

Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers

Dr.Eslam Awad Alshdifat

Teacher school Directorate of Education in Mafraq

Abstract

This study aimed at exploring the degree Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers The study also aimed at exploring the differences in the average response of individuals in a sample according to the following variables: gender, years of experience. In order to achieve the objectives, set out in the study, a descriptive approach was used. A scale of 49 items was developed and administered to a sample of 80 science teachers. Data collected from particples was analyses by SPSS. The findings of this study were as follows: the degree Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers was found to be high. no statistically differences at ($\alpha \leq 0.05$) in estimates of the sample of the study about, Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers favor of gender, years of experience variables Base on findings some recommendations were made as follows: The need to Determine the appropriate tools for assessing students' skills, encourage them to use multiple methods and tools for evaluation, training them to prepare for professional exams

Key words : *Educational supervisors practice- Needs-Based Supervision- science teachers*

Introduction

The concept of Educational Supervision is one of the concepts that usually have basic definition accepted by the majority of researchers, regardless to their view of the learning process and its objectives. Researchers agree that

the overall goal of educational supervision is to improve the learning process.

in fact, educational supervision is a democratic strategic process through which the educational supervisor and the teacher coordinate in order to eliminate the insufficiency in the learning process (Esia and Dwamena, 2014) and thus it is a comprehensive process that aims at improving the professional development of teachers (Okorji and Ogbo, 2013). Educational supervision is not a mere censorship that aims to locate teachers' mistakes. In the contrary, educational supervision is a technical process that improves the learning process and encourages self-development and continuous career progression. Anzi (2015) points out that educational supervision involves all the parties to the educational process and requires Planning, organization and evaluation.

The methods of educational supervision - in terms of target groups - can be categorized into individual and collective methods. In a different vein, they can be categorized - in terms of implementation method - into theoretical methods and practical methods. It is important to note here that class visits are among the basic methods of educational supervision that gives the educational supervisor an opportunity to monitor the quality of the learning and teaching processes. Class visits enable the educational supervisor monitor the challenges that face teachers and provide the opportunity to evaluate teaching methods and assess the skills, abilities and talents of teachers (Farhud, 2017).

Previous studies of this topic showed that it is not possible to have effective educational supervision except

by the means of having educational supervisors qualified with sufficient scientific and academic skills, which make him capable of implementing the profession of educational supervision effectively in light of recent changes and developments in the field of education (Al-Hussein, 2017).

Many other studies of the topic touched on the fact that there are many different types of educational supervision. Among the major types of supervision according these studies is Needs - Based Supervision (NBS), which considers the social and psychological needs of teachers in order to increase the effectiveness of teaching.

In recent decades, NBS gained great interest of educators because of its vital role in the educational process. In fact, this type of supervision seeks to improve the teacher's performance and professional growth. Teachers, especially those new to the field, need guidance and supervision to handle their new responsibilities. In order to achieve the best outcomes of educational supervision, it is necessary to focus on NBS methods in order to enhance teachers' performance and professional development. The professional development of teachers is one of the requirements of our ever-changing world (Shalash and Harz Allah, 2017)

The role of educational supervision is clearly reflected in helping teachers to meet their professional needs through the help of an educational supervisor specialized in curriculum and teaching methods. The supervisor should also possess many creative and innovative features that enable him to carry out various aspects of supervision, such as planning, evaluation, and organization in an effective and balanced manner. The process of identifying needs is

the indicator that guides the educational supervisor to deal with teachers to meet their needs and improve their skills and behavior and guide their thinking in line with the needs of the community and its trends towards the educational process (Alwan, 2016).

It is important to note here that NBS is an essential service provided by the educational supervisor to teachers with various supervisory methods that are consistent with the freedom of thinking and effective employment of the teaching techniques while keeping pace with the advances in the field of education. The educational supervisor is always concerned with supporting teachers and improving their performance and keeping pace with the modern methods of teaching and developing teachers' planning and communication skills through friendliness, support and experience. The educational supervisor also benefits from the technology and communication revolution in providing teachers with the skills that enable them to increase their teaching effectiveness (Masad, 2006; Wasaus and Al Jarawneh, 2012)

The above discussion highlights the role of the educational supervisor in investigating the educational needs of teachers which is important to make changes in the behavior of teachers and their educational practices within the classroom. Needless to say, this will improve the educational process by identifying the skills teachers need to overcome the problems that face the educational process.

Previous studies:

Al-Enezi's study (2014) aimed to evaluate the practice of educational supervisors of transformational behavior from

the point of view of teachers in Kuwait. To achieve the objective of the study, a 50- paragraph questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (202) teachers. The results of the study showed that the practice of educational supervisors for transformational behavior from the point of view of teachers is high.

Al-Ghareeb's study (2016) aimed to test educational supervisors practice of their tasks in public education in Kuwait. To achieve the objective of the study, a 22-paragraph questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (128) educational supervisors. The results of the study showed that the degree of educational supervisors practice for their tasks in public education in Kuwait is average.

Al-Hussein's study (2017) aimed to reveal the relationship between the supervisory behavior followed by the educational supervisor and the functional performance of the teachers in the primary stage. To achieve the objective of the study, a detailed questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (418) teachers. The results of the study showed a positive correlation between the supervisory behavior and the performance of the teachers.

Khashlan's study (2017) aimed to evaluate educational supervisors' practice of human relations from the point of view of high school teachers in Riyadh. To achieve the objective of the study, a 60-paragraph questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (550) teachers. The results of the study showed that educational supervisors' practice of

human relations from the point of view of high school teachers in Riyadh was high.

Dabbous study (2017) aimed to determine educational supervisors' practice of human relations from the point of view of teachers in Nablus. To achieve the objective of the study, a 49-paragraph questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (269) teachers. The results of the study showed that educational supervisors' practice of human relations in Nablus was high.

Alwan's study (2016) aimed to know educational supervisors practice of Needs - Based Supervision in secondary schools in Gaza and the possible ways to develop it. To achieve the objective of the study, a 62-paragraph questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (455) teachers. The results of the study showed that educational supervisors practice of Needs - Based Supervision in secondary schools in Gaza was high. The study also showed that there are no statistically significant differences in educational supervisors practice of Needs - Based Supervision due to gender, qualifications and experience.

In addition, Al-Furaihat and Al-Qudah's study (2017) aimed at discuss the role of educational supervision methods in developing the professional performance of teachers in secondary schools in Jerash, Jordan, from the point of view of teachers. To achieve the objective of the study, a detailed questionnaire was prepared. After testing its validity and stability, the questionnaire was applied to (196) teachers. The results of the study showed that the role of educational supervision methods in developing the

professional performance of teachers in secondary schools in Jerash was average.

Research Problem:

Although educational supervision is a human interaction process between the educational supervisor and the teacher in order to raise teacher's educational performance, Studies on the supervisory practices of educational supervisors confirmed the poor supervisory behavior of supervisors and their focus on sudden classroom visits without planning with the teacher in advance. Other defects in supervisory behavior include ignoring teachers when making decisions, intolerance in opinion, and neglect of other important educational aspects. All of these problems reflect serious problems in the role of educational supervisor (Masad, 2006; Wasaus and Al Jarawneh, 2012)

Study Questions

- what extent do Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq From the point of view of science teachers
- Are there any statistical differences in Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers at ($\alpha \leq 0.05$) in favor of gender, qualification, and experience years?

Objectives of the study:

This study aims to achieve the following objectives:

- Evaluating Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers

- Identifying variation significance in Educational supervisors' practice of Needs-Based Supervision from the point of view of science teachers in the Directorate of Education in Mafrq which may be attributed to the variables: gender, years of experience and scientific qualification.
- Providing suggestions and recommendations that can help improve educational supervisors' educational and learning practices.

Importance of Study:

This study is important because it focuses on an important element of the educational process; the educational supervisor. Needless to say, the educational supervisor plays a prominent role in providing help and assistance to teachers in order to improve their mission. The importance of the study stems from the following:

- Assisting supervisors in identifying the shortcomings and weaknesses in the implementation of supervisory tasks in order to improve their work.
- Assisting educational officials in the Ministry's center and in the directorates of education.
- Listening to teachers in the field as a fundamental part of the educational process.
- Introducing educational supervisors to supervisory practices needed by teachers which can improve their performance.
- Enriching educational decision makers, school principals, and teachers by the results of this study.

Limits of the study:

- Research Limits: Educational supervisors practice of Needs-Based Supervision from the point of view of science teachers in the Directorate of Education in Marfaq in the following fields:
- Time Limits: This study was applied in the second semester 2022/2023.
- Human and spatial limits: This study was limited to science teachers in the Directorate of Education in Mafrag

Study Terminology:

This study includes the following terms:

- Practice: All knowledge, skills, and abilities possessed by the educational supervisor, which helps him to exercise his duties in the course of his supervisory practices with teachers.
- Educational supervisor: a government employee appointed by the Ministry of Education whose mission is supervising teachers of a particular subject, and in cooperation and coordination with all the parties of the educational process (Al-hajri, 2016). For the purposes of this study, the educational supervisor is defined as the person assigned responsibility for supervising schools, and following-up teachers, to improve their professional, educational and self-development.
- Needs-Based Supervision: An educational service provided by the educational supervisor to his teachers with a modern supervisory philosophy that is in line with

the direction of thinking, creative thinking, and effective employment of teaching and learning technologies and various educational resources (Al-masad, 2006). For the purposes of this study, Needs-Based Supervision is defined as the total score obtained according to the evaluation of science teachers for Educational supervisors practice of Needs-Based Supervision the Directorate of Education in Mafraq

- This was measured by a tool prepared by the researchers, especially for that purpose.

Study Methodology and Procedures

- Methodology: the descriptive analytical method was adopted as it fits the study and its objectives. Where the descriptive approach studies the phenomenon accurately and objectively (Jadri, 2018).
- Population of the study: the population comprised 100 science teachers in the Directorate of Education in Mafraq
- Sample of the study :Sample of the study consist 80 science teachers in the Directorate of Education in Mafraq were randomly chosen, where its valued 45.2% of population of the study.

Tools of the study

To achieve the objective of the study, the researcher went through various Journals, books, and Websites such as: study of (Alwan,2016). Initially 50 items were formulated divided into five dimensions as presented in table (1):

Table (1) the dimensions of the study tool.

Table (1) the dimensions of the study tool.		
Number	Dimensions	Items number
1	Planning	15
2	Classroom Management	15
3	Curriculum (educational content)	10
4	Use of teaching aids	10
5	Evaluation	10
	Total	50

To answering the questionnaire, each item has five alternative options, responders are required to select one of them: Strongly agree, Agree, Neutral, Disagree, strongly disagree

Validity

The questionnaire include 55 items was checked by (8) professionals from Jordanian universities. Their comments and suggestions were incorporated of terms that conveying the same meanings, easy to understand and open to one interpretation were selected related to nine dimensions, and after that some items have been deleted. Finally, 50 items were graduated according to Likert fifth scale and key of correction as following:

Table (2) key of correction					
Answer	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Score	5	4	3	2	1

Reliability

The same questionnaires were distributed to 80 headmasters as a means of achieving coefficient reliability

Alpha Cronbach. The obtained results indicated that the internal consistency described in below table (3):

Table (3) results of Alpha Cronbach's

Dimensions	Items	Alpha Cronbach's
Planning	10	0.930
Classroom Management	10	0.933
Curriculum (educational content)	10	0.950
Use of teaching aids	10	0.852
Evaluation	10	0.899
Total	50	0.943

able (3) shows that the dimensions of the scale enjoy a good level of reliability.

Statistical techniques in accordance with the various objectives and research questions employed. Descriptive techniques such as Mean, Standard deviation, percentages,

Variables of the study

Study design: the study includes the following variables:

- Gender: Male & female.
- Qualification: Bachelor, Master and more.
- Experience year: (1 – 10 years) & (11 years and more).

Study Results and Discussion

The purpose of the present research was to explore the degree of extent do Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers on measured variables. The data collected on 80 participants has been analyzed using descriptive statistic. Test of significant (t-test and f-test) were used to investigate the influence of gender, Mean, Standard deviation,

percentages, the analysis was done using the statistical package SPSS.

Results of first question: What is the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers?

Table (4) Means and standard deviations of sample estimates on study dimensions:

Rank	No.	Dimensions	Mean	standard deviations	Practice degree
1	1	Planning	4.30	0.65	High
2	2	Classroom Management	4.01	0.63	High
4	3	Curriculum (educational content)	3.90	0.64	High
5	4	Use of teaching aids	3.60	0.62	
3	5	Evaluation	4.00	0.70	
		Total	3.96	0.65	High

Table (4) presented mean and standard deviation of sample estimates about the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers. Where the dimension of the planning has ranked first with 4.30 mean and 0.65 standard deviation. Then, the dimension of Classroom Management has ranked second one with 4.01 mean and 0.63. Then, the dimension of Curriculum (educational content) has ranked four one with 3.90 mean and 0.64. Then, the dimension of Use of teaching aids has ranked five one with 3.60 mean and 0.62. the last one was Evaluation position dimension with 4.00 mean and 0.65 standard deviation. The total mark

of the tool was 3.96 mean and 0.62 standard deviation, this result presented a high degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers

first, Planning dimension:

This dimension includes 10 items to measure degree of Educational supervisors practice of Needs-Based Supervision at planning in the Directorate of Education in Mafrq from the point of view of science teachers, and this dimension has ranked the first one.

Table (5) presented mean and standard deviation of sample estimates about the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers about of dimension planning. This dimension includes 10 items, Where the dimension has ranked first with 4.30 mean and 0.62 standard deviation, Where the item: Informs me about modern educational developments, has ranked the first one by 4.26 mean and 0.86 standard deviation, the second ranked was the item: Helps me formulate behavioral goals, by 4.49 mean and 0.74 standard deviation. The item: Urges me to plan for daily lessons, has ranked the third one by 4.39 mean and 0.81 standard deviation, while the item: Urges me to take into account the time distribution of the lesson, has ranked the last one by 4.16 mean and 0.94 standard deviation. Generally, the above results its refers to, The educational supervisor helps me in preparing a comprehensive quarterly plan for the content of the curriculum, as well as training me in formulating behavioral goals properly,

Table (5) presents mean and standard deviation of the items of the planning dimension, descending rank based on the means

Rank	No.	Items	Mean	Standard deviation	Practice degree
1	3	Helps me prepare a comprehensive quarterly plan of curriculum content	4.52	0.75	High
2	8	Helps me formulate behavioral goals	4.49	0.74	High
3	5	Urges me to plan for daily lessons	4.39	0.81	High
4	4	Helps me organize the elements of the lesson sequentially	4.38	0.82	High
5	7	Advises me to define lesson steps like, warm-up, display, and application	4.28	0.71	High
6	1	Informs me about modern educational developments	4.26	0.86	High
7	2	Engages me in the planning of educational activities	4.24	0.95	High
8	10	Instructs me to choose the appropriate educational means and resources for the lesson	4.20	0.90	High
9	6	Explains the appropriate methods of teaching and learning	4.16	0.93	High
10	9	Urges me to take into account the time distribution of the lesson	4.16	0.94	High
		General level	4.30	0.62	High

helping me in setting daily plans for lessons, training me in organizing the elements of the lesson in a sequential manner, and alerting me to specifying the steps of the lesson (preface, presentation, and application, as well This result may be attributed to the fact that the educational supervisor informs me of the recent educational developments and participates with me in planning educational activities, and guides me to choose the appropriate teaching aids and methods for the subject of the lesson. This result is agreeing with results of study of (Alwan,2016)

Second, Classroom Management:

This dimension includes 10 items to measure degree of Educational supervisors practice of Needs-Based Supervision at Classroom Management in the Directorate of Education in Mafrq from the point of view of science teachers, and this dimension has ranked the second one.

Table (6) presented mean and standard deviation of sample estimates about the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafrq from the point of view of science teachers about of dimension Classroom Management. This dimension includes 10 items, Where the dimension has ranked first with 4.01 mean and 0.63 standard deviation, Where the item: Develops my skills in dealing with students, has ranked the first one by 4.51mean and 0.86 standard deviation, the second ranked was the item: Directs me to ways of controlling class, by 4.4[^] mean and 0.^{^^} standard deviation. The item: Instructs me on how to distribute time on the activities of the lesson, has ranked the third one by 3.49 mean and 0.8[°] standard deviation,

Table (6) presents mean and standard deviation of the items of the Classroom Management dimension, descending rank based on the means

Rank	No.	Items	Mean	Standard deviation	Practice degree
1	11	Develops my skills in dealing with students	4.51	0.80	High
2	12	Directs me to ways of controlling class	4.48	0.88	High
3	13	Instructs me on how to distribute time on the activities of the lesson	4.39	0.85	High
4	15	Informs me about the activities that increase students motivation	4.38	0.84	High
5	14	Helps me master classroom management strategies	4.27	0.79	High
6	16	Helps me set rules for classroom management	3.26	0.81	High
7	17	Helps me modify students' unwanted behavioral habits	4.22	0.92	High
8	19	Stimulates the use of reward and punishment methods	4.20	0.91	High
9	18	Advises me how to deal with emergency situations in class	3.15	0.90	High
10	20	Advises me on how to develop a positive spirit of competition among students	3.16	0.91	High
		General level	4.01	0.63	High

while the item: Advises me on how to develop a positive spirit of competition among students, has ranked the last one by 3.61 mean and 0.91 standard deviation. Generally, the above results it refers to, The educational supervisor develops my skills in dealing with students, directs me to ways to maintain order in the classroom, and guides me on how to distribute time for class activities. This result may be attributed to the fact that the educational supervisor helps me in modifying the undesirable behavioral habits of the students and motivates me. Motivates the use of reward and punishment methods. This result is in un-agreeing with study of (Alwan, 2016)

Three, Curriculum (educational content):

This dimension includes 10 items to measure degree of Educational supervisors practice of Needs-Based Supervision at Curriculum (educational content) in the Directorate of Education in Mafraq from the point of view of science teachers, and this dimension has ranked the four one.

Table (7) presented mean and standard deviation of sample estimates about the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers about of dimension Curriculum (educational content). This dimension includes 10 items, Where the dimension has ranked first with 3.90 mean and 0.64 standard deviation, Where the item: Trains me to use appropriate teaching methods, has ranked the first one by 4.51 mean and 0.75 standard deviation, the second ranked was the item: Helps me relate class topics to students' previous experiences, by 4.42 mean and 0.80 standard

Table (7) presents mean and standard deviation of the items of the Curriculum (educational content) dimension, descending rank based on the means

Rank	No.	Items	Mean	Standard deviation	Practice degree
1	21	Trains me to use appropriate teaching methods	4.51	0.75	High
2	23	Helps me relate class topics to students' previous experiences	4.42	0.80	High
3	22	Urges me to use multiple teaching methods in class	4.36	0.85	High
4	24	Introduces me to modern methods of teaching	4.35	0.84	High
5	26	Develops teaching methods according to educational development	4.27	0.73	High
6	25	Encourages me to use teaching methods that develop students' self-learning skills	3.26	0.85	High
7	27	Motivates me to choose appropriate teaching methods to teach students with special needs	3.24	0.99	High
8	28	Trains me to prepare and develop curriculum and extra- curriculum activities	3.20	0.92	High
9	29	Helps me connect modern teaching theories with teaching methods	3.19	0.94	High
10	30	Directs me to the horizontal and vertical connection between the educational subjects	3.018	0.97	High
General level			3.90	0.64	High

deviation. The item: Urges me to use multiple teaching methods in class, has ranked the third one by 4.35 mean and 0.85 standard deviation, while the item: Directs me to the horizontal and vertical connection between the educational subjects, has ranked the last one by 3.18 mean and 0. standard deviation. Generally, the above results its refers to, That the educational supervisor helps me to master the content of the educational curriculum as well as directing me to employ the local environment to enrich the educational curriculum and helps me in defining the educational goals in the curriculum and guides me to use the teacher's guide and participates with me in evaluating the educational curriculum as well as helping me in addressing the difficulties of implementing the educational curriculum and training me in summarizing the educational curriculum for students This result is agreeing with results of study of (Alwan,2016)

Four, Use of teaching aids:

This dimension includes 9 items to measure degree of Educational supervisors practice of Needs-Based Supervision at Use of teaching aids in the Directorate of Education in Mafraq from the point of view of science teachers, and this dimension has ranked the four one.

Table (8) presented mean and standard deviation of sample estimates about the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers about of dimension Use of teaching aids. This dimension includes 9 items, Where the dimension has ranked first with 3.60 mean and 0.62 standard deviation, Where the item: Trains me to choose the appropriate teaching resources, has ranked the first one by 4.65 mean and 0.70 standard deviation, the second ranked

Table (8) presents mean and standard deviation of the items of the Use of teaching aids dimension, descending rank based on the means

Rank	No	Items	Mean	Standard deviation	Practice degree
1	32	Trains me to choose the appropriate teaching resources	4.65	0.70	High
2	31	Advises me about the right time to use educational resources	4.60	0.80	High
3	33	Explains the appropriate learning methods accurately	4.44	0.82	High
4	35	Helps me select appropriate teaching aids	4.38	0.83	High
6	34	Helps me prepare suitable teaching aids	4.22	0.79	High
7	36	Motivates me to use computer and internet in teaching	3.26	0.85	High
5	37	Urges me to create educational pages on social media sites	4.24	0.98	High
8	39	Trains me to organize the classroom when using educational methods	3.20	0.92	High
9	38	Advises me to use school broadcasting as a teaching tool	3.16	0.93	High
		General level	3.60	0.62	High

was the item: Advises me about the right time to use educational resources, by 4.42 mean and 0.80 standard deviation. The item: Explains the appropriate learning methods accurately, has ranked the third one by 4.44 mean and 0.82 standard deviation, while the item: Advises me to

use school broadcasting as a teaching tool, has ranked the last one by 3.16 mean and 0.93 standard deviation. Generally, the above results its refers to, The educational supervisor tends to choose the educational means that are suitable for the level of the students. He also guides me to choose the appropriate time to use the educational method and helps me in determining the steps for using the educational method accurately. He also trains me to constantly prepare the appropriate educational means, and motivates me to use the computer and the Internet in the educational process. This are un-agreeing with study of (Alwan,2016)

five, Evaluation:

This dimension includes 9 items to measure degree of Educational supervisors practice of Needs-Based Supervision at Evaluation in the Directorate of Education in Mafraq from the point of view of science teachers, and this dimension has ranked the three one.

Table (9) presented mean and standard deviation of sample estimates about the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers about of dimension Evaluation. This dimension includes 10 items, Where the dimension has ranked first with 4.00 mean and 0.70 standard deviation, Where the item: Sets the purpose of evaluation, has ranked the first one by 4.60 mean and 0.73 standard deviation, the second ranked was the item: Trains me to build tests that are both honest and consistent, by 4.44 mean and 0.88 standard deviation. The item: Constructs questions that evoke critical thinking, has ranked the third one by 4.34 mean and

Table (9) presents mean and standard deviation of the items of the Evaluation dimension, descending rank based on the means

Rank	No	Items	Mean	Standard deviation	Practice degree
1	41	Sets the purpose of evaluation	4.60	0.73	High
2	40	Trains me to build tests that are both honest and consistent	4.44	0.88	High
3	42	Constructs questions that evoke critical thinking	4.34	0.81	High
4	44	Explains to me how to analyze students' results	4.34	0.87	High
5	43	Helps me use the appropriate strategies to evaluate students	4.27	0.78	High
6	45	Identifies the appropriate tools to evaluate students' skills	4.26	0.85	High
7	47	Urges me to use multiple means and tools of evaluation	3.25	0.94	High
8	46	Trains me to prepare professional tests	3.20	0.90	High
9	48	Helps me build treatment plans in the light of test results	3.19	0.92	High
10	49	Helps me use evaluation results to improve students' performance	3.16	0.94	High
		General level	4.00	0.70	High

0.81 standard deviation, while the item: Helps me use evaluation results to improve students' performance, has ranked the last one by 3.16 mean and 0.94 standard deviation. Generally, the above results its refers to, To the fact that the educational supervisor helps me in defining

the purpose of the evaluation as well as training me to build tests characterized by honesty and stability and helps me in setting questions that provoke thinking and guides me on how to analyze the results of students and helps me in using appropriate strategies for evaluating students and identifying tools to measure students' skills and urges me to use various means and tools for the calendar This result is agreeing with results of study of (Alwan,2016)

Second: results of the second question: Are there any statistical differences in Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers at ($\alpha \leq 0.05$) in favor of gender, and experience years' variable?

To answering this question, the data have been analyses to find out the means and standard deviation of study sample estimates about, the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers. And compare the data by using t-test to investigate of the significant differences of gender, experience years. Means and standard deviation have extracted, and t-test for independent sample to know the effects of gender variable, as presented in table (10):

Variable of gender

Table (10) presented that there are no statistically differences at ($\alpha \leq 0.05$) in estimates of the sample of the study about, Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers favor of gender variable This result refers to That the training needs of teachers are similar to a large extent and that teachers work in a similar educational environment to a large extent.

The results of this question are agreeing with results of study of (Alwan,2016)

Table (10) t-test for effects of gender variable in the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers

Dimensions	Gender	N	Mean	Sd	t	Sig	Sig- level
Planning	Male	45	4.06	0.80	- 2.837	0.06	No Sig
	Female	35	4.31	0.54			
Classroom Management	Male	45	3.89	0.88	- 3.759	0.07	No Sig
	Female	35	4.24	0.56			
Curriculum (educational content)	Male	45	3.84	0.80	-2.235	0.08	No Sig
	Female	35	4.03	0.59			
Use of teaching aids	Male	45	4.05	0.70	-3.722	0.06	No Sig
	Female	35	3.55	0.85	-2.522	0.07	No Sig
Evaluation	Male	45	3.61	0.78	-2.444	0.55	No Sig
	Female	35	3.99	0.99	-3.526	0.66	No Sig

Variable of experience years

Means and standard deviation and t-test have been calculated for independent sample to know the effects of experience years' variable:

Table (11) presented that there are no statistically differences at ($\alpha \leq 0.05$) in estimates of the sample of the study about, Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq From the point of view of science teachers in favor of experience years variable This result refers to the training programs offered by the Ministry of Education in Jordan to educational supervisors that meet, to a reasonable degree, the training needs of teachers in schools, especially

in the areas of teaching aids and the preparation of quarterly and annual plans.. The results of this question are agreeing with results of study of (Alwan,2016)

Table (11) t-test for effects of experience years' variable in the degree of Educational supervisors practice of Needs-Based Supervision in the Directorate of Education in Mafraq from the point of view of science teachers

Dimensions	Gender	N	Mean	Sd	t	Sig	Sig. level
Planning	1 – 7 years	43	4.03	0.81	- 2.444	0.07	No Sig
	8 years and more	37	4.32	0.55			
Classroom Management	1 – 7 years	43	3.87	0.86	- 3.359	0.20	No Sig
	8 years and more	37	4.25	0.57			
Curriculum (educational content)	1 – 7 years	43	3.86	0.85	-2.245	0.40	No Sig
	8 years and more	37	4.04	0.52			
Use of teaching aids	1 – 7 years	43	4.07	0.70	-3.300	0.06	No Sig
	8 years and more	37	3.52	0.84	-2.522	0.07	Sig
Evaluation	1 – 7 years	43	3.63	0.73	-2.444	0.55	No Sig
	8 years and more	37	3.94	0.99	-3.536	0.66	No Sig

Recommendations

Teachers need to help

- Determine the appropriate tools for assessing students' skills
- Encourage them to use multiple methods and tools for evaluation
- Training them to prepare for professional exams
- Help them build treatment plans in light of the test results
- Inform them of modern educational developments
- Involve them in planning educational activities
- Guiding them to choose appropriate teaching aids and resources for the lesson

References:

- Al-Masad, Mahmoud (2006). *Educational Needs - Based Supervision*. Riyadh. Rokn Printing Press.
- Wasaus, Dima Mohammed and Al-Jawarneh, Al-Mutasim (2012). *Educational supervision- Meaning- Types- Strategies*. Oman. Gulf Publishing House.
- Al-Ghareeb, Tariq (2016). Educational supervisors practice of their tasks in public education in Kuwait. *Journal of Alexandria University - Faculty of Education*. 26 (3), 334-367.
- Al-Hussein, Qersas (2017). *Supervisory behavior of the educational supervisor and its relation to the performance of the primary-school teacher*. *Dirasat Journal*, Ammar Thaliji University, Laghouat, Algeria, 57 (3), 106-130.
- Al-Khashlan, Abdul Aziz (2017). *Educational supervisors' practice of human relations from the point of view of high school teachers in Riyadh*, *Fayoum University Journal of Educational and Psychological Sciences*, 7 (3), 1-34.
- Dabbous, Mohammed (2017). Educational supervisors' practice of human relations from the point of view of teachers in Nablus,

Journal of Al-Quds Open University for research, and educational and psychological studies, 5 (17), 67-80.

- Al-Enezi, Abdul Rahman (2015). *The practice of educational supervisors of transformational behavior from the point of view of teachers in Kuwait*. Unpublished Master Thesis, Al-Bayt University, Jordan.
- Al-Farhoud, Saleh (2017). *Educational supervisors' practice of supervisory methods from the point of view of Bahraini teachers*. Unpublished MA thesis, Ammar Thaliji University, Algeria.
- Al-Hussein, Qersas (2017). *Supervisory behavior of the educational supervisor and its relation to the performance of the primary-school teacher*. Unpublished MA thesis, Ammar Thaliji University, Algeria.
- Shalsh, Hossam and Harzallah, Hossam (2017). Educational supervision and its relation to the professional development of the teachers of mathematics in the primary stage in Palestine. *Journal of Al-Quds Open University for research, and educational and psychological studies*. 5 (17), 293-311.
- Alwan, Ahmed (2016). *educational supervisors practice of Needs - Based Supervision in secondary schools in Gaza and the ways to improve it*, unpublished master thesis, Islamic University, Gaza.
- Al-Freihat, Hana and Al-Qudah, Omar (2017). The role of educational supervision in developing the professional performance of teachers in secondary schools in Jerash from the point of view of teachers. *Libyan International Magazine*, 22 (4), 1-35.
- Al-Hajri, Nasser (2016). *A Proposed Model for Improving Supervisory Practices of Educational Supervisors in the Ministry of Education in the Sultanate of Oman*, Unpublished Master Thesis, University of Nizwa.
- Ministry of Education (2015). *Guide to educational supervision*. Muscat, Sultanate of Oman.
