Study on Educational Supervision and Guidance at Secondary Schools in Kermanshah Province-Iran

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Abstract : Appropriate supervision and guidance at secondary schools are required for the imparting knowledge based education to students. This will help create the reputation of the school/institution, locally, nationally and internationally. The present study is questionnaire based and suggests that the educational supervision and guidance at secondary schools in province are similar/ in accordance with the primary and middle stages of supervision cycle. To improve the status of educational guidance and supervision, the officials and planners at government level in the country are needed to renovate the structural and attitudinal factors by establishing a department/institute in the ministry of education for implement of policies. Decentralization and delegation of powers and financial support is also required for management from top to down organizational levels.

Keywords- Educational supervision and guidance, Secondary schools, Kermanshah province.

Introduction

The current trend of valuable education and development has been recognized worldwide. The effort to promote education (EPE) for all has been discussed in detail from time to time including at the Commonwealth Education Partnership in 2003. Ellis (2003) suggested that education for all may lose its way unless international agencies and developed countries maintain a system of internationally agreed indicators. Many of countries adopted the recommendation of the world bodies.

However, the need for educational supervision and guidance in all areas related to teaching and learning activities has not been properly imparted in the schools.

The proper implementation of policies is not possible without the supervision, guidance and evaluation which play a major role in educational programs (Niknami, 2004). The role of educational supervision and guidance has targeted in solving instructors' educational problems, modifying learning process and improving instructors' and students' quality and performance (Sergiovanni and start, 1992; Aseltine and Gore, 2006).

Since higher education facilities in our country are not provided in a way to improve and growth of staffs' and instructors' for improving educational quality by Ministry of Education. It is immediate a need of the hour that recent educational literature, recent tools and modern techniques to be provided to the educational supervisors, managers and instructors for multifaceted growth and improvement of educational quality of students (Niknami, 2004; Soleimani, 2006).

It is obvious that this comes to realize only by conducting scientific research especially applied research in this context, i.e. the research which can pave the way for increase in instructors' performance and effectiveness in educational system by increasing their skill and knowledge and other factors contributed in educational supervision and guidance and also pave the way for modifying teaching process and improving learning quality in students by making quality-based approaches. Thus, supervision and guidance from this perspective refer to a type of revision on educational programs, preparation of units and lessons, improvement of parents' report tools and processes and wide attentions such as general evaluation (Kogan, 1985). The present study has been carried out keeping in view of educational supervision and guidance to be included as source for teaching as a part of syllabus. The planning to provide education for all is required for the development of countries and need reform. Reform in education should be sustainable development of any nation. Even the religion courses taught by religion institution in India have been upgraded. Madrasa education in India has become quite modernized by replacing the old Madras System of education by introducing modern education system.

Azizi (2006) investigated the causes of the failure of supervision program of the elementary schools in Kurdistan. He concluded that structural and attitudinal factors have caused undermining position and status of educational supervisors among managers and instructors. He further stated that failure of the system was mainly due to improper relation-based mechanisms and methods in selection of educational supervisors, educational supervisors' unfamiliarity with philosophy, goals and methods for educational supervision and guidance. In addition lack of justifying officials and teachers of the importance of educational supervision and guidance and need of suitable collaboration of instructors and officials with educational supervisors. He suggested several reform strategies for the success in educational supervisors' professional activities.

Keith *et al.* (2002) suggested that the effective use of counseling techniques based on group supervision and guidance causes increased learning. A group of scholars who confirmed Nelson's (2000) perspective believed that educational supervision should be known as one of the functions of school-based learners' community in which instructors and supervisors examine quality of learning and teaching at various training courses (Darling and McLaughlin, 1995; Rowan, 1991; Safi, (2009).

Research method

The present research is an applied study was aimed at descriptive survey on the basis of the survey method, Delphi method because the researcher has tended to agreement of a group of scholars on a specific topic. On the other hand, since both qualitative and quantitative methods have been used concurrently in this research, this research is conducted via both integrated research methodology and Mix method.

Statistical population

In the present research, the statistical population consists of all the instructors and supervisors at secondary schools in 24 districts of Kermanshah province, Iran during 2010-2011. With regard to figures of education system of province, the sample consist of 4385 persons as instructors

(1979 women and 2406 men) and instructors where has 433 persons were supervisors (194 women and 239 men).

Data analysis methods

In this research, to analyze the questions in organized interview, tables and charts on descriptive statistics have been used to display frequency and percent of respondents; to analyze the questions in semi-organized interview, data classification to examine facts related to the educational supervision and guidance has been used. While, MS Word 2003 has been used to facilitate and proliferate extracting and analyzing data.

Analysis of research findings / Observations

The study was carried out with the help of a well set questionnaire. The questions were asked in interview with instructors, supervisors and experts at districts as well as the supervisors and experts at headquarters. The outcome was compiled and has been analyzed as shown in Table, 1,2,3,4 and Fig. 1, 2, 3, 4).

Question 1: To which extent applying modern educational supervision and guidance practices is required in educational activities at secondary schools?

The proposed items include: very essential, essential, almost essential, not essential.

Table 1. Necessity of educational supervision and guidance

| Administrative levels of employment / Questions		Instructor		Supervisors		Experts at districts		Experts at headquarters		Sum	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
To which extent applying modern educational supervision and guidance practices is required in educational activities at secondary schools?	very essential	67	67	14	70	14	70	5	50	100	66/7
	Essential	21	21	5	25	5	25	3	30	34	22/7
	almost essential	11	11	1	5	1	5	2	20	15	10
	not essential	1	1	0	0	0	0	0	0	1	0/6
Sum		100	100	20	100	20	100	10	100	150	100
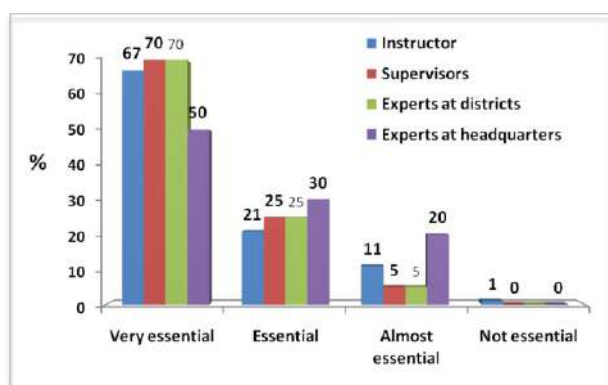
Fig 1. Distribution of percent of respondents to the items in question 1.

The opinion of instructors etc. to which extent applying modern educational supervision and guidance practices is required in educational activities at secondary schools is evident in figure1 and table 1. That suggests that majority of instructors have believed in so essential (67%), essential (21%), almost essential (11%) and not essential (1%), respectively. Thus, majority of instructors (88%) have mentioned necessity of applying modern supervision practices at secondary schools. Major of supervisors have believed in so essential (70%), essential (25%) and almost essential (5%). Thus a majority of supervisors (95%) put emphasis on necessity of applying modern supervision practices at secondary schools. Majority of experts at districts have believed in so essential (70%), essential (25%) and almost essential (5%). thus, a majority of experts at districts (95%) believed in necessity of applying modern supervision practices at secondary schools. Around 50% experts at headquarters believed in so essential (50%), essential (30%) and almost essential (20%). Thus, 80% of experts at headquarters believed in necessity of applying modern supervision practices at secondary schools. Majority of line and staff (89%) have put emphasis on necessity of applying modern supervision practices.

Question 2: How is status of current educational supervision and guidance programs in terms of how educational line and staff factors have collective partnership?

The proposed items include: so suitable, suitable, almost suitable and unsuitable.

Table 2. How line and staff have collective partnership.

| Administrative levels of employment / Questions		Instructor		Supervisors		Experts at districts		Experts at headquarters		Sum	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
How is status of current educational supervision and guidance programs in terms of how educational line and staff factors have collective partnership?	so suitable	8	8	2	10	3	15	2	20	15	10
	suitable	27	27	8	40	10	50	4	40	49	32/7
	almost suitable	53	53	7	35	5	25	3	30	68	45/3
	unsuitable	12	12	3	15	2	10	1	10	18	12
Sum		100	100	20	100	20	100	10	100	150	100
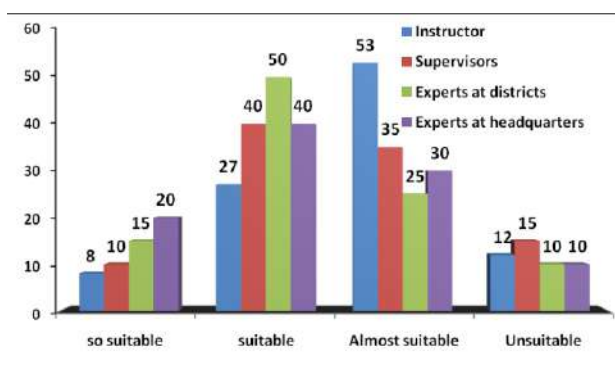
Fig 2. Distribution of percent of respondents to the items in question 2

The analysis of question 2 (Table-2 &Fig.2) reveals that 8%, 27%, 53% and 12% of the instructors have evaluated this status so suitable, suitable, almost suitable and unsuitable, respectively. Thus, from point of view of majority of instructors, the extent to which educational factors have been induced to collective partnership has been recognized almost suitable. 10%, 40%, 35% and 15% of supervisors have evaluated this status so suitable, suitable, almost suitable and unsuitable, respectively. Thus, from point of view of a majority of supervisors at schools, status of current educational supervision and guidance programs in terms of the extent to which the

educational factors have been persuaded into collective partnership has been recognized suitable and almost suitable. 15%, 5%, 25% and 10% of the experts at districts have evaluated this status so suitable, suitable, almost suitable and unsuitable, respectively. Thus, from point of view of experts at districts, status of current educational supervision and guidance programs in terms of the extent to which the educational factors have been persuaded into collective partnership has been recognized suitable.20%, 40%, 30% and 10% of the experts at headquarters have evaluated this status so suitable, suitable, almost suitable and unsuitable, respectively. Thus, from point of view of a majority of experts at headquarters, status of current educational supervision and guidance programs in terms of the extent to which the educational factors have been persuaded into collective partnership has been recognized suitable and almost suitable. In general, majority of line and staff (78%) believe that status of current educational supervision and guidance programs in terms of the extent to which the educational factors have been persuaded into collective partnership has been recognized suitable and almost suitable.

Question 3: Which stages below are put more emphasis in current supervision programs?

The proposed items include three stages of supervision, stage before action, stage during action and stage after action.

Table 3. The confirmed stage in educational supervision.

| Administrative levels of employment		Instructor		Supervisors		Experts at districts		Experts at headquarters		Sum	
	Questions	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Which stages below are put more emphasis in current supervision programs?	three stages of supervision	3	3	1	5	3	15	3	30	10	6/7
	stage before action	8	8	2	10	2	10	1	10	13	8/7
	stage during action	20	20	2	10	5	25	1	10	28	18/6
	stage after action	69	69	15	75	10	50	5	50	99	66
sum		100	100	20	100	20	100	10	100	150	100
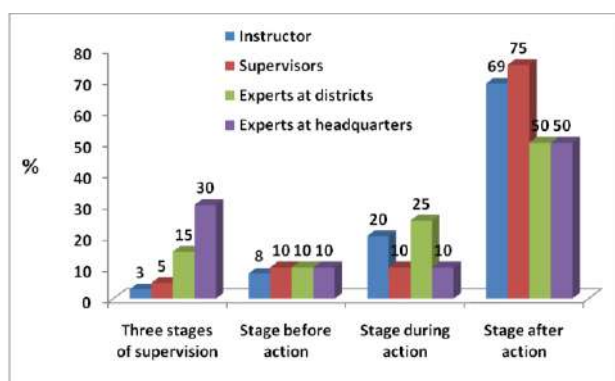
Fig 3. Distribution of percent of respondents to the items in question 3.

Outcome of question 3 has been shown in table -3 and fig.-3 which demonstrate that 3%, 8%, 20% and 69% of Instructors have believed in three stages of supervision, stage before action, stage during action and stage after action, respectively. 5%, 10%, 10% and 75% of supervisors have believed in in three stages of supervision, stage before action, stage during action and stage after action, respectively.

15%, 10%, 25% and 50% of experts at districts have believed in three stages of supervision, stage before action, stage during action and stage after action, respectively.

30%, 10%, 10% and 50% of experts at headquarters have believed in three stages of supervision, stage before action, stage during action and stage after action, respectively. To sum up, majority of line and staff (66%) have believed in the stage after action in current supervision programs.

Question 4- To which extent current educational supervision and guidance programs have been known efficient on how you negotiate and communicate with your competitors?

The proposed items include: so efficient, efficient, almost efficient and inefficient.

Table 4. How line and staff cooperate with their peers.

| Administrative levels of employment / Questions		Instructor		Supervisors		Experts at districts		Experts at headquarters		Sum	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
To which extent current educational supervision and guidance programs have been known efficient on how you negotiate and communicate with your competitors.	so efficient	0	0	1	5	2	10	3	30	6	4
	efficient	14	14	3	15	8	40	4	40	29	19/3
	almost efficient	29	29	6	30	9	45	3	30	47	31/3
	inefficient	57	57	10	50	1	5	0	0	68	45/4
Sum		100	100	20	100	20	100	10	100	150	100
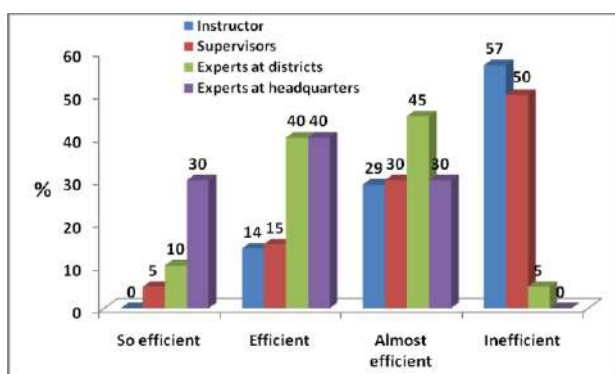
Fig 4. Distribution of percent of respondents to the items in question 4.

Analysis of question 4 (Table 4 & Fig.4) disclose that instructors' judgment has been on efficient, almost efficient and inefficient for 14%, 29% and 57%, respectively. Majority of instructors have put emphasis on efficiency of current educational supervision and guidance programs on how they communicate with their colleagues.

Supervisors' judgment has been on so efficient, efficient, almost efficient and inefficient for 5%, 15%, 30% and 50%, respectively. Majority of supervisors have put emphasis on efficiency of current educational supervision and guidance programs on how they communicate with their colleagues.

Judgment of experts at districts has been on so efficient, efficient, almost efficient and inefficient for 10%, 40%, 45% and 5%, respectively.

Judgment of experts at districts has been on so efficient, efficient and almost efficient for 30%, 40% and 30%, respectively. To sum up, it seems that officials at districts and headquarters have not made attempt in creating the conditions for suitable communication of instructors and supervisors with their competitors; however, experts at districts have almost satisfied with how they communicate with other experts at districts and other headquarters and experts at headquarter have more satisfied with how they communicate with other experts at districts and other headquarters.

Discussion

With regard to application of modern educational supervision and guidance practices in educational activities at secondary schools, it has been observed that the modern tools and techniques have been used in schools education in the recent past to improve the standard of education in school system in the world. According to Vakilian (1998) there is consistent need to introduce supervision and guidance in secondary level schools.

Majority of line and staff have known applying Modern educational supervision and guidance practices in educational activities of schools so essential, which this result is consistent with point of view of Vakilian (1998). The activities on educational supervision and guidance

should be considered in the schools system. Some of the most important reasons include: insufficient educational programs, enhance the motivation for activity among instructors, change in schools' curriculum, teaching limitations, problems on teaching profession, the necessity for instructors' professional change and growth, make the link between courses at an academic course, considering teaching as an organizational activity. However instructors, supervisors and experts at districts and headquarters have understood necessity of educational supervision and guidance in progression of educational goals properly, we perceive with study on current goals, strategies and programs that they have not worked out successfully in this regards (Meyer and Rowan, 1991).

Regarding the status of Current educational supervision and guidance programs in terms of extent of collective partnership of educational factors have been evaluated suitable or almost suitable by majority of instructors, supervisors, experts at districts and headquarters. This result is consistent with the definition on educational supervision by Jean Franz and the research by Keith *et al.,* (2002). The opinion on which stages put more emphasis in current supervision programs, form point of view of majority of instructors, supervisors, experts at districts and headquarters at current programs, the stage after action has been the stage on which the emphasis has been put in supervision; this result is consistent with another result from this research which states that the supervision practice method at schools has been followed by quantitative improvement in final evaluation. This result is consistent with the result from research of Zebardast (2010).

To which extent current educational supervision and guidance programs have been known efficient on how you negotiate and communicate with your competitors?

Over half of instructors and supervisors at schools have known current supervision programs inefficient on how they communicate and negotiate with their peers; in this regards, their outlook differ from outlook by experts at districts and headquarters who have evaluated the current programs so efficient and efficient. However, experts at districts and headquarter might know such meetings essential to do their tasks; they have to know the fact that more communication with line staffs can be effective in progression of educational supervision and guidance goals. Resnik and Hall (1998) have suggested: supervisors at schools at educational groups can have communication with their colleagues at other districts. Supervisors at learning community at their district have to be student and participate at study groups, academic programs and purposive learning activities. They have to negotiate with each other in constant and visit their schools and use their experiences so as to be effective educational supervisors. When the instructors visit each other and they are allowed to be seen, they commute between instructor and student and increase their scientific background and educational intelligence at process (Kise and Russell, 2008).

Conclusions

The present study, based on questions in the semi-organized interviews, has concluded that status of educational supervision and guidance at secondary schools in Kermanshah province, Tehran is improper and need immediate attention. It is suggested that to improve in the status of educational at secondary schools the supervision and guidance to students at the secondary schools in Kermanshah province, is essential and urgent.

To overcome from this situation, officials are required be involve social systems and managerial sub-system to understand the importance of spreading subject knowledge amongst students by teachers. The training may be given to teachers on the lines as proposed by Abdoli (2004) and Abbasi(1996).

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