

## Presents a Conceptual Framework of Supervisory System for Teachers

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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 this, firstly 176 factors were derived through studying the literature of models and theories in Iran which resulted in 93 factors after surgery. The suggested framework includes five main categories: philosophy and objectives, theoretical principals, supervision functions, operation stages and the model's evaluation system. The statistical community of this survey includes all teachers of Kermanshah elementary schools of which 384 teachers have been selected based on multi stage grape sampling. The content of the questionnaires developed based on educators suggestions about the content and analysis of factors and necessary modifications applied. The stability of the questionnaires has been estimated by cronbach's Alpha method in a desirable value of 0.901. For evaluating the validity of the model 30 scholars have been selected. For data analysis descriptive statistics were applied. 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.

**Key words:** 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.

This kind of skills and knowledge make them as a professional category of society. In the other hand, changes and revolutions in social, economic, political, and cultural aspects effect on the other part of the education and training system. The syllabus of lessons and education system is under the permanent change and revolution. Moreover the quality and quantity expectation is under change. These all aspects changes often face teacher's activity especially in teaching to challenges and it is obvious that teacher's skill and capability would not fulfill the weaknesses and gaps. Researchers believe that some expert and consultant must be available for helping teachers in teaching, and managing the class. Though teachers could participate in some short time practical training courses, they need some guides and consultant. So we can claim that one of the most factors which effect on

the teaching and trainings of teachers is consultancy system (Moran, 2004).

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 (Watkins, 2001); Administrative, education planning, teaching, human relationship, management and Leadership. Englert et al. (2004) 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 (Watkins, 2001). Lindell (2001) 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 Ingham & Greer (1998) 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 (Watkins, 2001). 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 and Stoops defined concentrate supervision on teaching as: supervision is an action and experience to education and teaching

improvement (Watkins, 2001). Howes et al. (2006) has also defined supervision on teaching as; supervision is a process of leadership with a final goal to promote education.

The fourth definition will go to human relationship. Watkins define supervision as; supervisors are those who foster performance and works (Watkins, 2001). 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 following sentence: "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 Duffy (2003) view as define: the supervision duty is the knowledge, how of teaching to teachers how to teach and professional leadership in general reeducation. Bouchamma (2007) 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. Watkins 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. Duffy 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, lesson and syllabus designing and professional commitment. The model has been accepted with 0.088 agreements (Duffy, 2003). Cogan (2000) in the thesis with the title "studying the employment of new teacher supervision in the extent of teacher's response to those need and submitting theoretical framework to promote elementary studies quality", he extracted teacher supervision need parameters. Those factor are presented based on their priority and importance as; provoking students, fostering education and class management affairs, human

relationship, promoting professional growth of teachers, providing facilities and educational equipment, school regulation clarification, teaching methods and patterns.

The results of study and main questions test of the research has manifested that new employed teacher need support and assistance in seven factors and the results of study the subgroup questions test showed that consultant teacher are not responsible for support- supervision need of new employed teachers (Cogan, 2000). Beach in 2000 in the research titled, "performance assessment of supervision in elementary school and need for review in education and the role" with the goal of realizing supervision performance in the field of education( before teaching, during and after teaching), management(human relationship, teacher work evaluation and administrative duties), training and practical abilities, came to the result that supervision would not help teachers enough in their educational activities(post, during and after education) and their performance in the other educational and training fields would not accepted especially in the human relation issue (Beach, 2000). Elyasi (2001) has done a research named "studying supervision position in elementary school of Kermanshah Province and the view of education and training administrative of province" and came to the result that:

- In the view of teachers, managers, and education and training administrative, supervision would care more about the administrative and formal aspects
- Both teachers and managers and education and training administrative believe that supervisions do not have enough skills and talent to make their expected role
- Teachers and managers do not trust supervisions
- In their view supervision didn't make a appropriate relationship with them
- Supervision could not promote teachers and managers
- Supervisions duties and obligations are based on the existing guidelines but their work and roles are not matched with their time and capabilities.
- Most of the supervision did not passed special training period regarding to supervisory and guiding skills
- Supervision would mostly care about the teachers absent and administrative issues

Geeta Heble (2006) proved that theoretical dimension in the field of supervision are not adopted with beliefs and real behaviors and he presented a pattern for supervision improvement. This model is extracted from 8 traits of Education supervision:

- 1) the essential knowledge for education and teaching methods;
- 2) problem solving skills;
- 3) follow

the integrated and whole pattern; 4) have organized plan; 5) flexible and adaptive; 6) personal skills; 7) teacher and student based; 8) realizing the challenges and importance of supervision. Elizabeth K. Wilson (2006), did a research with title of "pattern effect in supervision of teacher-student" in Alabama University of America. This research has studied the view and suggestions of students, teachers and university staff which have been participated in substitution and traditional group supervision model while they all prefer the former model. Curri and Greg (2005), In Canada has been studied on the research called, "what kind of supervision system would Canadian teachers prefer?" which he gathered all the preferred model of supervision in seven Canadian cities. Evaluation can be done by teachers, consultants, managers administrative, coworkers, students, self-evaluation by teachers and without evaluation system. Results have been indicated that teachers from seven cities have shown different models. Those from Montreal, Monkton, preferred school supervision. While teachers from Venire offer the consulting supervision and self-evaluation. Finally Toronto teachers preferred school manager's supervision. Research in supervision issues, puts forward that trust and emotional atmosphere, human relationship, passing training courses, getting feedbacks of supervisions from education and training administrative, fostering teachers professional growths, providing facilities and education means, school rules and teaching patterns and methods, move forward to self-supervision and teaching quality improvement. The main goal of this project is studying supervision system of elementary school in Kermanshah city to defining the conceptual framework. This project is going to answer the following questions: what is the condition of Kermanshah elementary school supervision?

What kind of conceptual framework is needed for supervision quality improvement? To what extent the suggested conceptual framework would be accepted by specialist?

## MATERIAL AND METHODS

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 (2007-2008) which accounted for about 7051 persons. The sampling was done by multi stage grape sampling from training and teaching area of province during (2007-2008). 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 researchers 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.

**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	0.0001	267	-7.306
Professional growth and commitment	25	13.47	0.0001	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	370	-0.424
Determining educational and curricular objectives	4	13.54	0.00	373	-4.606
Teacher evaluation	5	13.77	0.00	377	-4,562

## RESULTS

### 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.

### 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 follows:

**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 ninth main 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 tenth main 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 eleventh main 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 twelfth main 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 thirtieth main 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;

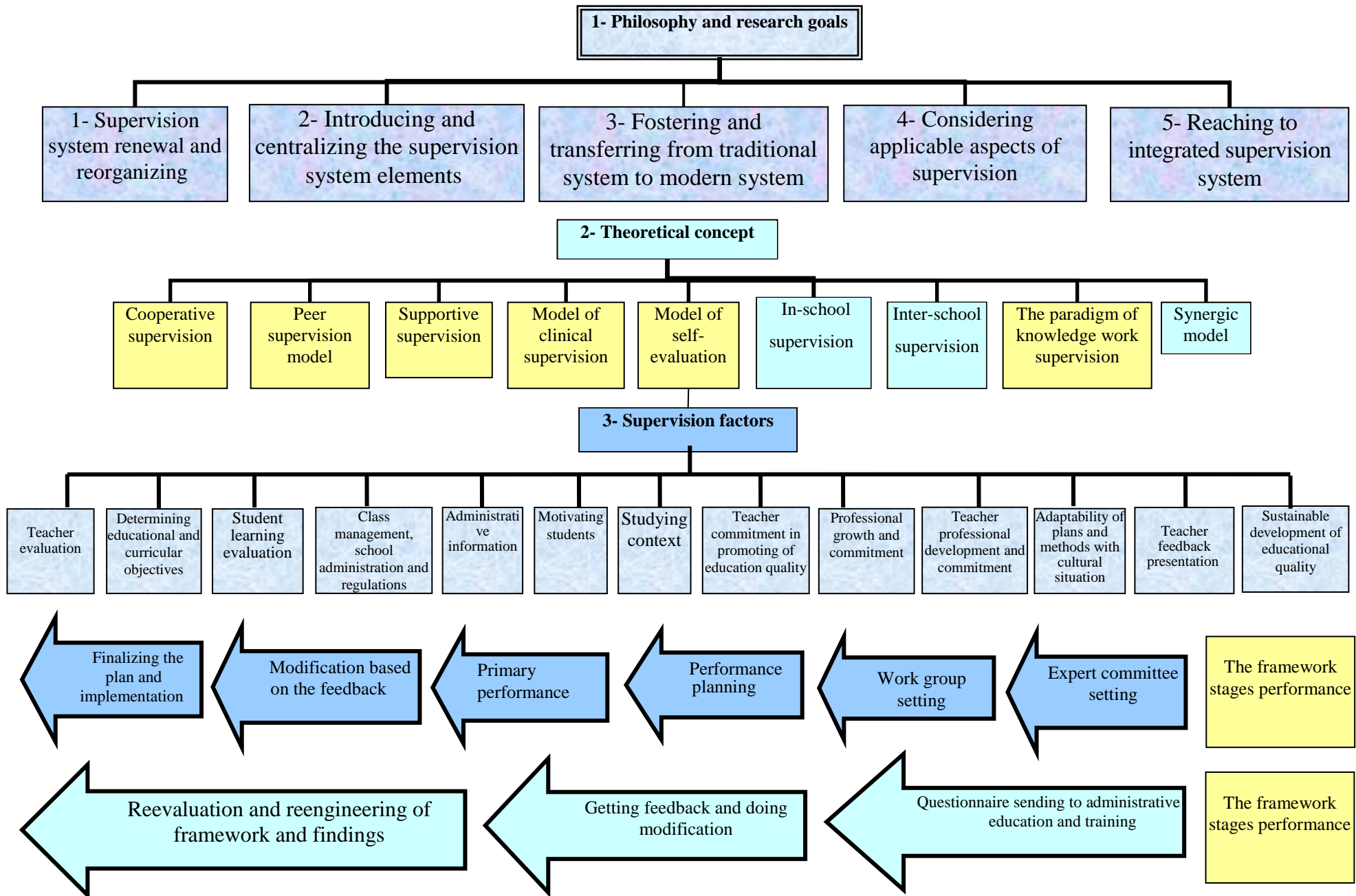
**4. The result of the main fourth factor,** class management and school regulation: the two factors of class management, school administration and regulations can be considered. Findings indicates that information and methods submission in class management with 0.842 got the top score and studying class 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 Sergiovanni (1999) and Bouchamma, (2007) and Englert (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 Howes, (2006).

The performance framework steps: this part contains experts committee setting, group formation under committee supervision, conceptual framework planning, modifications based on the feedbacks, plan finalizing and performance. Model supervision: this part has three parts: Reengineering and continues evaluation based on the changes and new scientific findings, receiving feedbacks and doing modification acts and sending evaluation questionnaire from model to ministry of education and training. The framework is quite the same as the works of Daffy (1997), Ingham (1998), Jossey (2004), Lindell (2001), Malott (2004), Mehrunnisa (2000). Research findings based on the third question: the results approved the fitness between suggested framework and supervision from expert's view which is almost accepted by other writers. Regarding to the goals and philosophy, theories, supervision functions, the performance and supervision steps, conceptual frameworks based on educational experts and findings for Kermanshah province teachers is as follow:



## CONCLUSION

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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