to contribute in upgrading the educational process.

At the global level, in Canada, Naranjo (1993:34) found that educational supervision is facing many difficulties consists in the weakness in evaluation for the Supervisory Board. In Korea, Sook, and Ju (1997:113) have analyzed of the reality of educational Supervision in Korea, explained the obstacles facing the system of educational supervision, and recommended a change in the policies of supervision, and development of the performance of Supervisors.

In Turkey, Oglu, et al. (2007:128) have recommended the need to restructure the system of educational Supervision in Turkey, and to commensurate the educational regulations and policies at Turkish Ministry of Education. In the United States of America (Sandra, 2001; Zepeda and Kruskamp, 2007 and Glanz, 2008) have studied the Supervisory work, and stressed that the supervision need further improvement and development. It can be argued that educational supervision can fulfill many educational goals so the current study tries to identify the reality and the importance of managers' practices on the educational supervision process for evaluation at the departments of education in the kingdom of Saudi Arabia.

II. LITERATURE REVIEW

The Arab Bureau of Education for the Arab Gulf states (1406H), in a field study about the educational Supervision in the countries of the Arabian Gulf identified the objectives of the educational supervision as follows:

1. Assisting the teacher in realizing the objectives of education and the role of the school in achieving them.
2. Assisting the teacher to follow the appropriate ways in achieving them.
3. Encouraging the teacher towards creativity and innovation in the field of his/her work.
4. Empowering the teacher towards continued self-growth in educational work.
5. Developing the human relations in the school community.
6. Contributing in evaluating and developing the curricula.

Hussein and Awadallah (2006) sated that the objectives of the educational supervision as:

1. Improvement and development of teaching/learning process in all its aspects and elements.
2. The implementation of the plans developed by the Ministry of Education through training.
3. Providing successful experiences and error correction.

4. Improving the process of teaching.

Khatib et. al (No Date) mentioned that the main goals of the educational supervision consists of:

1. Improving pupils' Education for the pupil-
2. Arousing the interest of teachers and engaging them with learning and improvement.
3. Training of teachers In the process of self-evaluation .
4. Directing the teachers towards their abilities and skills that benefit them in teaching and improving the educational process.
5. Helping teachers keep track of psychological research and education and learning new methods in the research.
6. Helping teachers to identify their goals and develop a plan to achieve them.
7. Protecting students from teachers' weaknesses and benefit from their strengths.

Al-Ghamdi (1413H) stated that there are functions of educational supervision in inclusion of the evaluation process. Shahin (1419H:140) that there is a defect in the regulation of the functions of the educational supervision resulted from weakness of performance in the administrative supervision. Al-salmi (1421H:5) stated that 'Officials from the central educational Supervision in the Gulf countries feel that educational supervision has many difficulties that limit its effectiveness and its positive effect in the educational process.'

The study of Al-Hadi (1999:155) proposed the necessity of lifting the level of managerial practices of educational supervision. Brikan (1422) recommended that there is a need for a department within the Department of educational supervision to be entrusted with the administrative work to avoid conflict between administrative and technical errands within the Department of supervision. Al-Ghamdi (2007:166) proposed the need to identify the exact job description for supervision so as to overlap the responsibilities and powers performed by the educational sections.

The study of Assaf (1423H:123) proposed the need to activate the administrative processes such as evaluating the performance of educational supervision. Alba (2005:27) asserted that there is a need to diversify assessment tools of educational supervision. Therefore there is a need to develop the supervisory work through a clear and continuous evaluation mechanism.

III. STUDY PROBLEM AND QUESTIONS

This study aimed to find out: What is the on-going reality and the importance of the managers' practices in evaluating the educational supervision process in Saudi Arabia?

The sub-questions are as follows:

Q1: what is the reality of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?

Q2: what is the importance of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?

Q3: Is there a statistically significant relationship at the level (0.05) between the reality and the importance of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?

Q4: Do the views of the sample about the reality of the managers' practices in evaluating the educational supervision process differ due to job, scientific qualification, practical experience in the field of educational supervision, and the size of management education?

Q5: Do the views of the sample about the importance of the managers' practices in evaluating the educational supervision process differ due to job, scientific qualification, practical experience in the field of educational supervision and the size of management education?

IV. STUDY OBJECTIVES

- This study aimed to find out the on-going reality and importance of the managers' practices in evaluating the educational supervision process in Saudi Arabia. The main objectives are to find out:
- The reality of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia.
- The importance of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?
- Whether there is a statistically significant relationship at the level (0.05) between the reality and the importance of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia
- The views of the sample about the reality of the managers' practices in evaluating the educational supervision process differ due to job, scientific qualification, practical experience in the field of educational supervision, and the size of management education.
- The views of the sample about the importance of the managers' practices in evaluating the educational supervision process differ due to job, scientific qualification, practical experience in the field of

educational supervision and the size of management education.

- The recommendations of the study sample towards improving the evaluation process of supervision in Saudi Arabia.

V. IMPORTANCE OF THE STUDY

1. The process of educational supervision plays an important and effective role in improving education as well as in helping the educational supervisors and teachers. It helps them develop sound plans and programs.
2. This study will clarify the ongoing reality and importance of the evaluation process to the managers of the educational supervision departments of Education.
3. This study will contribute to the improvement and development of the evaluation practices at the educational supervision departments to improve the teaching and learning process.
4. This will also help officials at the Ministry of Education and in particular the General Department of educational supervision at the Ministry of Education, Directors of departments of supervision by providing a clear image about the practices of the evaluation process of educational supervision.
5. This will also benefit leaders and professionals in the management of educational supervision of faculty members in universities, graduate students, and researchers at the Ministry of education, and departments of education in increasing the scientific knowledge in the field of management of educational supervision.
6. This study is the first empirical study in Saudi Arabia that looked forward to the reality and importance of the managers' practices in evaluation of the educational supervision process at the departments of education
7. This study may also enrich Arab libraries in the field of management of educational supervision.

VI. STUDY LIMITATIONS

The limitations of the study are as follows:

- Objective limitations: This study only clarifies the ongoing reality and importance of the evaluation process to the managers of the educational supervision departments of Education in Saudi Arabia.
- Demographic limitations: The current study used a representative sample of the educational supervisors in the departments of education in all regions and governorates of the kingdom of Saudi Arabia.

- The spatial limitations: the study was conducted on all departments of supervision at departments of education in all regions and governorates in the kingdom of Saudi Arabia. The number is forty-two (42) managerial departments.
- Time limits: the study was conducted in the second semester of the academic year 1429/1430H.

VII. METHODOLOGY

The researcher used the descriptive analytical approach to fulfill the objectives of the study. Al-Assaf (1424H) stated that "every approach which is associated to a contemporary phenomenon with the intention of describing and interpreting it is systematically descriptive" p: 189.

The original study included (managers of educational supervision and their assistants, and educational supervisors in departments of education in the kingdom of Saudi Arabia) that count (3729). They are distributed as: (84) as the director and assistant of educational supervision among them (26) director and assistant of educational Supervision in educational departments by regions by (31%), and (58) director and assistant to the supervision of education at the educational departments in the governorates by (69%). The total of the educational supervisors is (3645), among them (1992) supervisor in the educational departments of Regions by (55%), and (1653) supervisor in the educational departments in the governorates by (45%). This has been in accordance with the official statistics of the Ministry of Education, Kingdom of Saudi Arabia.

The random stratified sample of the study included (managers of educational supervision and their assistants, and educational supervisors in the educational departments in the regions and governorates (Assaf, 1424H: 98-97).

VIII. VALIDITY AND RELIABILITY

To verify the content validity of the study tool in fulfilling objectives of the study, the arbitrators were a group of specialized experts in the field of education, and professors of the University of Tebah, and the University of Umm Al-Qura, University of Imam Muhammad bin Saud, University King Faisal, the Islamic University and employees of the Ministry of Education counting (37) arbitrator, among these 29 responded.

Reliability is repeatability of the answers of the respondents if applied on the same people many times (Assaf, 1424H:369) in order to ensure that the study tool give essentially the same results if applied on consecutive times to the same persons. A pilot study was conducted on the 30 supervisors who were randomly selected from outside the study sample, and then the tool was re-applied

on the same respondents again to see their answers twice, and the time difference between the first application and the second was fourteen days. Then the confidence was calculated to the Pearson's correlation coefficient of the ongoing reality of managers' practices of evaluation which was (0.93) using the significance level of (0.001), and for the importance of practicing the process of evaluation by the managers of educational supervision was (0.95) using the significance level of (0.001).

IX. RESULTS AND DISCUSSION

Q1: what is the reality of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?

To answer this question, the averages and standard deviations were calculated for all items in each domain and the average of the total domains related to the ongoing managers' practices for the evaluation process at the departments of education in the kingdom of Saudi Arabia.

The arithmetic average of the general views of the members of the study sample about the reality of the managers' practices for evaluation process at departments of education in the kingdom of Saudi Arabia was 3.92. This indicates that the members of the study sample thinks that the managers of the educational supervision practice the reality of the evaluation process moderately; probably this is due to a centralized supervision and centralized mechanism for its application. The managers of supervision are not given the opportunity in decision-making related to the programmes of educational supervision, perhaps due to the lack of the necessary resources to do the evaluation process.

Q2. What is the importance of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?

To answer this question, the averages and standard deviations were calculated for all items in each domain and the average of the total domains related to the importance of managers' practices for the evaluation process at the departments of education in the kingdom of Saudi Arabia.

The arithmetic average of the general views of the members of the study sample about the importance of managers' practices of the educational supervision for the evaluation process at departments of education in the kingdom of Saudi Arabia was 4.43, which indicates that the members of the study sample thinks that managers' practices was significant. This indicates that the members of the study sample also appreciate the importance of the

managers' practices for the valuation process. Perhaps, this is due to the awareness of the members of the study sample about the educational supervision managers and their assistants, and the educational supervisors about the importance of the evaluation process undertaken by the managers of the educational Supervision in achieving the goals which seek to develop and improve the educational process.

Q3: Is there a statistically significant relationship at the level (0.05) between the reality and the importance of managers' practices in the evaluation of the educational supervision process at departments of education in the kingdom of Saudi Arabia?

The overall average value of Pearson's correlation coefficient equals 0.42 for the views of the members of the study sample about the relationship between the managers' practices for the evaluation process and the importance these practices at the departments of education. This value functions statistically and this indicates that there is a direct positive correlation that is statistically significant at 0.05 level and this indicates that the greater the sense of members of the sample of the study, the importance of the managers' practices for the evaluation process.

Q4: Do the views of the sample about the reality of the managers' practices in evaluating the educational supervision process differ due to job, scientific qualification, practical experience in the field of educational supervision, and the size of management education?

The (T) value is equal to 3.94 for the general average views of the members of the study sample about the reality of the managers' practices for the evaluation at the departments of education attributed to profession, and this value is statistical. This shows that there are differences that are statistically significant at the 0.05 for the average about the reality of the managers' practices at the administrative departments of Education attributed to professions for the benefit of the directors of educational supervision. This indicates that the managers of the educational supervision practice the process of evaluation more than the educational supervisors with an overall average of (4.21), while the educational supervisors with an average of (3.86). Perhaps, this is due to a sense of the managers of the educational supervision of their administrative responsibilities, or due to overestimation of themselves.

Q5: Do the views of the sample about the importance of the managers' practices in evaluating the educational supervision process differ due to job,

scientific qualification, practical experience in the field of educational supervision and the size of management education?

The (T) value is 3.15 for the general average views of the members of the study sample about the importance of managers' practices the evaluation process at the departments of education attributed to profession, and this value functions statistically. This shows that there are significant differences at the 0.05 level attributed to the job and this indicates that the managers of the educational supervision appreciate the importance of practicing the evaluation process more than see the educational supervisors. The general average of the views for the managers of educational supervision is (4.59) while the general average of the views of educational supervisors is (4.40), and this may be due the fact that the managers of the educational supervision significantly perceive the importance of the evaluation process.

X. CONCLUSION

This study tried to find out the on-going reality and the importance of the managers' practices in the educational supervision for evaluation process. It also wanted to find out the relationship between the managers' practices in the educational supervision for evaluation process and the importance of that practice. It also aims to detect of differences between the views of the study subjects in the sample about the reality and importance of the managers' practices of the educational supervision for evaluation process attributed to variables: profession, scientific qualification, practical experience in the field of educational supervision, the size of the educational Department, and the proposals of the members of the study sample to improve and develop the practice of managers of the educational supervision practices towards evaluation process in the kingdom of Saudi Arabia.

The study was descriptive and the sample was (728) personnel and only 516 has responded by (71%). A questionnaire of (20) statements was constructed and validated by a group of arbitrators. The correlation coefficient for ongoing practice was 93%, the correlation coefficient of the importance of practice was 95%; both were in terms of statistical value of 0.001 and the use Frequencies, percentages, and arithmetic means, (T) test, analysis of variance, and Pearson's correlation coefficient were used.

The ongoing reality of the managers' practices for evaluation on the educational supervision process at the departments of Education was moderate. But for the importance of these practices was more important. There was a direct positive correlation which is statistically significant at the 0.05 level between the ongoing practices of managers on the educational supervision for evaluation

process and the importance of that practice according to the views of the members of the study sample.

There are significant statistical differences at the level of 0.05 between the views of the members of the sample at school districts and the views of the members of educational provinces about the realities of the practice managers on the educational supervision for evaluation process in the departments of education for the benefit of the provincial education.

There are no statistically significant differences at the level of 0.05 between opinions of the study sample about the reality and importance of the practice of managers on the educational supervision for evaluation process attributed to qualification and practical experience in the field of educational supervision.

XI. RECOMMENDATIONS

The managers of the educational supervision should practice evaluation by providing general management of educational Supervision in the Ministry with a comprehensive report on the achievements of the Department of educational supervision at the end of the school year mentioning their recommendations and proposals. The educational supervisors are recommended to employ modern technology in the evaluation process of educational supervision, and to have a spirit of cooperation and teamwork in the implementation of the functions of the Department of supervision. They should pay field visits to assess the functions and tasks of the management of educational supervision, and to take advantage of the views of visiting supervisor by the Ministry of Education, and to detect the strengths and weaknesses of the tasks of the supervisory boards, and take the necessary actions to assess the safety in the performance levels of the supervisors, and to ensure the safety of methods and procedures in the management of educational supervision.

Stakeholders should develop practices and methods for the management of educational supervision departments of education in the kingdom of Saudi Arabia. Educational practitioner should have a proposal to develop the organizational structure to manage educational supervision departments of education in the kingdom of Saudi Arabia.

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