

The Degree of Educational Supervisors' Commitment to Apply the Classroom-Visits Techniques in Jordan

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Abstract

The study aimed to investigate the degree of educational supervisors' commitment to apply the classroom-visits techniques. Here, supervisors are supposed to apply techniques before the visit by meeting the teacher and discussing issues related to the time and subject matter of the targeted class, during the class as the supervisor observes the educational situation like avoiding interruption or intervention that might confuse the teacher, and after the visit where the supervisor discusses with the teacher his/her observations about the class. The study also investigates how much supervisors commit to apply all techniques of all the three stages; before, during, and after the visit. The study population consisted of 652 teachers at the elementary stage in Petra Jordan; (169) males and (483) females, in addition to 16 educational supervisors. Approximately (35%) of the teachers were randomly selected while all the educational supervisors were considered in the study without any random selection. To achieve the study objectives, analytical and descriptive methodologies were used, the researchers used a questionnaire as a tool for the study and it consisted of three types of the classroom-visit techniques: before, during and after the visit.

The study results showed that the teachers and educational supervisors believed that the degree of educational supervisors' commitment to apply classroom-visit techniques is high. The results also showed significant differences between the means of teachers' views and the educational supervisors' views regarding the degree of educational supervisors' commitment to apply the classroom-visit techniques; and here the results were in favor of the educational supervisors. They see that they apply the classroom-visit techniques with a higher degree than that of the teachers' views. The results also indicated no statistical significance according to the variables of gender and years of experience.

Keywords: classroom-visit techniques, Petra directorate of education

1. Introduction

The supervisor's visit to the teacher is one of the oldest and most famous supervisory methods, that it has a great impact on improving the educational process, which can be attributed to the method followed by the supervisor before, during and after the visit. Thus, class visit is the most important method of educational supervision, which gives the educational supervisor the opportunity to closely observe the process of teaching and learning to determine the challenges faced by teachers in teaching. It also help supervisors know about the methods used in teaching students and discovering the skills, abilities and talents that characterize the teachers to benefit from them, develop deficiencies, and determine the quality of the educational aid that teachers need to improve educational outcomes (Khalil, 2012).

Abu A'bed (2005) defines the classroom visit as a systematic, planned, organized and purposeful process done by the educational supervisor, the school principal or both together to see and listen to all that the teacher and his students perform visually or audibly in the educational learning situation. This process helps them to analyze the educational learning situation and provide the teacher with a developmental feedback on the performance aspects to improve them in a way that reflects positively on the processes of teaching and learning.

Some of the visit objectives, according to the Guide to Educational Supervision (2015, 59) issued by the Jordanian Ministry of Education include: identifying the actual needs of teachers and planning to meet them, building bridges

of trust between the supervisor and the teacher, so that he can provide support to the teacher in an environment that is safe and free of threat, observing the educational situation and the educational activities closely, observing the impact of the teacher on his/her students and determining their progress, identifying the learning strategies and methods as well as teaching aids and activities, and determining their validity and relevance to the psychology of education, and ascertaining the appropriateness of the educational curricula for the students' abilities and needs, and the difficulties encountered in implementing them. While Ta'ani (2005) also adds the objectives: direct observation in its natural form, following the process of applying the curriculum, collecting information about educational problems, and observing the progress of students and their interaction with the teacher.

There are three types of classroom visit:

- A. The sudden visit: the educational supervisor visits the teacher without informing him and without any prior agreement. This violates the concept of modern educational supervision, which emphasizes the importance of mutual planning and cooperation between supervisor and teacher. (Abdulkareem, 2001)
- B. The planned classroom visit: it is the visit of which date and purpose are determined and agreed on with the teacher. This kind of visit is the best type and the closest to the concept and objectives of modern educational supervision (Atwi, 2004, 272).
- C. The invitation-based visit: this visit is based on an invitation by the teacher with the consent of the school principal to the educational supervisor concerned, where the supervisor is asked to attend a class and provide some guidance. This type of visits exists at this time as a result of teachers' awareness and mutual respect between the supervisor and teacher (Al-Anouz, 1995).

In order to achieve the school visit objectives in developing teachers professionally and evaluating their performance, it is necessary to take procedural steps emanating from modern trends of educational supervision. They can be clarified as: before the classroom visit (pre-meeting), during the classroom visit (watching the class teaching-learning situation), and after the classroom visit (post-meeting). Ta'ani (2005, 72)

The educational supervisor has to accomplish a set of rules at each stage in order to ensure the success of the supervisory process, and these rules are:

Before the classroom visit: The objectives of the classroom visit should be clarified before the visit as well as identifying the targeted aspects that the supervisor wants to see in class which prevents teachers' anxiety and encourages them to improve the educational situations. Thus, the first meeting helps to renew the bridges of cooperation and mutual respect, gain confidence, and pave the way for the next steps (Ayish, 2008).

During the classroom visit: The educational supervisor must ask the teacher for permission to enter the classroom and then welcome the teacher and students, and sit in a place that allows him/her to observe the educational situation, and stay away from everything that distracts the attention of both the teacher and students. As the supervisor observes the educational situation, (s)he can record brief notes according to agreed standards. Upon leaving the classroom, (s)he should commend the students and the teacher and thank them for their performance away from direct criticism (Hussein, 2006).

After the classroom visit: Here in a friendly meeting away from other teachers, the supervisor welcomes the teacher and presents to him/her an analysis of the educational situation. Then, (s)he gives the teacher an opportunity to talk about what (s)he delivered in class. After that, the supervisor first introduces the teacher's strengths to improve them, then his/her weaknesses to manage them by suggesting some solutions which the supervisor discusses with the teacher. It is preferable that the supervisor concludes the meeting with expressions of praise, thanking the teacher for his/her performance, and then informing him/her with the next meeting date if possible (Nashwan & Nashwan, 2004).

The Guide to Educational Supervision (2015, 59-60) has referred to a set of classroom-visit techniques, including:

- The educational supervisor works to gain the teachers' trust with all tenderness and kindness.
- A mutual planning for the instructional situation between the supervisor and the teacher to set goals and select the appropriate methods and means.
- Coming to the school before the start of the class.
- Sitting in a suitable place to follow the class activities.
- Staying away from doing actions and practices that may disturb the teacher during the implementation of the class.

- Holding an individual meeting with the teacher immediately after the visit.
- Agreeing on a plan to meet the needs and follow up the treatment of observations.

The classroom visit has taken an important place with regard to the educational supervision, especially in the modern era, because it is one of the most common ways to follow up and improve the teaching and learning processes as Tafesh (2004) pointed to. Thus, the classroom visit is characterized by certain ethics that the supervisor must have, like:

1. Creating an atmosphere of trust between the educational supervisor and the teacher.
2. There should be an agreement over the meeting and identifying a prior appointment of the visit.
3. The teacher should believe that the purpose of the visit is to help him/her and exchange experiences in order to improve the educational process.
4. Both the educational supervisor and teacher should go to the classroom together side by side better than one entering the class before or after the other.
5. The educational supervisor should sit in a place where his/her presence does not affect the progress of the classroom interaction that takes place between the teacher and his students.
6. It is recommended that the educational supervisor stays in the classroom throughout the time allocated to the class, because it gives him/her the opportunity to observe the various aspects of the classroom situation.
7. It is not desirable for the supervisor to write any observations during the classroom situation, because it distracts the teacher's thinking and the students' attention.
8. The educational supervisor should commend the teacher's efforts before leaving the class, because it enhances his/her position in front of the students.
9. Recording notes should take place outside the classroom (Tafesh, 2004, 116).

A number of studies have dealt with the subject of the classroom visit as Kalafallah & Dahlan's (2014) study which indicated that the supervisors' practice of the class visit method was high. Also the study of Nashwan & Nashwan (2004) showed that there was some deficiency in the supervisory practices before, during and after the classroom visit, and that the teachers' attitudes towards educational supervision ranged from neutral to positive. The results of the Hamaydeh study (2008) indicated that educational supervisors were more committed to holding a post-meeting with the teacher after the classroom visit rather than having a meeting before the class visit to plan for it. The study by Alhajeri, Alazim, and Alharashani (2018) indicated that the degree of educational supervisors' commitment to the ethics of class visits ranged between very high and high, specifically their commitment to ethics during the classroom visit.

The results of Saad's (2012) study found that the degree of the educational supervisors and school principals' commitment to the ethics of classroom visits was consistent. In other words, the degree of commitment to ethics during the class visit was the highest, and then came the commitment to ethics after the class visit and finally the commitment to ethics before the class visit.

1.1 Statement of the Study Problem

The study main concern is to investigate the degree of educational supervisors' commitment to apply the classroom-visits techniques. The classroom visit provides an opportunity for the supervisor to analyze the teacher's performance. It also helps to measure the teacher's impact of his/her behavior on learners. And it provides opportunities for vocational development through improving planning competencies for training, efficient communication competencies, discussion, analysis, synthesis, problem solving, evaluation, decision making, holding responsibility, and self-learning as Al-Qasim (2009) and Khalafallah and Dahlan, (2014) pointed to in considering at as a one of the most widely used methods of educational supervision.

1.2 Questions of the Study

In order to achieve the educational objectives of the classroom visit as mentioned in the Guide to Educational Supervision (2015) beside the literature review, the educational supervisors must adhere to the implementation of a set of behavioral rules before, during, and after the visit. These rules represent the outcome of the new methods of educational supervision. Thus, this study explores the degree of the educational supervisors' commitment to the classroom-visit techniques by answering the following questions:

1. What is the degree of educational supervisors' commitment to apply the classroom-visit techniques (before the visit, during the visit, after the visit, and the total) at Petra Directorate of Education?
2. Are there statistically significant differences at ($\alpha \leq 5.05$) between the means of teachers' point view to the degree of educational supervisors' commitment to apply classroom-visit techniques (before the visit, during the visit, after the visit, and the total) and the educational supervisor's point view in Petra?
3. Are there statistically significant differences at ($\alpha \leq 5.05$) between the means of teachers' point of views to the degree of educational supervisors' commitment to apply classroom-visit techniques (before the visit, during the visit, after the visit, and the total) in Petra according to the variables of gender and years of experience?

1.3 The Significance of the Study

The current study is determined by the following aspects:

- The study focuses on applying the classroom-visit techniques, considering that the classroom visit is one of the most important supervisory methods used.
- The results of this study may provide a comprehensive view for educational supervisors of the modern rules of class visit derived from modern supervisory trends.
- This study presents a set of recommendations that may contribute to the development and enhancement of implementing classroom-visit techniques.
- Developing supervisory practices of educational supervisors in line with modern educational trends.
- Developing a measuring tool to identify the degree of educational supervisors' commitment to the classroom-visit techniques.

1.4 The Study Objectives

The study aimed to:

1. Determine the degree of educational supervisors' commitment to apply classroom-visit techniques at Petra Directorate of Education
2. Recognize if there are statistically significant differences at ($\alpha \leq 5.05$) between the means of teachers' views to the degree of educational supervisors' commitment to apply classroom-visit techniques in comparison with the views of the educational supervisors at Petra Directorate of Education
3. Identify if there are statistically significant differences at ($\alpha \leq 5.05$) between the means of teachers' views to the degree of educational supervisors' commitment to apply the classroom-visit techniques in Petra, according to the variables of gender and years of experience

2. Method

An analytical methodology was used to develop the study tool, and the descriptive methodology was used to determine the degree of supervisors' class-visit techniques commitment according to the variables: Gender, Job position: managers, academic managers, Years of Experience: 1-5 years, 6-10 years, more than 10 years, and Work classification: a teacher and a supervisor. Whereas, the measured variables were: the supervisors' class-visit techniques commitment.

2.1 Procedural Definitions

The researchers define the class-visit techniques for the purpose of measuring its degree of applying it as: A set of practices stemmed from modern trends of educational supervision that the educational supervisor must adhere to before, during and after the class visit, measured by the degree of the study sample members' response to the items of the study tool related to the techniques of before, during, after the visit, and the total .

2.2 The Study Population and Sample

The study population consists of 652 teachers of the elementary stage (G1-G10) in Petra; 169 males and 483 females, in addition to the 16 educational supervisors. Approximately 35% of the teachers were randomly selected while keeping on all the educational supervisors except for one supervisor who couldn't participate due to his job conditions. The following table explains the distribution of the study sample according to the demographic variables:

Table 1. The study population and its sample

Years of Experience	Male	Female	Male	Female	Sum	Total
	Supervisor	Teacher	Supervisor	Teacher	Supervisor	Teacher
1-5	0	19	0	19	0	38
6-10	1	39	1	48	2	89
More than 10	10	24	3	70	13	94
Total	11	82	4	137	15	234

2.3 The Study Tool

The study tool consists of two sections: the first section included the demographic description of the study members, and the second section consisted of the items that reflected the classroom-visit techniques which were developed according to the educational literature and the studies that dealt with the educational supervisors' practices of the visit techniques (Nashwan and Nashwan, 2004; Saad, 2012).

2.3.1 The Reliability of the Measurement Tool

The reliability of the tool was verified during applying the study by calculating the coefficient of internal consistency (Cronbach's Alpha) between the items of each dimension and the total items. The reliability coefficients of the study instruments were high; their internal consistency is high and was considered suitable for this study.

Table 2. The validity and reliability of the measurement tool (N=234)

Domains excellence	Items Number	Cronbach's Alpha	Pearson coefficient
Leadership	9	0.926	0.852**
Human resources	15	0.941	0.955**
Services	10	0.942	0.924**
Total	34	0.970	

**=Sig at $\alpha \leq 0.01$

2.3.2 The study tool scale

The items were scaled to reflect the degree of commitment of the supervisors into a five-point scale of (1-5) degrees (Very low to Very high degree) respectively and the scores of the study tool were divided into three categories, for the purpose of judging the degree of supervisors' commitment as: low=1-2.33, average=2.34-3.67, and very High=3.68-5, respectively.

3. Findings and Discussion

Question 1: Was the degree of educational supervisors' commitments to apply classroom-visit techniques at Petra Directorate of Education?

To answer the first question of the study, arithmetic means and standard deviations of the study sample members' responses to the field of applying classroom-visit techniques and its total were calculated.

Table 3. Results of one sample t-test for supervisors commitment (N=233)

Class-Visit	Mean	SD	T value	Sig	Rank
Before	3.90	0.71	4.987	.000(a)	High
During	4.11	0.60	11.261	.000(a)	
After	4.01	0.67	7.712	.000(a)	
Total of Commitment	4.02	3.59	9.149	.000(a)	High

There were observed differences between the degree of educational supervisors' commitment to apply classroom-visit techniques in its dimensions and totality, and the crucial score (3.67) which represent the upper limit of the average degree of application. To examine the significance of the observed differences, the results of One-sample t-test showed that there is a statistical significance at ($\alpha \leq 0.05$). Therefore, the teachers and educational

supervisors believe that the degree of educational supervisors' commitment to apply classroom-visit techniques (before the visit, during the visit, after the visit, and the total) in Petra was high.

The results of this study were consistent with the findings of Alhajeri, Alazim, and Alharashani (2018) and Hamaydeh (2008); in that the degree of commitment to applying classroom-visit techniques was high. This study contrasted with the results of Nashwan and Nashwan (2004) in that it showed some deficiency in supervisory practices before, during, and after the visit. This result can be explained by the fact that the type of educational supervision applied is the modern type, as derived from modern educational trends, which is based on mutuality in planning that aims to develop teachers' skills and solve their problems. The high degree of implementation is attributed to the obvious efforts of the Ministry of Education, represented by the department of educational supervision and education directorates to develop supervisory practices and apply modern concepts in educational supervision. This is achieved through continuous training of supervisors and developing their supervisory skills.

Question 2: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of teachers' point view to the degree of educational supervisors' commitment to apply classroom-visit techniques—and the educational supervisors point view in Petra?

To answer the second question of the study, arithmetic means and standard deviations were calculated according to the variable of work classification, and the use of T-test for the independent samples to determine the significance of the apparent differences between the views of teachers and educational supervisors to the degree of educational supervisors' commitment to apply classroom-visit techniques:

Table 4. Means and standard deviations according to Work Classification and Two Sample t-test results (df=232)

Class-Visit	Work Classification	Mean	SD	Degree	t	Sig
Before	Supervisor	4.52	0.34	High	3.593	0.000(a)
	Teacher	3.86	0.71			
During	Supervisor	4.64	0.23	High	3.615	0.000(a)
	Teacher	4.10	0.60			
After	Supervisor	4.49	0.35	High	2.977	0.03
	Teacher	3.97	0.67			
Commitment	Supervisor	4.56	0.26	High	3.747	0.000(a)
	Teacher	3.99	0.59			

All the means of teachers and educational supervisors' responses were of a high degree, and that there were apparent differences in the degree of educational supervisors' application to classroom-visit techniques in favor of the views of educational supervisors. To examine the significance of these differences, T-test results of independent samples showed that the statistical significant differences at ($\alpha \leq 0.05$) between the means of teachers' views to the degree of educational supervisors' commitment to apply classroom-visit techniques in comparison to educational supervisors' views in Petra; in favor of the supervisors. In fact, they believe that they apply classroom-visit techniques before, during, after the visit, and in total with a mean higher than the mean of teachers' views.

Previous studies (Kalafallah & Dahlan's, 2014; Nashwan & Nashwan, 2004; Saad's, 2012) tackled the issue of commitment to classroom-visit techniques from the viewpoint of teachers only without referring to educational supervisors' views, and this study considered the perceptions of both teachers and educational supervisors. The reason the mean of educational supervisors' view of their commitment to apply classroom-visit techniques was higher than that of teachers' view could be attributed to the fact that supervisors knew more about classroom-visit techniques and their details. It is also possible that educational supervisors didn't reveal classroom-visit stages and techniques for teachers during class visits, because their focus goes for improving teachers' performance and developing strategies to address their weaknesses if found.

Question 3: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of teachers' views to the degree of educational supervisors' commitment to apply classroom-visit techniques in Petra according to the variables of gender and years of experience?

To answer the third question of the study, arithmetic means and standard deviations of the teachers' responses only were calculated excluding the educational supervisors.

Gender: Table (5) presents the arithmetic means and standard deviations of the study members' responses to the gender variable of the teachers, and the results of Two-sample t-test to examine the significance of the apparent differences between males and females:

Table 5. Means and standard deviations according to gender and Two Sample t-test results (df=232)

Class-Visit	Gender	Mean	SD	Degree	t	Sig
Before	Male	3.97	0.59	High	1.854	0.065
	Female	3.79	0.06			
During	Male	3.99	0.55	High	1.584	0.115
	Female	4.13	0.63			
After	Male	3.93	0.60	High	0.760	0.448
	Female	4.00	0.71			
Commitment	Male	3.97	0.53	High	0.378	0.706
	Female	4.00	0.63			

There was no statistical significance according to t-test with regard to the gender of the teacher. Therefore, the views of teachers did not differ according to gender regarding the degree of educational supervisors' commitment to apply the classroom-visit techniques in Petra.

The study results were consistent with Nashwan and Nashwan (2004) and Hamaydeh (2008), but contrasted with Alhajeri, Alazim and Alharashani (2018); in that there are statistically significant differences in favor of males. This result can be attributed to the fact that the supervisory staff in Petra organizes visits to teachers despite their gender. These visits do not differ regarding the way they are arranged among teachers, thus the strategies used in planning, implementing and evaluating visits are one for both genders, which justifies the absence of statistically significant differences according to the gender variable.

Years of Experience: Table (6) presents arithmetic means and standard deviations of the study members' response according to the teachers' years of experience variable:

Table 6. Means and standard deviations according to years of experience

Years of Experience		Before	During	After	Total
1-5	Mean	4.10	4.26	4.17	4.19
	S.D	0.38	0.57	0.64	0.58
6-10	Mean	3.82	4.02	3.88	3.93
	S.D	0.64	0.54	0.66	0.55
More than 10	Mean	3.79	4.06	3.97	3.96
	S.D	0.76	0.65	0.69	0.62

There were apparent differences between the means of teachers' views according to their years of experience towards the degree of educational supervisors' commitment to apply classroom-visit techniques. To examine the significance of these differences, ANOVA was used.

Table 7. ANOVA summary according to years of experience

Source of Variance		Sum of Squares	df	Mean Square	F	Sig.
Before	Between groups	2.720	2	1.360	2.778	0.724
	Within groups	105.749	216	0.490		
During	Between groups	1.583	2	0.792	2.218	0.111
	Within groups	77.089	216	0.357		
After	Between groups	2.239	2	1.120	2.525	0.082
	Within groups	95.757	216	0.443		
Commitment	Between groups	1.956	2	0.978	2.842	0.060
	Within groups	74.319	216	0.344		

The results of the ANOVA analysis reported that there were no statistically significant differences at ($\alpha \leq 0.05$) between the means of teachers' views to the degree of educational supervisors' commitment to apply classroom-visit techniques in Petra according to the years of experience variable.

The study results coincided with the study of Alhajeri, Alazim, and Alharashani (2018) and Hamaydeh (2008), but contrasted with the results of Nashwan and Nashwan study; in that there is an impact of years of experience, in favor of less-experienced teachers.

This result can be explained by the fact that years of experience have no effect on supervisors' implementation of classroom-visit techniques for teachers. Hence, new teachers are guided and trained, while experienced teachers are enriched and their experiences are transferred. This is an indication that the supervision process is provided to all teachers and everyone needs it because there always must be innovation in the field of specialization, the educational trends, and strategies and methods of teaching. Therefore, everyone without exception needs it.

4. Conclusion and Recommendations

The study revealed the supervisors and teachers degree of applying the supervisors' commitment to apply the classroom-visits, which where a high degree. Those finding shows the importance and the commitment that Ministry of Education in Jordan try to administrate and follow those commitments with respect to its' importance for teachers promotions and students benefits. In the light of the results achieved, we provide some recommendations that might be helpful to the supervisory field in education. It is first recommended that the Ministry of Education should arrange continuous training programs for educational supervisors to inform them of the latest educational supervision trends so that they stay up-to-date with new supervisory methods. Supervisors should also try to avoid sudden visits, and consider arranged visits. Therefore, the assessment of the educational supervisors' performance should include their implementation of the three stages of the classroom visit. Also training workshops and lectures should be held for teachers to explain the importance of the classroom-visit method and the significance of applying the three stages, and its impact on the development of teachers' performance. This might be achieved through distributing instructional bulletins to teachers that show the importance of the classroom visit and encourage them to invite supervisors for a classroom visit. Hence, it is quite significant here to try to put an end to the prevailing idea among teachers that the aim of the supervisor's visit is to nitpick, and to emphasize the role of modern supervision and its role in the development of the educational process in all its components.

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