The role of the managers' educational supervision and guidance in improving of the quality of education in urban primary schools of Tabriz educational area 5

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Abstract

The study was aimed to determine the role of the managers' educational supervision in improving the quality of education in urban primary schools of Tabriz educational area 5. Regarding to the existing situation of the supervision and teachers' educational guidance and its role in educational qualification, the current study was descriptive-survey research and also regarding to the purposes of the study it was practical research. The statistical population of this study included the primary school teachers of Tabriz educational area 5. According to Morgan table and by proportional accidental classified sampling 62 women and 63 men were chosen by multiphase cluster sampling method out of the mentioned population. The instrument of this study was a researcher-made questionnaire measuring the teachers' views about teachers' methods in supervision and educational guidance and quality of education. Pearson correlation and regression analysis were used as descriptive and inferential statistical methods for analysis of the data. The findings of the current study indicated that educational supervision and guidance was effective in improving the education quality, teaching methods, assessment methods and using teaching aid equipments in the urban primary schools of Tabriz educational area 5.

Keywords: educational supervision and guidance, educational supervision, improving teaching quality, teaching methods, assessment methods, use of teaching aid equipments

Introduction

Developing comprehensive educational organizations has doubled the need to the skilled and competent managers in the use of specialized knowledge and experience. These managers influence the educational

of other jobs on the orientation of the entire population directly (Behrangi, 2002). Although the management skills have been categorized in different ways, but three skills that Alagehband (2004) has quoted from Katz as technical, humanly and perception skills include all the existing classifications. Attention to the quality of education in order to prevent loses of tremendous human, material and financial resources and coordination between the educational system and its efficiency is essential. On the other hand, structure, methods and goals of education improvement, regardless of quality is a series of fundamental reforms and changes. As like beauty, goodness and other abstract concepts the quality is changed by subjectivity of the different individuals and according to Dias (1995) any person may define quality based on his or her value framework and judge on it. Ramzden (1998) defines quality from human position. If human look is exalted the definition of quality is abstract and its assessment will be difficult. If a person is considered as a product the definition of quality is easy. Harvey offers five viewpoints of being exceptional, integrity, relevance to the target, monetary value and revolution on the quality according to the definitions. Most of the academic associations choose the exceptional and competent students, and pay attention to the needs of the consumers and try to achieve best results by application of the correct techniques and return the invested capital and make changes in the knowledge of the learners. Indeed, according to the specialist theory as Henderson (1994) has suggested the educational supervision and guidance has converting to an efficient tool that aids the teachers in achieving optimal results". Also, the effective performance of supervision and guidance in establishing relationship and collaboration with the teachers is necessary for educating of the students and also improvement of the teaching methods and learning and finally progress of the teachers. Accordingly, identification of the supervision and guidance needs can lead to providing contexts for meeting these needs and increase efficiency of the educational system.

Research goals:

General goal:

Determine the role of the educational supervision in improving the quality of education in urban primary schools of Tabriz educational area 5.

Exclusive goals:

1. Determine the role of educational supervision and guidance in improvement of teaching methods in the urban primary schools of Tabriz educational area 5.

2. Determine the role of educational supervision and guidance in improvement of educational assessment methods in the urban primary schools of Tabriz educational area 5.

3. Determine the role of educational supervision and guidance in improvement of using teaching aid equipments in the urban primary schools of Tabriz educational area 5.

Research questions:

1. Does educational supervision and guidance affect on improvement of educational quality in the urban primary schools of Tabriz educational area 5?

2. Does educational supervision and guidance affect on improvement of teaching methods in the urban primary schools of Tabriz educational area 5?

3. Does educational supervision and guidance affect on improvement of assessment methods in the urban primary schools of Tabriz educational area 5?

4.Does educational supervision and guidance affect on improvement of using teaching aids equipments in the urban primary schools of Tabriz educational area 5?

Methodology:

This research is survey and descriptive according to the current status of educational supervision and guidance of the teachers and its role in quality of education.
Population:

The population of this study consisted of all primary school teachers in Tabriz area 5. **Sample size and sampling method:**

According to the Delavar (2008) in the correlation research the sample size of 100 subjects is sufficient. In order to enhance the credibility of this research the sample consisted of 120 individuals was used. Among the mentioned statistical population 60 women and 60 men were chosen by multiphase cluster random sampling method in area 5 of Tabriz education organization according to the Morgan table.

Tools of measurement and data collection:

In order to collect the data two questionnaires were used. The first questionnaire was used for measuring the quality of education and the second one was used for measuring supervision and guidance after confirmation of the supervisor and the validity and reliability of the questionnaires were measured.

The alpha was obtained 743 for the Educational Quality questionnaire and Cronbach's alpha coefficient of the teachers' viewpoints on the supervision and guidance questionnaires was 0.94. The face and content validity of the questionnaires was evaluated through the viewpoints of three professors. The results show that the validity and reliability of the questionnaires was acceptable.

Data analysis:

In order to evaluate and draw conclusions from the data collected by questionnaires, descriptive and inferential statistical methods were used. In descriptive statistics, frequency tables and statistical graphs were used to describe the data. The inferential statistics was used to answer research questions using simple linear regression method. **Testing Hypotheses or research questions:**

First question:

Does educational supervision and guidance affect on improvement of educational quality in the urban primary schools of Tabriz educational area 5?

Table 4.6: Correlation coefficients of the effect of educational and supervision effect in improving educational quality

Correlation coefficient	Determination coefficient	Amended determination coefficient	SD
0.347	0.12	0.113	16.75

According to Spss output the correlation coefficient between the educational supervision and guidance in improving the educational quality is r =0.347 that indicates a direct and positive relationship between these two variables. Meanwhile, this variable depicts the intensity of the relationship between independent variable with dependent variable and the determination coefficient is 0.12 and it means that 12 percent of the quality of education variable is related to prediction variable (supervision and guidance) and the remainder belongs to variables that were not considered in this hypothesis. Although r =0. 347 but for certainty associated with the relationship between predictor and criterion variables we examine the ANOVA table.

Table 4-7: ANOVA table

Model	Sum squares	fd	Mean squares	F statistics	Sig
regression	4729.681	1	4729.681	16.45	0.001
Remained	34536.031	123	280.781		
Total	39265.712	124			

Decision: since the achieved significance level is less than 0.05 then the null hypothesis is rejected and the research hypothesis is accepted, then we can say that there is a correlation between two variables. We can now write the equation of regression line with respect to the coefficients table.

Y=124.451+0.23X

Y=quality of education

X=supervision and guidance

Table 4-8: regression equation confidence

Model	Nonstandard coefficient		Nonstandard coefficient		t	Sig
	Beta	SD	Beta			
Constant value	124.451	5.37			23.762	0.001
Supervision and guidance	0.23	0.056	0.347		4.104	0.001

  According to the results it can be concluded that educational supervision and guidance has effect on the improvement of the quality of education in urban primary schools of Tabriz educational area 5.

Second question:

 Does educational supervision and guidance affect on improvement of teaching methods in the urban primary schools of Tabriz educational area 5?

Table 4.9: Correlation coefficients of the effect of educational and supervision effect in improving teaching methods

Correlation coefficient	Determination coefficient	Amended determination coefficient	SD
0.307	0.094	0.087	6.53

According to Spss output the correlation coefficient between the educational supervision and guidance in improving the teaching methods is r =0.307 that indicates a direct and positive relationship between these two variables. Meanwhile, this variable depicts the intensity of the relationship between independent variable with dependent variable and the determination coefficient is 0.09 and it means that 9 percent of the teaching methods variable is related to prediction variable (supervision and guidance) and the remainder belongs to variables that were not considered in this hypothesis. Although r =0. 307 but for certainty associated with the relationship between predictor and criterion variables we examine the ANOVA table.

Table 4-10: ANOVA table

Model	Sum squares	fd	Mean squares	F statistics	Sig
regression	546.363	1	546.363	12.791	0.001
Remained	5253.765	123	42.714		
Total	5800.128	124			

Decision: since the achieved significance level is less than 0.05 then the null hypothesis is rejected and the research hypothesis is accepted, then we can say that there is a correlation between two variables. We can now write the equation of regression line with respect to the coefficients table.

Y=55.826+0.078

Y= teaching methods

X=supervision and guidance

Table 4-11: regression equation confidence

Model	Nonstandard coefficient		Nonstandard coefficient		t	Sig
	Beta		SD	Beta		
Constant value	55.824		2.04		23.327	0.001
Supervision and guidance	0.78		0.022	0.307	3.576	0.001

According to the results it can be concluded that educational supervision and guidance has effect on the improvement of the teaching methods in urban primary schools of Tabriz educational area 5.

Third question:

Does educational supervision and guidance affect on improvement of assessment methods in the urban primary schools of Tabriz educational area 5?

Table 4.12: Correlation coefficients of the effect of educational and supervision effect in improving assessment methods

Correlation coefficient	Determination coefficient	Amended determination coefficient	SD
0.256	0.66	0.058	8.49

According to Spss output the correlation coefficient between the educational supervision and guidance in improving assessment methods is r =0.256 that indicates a direct and positive relationship between these two variables. Meanwhile, this variable depicts the intensity of the relationship between independent variable with dependent variable and the determination coefficient is 0.06 and it means that 6 percent of the assessment methods variable is related to prediction variable (supervision and guidance) and the remainder belongs to variables that were not considered in this hypothesis. Although r =0.256 but for certainty associated with the relationship between predictor and criterion variables we examine the ANOVA table.

Table 4-13: ANOVA table

Model	Sum squares	fd	Mean squares	F statistics	Sig
regression	621.932	1	621.932	8.627	0.004
Remained	8867.62	123	72.094		
Total	9489.552	124			

Decision: since the achieved significance level is less than 0.05 then the null hypothesis is rejected and the research hypothesis is accepted, then we can say that there is a correlation between two variables. We can now write the equation of regression line with respect to the coefficients table.

Y=33.203+0.083X

Y= assessment methods

X=supervision and guidance

Table 4-14: regression equation confidence

Model	Nonstandard coefficient		Nonstandard coefficient		t	Sig
	Beta	SD	Beta			

Constant value	33.203	2.654		12.511	0.001
Supervision and guidance		0.028	0.256	2.937	0.004

According to the results it can be concluded that educational supervision and guidance has effect on the improvement of the assessment methods in urban primary schools of Tabriz educational area 5.

Fourth question:

Does educational supervision and guidance affect on improvement of using teaching aids equipments in the urban primary schools of Tabriz educational area 5?

Table 4.15: Correlation coefficients of the effect of educational and supervision effect in improving using teaching aids equipments

Correlation coefficient	Determination coefficient	Amended determination coefficient	SD
0.3	0.09	0.08	5.87

According to Spss output the correlation coefficient between the educational supervision and guidance in improving using teaching aids equipments is r =0.3 that indicates a direct and positive relationship between these two variables. Meanwhile, this variable depicts the intensity of the relationship between independent variable with dependent variable and the determination coefficient is 0.09 and it means that 9 percent of the using teaching aids equipments variable is related to prediction variable (supervision and guidance) and the remainder belongs to variables that were not considered in this hypothesis. Although r = 0.3 but for certainty associated with the relationship between predictor and criterion variables we examine the ANOVA table.

Table 4-16: ANOVA table

Model	Sum squares	fd	Mean squares	F statistics	Sig
regression	418.599	1	418.599	12.131	0.001
Remained	4244.313	34.507	72.094		
Total	4662.912	124			

Decision: since the achieved significance level is less than 0.05 then the null hypothesis is rejected and the research hypothesis is accepted, then we can say that there is a correlation between two variables. We can now write the equation of regression line with respect to the coefficients table.

$Y=55.826+0.078X$

Y= using teaching aids equipments

X=supervision and guidance

Table 4-17: regression equation confidence

Model	Nonstandard coefficient		Nonstandard coefficient		t	Sig
	Beta		SD	Beta		
Constant value	35.424		1.836		19.294	0.001
Supervision and guidance	0.078		0.02	0.3	3.483	0.001

   According to the results it can be concluded that educational supervision and guidance has effect on the improvement of using teaching aids equipments in urban primary schools of Tabriz educational area 5.

Conclusion

The results of this research showed that educational supervision and guidance has effect on the improvement of quality of education in urban primary schools of Tabriz educational area 5. It can be said the obtained result is consistent with results of Hoveyda and Molavi (2008), Naveh Ibrahim and Karimi (2006), Abdoli (2003), Mohammadzadeh (1997), Raufnaderi (2002), Lomas (2004) and the Board of Tennessee   Higher   Education   (2004). Hoveyda and Molavi (2008) in a study entitled "Improving Educational Quality of the faculty members of Isfahan University: a comparative study based on AQIP" concluded that the mean scores of the six subscales of academic quality improvement in sample universities was less than mean criterion 3 on the Likert scale. The mean of improve overall quality of education in medical schools was 2.97 and in non-medical fields was 2.82, which were significantly different from each other. There was no significant difference in the mean scores of academic quality improvement in group instructor, assistant professor, associate professor and higher levels. Interviewees emphasized four major obstacles in improving educational quality.

Naveh Ibrahim and Karimi (2006) investigated the relationship among three skills of the educational mangers with quality of education and concluded that in spite of significant relationship between technical and perceptual skills with educational quality, there was no significant relationship between human skill and quality. These results indicate that in order to increase the level of quality it is necessary to increase the technical skills and perceptual of the mangers of the departments of education. In one hand, mean comparison of the obtained scores in human skills show that the lowest scores are related to technical and engineering groups and the reason can be cited that lack of skills in humanitarian sciences and interpersonal skills. Only skill for managing and supervising the work of the university professors and students is insufficient for a successful academic management and it is necessary to increase the managers' ability to informing, communicating and doing holistic innovation research. Undoubtedly such skills for academic managers require adequate educational and expertise studies.

The results of this research showed that educational supervision and guidance has effect on the improvement of teaching methods in urban primary schools of Tabriz educational area 5. It can be said the obtained result is consistent with results of Falah Sekolaei (1995) and Lagrosen, Seyed Hashemi and Leitner (2004).

Falah Sekolaei (1995) in a research on the successful indictors of the guide teachers relating to achievement of educational goals in primary schools of Mazindaran schools concluded that the teachers' success is associated with improving of teaching and occupational progress and the tethers' ability to establish a proper relationship with substantial teaching experience.

In a study by Lagrosen and colleagues by the title of "Determining the dimensions of quality in higher education", 11 aspects of quality were identified: collective cooperation, information and accountability, courses offered, facilities in campus activities related to teaching, evaluating internal assessment and external computer facilities, collaboration and comparison of the study and library resources. The data obtained showed that 7 of the 11 aspects of quality have above 5 in average seven-point scale (Lagrosen, Seyed Hashemi and Leitner, 2004).

The results of this research showed that educational supervision and guidance has effect on the improvement of assessment methods in urban primary schools of Tabriz educational area 5. It can be said the obtained result is consistent with results of Salahshur(1995), Husseini (1997) and Nasr-Esfahani et al (2004).

Salahshur(1995) investigated the factors affecting the efficiency of school management and concluded that factors of planning, organizing, evaluating, director of demographic, social and human relations and manager three skills increase efficiency.

Husseini (1997) in research on the importance of each three skills of mangers among nursing services concluded that among technical skills, the stuff performance correct assessment skill has highest score of x^2 is the main skill among human relationships and communication with the collogues is among perceptual skills perceptual skills have the highest coefficients.

The results of this research showed that educational supervision and guidance has effect on the improvement of using teaching aids equipments in urban primary schools of Tabriz educational area 5. It can be said the obtained result is consistent with results of Case and Leach (2002) and Nelson and Sasi(2000).

Case and Leach (2002) refer to group consulting techniques and concluded that using group supervision and guidance increases learning and effective using modeling of the techniques. Nelson and Sasi (2000) suggest the importance of using professional and subjective guidance that requires attention to the role and impact of cognitive changes during the classroom observations. The educational supervisors and mentors (managers) should play a supervisory role in relation to their acquisition of knowledge and perceptual about what is really special is happening in the classroom and also have knowledge of the educational needs of the teachers.

5-3-Disucsion

The progressed look at the educational supervision and guidance considers it as a clinical construct that makes effort to increase quality of teaching and learning. This account converts this process to an important process and tries to provide the required conditions and identify the teachers' occupational and emotional characteristics and their motivations and find solutions to solve their problems. However, in spite of the importance of the supervision and guidance position in promotion of the teachers' efficiency that acts as a cycle of feedbacks the policies and administrative methods are disappointing and there is no accepted priority in improvement of the educational system (Glathorne and Fox, 2003).

Since the school is an environment in which students learn the life skills and this subject is related to qualitative indicators. Improving the quality of education will be one of the deterrents dropout (Piruzbakhat, 2005) and the supervision and educational process is related to improve the education and work, so the main goal is improving the quality of educational activities and the cornerstone of this

process (Niknami1998; Kirjawski, 1985 Vayelz, 1967). Significance, validity and necessity of supervisions are increasingly expanding (D. Grove, 2007). Furthermore, by increase of expectations on the educational environments for increase of educational services quality the teachers and manger are expected to be guided according to the current situations that lead to significant changes in   human relations in school, significant change in behavior and their relationships with students to create learning environments. During one hundred years supervision and guidance has been changed significantly. In the classic texts it means controlling and assessment in order to survey on the performances and the supervisor is responsible for monitoring the quantity and quality of the work done by others (Alagehband, 1995). A very small percentage of teachers consider their supervisors as a source of new ideas (Vayelz, 1967). From psychological aspect, supervision appears as peril and threat for the teacher that can damage his occupational status (Kogan, 1961). The school performance depends on the management competency and effective supervision and correct planning in the school educational programs is of importance (Michel and Toker, 1992). Novelz and Sodzina (1994) also stated that providing broader levels of supervision and facilitating effective monitoring measures can improve the status of teachers in effective instructional supervision and guidance. Another group of experts in support Nelson and Sasi (2000) believes that learning should be considered as a one of the functions of supervision and guidance which teachers and director of the school check the quality of learning and teaching issues of course (Littlie and Michelin, 1991 and Roan, 1993).

Educational supervision and guidance are important duties required for a good management and its goal is improve the educational status. The plans and of persistence quality play a determinant role in achieving the goal of education. Although educational programs, supervision and educational are used by different titles in different educational systems, but their duties are more or less similar. Guidance on the educational systems of different countries and different periods in various positions have been introduced with titles such as teacher, guide, teacher, administrator, teacher, counselor, teacher, teacher, teaching assistant district supervisor and educational supervisor, inspector, inspector educational , regional education director , educational programs Coordinator, Department director, Special Advisor, planner, educational, and educational manuals, but their main function is considered related to every post and officials who serve, communicate, work (Khadivi and Maleki, 2008). The progress of the teachers means progress of the students and also success of the educational supervision and guidance plans and support of the schools and it is goal of educational supervision and guidance in any educational system(Khadivi and Maleki, 2008). Nowadays, educational supervision and guidance aims to improve the teaching and

learning process and promotion of the teachers and gaining experience. Everyone who has direct responsibility for the education system has goal to improve teaching and learning in the classroom and in this way the duty of supervisor is considered. Thus, educational supervision and guidance is introduced as a part of the educational management duties.

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