

**Research Article**

## **THE EFFECT OF EDUCATIONAL SUPERVISION ON IMPROVING TEACHERS' PERFORMANCES IN GUIDANCE SCHOOLS OF MARAND**

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### **ABSTRACT**

The aim of this study is to evaluate the effect of educational supervision on improving teachers' performances in guidance schools of Marand in the academic year 2012-2013. This study is applied and its nature is descriptive. The population includes all teachers of public guidance schools of Marand, consisting of 20 schools (10 male schools and 10 female schools); 8 schools from each gender and 10 students out of each school were selected non-randomly; the total population consists of 16 schools and 160 teachers (80 female teachers and 80 male teachers). Measuring instruments included a researcher-made questionnaire with 35 response-closed questions. Validity of the questionnaire was confirmed by experts. In order to estimate reliability, the amount of alpha was obtained as 0.94 respectively. The results showed that educational supervision is effective on improving the performance of guidance school teachers in Marand in the fields of improving teaching methods, the degree of participation in the in-service courses, strengthening human relations, reforming and strengthening the evaluation methods and encouraging the use of teaching aids.

**Keywords:** *Educational Supervision, Performance of Teachers, Teaching Methods, Human Relations, Evaluating Ways of Students*

### **INTRODUCTION**

In the education system of most countries, mechanism of predicted supervision which aims to analyze the educational system, feedback, improvement and re-engineering of educational programs by the aim of improving the quality of teachers' performances, reducing educational drop, avoid wasting time and losing opportunities, and to promote and to maintain optimal training results (Shabani, 1995), nowadays the educational guides work out in order to improve the status of teaching named as educational leaders and by teachers' help. They try to improve the quality of the teachers' performances by professional cooperation and solve their problems. Although programs of educational supervision and guidance are different, their duties are more or less the same (Niknami, 2012). Once supervision and guidance had no concept but inspection and training guide was called the inspector. They were usually chosen from among experienced teachers and managers and their task was inspection of schools and classes to find problems in the school or class. Taking an exact look we see that in the educational systems of most countries the purpose of educational supervision and guidance was formally to resolve the educational problems of teachers, teaching and learning process and improve the quality of teachers' performance and students (Vakilian, 2010). San Yuji in the paper entitled educational guidance system in China due to the problems and solutions reported that the role of educational guides had to be specialized and technical. Their controlling role should be changed into leading control, and their methods should be turned from traditional into modern techniques. Ehren Mellani in an article entitled method of the educational guidance system in Germany, suggested that activities of educational guides should improve the quality of the teaching and learning (Baharestan, 2007). Hassanpour (2006) in a study reported that there was a significant relationship between the style of monitoring and active teaching methods of teachers, the percentage of acceptance, the correct way to evaluate, the use of educational aids and teachers' interests in enhancing their career information (Hassanpour, 2006). Heidari (1996) in a research work entitled as evaluating performance of educational guides in guidance school of Falavarjan city concluded that the

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inspection and supervision of the classroom creates a feeling that the teacher believe that his work isn't secret. Observing disciplinary principles within the framework of formal regulations make the teachers and students be lawful and bound by the rules and this leads to the use of desired educational opportunities (Heidari, 1996).

Azizi (2005), in an article to investigate the causes of failure of educational supervision and guidance program in primary schools in urban and rural areas of Kurdistan province, showed that educational supervision and guidance at primary schools in the province has failed to achieve the desired objectives because of structural and frequency attitude has failed to achieve the desired objectives (Azizi, 2007). Baharestan (2007), in the research entitled: investigating the role of educational guides from the perspective of managers and teachers of elementary schools in the city of Yazd, reported that human-social and educational-vocational role of educational guides is not a dominant role while administrative-organizational role of educational guides is unexpectedly considered as the dominant role. Educational guides do not have necessary qualifications considering the scientific competence (Baharestan, 2007). Farokhi (2010), in an investigation of elementary teachers' views in the Nishapur city about clinical monitoring approach and clinical monitoring effectiveness of educational guides and comparison with the ideal situation, concluded that from the perspective of teachers' sample group, educational guides mostly use direct clinical monitoring methods and they consider it less effective. As compared with the ideal situation (indirect clinical monitoring approach), it is less effective (Niknami, 2012).

Nikseresht (1997) in a study to assess the performance of educational guides from the perspective of teachers and guidance teachers in Ilam showed that the activity of guidance teachers in educational dimension was average and it is very good in terms of training, good human relations and cooperation among teachers and it was average in terms of guidance of use and application of teaching aids by the teachers (Niknami, 2012). According to the current issues and the results of previous research, department of education and training must have special attention toward educational supervision and guidance of managers and employees in order to improve efficiency and effectiveness.

However, if a scientific and accurate mechanism is used for continuous and supportive monitoring and leadership in this sector, we will see further flourishing of education in our country (Khadivi and Javadi, 2010). As considering only education regardless of the results is unreasonable, this study aims to evaluate the effect of educational supervision and guidance on improving teachers' performances in guidance schools of Marand in the academic year 2012-2013.

## **MATERIALS AND METHODS**

### **Methodology**

This study is applied in terms of purpose and its nature of method is descriptive-survey. The population includes all teachers of public guidance schools of Marand, consisting of 20 schools (10 male schools and 10 female schools); the sample included: (8 school girls and 8 male schools), and 160 teachers (80 female teachers and 80 male teachers) were selected non-randomly.

Measuring instruments included a researcher-made questionnaire with 35 questions of Likert scale. Face validity of the questionnaire was confirmed by supervisor.

In order to estimate reliability, the amount of alpha Cronbach was obtained as 0.94 respectively.

To analyze the data of the study, descriptive statistics (frequency distribution table, mean, standard deviation) and inferential statistics (Pearson correlation and regression analysis) were used. Finally SPSS software was used for analysis.

## **RESULTS AND DISCUSSION**

**The test of main hypothesis; educational monitoring and guidance improve the performance of teachers.**

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**Table 1: Estimating and calculation of regression testing of the main hypothesis**

Adjusted coefficient of determination	Coefficient of determination	Correlation coefficient	Significant level
0.256	0.279	0.561	0.001

To test the statistical hypothesis of the test, regression test was used. According to Table 1 and the significant level of 0.001 and correlation coefficient of 0.561, there is a significant relationship between educational supervision and guidance and improving teaching methods of guidance teachers. Also according to the coefficient of determination of 0.279, we can say that monitoring affect 27.9 percent on improvement of guidance teachers' performance.

**The test of first sub-hypothesis; educational monitoring and guidance influence on improving teachers' teaching methods.**

**Table 2: Estimating and calculating the test of the regression of the first hypotheses**

Adjusted coefficient of determination	Coefficient of determination	Correlation coefficient	Significant level
0.181	0.186	0.431	0.001

According to Table (2) and the significant level of 0.001 and correlation coefficient of 0.431, there is a direct and significant relationship between the educational supervision and guidance and improving teachers' methods of teaching. Also according to the coefficient of determination which has been calculated as 0.186, so the educational supervision and guidance influence 18.6 percent on improving guidance teachers' methods of teaching.

**The second sub-hypothesis test; educational supervision and guidance influence on in-service courses of teachers.**

**Table 3: Estimating regression test of the second hypothesis**

Adjusted coefficient of determination	Coefficient of determination	Correlation coefficient	Significant level
0.181	0.186	0.432	0.001

According to Table (3) and the significant level of 0.001 and correlation coefficient of 0.432, there is a significant relationship between the educational supervision and guidance and the amount of teachers' participation in the in-service courses.

Also according to the coefficient of determination which has been calculated as 0.186, so the educational supervision and guidance influence 18.6 percent on the amount of teachers' participation in the in-service courses.

**The third sub-hypothesis test: educational supervision and guidance affect on strengthening teachers' human relations.**

**Table 4: Estimating regression test of the third hypothesis**

Adjusted coefficient of determination	Coefficient of determination	Correlation coefficient	Significant level
0.191	0.196	0.443	0.001

According to Table (4) and the significant level of 0.001 and correlation coefficient of 0.443, there is a

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significant relationship between the educational supervision and guidance and strengthening teachers' human relations.

**The fourth sub-hypothesis test: educational supervision and guidance affect on strengthening students' evaluation method by teachers.**

**Table 5: Estimating regression test of the fourth hypothesis**

Adjusted coefficient of determination	Coefficient of determination	Correlation coefficient	Significant level
0.238	0.243	0.493	0.001

According to Table (5) and the significant level of 0.001 and correlation coefficient of 0.493, there is a significant relationship between the educational supervision and guidance and strengthening students' evaluation method by teachers. Also according to the coefficient of determination which has been calculated as 0.243, so the educational supervision and guidance influence 24.3 percent on strengthening students' evaluation methods.

**The fifth sub-hypothesis test: educational supervision and guidance affect on encouraging teachers' educational aids.**

**Table 6: Estimating regression test of the fifth hypothesis**

Adjusted coefficient of determination	Coefficient of determination	Correlation coefficient	Significant level
0.145	0.151	0.388	0.001

According to Table (6) and the significant level of 0.001 and correlation coefficient of 0.388, there is a significant relationship between the educational supervision and guidance and encouraging to use teachers' educational aids. Also according to the coefficient of determination which has been calculated as 0.151, so the educational supervision and guidance affect about 15.1 percent on encouraging using teachers' educational aids.

**Discussion and Conclusion**

The findings of the study showed that educational supervision and guidance influence on improving the performance of guidance teachers in schools as well as with regard to the coefficient of determination 0.279, supervision and guidance influenced 27.9 percent on improving the performance of teachers in guidance education of Marand. Research results in China which was prepared by Mr. Sun Yuji states that the solution for many of the problems of education in China is that the role of educational guides should be specialized and technical and their controlling role should change into guiding, supporting and strengthening role, and the method of educational guidance should be turned from traditional into modern methods that correspond with the results of the present study and it is consistent with findings of Hassanpour (2006) and Khadivi (2010). In relation to the first sub-hypothesis, research results showed that educational supervision and guidance influence on improving teaching teachers' methods in the guidance schools of Marand. In conclusion, we can improve and enhance teachers' teaching methods with continuous supervision and guidance and by the help of supervisors and educational specialist guides. The research findings are consistent with Khadivi (2010) and Hassanpour (2006). Concerning about the second sub-hypothesis, the results showed that educational supervision and guidance is effective on participation of teachers in the in-service courses in the schools of Marand and we can improve the participation of teachers in the in-service courses through continuous supervision and by using educational expert guides and supervisors. This part of the results is consistent with the studies of Khadivi (2010), Hassanpour (2006) and Shabani (1995). In relation to the third sub-hypothesis, the results showed a significant and direct relationship exists between the educational supervision and guidance and

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strengthening teachers' human relations in secondary education and with regard to the coefficient determination calculated as 0.196, so the educational supervision and guidance is effective about 19.6 percent on strengthening teachers' human relations in secondary schools of Marand. In conclusion, educational supervision and guidance is effective on strengthening teachers' human relations of guidance schools in Marand and we can strengthen teachers' human relations through continuous supervision and guidance and by the help of expert supervisors. It is consistent with the studies of Nikseresht (1997). With regard to the fourth sub-hypothesis, there is a significant relationship between the educational supervision and guidance and strengthening students' evaluation method by teachers. Accordingly educational supervision and guidance affects on modification and strengthening students' evaluation methods by school teachers and it is said that we can strengthen students' evaluation method by teachers through continuous supervision and by using educational expert guides and supervisors. It is consistent with Khadivi (2010) and Hassanpour (2006). Regarding the fourth sub-hypothesis, there is a significant relationship between the educational supervision and guidance and encouraging to use teachers' educational aids. Also according to the coefficient of determination which has been calculated as 0.151, so the educational supervision and guidance affects about 15.1 percent on encouraging using teachers' educational aids in the guidance schools of Marand. Therefore we can improve encouraging using teachers' educational aids through continuous supervision and by using educational expert guides and supervisors. It is consistent with the studies of Khadivi (2010), Hassanpour (2006) and Nikseresht (1997). According to the findings of this study, there is a significant relationship between the teaching methods of teachers, teachers' participation in in-service courses, enhancing teachers' human relations, students' evaluation methods and the use of educational aids. It is therefore required that the basic system of supervision and guidance of schools should be reviewed and monitoring must be restored by the use of experts, and non-effective methods mustn't be used in schools. The issue of supervision and guidance should be an integral part of the ministry of education by performing basic changes in the country's education and special attention should be included.

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