

Extracting Educational Supervision components to formulate Appropriate Model

Mehran Alipanah, Reza Hoveida and Mohammad Ali Nadi

Abstract

The aim of this study was to investigate the parameters of educational supervision in selected countries, including: (America, Japan, Canada, Australia, England and France) in order to the characteristics of educational supervision models in those countries where education is currently underway based on available documents from previous research findings, upstream regulations, structure and educational site. The Mixed research method was used in order to answer the main question of this research. The participants consisted of the school principals and educational groups from all selected countries that have advanced educational system. By dividing the country into five regions which finally led to only 10 provinces with random cluster sampling method and sample-size of 380 people (of the principals and educational groups) based on Morgan table and using factorial analysis Level I& II who were selected randomly based on the results obtained from the research, educational supervision model was approved and found to be valid and reliable so it can be implemented it in educational system of the country. This model was designed with 42 items and six parameters (Educational leadership, educational management, quality of education, teaching and learning, research and social support). These 42 items actually were the considered subcomponents designed in supervision models in form of a researcher-made questionnaire presented to the sample statistic population. Teaching – Learning as a highly-approved parameter and social support as a lowly-approved parameter were verified in a significant range from strong to weak.

Keywords: Supervision, Educational Supervision, Educational Supervision.

Introduction

Education and training experts and theoreticians believe that quality of educational activities' management is the most important character of effectiveness, efficiency and sufficiency for all educational plans and programs because a director may successfully develop and progress them with his/her determining and influential role in leading educational and training processes

toward objectives of educational plans and programs or he may ruin them. Therefore, individual specialized education of people who have professional and obvious specification of a manager shall be taken into consideration for wise and economical use of time, assets and labor force in order to gain generic educational and training objectives nationwide and particular cognitive and learning objectives in institutes. In other

words, investment on training and preparing educational directors shall be taken into consideration as the first priority to the degree that they become corroborative of education and training. Considering that the last and final solution for education problems could be resolved by education system authorities, potential capabilities and abilities of directors shall be developed as much as possible. Among the education system directors and managers, education consultants are of those important elements that have leading roles in realization of educational objectives (Esen, 2014).

Educational supervising and instructing are of those important responsibilities which are really essential for directing the education system and their principal objection is to improve the educational status. Having plans and programs for supervising and instructing educational system and quality of its continuity in order to realize the educational objectives has very important and leading role. Today, educational instructors work as educational directors with teachers and trainers in order to modify the condition and status of education system and try to improve and develop the teachers' performance level and removing their problems and weakness by professional assisting cooperation. However plans and programs for supervising and instructing education system and title of educational instructors are different in education systems, their responsibility and roles are the

same somehow (Sandra et al, 2015).

Educational instructors in educational systems of all countries have got different titles such as teacher, instructor, trainer, head-teacher, educationalist, deputy manager of education affairs, educational supervisor, educational inspector, area manager of education affairs, educational programs coordinator, educational department manager, education consultancy specialist and educational planner, but their main responsibilities is to communicate with teachers and trainers professionally and to assist them in their job to help them improve and develop in their job. As a result, a better condition and status for learning will be provided and improved so there will be much better performance by teachers and trainers and finally there will be much proper and favorable educational results and achievements (Saliba, 2014). Therefore, educational supervising and instructing based on an accurate systematic model is the most fundamental part which has the most important sensitivity and expresses the quality and correctness in educational system.

Educational organization is the responsible superintendent for millions of children and juveniles - pupils and students and includes teachers, trainers, instructors and those students who are seeking for knowledge of the day and wanting more and more accurate and useful information. It is obvious to everyone that educational supervision and instruction has a

significant role in developing trend of country's education and if this issue fails, educational quality levels goes down. Consequently, students will be those who will experience a great failure (Carrigan, 2001). According to the theorists in defining "supervision", important characters and indexes are included such as administration management, educational programs, teaching, human-relationship, leadership and management ability, and every character defines *SUPERVISION* in educationalist and experts minds. "Educational Requirements" is one of the topics at school which are not limited to chalk, black-board or educational assistant in an educational institute, of course teachers' requirements such as *COGNITION* and *PALLADIAN* on subjects which seem to include missing items – so called a gap – of educational system have appeared. Such gaps shall be rectified by educationalist in accordance with customary laws in the education system but actually the supervisors themselves have found their shortcoming in science in connection with instruction and supervision and it is a prominent shortcoming in educational system of the country (Starrat and Sergiovanni, 2003). Teachers' expectation has always been wise and correct that the supervisors shall be more knowledgeable than them and it never happens unless supervisors try to update their experience and knowledge. They create an environment of accuracy and foresight at schools and then it is

time when teachers will not only have more confidence but also feel a reliable scientific support next to them (Treslan, 2008). At the moment almost all of the education supervisors perform their supervision in clinical way. Also directors have not been under specialized supervision. They would think of quantity in their judgments of values; the expectation that educational system has asked them for (Segne, 2006).

So regarding the social mechanism and structure of educational in Iran, in order to eliminate the scientific vacuum available in this field and to design a suitable model that can be executed and implemented, the main question of the present research is: "what are the components of effective monitoring in the country? And what model can eliminate the obstacles ahead?" Therefore, this research seeks to examine the existing regulatory models in educational supervision and design and present a valid educational monitoring model for education in Iran.

Methodology

In this research, library studies and examining articles and documents in the countries of the world that have been leading and successful in education and educational supervision has been done. Therefore, inductive content analysis method was used to extract the components. The field of research in the qualitative sector included selected countries;

focusing on indicators such as centralized or decentralized educational system in the country, the structure and role of teachers and observers and even their selection, in-service training, laws and regulations, and most importantly, the country's major orientations in educational supervision has led to the selection of six countries that comprise the research area. In the quantitative section, the statistical population of the study consisted of all educational groups and school principals. 380 people were selected using cluster random sampling. A researcher-made questionnaire was used to gather information in the survey section in order to check the validation of the suggested model with a survey approach.

Validity and reliability of this research was gained based on theoretical basis and experts viewpoints and also scientific theories on the subject of study. All

$$CVI = \frac{\text{Number of specialists who gave 3 or 4 to each item}}{\text{Total number of specialists}}$$

Findings

The purpose of carrying out the current research was for formulating and validation of an educational supervision model in Iran. The important question of the research was: Does the proposed educational supervision model have the required credibility? Hoelter Index was used for

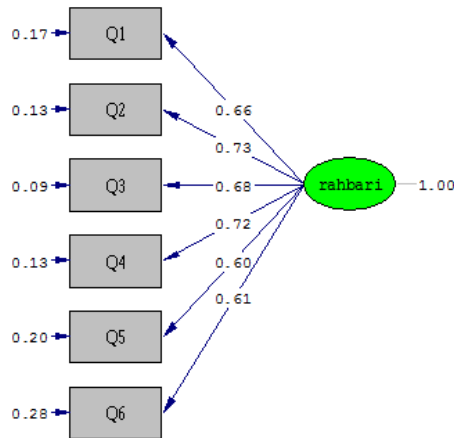
information was collected in accordance with theoretical concepts and experts and specialists viewpoints in order to gain content validity.

Content Validity Index (CVI): Waltz and Bausell method was used in order to investigate the CVI. Specialists were asked to check the relevancy and simplicity of each item based on 4-part Likert scale. They determined the relevancy of each item from 1 (irrelevant), 2 (relatively relevant), 3 (relevant) and 4 (completely relevant). The simplicity was determined from 1 (not simple), 2 (relatively simple), 3 (simple) and 4 (completely simple). The clarity was determined from 1 (not clear), 2 (relatively clear), 3 (clear) and 4 (completely clear).

The minimum acceptable value of CVI for each item is 0.79 and if it is less than this, that item shall be deleted. This index for research tool was 0.82.

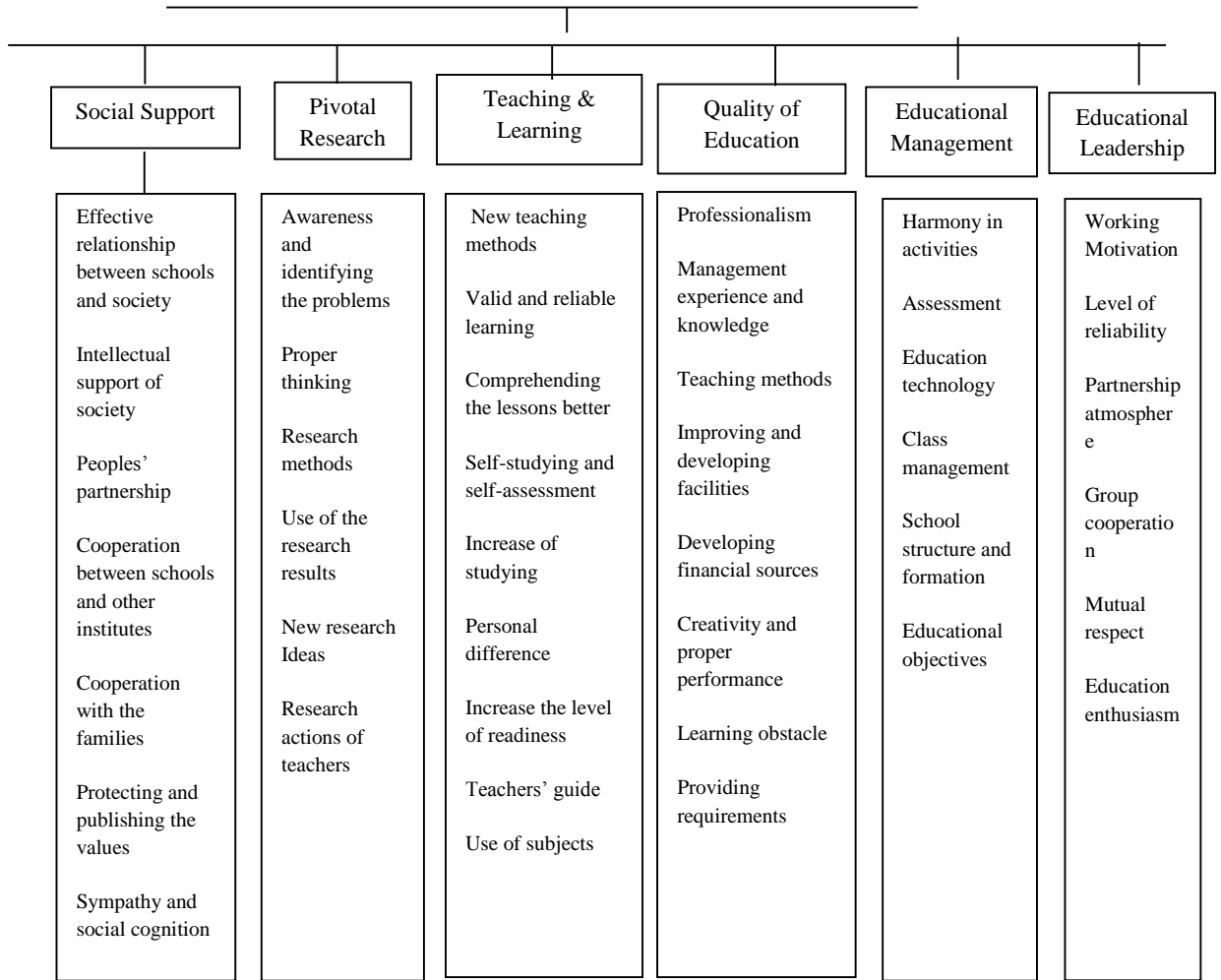
adequacy of sample volume in structure equation and verifying factorial analysis.

Both first order and second order factorial analyses were simultaneously used for investigating structure validity of educational supervision model for Iranian Education System.



Chi-Square=260.13, df=9, P-value=0.00000, RMSEA=0.225

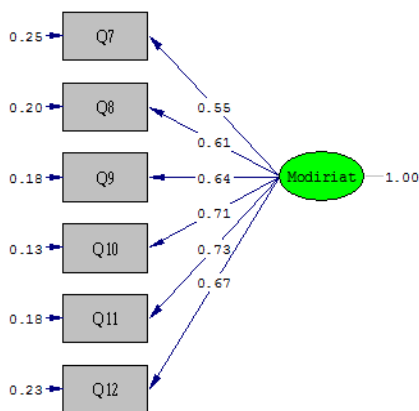
Chart 1: A General Model Of Educational Supervision For Education and Training In Iran



For this analysis in conceptual model, 42 items were observed as indicators or variables, and 6 derived factors from discovered factorial analysis (Teaching Leadership, Teaching Management,

Teaching Quality, Teaching and Learning, Pivotal Research and Social Support) were selected as hidden variables. Following forms present the educational supervision model of this analyzed conceptual model:

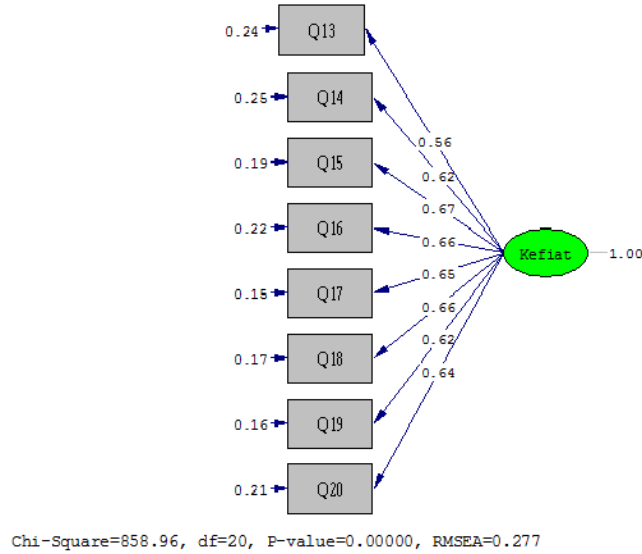
Notice: every number in rectangles is orderly 1) creating motives in teachers 2) increasing level of trust between teachers and supervisors 3) creating a partnership and cooperation atmosphere in schools 4) supporting and consolidating team work 5) stylizing school atmosphere based on mutual respect 6) creating educational enthusiasm in students



Chi-Square=351.98, df=9, P-value=0.00000, RMSEA=0.263

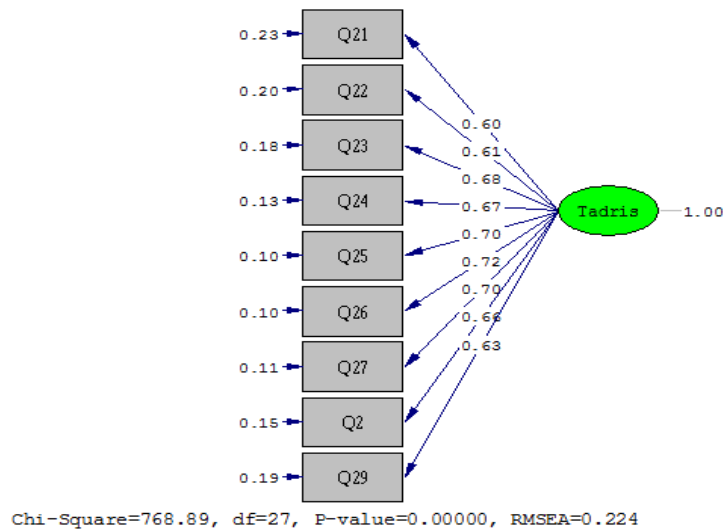
Notice: every number in rectangles is orderly 7) assisting in order to harmonize the performance and activities of teachers, principals and students 8) assisting for students' assessment and teachers' self-assessment 9) teachers' acquaintance with teaching techniques and how to

make use of them 10) assisting teachers in choosing and performing a method for managing the class 11) modifying structure and formation of school for coordination of educational elements 12) assisting to improve and modify the education objectives and studying program.



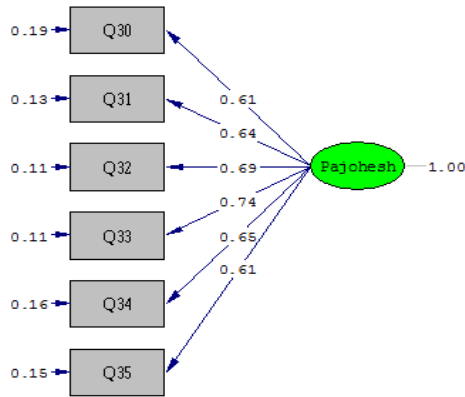
Notice: every number in rectangles is orderly 13) assisting to select and hiring professional and capable teachers 14) making effort to make use of high experienced principals and familiar with knowledge of management 15) helping teachers in order to improve their teaching methods 16) making effort in order to develop and improve the facilities 17)

assisting to develop and supporting financial sources of schools 18) preparation for innovation and better performance of teachers 19) assisting to rectifying learning problems and educational progress of students 20) making effort in order to identify and provide the needs and requirements of teachers.



Notice: every number in rectangles is orderly 21) assisting teachers for performing new teaching methods 22) making effort in order to learn more reliably in the class 23) making effort in order to better comprehension 24) making effort in order to make student self-study and self-assess 25) making effort in order to increase students learning

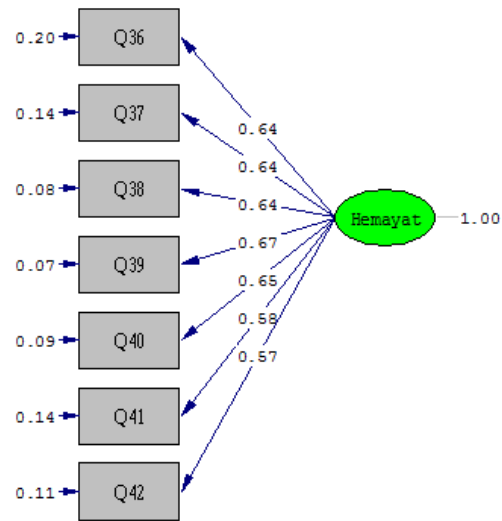
and study level 26) assisting teachers in considering personal difference in students 27) assisting teachers in increasing level of students readiness in the class 28) repeating and practicing lessons in the class under instruction of teachers 29) making effort in order to making use of learnt items in class by students



Chi-Square=322.16, df=9, P-value=0.00000, RMSEA=0.252

Notice: every number in rectangles is orderly 30) knowledge and awareness in identifying educational items 31) preparing necessary groundwork for teacher thinking and contemplating lessons and subjects 32) teachers' acquaintance with research methods 33) assisting

teachers in making use of researches' results and findings 34) encouraging and promoting teachers to create new ideas based on research 35) providing necessary groundwork for teachers, school principals and students to carry out research in educational environment.



Chi-Square=590.00, df=14, P-value=0.00000, RMSEA=0.275

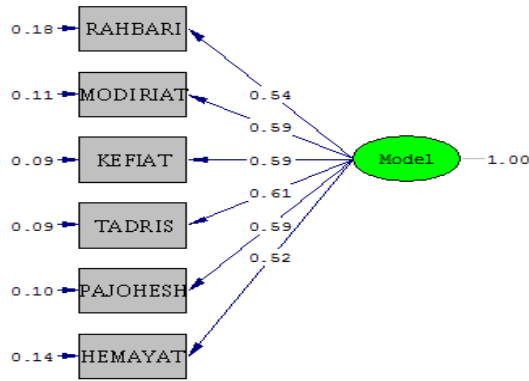
Notice: every number in rectangles is orderly 36) assisting in making effective relationship between schools and the media 37) making in order to be profited from society information and intellectual support 38) making effort in order to increasing people partnership in school affairs 39) assisting in order to increase interaction between

schools and other cultural institutes in the society 40) making effort in order to increase interact between schools and families 41) making effort in order to protect and publish the values and social norms 42) making effort in order to increase consultation, mutual understanding and mutual social learning.

Table1.Estimated parameters in first order model of educational supervision parameters comparison.

First order factor	Item No.	Factor load	Factor weight	Importance order	First order factor	Item No.	Factor load	Factor weight	Importance order
Education Leadership	1	0.66*	0.17	9	Teaching and Learning	25	0.70*	0.10	5
	2	0.73*	0.13	2		26	0.72*	0.10	3
	3	0.68*	0.09	6		27	0.66*	0.15	8
	4	0.72*	0.013	2		28	0.63*	0.19	11
	5	0.60*	0.20	15		29	0.62*	0.17	13
	6	0.61*	0.28	14		30	0.61*	0.094	14
Education Management	7	0.55*	0.25	16	Research Centering	31	0.64*	0.19	10
	8	0.61*	0.25	14		32	0.69*	0.13	5
	9	0.64*	0.018	11		33	0.74*	0.11	1
	10	0.71*	0.018	4		34	0.65*	0.11	9
	11	0.73*	0.018	2		35	0.61*	0.16	14
	12	0.67*	0.023	7		36	0.64*	0.20	10
Quality of Education	13	0.56*	0.24	17	Social Support	37	0.64*	0.14	10
	14	0.62	0.25	13		38	0.64*	0.80	10
	15	0.67*	0.19	8		39	0.64*	0.07	10
	16	0.68*	0.22	9		40	0.56	0.09	9
	17	0.66*	0.15	9		41	0.58	0.14	15
	18	0.66*	0.17	9		42	0.57	0.11	16
	19	0.62*	0.16	13					
	20	0.64*	0.21	11					
Teaching and Learning	21	0.60*	0.23	14					
	22	0.61*	0.20	14					
	23	0.68*	0.18	7					
	24	0.67*	0.13	8					

As shown in chart 1 all items have significant factor load on relevant factors which it presents validity of this scale. Chart 2 shows second order factor load.



Chi-Square=301.33, df=9, P-value=0.00000, RMSEA=0.243

Table 2. First order load factor and weight factor on second order factor parameters of educational supervision.

Second Order Factor	First Order Factor	Load Factor	Weight Factor	Importance Order
Students success and professional progress	Educational Leadership	0.54*	0.018	3
	Educational Management	0.59*	0.011	2
	Quality Of Education	0.59*	0.09	2
	Teaching and Learning	0.61*	0.01	1
	Pivotal Research	0.59*	0.014	2
	Social Support	0.52*	0.014	4

According to the results gained from second order factor analysis, teaching and learning parameters has first importance and parameters

such as educational management, quality of education and research centering are of the next priority and importance.

Table 3. Fitness indexes connecting to verifying scale of factors' analysis for educational supervision parameters.

Acceptance Criteria	χ^2 Test significance	P	df	K ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA	SRMR
Second order Six-Factor Model	301.33	0.000	9	3.02	0.68	0.15	0.72	0.71	0.87	0.081	0.062
Status				Proper		Weak		Acceptable			Proper

As the results in Table 3 show, all indexes for second order model are in the range of “weak to proper”. Through a general assessment of indexes and inserting the entire conceptual model and results gained, it can be said that fitting this conceptual model is acceptable.

Conclusion

Educational leadership emphasizes on the performance of the educational supervisors as the educational leaders because the way of behavior and friendly relationship often insist on human aspects. Educational supervision and instruction try to modify teaching – learning process by making use of more tolerating methods. Moreover, teachers’ performance improvement as well as their efficiency and effectiveness are of other items which most authors have taken into consideration. It has got titles such as “assisting each other”, “consulting with others”, “resolving problems together”, “group planning” and “conversation and talk over how to improve the learning education status”.

On quantitative level, educational leadership were investigated by some items such as creating work-motivation in teachers, increasing level of trust between teachers and supervisors, creating a cooperative atmosphere in schools, supporting team-work, softening the schools environment based on creating studying motivation and enthusiasm and also mutual respect between

students. The results showed that these items have got proper fitness for making parameters of educational leadership be performed in the educational supervision system. Experimental analysis of the mentioned items showed that they are definable and according to principals of schools and educational groups, the success of an education system depends on the educational leadership.

Education management was of those issues which were considered in two different aspects qualitative and quantitative, and content analysis of this dissertation a separate topic discovered titled “education management” which is complementary item for education supervision in selected countries. Now, it is a new epoch for management and leadership, therefore; success of organizations and institutes depends on their efficiency and effectiveness to some extent. Development of every society is in connection with how the schools are managed; also management effectiveness could not be neglected. Educational management has a leading and vital role in development and conducting teaching and training. A principal shall have a set of abilities and capabilities in order to be entrusted to take the control of students and pupils. They are expected to be acquainted with required and effective factors in teaching and training of students and handling the educational institute. And more important of all, they shall know how to deal with them. The principals’ knowledge shall be in that level

and there is no need for “trial & error”. Therefore, one of the conditions for settling educational supervision is educational supervisors’ proficiency on approaches and guideline in educational management.

The third item is quality of education. The health of each society depends on its educational system quality. If students do not learn values, norms and social skills of how to be a good citizen and they do not effectively learn necessary skills and professions for fulfilling their personal and social duties, it means that the educational system has not performed its duties and responsibilities properly. This idea comes true just by considering the quality of education.

The education system quality depends on quality of factors which participate in providing this service, including:

1) Quality of students’ knowledge as education receiver and education applicants that create the requesting party.

2) Quality of teachers as knowledge and educational service providers that create the providers party and supervisors may also be involved.

3) Quality of facilities and necessary equipment for creating proper environment where teaching service is presented more usefully.

4) Administration quality of leading organizations and educational planning in society and those who design quantitative and qualitative objectives of education and provide necessary resources.

The forth item is teaching – learning process. Sergiovanni defined the purpose of education as following: we supervise in order to improve the environment of schools, in order that teachers develop professionally more and more, and students get more useful experience from social and educational point of view and we expect that as we are trying for that we reach our objectives. Instead of a high discipline, strict and hard educational institute, if we create an environment that schools become a small society where teachers and students live together, learn together, and reach to a common values and believes and also mutual respect and trust become one of the important professional values, we will gain our objectives.

Kimbel Wiles stated that main objective of supervision were to modify educational programs, teaching methods, on-job-training (OJT), use of materials and education auxiliary equipment during teaching, effective evaluation and rise in society partnership in growth and development of education programs and learning status. Actually, in his opinion, supervision is a service providing activity which has been designed for improvement of teaching methods of teachers.

The fifth item of the research is “research-centering”. The world is changing rapidly and better conditions and opportunities are being provided for education and training issues. Importance of traditional skills and knowledge is

decreasing. The society wants to equip the youth with modern tools such as innovation, creation, curiosity management, life-time learning. In addition, teachers, trainers and instructors shall now prepare labor-force capable in scientific research, investigate and study and also making perceptively decision. One of the most important approaches is “Research-Centered” Education. It is useful to get the students involved in trend of a research during their education as a technique of education.

By having a glance at teaching-learning process, it is understood that listening, speaking, memorizing are all important bases of it. These Parameters are introduced with other titles such as bank approach, result-centered approach, answer approach, teacher-centered approach and etc. In memory-centered approach, subjects are transferred one-way from teachers to the students and it is neglected that it creates a big obstacle for learning and creation. According to Pierage, training is an obstacle against creation. Considering this issue, we will understand that students would like research and find out and think and study in addition to observe.

In other words, in teaching process, they shall be given the chance of learning in order to practice how to learn. UNESCO message on learning approves this point of view for learning which education is defined as a process of knowing, performing, symbiosis and living. This way of learning is in accordance with ICT.

Considering this point, it could be said that learning basically has a scientific-research nature and classroom is a place where teachers shall discover the concepts scientifically. According to scientific – research approaches, studying subjects and lessons given to the students shall be presented in the form of problems to be solved. The students are to be encouraged and promoted to work on the concept of them in pair or in group or individually. They begin to accumulate and collect information and data then they presents their opinions about them, then they do their assessments and finally the best answer will be given. Dealing with a problem, giving a theory, testing the theory and making a conclusion are the steps of scientific method. Research method and scientific method are almost often used in the same manner. But research is a bit more formal and has wider process. That finally ends up to reporting. Regarding to mention items, teaching – learning process means: intentional teachers – students’ confrontation in an educational environment in order to gain certain objectives. The main elements of the patter are continuous teacher – student performance, teachers’ role, students’ role and the way they communicate.

Teacher is the main element for teaching – learning process based on pivotal research method. Changing the teaching methods of pivotal results to pivotal process, pivotal problems, pivotal research, pivotal answers, and making use of

new teaching methods like partnership method and brainstorm. Previously performed research showed that changing the content of students' textbooks and instruction for teaching method with active approach especially in science subject of elementary level was relatively successful. Obviously in short term, it is not possible to create the ground of all affairs for realizing pivotal research. Therefore the most investment shall be on the part of teachers. Experience showed that when the class is held in the form of workshop – partnership method, there is an opportunity for teachers to interchange their experience like the researcher investigates with minimum education; they gain ability, capability and necessary motivation for performing active teaching methods. Therefore, it could be expected that the success on the way ahead could be achieved by rectifying financial and welfare which are effective on job satisfaction and motivation.

The last item, social support:

Educational supervisors have responsibilities and duties in their supportive role as following:

- 1) Holding teaching sessions for sample lesson and explaining how to make use of educational equipment's correctly
- 2) Introducing teachers for increasing their knowledge.
- 3) Holding meeting with principals and presenting the education and administration problems.
- 4) Supervising the correct performance of scientific exams and research.

5) Cooperation with parents – teachers' association for education and upbringing problems of students.

6) Investigating absence – presence booklet and educational files of students.

7) Supervising studying plans and programs and checking them with performance timetable.

8) Cooperation in forming educational groups for each grade and level.

9) Increasing their knowledge and presenting the latest information to the teachers under their supervision.

10) Taking proper actions in order to identify problems and introducing them to the special education organization.

Supervision support is a kind of leadership which is simplifier and facilitator and develops the relationship between personnel and also is a mediator between those who follow up the school objectives.

Suggestions:

Based on the results gained, the following items are recommended:

- For make use of better educational supervision, first the performance groundwork shall be prepared.
- Specialists and experts with academic certificates and education shall be trained as educational supervisors.
- Authorities and programmers shall perform an extensive research and study then take any actions.
- By new patterning methods like bench marking, educational supervision

programs in pioneer countries shall be nationalized.

- In performing educational supervision process, the actual objectives and making use of them shall be guaranteed then they shall be performed.
- The educational supervisors shall be like leader to or a conductor whose objective is to help teachers and student to their desired destination, but not being like a detective ready to punish.
- A complete package and primary plan shall be provided and all aspects of job shall be taken into consideration in order to rectify the shortcomings.
- Educational supervisors shall know management skills like how to manage time, class, risks, crisis ...
- Before performing educational supervision, initial and primary facilities shall be provided.
- The objective of all educational programs shall be quality improvement of students learning.
- Educational supervisors shall be competent and pertinent for teaching and learning and also their occupational competency shall be approved by a reliable reference.
- All conditions and teaching – learning times shall be investigated and formulated by pivotal research and intensive research shall be carried out before performing any program.

- An educational environment shall be created full of sense of cooperation and support for teachers and supervisors for more proper performance of the educational supervision.

References

- Corrigan, P.W., Lickey, S.E., Campion, J., & Rashid, F. (2001). Mental health team leadership and consumers' satisfaction and quality of life. *Psychiatric Services*, 51(6), 781-785.
- Esen, A. Didem, Arlı., Yakup. Ö. & Münevver, Y. (2014). Continuity in Educational Supervision: A Case Study, *Procedia - Social and Behavioral Sciences*, Volume 106, 10 December 2013.
- Sandra, C, António, L. C. & Paulino, S. (2015). Clinical Supervision and Emotional Intelligence Capabilities: E Excellence in Clinical Practice. *Procedia - Social and Behavioral Sciences*, Volume 171, 16 January 2015, Pages 153-157.
- Senge, P.M. (2006). *The fifth discipline – The art and practice of the learning organization*. New York: Doubleday.
- Sergiovanni ,M & Starratt, R.J. (2003). *Ethical/Moral Issues in Educational Leadership*, *International Encyclopedia of Education*
- Treslan, Dennis L. (2008). *EDUCATIONAL SUPERVISION IN A "Transformed " School Organization*. Faculty of Education Memorial University of Newfoundland.

Corrigan, P.W., Lickey, S.E., Campion, J., & Rashid, F. (2001) . Mental health team leadership and consumers' satisfaction and quality of life. *Psychiatric Services, 51(6)*, 781-785.

Esen, A. Didem, Arlı, Yakup. Ö . & Münevver, Y. (2014). Continuity in Educational Supervision: A Case Study, *Procedia - Social and Behavioral Sciences, Volume 106*, 10 December 2013.

Sandra, C, António, L. C. & Paulino, S. (2015). Clinical Supervision and Emotional Intelligence Capabilities: Excellence in Clinical Practice. *Procedia - Social and Behavioral Sciences, Volume 171*, 16 January 2015, Pages 153-157.

Senge, P.M. (2006). *The fifth discipline – The art and practice of the learning organization*. New York: Doubleday.

Sergiovanni, M & Starratt, R.J. (2003). *Ethical/Moral Issues in Educational Leadership*, International Encyclopedia of Education.

Treslan, Dennis L. (2008). *EDUCATIONAL SUPERVISION IN A "Transformed " School Organization*. Faculty of Education Memorial University of Newfoundland.

