



Effect of Applying Quality Criteria on Developing the Educational Supervisor's Performance at Primary School in Kuwait

Dr\ Mubarak Muhammad Al-Ajmi
Faculty of Education – Kuwait University
Kuwait

mmhm_alajmi@hotmail.com

Article History

Receive Date: 2020/6/8

Revise Date: 2020/6/25

Accept Date: 2020/7/3

Publish Date: 2020/7/18

Abstract

The present study aims at knowing the effect of applying quality criteria on developing the educational supervisor's performance at primary schools in Kuwait. The quasi-experimental method was used. The study sample included educational supervisors at primary schools in Kuwait. In addition, the research implements were represented by applying a pre and post questionnaire. Recommendations of the study were summarized in emphasizing the importance of making concepts, skills, values and principles of quality available besides enabling educational supervisors to get in touch with the successful patterns of applying quality criteria and know the best performance for each criterion. Moreover, the study recommends coordinating between educational supervisors while making supervision plans in a hand and coordinating between supervisors and school departments in another hand; the thing which helps make development plans to achieve integrity in the supervision plans..

Keywords: *Quality Criteria - Education Quality – Educational Supervision - Primary Schools - Kuwait.*

Introduction

Caring about quality has become worldwide phenomenon; the thing which forces a lot of governments and organizations all over the world to take care of it. In order to get competitive advantages, those organizations prioritize quality greatly and consider it an international language and a strategic [1]. Total quality depends on applying advanced styles to develop and improve administration continually in addition to using the most effective standards of acts, processes and services [2]. Regarding education quality problem as one of the most important priorities in the Arab zone, the Arab work principals put this topic on their agenda aiming at achieving education goals qualitatively and quantitatively [3] The

educational supervision aims at fulfilling school goals: enabling teachers to be competent and highly efficient performers [4], diagnose problems and mistakes and working on solving them besides developing performance standards at schools. In this respect, teachers need supervisors who direct them to the best ways of treating students; the thing which enriches teachers' experience and helps them to confront the continual change and different situations. To add, no matter what good preparation bases of the teachers or their desire in developing themselves are, the educational supervisor, who sticks to teachers, plays an important role in developing the educational process [5]. As the educational supervision includes

comprehensively all aspects of the educational process, so the supervisor work includes assessment of the educational situation integrally to compare school activities and goals against the educational policy and requirements to which the state seeks [6]. Thus, we can say that the educational supervision is considered a safeguard of the educational process and responsible for achieving lots of quality axes such as teacher's competence in using modern teaching styles and ways of guiding students who suffer from behavior and psychological problems. Quality isn't restricted to teachers only but it exceeds to quality of curricula and teaching assessment regarding curricula's suitability to the schoolbook goals. Another axis of quality is the students who try to strengthen their relation with their teachers who in turn seek to know students' needs and responding to them specially those who back warded at school. In this respect, teachers care a lot about granting students desirable behaviors enabling them to face life situations. Also, teachers should choose suitable teaching methods for each educational step and apply these methods before showing them to students [7]

Methodology

The present study aims at knowing the effect of applying quality criteria on developing the educational supervisor performance at primary schools in Kuwait. The quasi- experimental method was used. The study sample included educational supervisors at primary schools in Kuwait. In addition, the study tries to perceive reasons for applying quality management at primary school in Kuwait and how effective the total quality is on developing the education supervisor and so is the educational process. Furthermore, the recent paper tries to develop the vocational and class performance of teachers who lack in supervision skills; the thing which hinders achieving quality. Also, the study aims at reaching a proposal for empowering the role of educational supervision in quality management. The research implements are

represented by applying a questionnaire. Also, the study sample included 75 teachers at primary schools .in order to make sure of the validity of inner consistency for the experimental sample members , five answers for each paragraph were graded as follows : excellent (5 marks) , very good (4 marks) , good (3 marks) , weak (2 marks) and not available (1 mark)..

Table (1) correlation coefficient between standard deviation marks and total mark of the questionnaire

| Quality criteria | Total of Questionnaire phrases |
|---|--------------------------------|
| 1 st criteria : developing educational process | 0,904 |
| 2 nd criteria: developing class performance | 0, 625 |
| 3 rd criteria: vocational development | 0, 570 |
| 4 th criteria: self-growth | 0,637 |

Correlation coefficient is at significant level 0, 05

After being applied on the experimental sample, the researcher counted the validity of the inner consistency of the questionnaire criteria using Pearson correlation coefficient between the field mark and total mark of the questionnaire. That shows strong correlation coefficients between questionnaire criteria and total marks of the questionnaire.

Result

To count arithmetic means and standard deviations of the study sample responses for the four – questionnaire – axes which measure study sample responses regarding the effect of applying quality criteria on developing the educational supervisor performance, the next criteria is used to judge the application degree:

Extent = the highest value of the measure – the least value of the measure

$$\text{Length of the section} = \frac{\text{extent}}{\text{No of measure sections}} = \frac{4}{5} = 0.8$$

- If the arithmetic mean value is from 1 to 1. 8, the response is (not available).
- If the arithmetic means value is from 1. 8 to 2.6, the response is (available with little degree).

- If the arithmetic mean value is from 2.6 to 3.4 the response is (available with good degree).
- If the arithmetic mean value is from 3.41 to 4.20, the response is (available with very good degree).
- If the arithmetic mean value is from 4.21 to 5.00 the response is (available with excellent degree).

Table (2) a collection of arithmetic means and standard deviations of members' responses against the four – criteria phrases

| Quality criteria | mean | Standard deviation |
|---|-------|--------------------|
| 1 st criteria : developing educational process | 28.61 | 4.30 |
| 2 nd criteria: developing class performance | 58.23 | 9.38 |
| 3 rd criteria: vocational development | 23.73 | 3.72 |
| 4 th criteria: self-growth | 20.42 | 3.60 |

T. Test is used to count arithmetic means and standard deviations of the research sample responses against the four criteria phrases as follows:

Table (3) Table (3) (T – test) to count the research sample responses according to gender variable regarding the four criteria

| Standard | Gender | N | mean | Sd | fD | (T) | sig |
|--|---------|----|-------|-----|-------|-----|------|
| The first criterion: the development of the educational process | male | 50 | 4.60 | .56 | .84 | .35 | .72 |
| | Female. | 25 | 4.16 | .65 | | | |
| The second criterion: the development of the class performance of the supervisor | male | 50 | 4.30 | .68 | .49 | .94 | .25 |
| | Female. | 25 | 4.26 | .67 | | | |
| The third criterion: the professional development of the supervisor | male | 50 | 4.27 | .74 | 3.09 | 2.1 | .029 |
| | Female. | 25 | 4.30 | .68 | | | |
| The forth Criterion : Self-growth of the educational supervisor | male | 50 | 4.24 | .52 | 1.277 | .38 | .69 |
| | Female. | 25 | 4.30 | .68 | | | |
| Total | | | 4.109 | 0.6 | | | 0.21 |

Discussion

T The previous results in Table (3) show the following:

- Means of first criteria, (developing the educational process) for male teachers is 4.60 and 4.16 for female ones. Hence, response degree is available with very good grade.
- The arithmetic means of the second criteria (developing class performance) for male teachers is 4.30 and 4.26 for female ones. Hence, response degree is available with very good grade.
- The arithmetic means of the third criteria (vocational development) for male teachers is 4.27 and 4.30 for female ones. Hence, response degree is available with very good grade.
- The arithmetic mean of the fourth criteria (self-growth) for male teachers is 4.24 and 4.30 for female ones. Hence, response degree is available with very good grade.

Recommendations

- 1) It is important for new supervisors to train and develop their skills continually by putting special training plan.
- 2) Holding a training course for the educational supervisors to generalize concepts and procedures of the quality criteria in all schools in a Kuwait.
- 3) Providing teachers and supervisors with programs and materials meeting with goals of the comprehensive supervision and helping to perform them.
- 4) It is necessary to provide Kuwaiti teachers with skills and vocational rehabilitation in accordance with criteria of international quality to help them play good roles in teaching and supervision.

Conclusion

The importance of quality criteria and application is clearly apparent in all fields of the educational process especially those related to the teacher who is nominated to develop curricula and be supervisor, so educational goals can be achieved. Once the teacher becomes

vocationally developed, he will be able to achieve total quality goals related to inputs and outputs of the educational process in Kuwait.

References

- [1] Alawneh, Mazouz (2017). The extent of application of the principles of total quality management at the Arab American University from the point of view of its faculty members. The Quality in Education Conference, the Palestinian University. Al-Quds Open University, Ramallah.
- [2] Ahmad, Ahmad (2017): Modernization of Educational Administration, Optometry and Technical Supervision, New Publications House, Egypt.
- [3] Al-Habib, Fahd (2017): Educational guidance and supervision in the Arab Gulf states, Riyadh, Arab Bureau of Education for the Gulf States.
- [4] Al-Nouri, Abdel-Ghani (2016): Modern trends in educational administration in the Arab countries, Cairo, House of Culture.
- [5] Al-Warthan, Adnan bin Ahmed bin Rashid (2015) The extent to which teachers accept comprehensive quality standards in education, a field study in Al-Ahsa Governorate. (Unpublished Master Thesis) King Saud University. Kingdom of Saudi Arabia.
- [6] Al-Agami, Muhammad (2012). Requirements for achieving comprehensive quality in general secondary education schools in the Arab Republic of Egypt in light of the academic institutional accreditation method - acceptable for publication. Culture and Development Journal, Issue Seven, Egypt.