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Satisfaction Degree of School Principals to the Supervisory Services in the Directorate of Education in Marka/ Jordan درجة رضا مديري المدارس عن الخدمات الإشرافية المقدمة في مديرية التربية والتعليم في لواء ماركا

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Satisfaction Degree of School Principals to the Supervisory Services in the Directorate of Education in Marka/ Jordan

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Abstract:

This study aimed to recognize the satisfaction degree of school principals to the supervisory services in the Directorate of Education in Marka/ Jordan.

A stratified random sample was selected for the principals of the schools in Marka Directorate of Education for the year 2016/2017. It consisted of (94) principals. The questionnaire was used to collect data. Also, validity and reliability were verified.

The results of the study showed that the satisfaction degree of school principals to supervisory services provided in Marka Directorate of education was moderate. Also, results showed the existence of apparent differences between the means for the satisfaction degree of school principals to supervisory services provided in Marka Directorate of Education, according to qualification variable. It also, showed the existence of morphological differences between the means for the satisfaction degree of school principals to supervisory services presented in the brigade Marka Directorate of Education attributed to the experience.

In light of the findings of the study, it recommended the invitation of the Ministry of Education to make follow up for the activation of the supervisory services in Marka Directorate of Education.

Key words: Satisfaction, Supervisory Services, Marka Directorate of Education.

درجة رضا مديري المدارس عن الخدمات الإشرافية المقدمة في مديرية التربية والتعليم في لواء ماركا

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ملخص:

هدفت هذه الدراسة إلى معرفة درجة رضا مديري المدارس عن الخدمات الإشرافية المقدمة في مديرية التربية والتعليم في لواء ماركا، وقد تمّ اختيار عينة طبقية عشوائية من مديري مدارس مديرية التربية والتعليم ومديراتها في لواء ماركا للعام الدراسي 2017/2016 تكونت من (94) مديراً ومديرة، واستخدمت الأداة لجمع المعلومات، وتمّ التحقق من صدقها وثباتها.

وقد أظهرت نتائج الدراسة أنّ درجة رضا مديري المدارس عن الخدمات الإشرافية المقدمة في مديرية التربية والتعليم في لواء ماركا كانت متوسطة، كما وأظهرت نتائج الدراسة وجود فروق ظاهرية بين المتوسطات الحسابية لدرجة رضا مديري المدارس عن الخدمات الإشرافية المقدمة في مديرية التربية والتعليم في لواء ماركا تبعاً لمتغير المؤهل العلمي، ووجود فروق حقيقية بين المتوسطات الحسابية لدرجة رضا مديري المدارس عن الخدمات الإشرافية المقدمة في مديرية التربية والتعليم في لواء ماركا تعزى لمتغير الخبرة.

وفي ضوء ما توصلت إليه الدراسة من نتائج فإنها توصي بدعوة وزارة التربية والتعليم إلى متابعة تفعيل الخدمات الإشرافية في مديرية التربية والتعليم في لواء ماركا.

الكلمات المفتاحية: الرضا، الخدمات الإشرافية، مديرية التربية والتعليم في لواء ماركا.

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Introduction

The world has been witnessing a range of economic, technological, political, social and cultural changes since the beginning of the twenty-first century. This has led to a great deal of attention to the educational process. The scientific technology is racing to tackle the world's problems and offers enormous capabilities to provide new and advanced services.

Therefore, the educational systems are constantly keen on developing the elements of their system in order to preserve its sustainability and effectiveness. Educational supervision is one of its basic components related to evaluation of its performance, which has received a great attention since its inception under the concept of education inspection. Address the educational problems associated with developing the learning environment and increase the effectiveness of new and novice teachers, especially those who are not qualified (Issan and Al-Ani, 2006).

Educational supervision has an important role in all aspects of the educational process. It is an important means to improve the quality of education. This development is the primary objective of educational supervision, so that education achieves its goals and objectives efficiently and effectively. Educational supervision is one of the professional educational services offered by the educational system to teachers on the basis of respect and appreciation, and to provide them with the ability to implement, develop the curriculum, and provide the appropriate educational environment, which increases the efficiency of educational output and achieves the desired educational goals, and the supervisors educational center in important systems. The eyes of the employees in the field of education are directed to them, as experts and specialists in the curricula and methods of modern teaching, and have to develop and improve the educational process by helping teachers and guiding them towards ways that increase their effectiveness; to achieve the best achievement in their work (Khatib and Al- Khatib, 2003).

The educational supervision is looking forward to the prime objective of investing in and utilizing the available resources in the school, which serves the implementation of the curriculum and the plans emanating from the newly developed programs (Fefer and Danalab, 1993).

Due to the weakness in investing and employing the available resources that serve the learning and education process to implement the development plans and programs in the schools of Marka Directorate of Education, this study was conducted to determine the satisfaction degree of principals with

the supervision services provided by the Directorate of Education in Marka. These services will be developed in the future in line with the vision of principals to improve supervisory services and employ the available resources that serve the learning and educational process. So that it would help to implement developmental plans and programs that contribute to improving the learning process.

The Study Problem:

The purpose of this study is to determine the satisfaction degree of school principals with the supervisory services provided by the Directorate of Education in Marka.

Study Questions:

1. What is the satisfaction degree of school principals to the supervisory services provided by the Directorate of Education in Marka?
2. Are there significant differences at the level of ($\alpha \leq 0.05$) in the satisfaction degree of the principals with regard to the supervisory services provided by the Directorate of Education in Marka due to the academic qualification variable?
3. Are there significant differences at the level ($\alpha \leq 0.05$) in the satisfaction degree of the principals to the supervisory services in the Directorate of Education in Marka due to sex or years of experience variable?

The importance of the study:

The following categories will benefit from the results of the study

1. The administrators at the Ministry of Education, where they will be aware of the supervisory services provided by the Directorate of Education in Marka and thus facilitate the follow-up process to them.
2. Educational supervisors, who will have an idea about the satisfaction degree of the principals with regard to the supervisory services provided by the Directorate of Education in Marka and thus raise the satisfaction degree.
3. Teachers will communicate with school principals to provide feedback on supervisory services and how to improve them from their point of view.

The objective of the study

The objective of the study is to determine the satisfaction degree of the school principals with regard to the supervisory services provided by the Directorate of Education in Marka.

Definition of terms:

- Educational Supervision: "One of the modern trends in supervisory practices based on the development of skillful performance and the professional and scientific growth of the teacher on the basis of participatory principles and patterns determines their self-perception of their abilities." (Al-Qasim, 2010)
- The operational definition of educational supervision: it is a supervisory method aimed at improving the knowledge and skills of the teacher so that he can recognize the obstacles to the performance of teaching problems and allows him to develop solutions and alternatives while taking care of change and development.

Limitation of the study:

The Human limits: All male and female school principals of the Directorate of Education in Marka.

The spatial limit: Directorate of Education of Marka.

Time limit: 2016-2017.

Delimitations of the Study

The delimitations of the study are determined by:

- Reliability and validity of the study tools and the responses of the study sample.
- The procedures followed by the researcher in building the study tool, and its extent of reliability and stability.

Literature Review

The following are some of the previous studies that dealt with the subject.

Kapusuzoglu & Balaban (2010) conducted a study aimed at defining the roles of the primary stage supervisors in the training of teachers in their teaching functions as perceived by teachers and supervisors themselves. The study population consisted of 297 teachers and 35 supervisors working in the areas of Polo and Diaz in Turkey. The study sample consisted of (152) teachers and (26) supervisors. They were selected in a simple random method and answered a questionnaire consisting of (48) items. The results of the study showed that the teachers did not receive sufficient support from supervisors. While the supervisors saw that they played their roles very much and very large.

Halas (2010) conducted a study entitled "Supervisory practices and their relationship to professional growth for teachers at the basic minimum

in the province of Gaza in light of quality standards". This study aimed to know the reality of supervisory practices and their relationship to growth on the minimum basic school teachers in the province of Gaza in light of quality standards, also aimed to identify the impact of the variables of sex, experience, qualification, and management education and find out of correlation between supervisory practices and professional growth for teachers to post the basic minimum province of Gaza in light of quality standards. The sample consisted of (290) teachers working in the east and west of Gaza City. The study tools were built and developed which were about supervisory practices questionnaire and professional growth questionnaire the first tool has been distributed in four areas human relations, methods of educational supervision, curriculum and evaluation. The second questionnaire was distributed on three areas which are planning, administrative work, and the development of teaching performance The researcher used the descriptive method of analysis, and to ensure the validity of the tools were presented to a number of arbitrators with jurisdiction, then reliability coefficient was calculated using the mid-term and fragmentation factor (Cronbach Alpha), where the value of consistency (0.96) This is sufficient for the purposes of the study and application sample of the study. The results of the study include: 1- That there was a good response for each of the four areas of supervisory practices "of human relations, methods of educational supervision, curriculum, and evaluation) (Ranged between (70.31 - 64.81) 2-The total marks to the areas of supervisory practices questionnaire, was granted a degree (67.35) 3- That there was accepted response for each of the three areas of professional growth (planning, administrative work, development of teaching performance) 4-the percentage ranged between (67.05 - 63.72), while the total degree of professional growth areas of the questionnaire has obtained the degree of response (65.79) 5- No statistically significant differences in resolution due to experience variable. 6- No statistically significant differences in resolution due to qualification variable. 7- No statistically significant differences in resolution due to the changing educational administration variable (east, west) In the light of previous results.

Al-Balawi (2011) conducted a study entitled "The role of educational supervisor for the development of newly appointed teachers professionally in Tabuk educational area from their point of view". The study population consists of 1,167 new teachers. The study sample consisted of 612 new teachers who were selected using the simple random sample method for the

academic year 2009/2010. To achieve the objective of the study, a study tool was developed consisting of 47 items distributed in five areas: planning, teaching skills, classroom management, evaluation and curriculum. The results of the study showed that the new teachers indicated that the role of educational supervisor in their development was medium in all dimensions and that it ranked first after the curriculum. Followed by second-grade management area, and that the field of teaching skills came in the third rank, then it appeared after assessment which came in the fourth rank, finally it came after planning. The results also showed that there were no significant differences due to the variables of sex, specialization and degree from their point of view in the role of supervisors in their professional development.

Al-Loh (2012) conducted a study entitled "The degree of improvement of evolutionary educational supervision for teaching practices of Arabic teachers in schools of UNRWA." The aim of the study was to identify the improvement of the evolutionary educational supervision of the educational practices for teachers of Arabic language, while revealing the effect of the study variables on the opinions of the teachers of the Arabic language in the degree of improvement as a result of evolutionary educational supervision. A scale of 62 items has been constructed. The descriptive methodology was used by the researcher. The study sample consisted of (164) male and female teachers of UNRWA in Gaza. They were selected randomly. The study found that educational supervision improves educational practices for the teachers of the Arabic language to a very large extent, and that there were no significant differences in the degree of improvement attributed to the variable: sex and educational stage, while there were statistically significant differences due to the years of service variable.

Dajani (2013) conducted a study entitled "The degree of practicing educational supervisors of the conduct of participatory supervision in the capital Amman governorate and its relation to the level of effectiveness of teachers from their point of view". The descriptive methodology was used. The questionnaire was used as a tool of collecting data. The researcher selected a random sample of 342 teachers. The results showed that the level of effectiveness of teachers in secondary schools in the capital city of Amman from the point of view of teachers and the practice of educational supervisors of the behavior of participatory supervision were medium. There was also a statistically significant positive correlation between the degree of educational supervisors' behavior and the behavior of participatory supervision according to sex variable. There were significant differences in

the level of effectiveness of teachers in secondary schools in the capital Amman governorate from the point of view of teachers according to sex, qualifications and experience variables. The results showed also that the behavior of participatory supervision from the teachers' point of view was moderate.

Ugurlu (2014) conducted a study entitled "Current Problems in Terms of Supervision Process of School Principals' Views". The purpose of this study is to reveal the principals' problems with the supervision process in Turkey through the views of the principals working at primary and secondary schools. In this qualitative study, maximum diversity sampling method was used for in depth exploration of the rich States. As the study group, six primary and four secondary school principals from each of Adiyaman and Sivas provinces in Turkey, thus, a total of 20 principals have been interviewed. Descriptive analysis technique was used for the data analysis. School principals stated that supervision generally focused on the supervision of structural condition and documents and they added that there wasn't an in depth supervision regarding supervision process. They should be carried out by using an approach which includes long term, detailed and problem based activities

Al-Shamali (2017) conducted a study entitled "The satisfaction of recipients of services (principals and teachers), about services provided by the educational supervisors". The sample of the study consisted of six secondary and basic male schools principals and sixty female teachers. To achieve the purpose of the study. Two instruments were developed which were used by the Ministry of Education team. The validity and reliability of the instrument (questionnaire were achieved using Cronbach alpha 0.93 and 1.94 consecutively. The result of the study showed a moderate degree of satisfaction concerning educational supervision services made available at North Ghor Directorate of Education. Also results showed no significant differences about the teachers' satisfaction regarding supervision services attributed to the sex of the school educational stage, number of teachers, number of students, principal's experience and academic degree.

Awad (2018) conducted a study entitled "Degree of satisfaction of teachers about the services provided by the educational supervisor in public schools in the Educational Directorate in Madaba". The study sample consisted of (43) male teachers and (73) female teachers. They were selected randomly. To achieve the objective of the study, a questionnaire was developed distributed in seven areas: planning, curriculum, classroom

management, education, evaluation, professional development and the field of education. For the purposes of this study. The descriptive analytical methodology was used. The results showed that the satisfaction degree for the services provided by the educational supervisors for teachers was high, and this may be attributed to the importance of supervisory work in the educational process for teachers. It also showed that there were no significant differences in the satisfaction degree of the teachers of public schools about the services provided by educational supervisors due to sex variable at ($\alpha \leq 0.05$) level of significance. While there were significant differences in the fields of curriculum, classroom management and evaluation in favor of females

Study Population

The study population consisted of all 160 principals of the Directorate of Education in Marka in the Hashemite Kingdom of Jordan. The study population is divided by sex, with 62 male principals and 98 female principals. This is based on the summary of the statistical report issued by the Marka Directorate of Education for the year 2016/2017.. The study population is distributed according to the academic qualification. There were 104 principals with a bachelor's degree, 49 principals with a master's degree, and seven male and female principals with a doctorate. Table (1) indicates the distribution of the study population by sex and academic qualification.

Table (1) The population of the study according to sex and academic qualification

Study Population	Sex	BA	M.A.	Ph.D.	Total
	Male	40	19	3	62
160	Females	64	30	4	98
	Total	104	49	7	160

The distribution of the study population. By sex and academic qualification.

The study sample

A random sample was selected from the school principals in the Directorate of Education in Marka. The number of its members reached (94) principals representing 60% of the study population with 32 male principals and 62 female principals. This occurred by reviewing the appropriate sample selection table (Handout #16 Accreditation Study Course 2003 universal Accreditation Scard). Table (2) indicates that.

Table (2) The sample of the study distributed by sex and academic qualification

The study sample		BA	Bachelor + High Diploma	Postgraduate	Total
94	Male	20	15	9	32
	Females	22	22	6	62
	Total	42	37	15	94

It is noted from Table (2) that the sample of the study consisted of (32) male school principals, divided into (20) male school principals of the BA holders, and (15) male school principals of the Bachelor + High Diploma, and (9) male school principals who have a Postgraduate degree. Also it was consisted of (62) female school principals, divided into (22) female school principals of the BA holders, and (22) female school principals of a Bachelor + High Diploma degree holders, and (6) female school principals of the Postgraduate degree holders. Thus, the total sample of the study (120) male and female school principals.

The study instrument

The study sample was selected and the researcher developed a questionnaire in light of the following:

1. Reference to theoretical literature and previous studies
2. Take the opinion of university professors and educational supervisors on the resolution and arbitration
3. A five - dimensional alternatives ladder was given the following weights: very large (5) large, (4) medium (3) few (2) rare (1).

Validity of the study instrument

The questionnaire was presented to (10) arbitrators from the professors of education in Jordanian universities, educational supervisors and school principals to verify the validity of the questionnaires. And asked them to revise and review the items of the questionnaire in terms of clarity of the items and the quality of language formulation, and the amendment or deletion of any items which haven't achieved the objective of the questionnaire. The data were then collected from the arbitrators. It was redrafted as agreed (80%) by the arbitrators. The majority of their opinions have settled on modifying some of the phrases, or replacing words with others as appropriate for the educational environment, until the scale has become final.

Reliability of the study instrument:

The reliability coefficient was extracted using the Cronbach Alpha method. It was extracted for internal consistency in its final form, and for each variable of all dimensions. The questionnaire was distributed to a survey sample from outside the sample, numbering (9) male and female school principals. The reliability coefficients of the study instrument were high, which are high reliability coefficients to achieve the study objectives, with the value of Cronbach Alpha (0-83).

Study variables:

1. Demographic variables:
 - Academic qualification: It has three levels:
 1. Higher Diploma
 2. Bachelors
 3. Masters / Doctorate
 - Years of management experience: It has three levels:
 1. 5 years and less
 2. From 6 years - 10 years
 3. More than 10 years

Statistical treatment

Question 1: To answer the first question, descriptive statistics measures were used to describe the characteristics of the sample of the study, based on the means and the standard deviations.

The second and third question:

To answer the second and third questions, one way ANOVA and the Scheffe test were used.

The tool was applied to the study sample, and then the data was collected and analyzed.

Results

This chapter provides an overview of the findings of this study by answering its questions, as follows:

Question 1: What is the satisfaction degree of school principals to the supervisory services provided by the Directorate of Education in Marka?

In order to answer this question, means and standard deviations were calculated for the satisfaction degree of the principals with regard to the supervisory services provided by the Directorate of Education in Marka in general and for each area of the study instrument. Table (3) shows this

Table (3) Means, standard deviations, grades and satisfaction degree of school principals with respect to the supervisory services provided by the Directorate of Education in Marka in descending order

No.	The Field	means	Standard Deviation	Rank	Satisfaction degree
4	Professional growth of teachers	3.58	0.86	1	medium
3	Helping teachers make decisions	3.53	0.79	2	Medium
2	Strengthen cooperation with teachers	3.49	0.78	3	Medium
1	Activation of participatory supervision	3.44	0.64	4	Medium
	Total score	3.50	0.68		medium

It was noted from table (3) that the satisfaction degree of the school principals with the supervisory services provided by the Directorate of Education in Marka was medium. The mean was (3.50) and the standard deviation was (0.86). The first rank was in the area of "professional growth of teachers" with a mean of (3.58) and a standard deviation of (0.86) and in a medium degree. The pre-recent level of "enhance cooperation with teachers" came with a mean of (3.49) and a standard deviation of (0.78), and in a medium degree. The last rank was in the field of "activating participatory supervision" with a mean of (3.44) and a standard deviation of (0.64) and in a medium degree. As for the item of each field, the results were as follows:

1. The area of professional growth of teachers

Means, standard deviations, ranks, and the satisfaction degree of the school principals were calculated from the supervisory services provided by the directorate of education in Marka for the items of this area. Table (4) shows this.

Table (4) Means, standard deviations, ranks, and satisfaction degree of school principals with regard to the supervisory services provided by the directorate of education in Marka for the professional growth of teachers in descending order

No.	Items	means	Standard deviation	Rank	Satisfaction degree
35	The supervisor recognizes the importance of participatory work that promotes the professional growth of teachers.	3.86	1.22	1	High
32	The educational supervisor earns teachers various educational experiences through participatory supervision.	3.84	1.19	2	High
31	The educational supervisor provides teachers with opportunities to learn in a suitable environment through brainstorming.	3.61	1.14	3	Medium

No.	Items	means	Standard deviation	Rank	Satisfaction degree
33	The supervisor makes it easier for teachers to use modern assessment strategies to improve teachers' performance.	3.60	1.19	4	Medium
34	The educational supervisor emphasizes the need to motivate teachers to provide their best.	3.49	1.16	5	Medium
30	The educational supervisor will develop awareness among the teachers in order to increase their chances of developing in an appropriate classroom environment.	3.48	0.86	6	Medium
28	The educational supervisor provides a safe environment for teachers to help them grow professionally	3.47	1.03	7	Medium
29	The supervisor works to increase the motivation of teachers in their teaching processes to provide them with an atmosphere of job stability.	3.30	1.03	8	Medium
	Total score	3.58	0.86		Medium

Table (4) shows that the satisfaction degree of the principals with the supervisory services provided by the directorate of education of Marka District to the professional growth area of the teachers was medium, with a mean of 3.58 and a standard deviation of 0.86. The means ranged from 3.86 to 3.30. The first rank was item 35, which states that "the supervisor feels the importance of the participatory work that promotes the professional growth of the teachers" with a mean of 3.86, a standard deviation of 1.20, The second item (32) states that "the educational supervisor shall earn teachers news education through participatory supervision." With a mean score of 3.84 and a standard deviation of 1.19 and a high score. The rank before the last came the item (28) which states that "the educational supervisor provides a safe environment for teachers to assist them in professional growth" with a mean of (3.47) and a standard deviation of (1.03) and in a medium degree. In the final rank came the item (29) which states that "the supervisor shall increase the motivation of the teachers in their teaching processes to provide them with an atmosphere of job stability" with a mean of 3.30 and a standard deviation of 1.03 and in a medium degree.

2. Help teachers make decisions

Means, standard deviations, ranks, and the satisfaction degree of school principals were calculated from the supervisory services provided by the directorate of education in Marka District for the items of this area. Table (5) shows this.

Table (5) Means, standard deviations, ranks, and the satisfaction degree of school principals with regard to the supervisory services provided by the Directorate of education the Marka Division for the field of teacher assistance in decision-making are arranged in descending order

No.	Item	Mean	deviation Standard	Rank	Satisfaction Degree
23	The supervisor seeks to use scientific methods of data collection to assist the teacher in participatory decision-making.	3.93	0.81	1	High
22	Teachers make good teaching decisions through the collaboration of their supervisors.	3.67	1.00	2	Medium
21	The educational supervisor emphasizes the need to make appropriate participatory decisions for the educational process.	3.56	1.06	3	Medium
27	The educational supervisor sets a framework for working to create trust for teachers to help them make good decisions.	3.51	1.06	4	Medium
26	The educational supervisor emphasizes the necessity of practicing knowledge and continuous participatory decision-making in cooperation with the teacher.	3.47	1.01	5	Medium
24	The supervisor works with the teacher with great flexibility when considering data entered into participatory decision-making.	3.42	0.86	6	Medium
25	The supervisor seeks to make moral decisions with the teacher, so that the educational institution avoids the various crises.	3.13	1.05	7	Medium
	Total score	3.53	0.79		Medium

Table (5) shows that the satisfaction degree of the principals with the supervision services provided by the Directorate of education in Marka for the field of teacher assistance in decision-making was medium. The mean was 3.53 and the standard deviation was (0.79). The means ranged from (3.93- 3.13). The first rank included item (23), which states that "the supervisor seeks to use the scientific methods of data collection to assist the teacher in participatory decision-making" with a mean of 3.93 and a standard deviation of 0.81, high, and in the second order came item (22), which states that "take teachers make their sound teaching decisions through the collaboration of their supervisors. " With a mean of 3.67 and a standard

deviation of 1.00 and a middle grade. In the last rank came the item (24) which states that "The supervisor works with the teacher with great flexibility when considering the data entered for participatory decision making." With a mean of (3.42) and a standard deviation of(0.86) and in a medium degree. In the last rank came the item (25) which states that "the supervisor seeks to make moral decisions with the teacher so as to avoid the educational institution of various crises." With a mean of(3.13) and a standard deviation of (1.05) and in medium degree.

3. The field of strengthening cooperation with teachers

Means, standard deviations, ranks and the satisfaction degree of school principals were calculated from the supervisory services provided by the Directorate of Education in Marka District for the items of this area. Table (6) illustrates this.

Table (6) Means, standard deviations, the ranks, and the satisfaction degree of school principals with the supervisory services provided by the directorate of education in Marka for the promotion of cooperation with teachers are arranged in descending order

No.	item	mean	Standard deviation	Rank	Satisfaction Degree
20	The supervisor encourages the development of critical thinking among teachers while conducting supervision.	3.73	0.84	1	High
18	The supervisor will stimulate the thinking of the teachers during the dialogue with them in the subject of the lesson.	3.68	0.80	2	High
19	The educational supervisor emphasizes the need to build trust with teachers.	3.68	0.88	2	High
12	During the supervisory meeting, the teacher feels that he is an honorable partner.	3.48	1.19	4	Medium
17	Educational supervision practices encourage the provision of distinguished service to teachers.	3.48	1.04	4	Medium
16	The supervisor's practices emphasize teachers' autonomy.	3.39	0.86	6	Medium
13	The educational supervisor seeks to develop cooperative teachers' efforts while dealing with them.	3.38	1.22	7	Medium
14	Supervisory practices in schools improve the professional growth of teachers.	3.37	1.01	8	Medium
15th	The supervisor works to increase the	3.34	0.90	9	Medium

No.	item	mean	Standard deviation	Rank	Satisfaction Degree
	effectiveness of teachers through the use of participatory supervision.				
11	The teacher benefits from participatory teamwork during the educational supervision process.	3.32	0.99	10	Medium
	Total score	3.49	0.79		Medium

It is noted from Table (6) that the satisfaction degree of school principals with the supervision services provided by the Directorate of Education in Marka for the field of enhancing cooperation with teachers was medium. The mean was (3.49) and the standard deviation was (0.79). Means ranged from (3.73- 3.32). The first rank included item (20), which states that "the supervisor shall encourage the development of critical thinking of the teachers during the supervision process", with a mean of (3.73) and a standard deviation of (0.84), In the second rank were items (18-19) stating that "the supervisor shall be satisfied "The educational supervisor emphasizes the need to build trust with teachers" with a mean of (3.68) and two standard deviations (0.80 - 0.88), respectively and in high degree, and ranked in the penultimate grade (15) "The educational supervisor works to increase the effectiveness of teachers through the use of the participatory supervision method" with a mean of 3.34 and a standard deviation of 0.90 and a middle degree. The last rank came item (11) which states that "Educational supervision process "with a mean of (3.32) and a standard deviation of (0.99) and in medium degree.

4. Field of activating participatory supervision

Means, standard deviations, ranks, and the satisfaction degree of school principals were calculated from the supervisory services provided by the directorate of education in Marka District for the items of this area. Table (7) illustrates this.

Table (7) Means, standard deviations, ranks and the satisfaction degree of school principals to the supervisory services provided by the directorate of education in Marka for the field of activating participatory supervision are arranged in descending order

No.	Item	Mean	Standard deviation	Rank	Satisfaction Degree
10	The supervisor encourages the parties to the educational process to build a genuine partnership among themselves.	4.05	0.95	1	High
8	The supervisor encourages teacher training to activate the participatory work between him and them.	3.68	0.82	2	High
1	The supervisor builds mutual trust with	3.63	0.99	3	Medium

No.	Item	Mean	Standard deviation	Rank	Satisfaction Degree
	the teacher to address the educational problems he or she faces.				
9	The supervisor provides creative opportunities for teachers.	3.61	0.73	4	Medium
3	The supervisor instructs the teachers to study the available resources in the school to employ them in the educational process.	3.53	0.89	5	Medium
4	The educational supervisor encourages teachers to develop common interests among them.	3.32	0.98	6	Medium
2	The supervisor seeks to improve teaching conditions in the classroom environment through participatory activity.	3.29	0.98	7	Medium
7	The educational supervisor discusses with the teachers to analyze the results of the educational process.	3.25	1.05	8	Medium
5	The educational supervisor encourages teachers to communicate positively with each other in schools.	3.09	1.10	9	Medium
6	The educational supervisor develops the teacher's knowledge levels in a participatory manner.	2.95	0.92	10	Medium
	Total score	3.44	0.86		Medium

Table (7) shows that the satisfaction degree of the principals with the supervisory services provided by the Directorate of Education in Marka to the field of activating participatory supervision was medium. The mean was 3.44 and the standard deviation was 0.86. The means ranged from (4.05 - 2.95). The first rank was item (10), which states that "the supervisor encourages the parties to the educational process to build a real partnership among themselves." With a mean of (4.05) and a standard deviation of (0.80). In the second order came item (8) which states that "the supervisor shall encourage the training of teachers to activate participatory work between him and them." With a mean of (3.68) and a standard deviation of (0.82) and a high score. Before the last level came item (5) which states that "the educational supervisor encourages teachers to communicate positively in schools." With a mean of (3.09) and a standard deviation of (1.10) and in a medium degree. In the last rank came the item (6), which states that "the educational supervisor develops levels of knowledge of the teacher in a participatory manner." with a mean of (2.95) and a standard deviation of (0.92) and in a medium degree.

Question 2: Are there significant differences at the level of ($\alpha \leq 0.05$) in the satisfaction degree of male and female principals with regard to the supervisory services provided by the Directorate of Education in Marka due to the academic qualification?

Means and standard deviations were calculated for the satisfaction degree of school principals to the supervisory services provided by the Directorate of Education in Marka, according to the variable of the academic qualification. Table (8) shows this.

Table (8) Means and standard deviations of the satisfaction degree of the principals with respect to the supervisory services provided by the Directorate of Education in Marka, academic qualification

the field	academic qualification	the number	means	standard deviation
Activation of participatory supervision	BA	42	3.56	0.62
	Bachelor + High Diploma	37	3.27	0.63
	Postgraduate	15	3.62	0.60
	Total	94	3.44	0.64
Strengthen cooperation with teachers	BA	42	3.61	0.74
	Bachelor + High Diploma	37	3.29	0.81
	Postgraduate	15	3.76	0.64
	Total	94	3.49	0.78
Help teachers make decisions	BA	42	3.79	0.58
	Bachelor + High Diploma	37	3.21	0.90
	Postgraduate	15	3.69	0.58
	Total	94	3.53	0.79
Professional growth of teachers	BA	42	3.78	0.65
	Bachelor + High Diploma	37	3.34	1.03
	Postgraduate	15	3.68	0.64
	Total	94	3.58	0.86
Total score	BA	42	3.67	0.55
	Bachelor + High Diploma	37	3.28	0.76
	Postgraduate	15	3.69	0.53
	Total	94	3.50	0.68

Table (8) shows that there were apparent differences between the means of the satisfaction degree of school principals and their supervisors with the supervision services provided by the Directorate of Education in Marka, according to the variable of the academic qualification. (3.65). Finally, the mean of the (BA + high diploma) reached (3.28). To determine whether the differences between the means were significant at the level of significance ($\alpha \leq 0.05$), One way ANOVA was used. The results of the analysis of variance as shown in Table 9: and Table 9 shows this.

Table (9) ANOVA for significant differences in the satisfaction degree of principals with regard to the supervisory services provided by the Directorate of Education in Marka due to academic qualification

the field	Source of Variation	Sum squares	Degrees of freedom	Mean squares	Value of F	Level of significance
Activation of participatory supervision	Between groups	117.444	2	58.722	41.002	*0.000
	Within groups	130.326	91	1.432154		
	Total	247.77	93			
Strengthen cooperation with teachers	Between groups	111.018	2	55.509	25.374	*0.000
	Within groups	199.069	91	2.187571		
	Total	310.087	93			
Help teachers make decisions	Between groups	127.118	2	63.559	31.269	*0.000
	Within groups	184.971	91	2.032648		
	Total	312.089	93			
Professional growth of teachers	Between groups	115.717	2	57.8585	22.148	*0.000
	Within groups	237.724	91	2.612352		
	Total	353.441	93			
Total score	Between groups	113.2	2	56.6	35.827	*0.000
	Within groups	143.763	91	1.579813		
	Total	256.963	93			

The results in Table (9) indicate that there are statistically significant differences at (0.05 α) in the satisfaction degree of the school principals to the supervisory services provided by the Directorate of Education in Marka due to academic qualification based on the calculated value of (35.827) (0.000). In addition, there were statistically significant differences in all fields with a value of P (41.002- 22.148) at a significance level of 0.000. In order to know the variance of the differences, the Scheffe test was applied for the post comparisons. Table 10 shows this.

Table (10) Scheffe test of the differences in the satisfaction degree of school principals with the supervisory services provided by the Directorate of Education in Marka is attributable to academic qualification

the field	academic qualification	means	Postgraduate	BA	Bachelor + High Diploma
			3.62	3.56	3.27
Activation of participatory supervision	Postgraduate	3.62	-	0.06	*0.35
	BA	3.56		-	*0.29
	Bachelor + High Diploma	3.27			-
Strengthen cooperation with teachers	academic qualification	means	Postgraduate	BA	Bachelor + High Diploma
			3.76	3.61	3.29
	Postgraduate	3.76	-	0.16	*0.47
	BA	3.61		-	*0.32
Help teachers make decisions	academic qualification	means	BA	Postgraduate	Bachelor + High Diploma
			3.79	3.69	3.21
	BA	3.79	-	0.10	*0.58
	Postgraduate	3.69		-	*0.48
Professional growth of teachers	academic qualification	means	BA	Postgraduate	Bachelor + High Diploma
			3.78	3.68	3.34
	BA	3.78	-	0.10	*0.44
	Postgraduate	3.68		-	*0.34
Total score	academic qualification	means	Postgraduate	BA	Bachelor + High Diploma
			3.69	3.67	3.28
	Postgraduate	3.69	-	0.02	*0.41
	BA	3.67		-	*0.39
	Bachelor + High Diploma	3.28			-

• **The difference is statistically significant**

The results in Table (10) indicate that there were statistically significant differences at (0.05 α) in the satisfaction degree of the principals with regard to the supervisory services provided by the Directorate of Education

in Marka due to academic qualification. Postgraduate and BA) when compared with a category (Bachelor + High Diploma) .

Question 3. Are there significant differences at the level ($\alpha \leq 0.05$) in the satisfaction degree of the principals to the supervisory services in the Directorate of Education in Marka due to experience variable?

Means and standard deviations were calculated for the satisfaction degree of school principals with regard to the supervisory services provided by the Directorate of education in Marka District due to experience. Table (11) shows this

Table (11) Means and standard deviations of the satisfaction degree of school principals with regard to the supervisory services provided by the Directorate of Education in Marka due to experience

the field	Experience	the number	Means	standard deviation
Activation of participatory supervision	Less than 5 years	23	3.55	0.50
	From 5 to less than 10 years	34	3.34	0.67
	Of 10 years and over	37	3.47	0.66
	Total	94	3.44	0.64
Strengthen cooperation with teachers	Less than 5 years	23	3.72	0.65
	From 5 to less than 10 years	34	3.36	0.78
	Of 10 years and over	37	3.46	0.83
	Total	94	3.49	0.78
Help teachers make decisions	Less than 5 years	23	3.83	0.57
	From 5 to less than 10 years	34	3.40	0.89
	Of 10 years and over	37	3.47	0.75
	Total	94	3.53	0.79
Professional growth of teachers	Less than 5 years	23	3.90	0.46
	From 5 to less than 10 years	34	3.40	1.05
	Of 10 years and over	37	3.57	0.80
	Total	94	3.58	0.86
Total score	Less than 5 years	23	3.73	0.46
	From 5 to less than 10 years	34	3.37	0.76
	Of 10 years and over	37	3.49	0.67
	Total	94	3.50	0.68

Table (11) shows that there are apparent differences between the means of the satisfaction degree of school principals to the supervisory services provided by the Directorate of Education in Marka due to the experience. The category of experience (less than 5 years) received the highest mean score of (3.73) (10 years and over), the second level experience with a mean of (3.49). Finally, the arithmetic mean for the category (5 to 10 years) reached 3.37 and to determine whether the differences between the averages

are statistically significant at the level of significance ($\alpha = 0.05$). One way ANOVA was applied. The results of the analysis of variance were presented as shown Table (12):

Table (12) ANOVA for significant differences in the satisfaction degree of principals with regard to the supervisory services provided by the Directorate of Education in Marka due to experience

the field	Source of Contrast	Total squares	Degrees of freedom	Average squares	Value of P	Level of significance
Activation of participatory supervision	Between groups	112.412	2	56.206	37.786	* 0.000
	Within groups	135.358	91	1.487451		
	Total	247.77	93	2.664194		
Strengthen cooperation with teachers	Between groups	116.527	2	58.2635	26.046	* 0.000
	Within groups	203.56	91	2.236923		
	Total	320.087	93	3.441796		
Help teachers make decisions	Between groups	119.648	2	59.824	26.891	* 0.000
	Within groups	202.441	91	2.224626		
	Total	322.089	93	3.463323		
Professional growth of teachers	Between groups	112.201	2	56.1005	21.162	* 0.000
	Within groups	241.239	91	2.650978		
	Total	353.44	93	3.80043		
Total score	Between groups	116.514	2	58.257	35.237	* 0.000
	Within groups	150.449	91	1.653286		
	Total	266.963	93	2.87057		

The results in Table (12) indicate that there are statistically significant differences at (0.05α) in the satisfaction degree of the school principals to the supervisory services provided by the Directorate of Education in Marka due to experience based on the calculated value of (35.237) (0.000). In addition, there were statistically significant differences in all fields with a value of P (21.162 - 37.786) at a significance level of 0.000. In order to know the variance of the differences, the Scheffe test was applied for the post comparisons. Table 13 shows this.

Table (13) Scheffe test of the differences in the satisfaction degree of school principals with the supervisory services provided by the Directorate of Education in Marka is attributable to experience

the field	experience	means	Less than 5 years	Of 10 years and over	From 5 to less than 10 years
			3.55	3.47	3.34
Activation of participatory supervision	Less than 5 years	3.55	-	0.08	*0.21
	Of 10 years and over	3.47		-	0.13
	From 5 to less than 10 years	3.34			-
Strengthen cooperation with teachers	experience	means	Less than 5 years	Of 10 years and over	From 5 to less than 10 years
			3.72	3.46	3.36
	Less than 5 years	3.72	-	*0.26	*0.36
	Of 10 years and over	3.46		-	0.10
	From 5 to less than 10 years	3.36			-
Help teachers make decisions	experience	means	Less than 5 years	Of 10 years and over	From 5 to less than 10 years
			3.83	3.47	3.40
	Less than 5 years	3.83	-	*0.36	*0.43
	Of 10 years and over	3.47		-	0.07
	From 5 to less than 10 years	3.40			-
Professional growth of teachers	experience	means	Less than 5 years	Of 10 years and over	From 5 to less than 10 years
			3.90	3.57	3.40
	Less than 5 years	3.90	-	*0.33	*0.50
	Of 10 years and over	3.57		-	0.17
	From 5 to less than 10 years	3.40			-
Total score	experience	means	Less than 5 years	Of 10 years and over	From 5 to less than 10 years
			3.73	3.49	3.37
	Less than 5 years	3.73	-	*0.24	*0.26
	Of 10 years and over	3.49		-	0.12
	From 5 to less than 10 years	3.37			-

• The difference is statistically significant

The results in Table (13) indicate that there were statistically significant differences at (0.05 α) in the satisfaction degree of the principals with regard to the supervisory services provided by the Directorate of Education

in Marka due to experience. 5 years) when compared with a category (from 5 to less than 10 years) and category (10 years and above) and in all fields except in the field (promotion of cooperation with teachers) where the difference in favor of categories (less than 5 years) (From 5 to less than 10 years).

Recommendations of the study

Based on the above results in this study, the researcher recommended the following:

- a. The results showed that the satisfaction degree of the school principals with the supervisory services provided by the Directorate of Education in Marka was medium. So, it is recommended to train educational supervisors on the use of modern supervisory services. Also, it is recommended for the educational supervisors to diversify the techniques of educational supervisors in supervisory services, and not to rely on one method of supervision, and to diversify these methods according to the nature of the objectives to be achieved.
2. The results showed that there were apparent differences between the means of the satisfaction degree of school principals and their supervisors with the supervision services provided by the Directorate of Education in Marka, according to the variable of the academic qualification. So, it is recommended that supervisory services should be subject to continuous evaluation and development whenever needed and have facilities to continue their studying if the results of evaluation showed weakness.
3. The results showed that the satisfaction degree of the principals with the supervision services provided by the directorate of education in Marka for the field of teacher assistance in decision-making was medium. So that, it is recommended for educational supervisors to develop plans to address the problems facing teachers in their ability for giving opinions and making decisions. Then, offer them training for leadership, classroom management and making decision.
4. The results showed that the satisfaction degree of the principals with the supervisory services provided by the directorate of education in Marka to the field of activating participatory supervision was medium. So, it is recommended for supervisors to hold training courses and train them on the use of participatory supervision effectively. These courses include procedural research and implementation of illustrative lessons,

educational concerns, guided readings, and a lack of focus on classroom visits

5. The results showed that the satisfaction degree of the principals with the supervisory services provided by the directorate of education of Marka District to the professional growth area of the teachers was medium. So it is recommended for the Ministry of Education to adopt a training program for educational supervisors that includes areas of preparation for the new teacher before entering the classroom. It includes the following areas: classroom management, planning, empowerment, teaching and evaluation skills in the field of teaching and curriculum evaluation.

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