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The Role of Training Programs for Visiting Supervisors in Enhancing the Performance of Physical Education Teachers: A Resident Supervisor's Perspective in the Schools of Qasaba Amman District

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Abstract

The study aimed to identify the role of training programs for visiting supervisors in enhancing the performance of physical education teachers from the perspective of resident supervisors in the schools of Kasbah Amman District. The researcher adopted a descriptive approach to align with the nature of the study, utilizing an electronic questionnaire distributed to resident supervisors in the Kasbah Amman District. The questionnaire focused on two primary domains: classroom management and lesson planning. The study sample consisted of 27 resident supervisors, representing 16% of the total study population of 150 resident supervisors, selected randomly. The Statistical Package for the Social Sciences (SPSS) software was employed to calculate arithmetic means, standard deviations, relative importance, rankings, and classifications of the questionnaire statements. The findings revealed that the training programs for visiting supervisors had a moderate role in improving teachers' performance in lesson planning, while their impact on classroom management was found to be highly significant. Based on these findings, the researcher recommends expanding training programs to further enhance teaching planning skills through visiting supervisors' interventions with teachers.

Keywords

Training programs, visiting supervisor, resident supervisor, physical education teacher.

Introduction :

Educational supervision aims to enhance all aspects of the educational process, which constitutes its primary domain and area of operation. It is regarded as a critical pillar in improving the quality of learning and teaching, as achieving this objective with efficiency and effectiveness is its primary purpose. Among the most significant roles and functions of educational supervision are the professional development of teachers, the enhancement of their scientific skills, and guiding them towards the continuous improvement and refinement of their educational competencies. Additionally, it

assists teachers in overcoming the educational challenges they encounter, recognizing that they are key components in the educational process. This is achieved by providing teachers with the necessary educational experiences and methods. As Husseini pointed out, "activating these experiences and methods and working towards their application, the educational supervisor also engages in an interactive process that is technical, human, social, cognitive, and value-driven, aiming to elevate the teacher's professional level and educational competencies to the highest possible degree" (2).

One of the most prominent recent changes in the role of the school principal is his responsibility to guide and supervise teachers, assisting them in their professional growth by identifying strengths and weaknesses observed in various educational contexts. Al-Auran (2009) emphasized this responsibility, noting that "through his visits to classrooms, the principal also plays a role in evaluating education as a partner in designing plans and setting goals. Naturally, he participates in the evaluation process to determine which objectives have been achieved, as well as the factors that facilitate or hinder their achievement, in order to develop programs for improvement" (7).

Attir (2017) stated that "professional development for teachers is a fundamental component of the success of education and the improvement of student learning due to its critical importance in enhancing the teacher's professional performance and elevating students' mastery of various educational skills. Professional development serves as the primary key to facilitating the teacher's acquisition of teaching skills, positively impacting their performance in classroom settings by providing the necessary educational services. Furthermore, the remarkable advancements in information systems, electronics, computers, and communication methods have contributed to the emergence of numerous modern educational trends in the preparation and training of teachers, aligning with contemporary educational variables" (4).

Al-Mahdawi (2022) asserted that "educational supervision is an organized and planned educational process aimed at improving the teacher's performance and educational outcomes. This is achieved by offering suitable educational experiences for teachers and ensuring the availability of the appropriate resources and conditions to foster effective teaching. Effective teaching, in turn, facilitates students' intellectual, scientific, and social growth. Educational supervision is considered a technical, cooperative

process between the supervisor and the teacher, intended to develop and enhance the educational process. Its cooperative nature signifies that it can only succeed through mutual collaboration between the supervisor and the teacher" (6).

Boutros (2015) emphasized that "the process of preparing the educational supervisor and specialist is of critical importance, relying primarily on the quality of training programs and sessions. The educational supervisor bears the responsibility of guiding and advising teachers during their service" (8). Adheeb (2019) highlighted the need "to address the contemporary and rapid global changes in scientific and technological knowledge and to utilize them to serve the educational learning process and achieve its objectives" (9). Similarly, Daghman (2020) stressed that "the teacher is the cornerstone of the educational and pedagogical process, as he plays a vital role that necessitates possessing capabilities, skills, and professional competencies. These enable him to effectively fulfill his responsibilities and duties by leveraging all available material and moral resources to enhance the level of performance" (10).

The Problem of the Study

Given the significant advancements in educational methods and the diversity of teaching approaches, alongside the influence of technology in accelerating the educational process, there is a profound impact on the teacher's role in the educational system and their direct influence on students as they adapt to new developments. It has become essential to develop and enhance teachers' capabilities to keep pace with the scientific revolution and modern educational methods that may contribute to improving educational outcomes and maximizing students' achievements.

The researcher observed a lack of professional activities and training courses aimed at developing and improving teachers' performance, as well as deficiencies in the mechanisms of training and performance enhancement. This raises the question: **Do training programs for**

visiting supervisors play a role in improving the performance of physical education teachers from the perspective of resident supervisors in the schools of the Qasaba Amman District?

The Importance of the Study

The importance of the study is summarized as follows:

1. To examine the role of training programs for the visiting supervisor in the areas of lesson planning and classroom management in enhancing teachers' performance.
2. To determine the effectiveness of the training programs employed in improving the educational process.

Study Objectives

The study aimed to achieve the following objectives:

1. To assess the degree to which training programs for the visiting supervisor contribute to improving the performance of physical education teachers in the field of lesson planning.
2. To assess the degree to which training programs for the visiting supervisor contribute to improving the performance of physical education teachers in the field of classroom management.

Study Questions

1. What is the degree of contribution of training programs for the visiting supervisor in improving the performance of physical education teachers in lesson planning from the perspective of the resident supervisor?
2. What is the degree of contribution of training programs for the visiting supervisor in improving the performance of physical education teachers in classroom management from the perspective of the resident supervisor?

Study Domains

- **Time Domain:** The second semester of the academic year 2022/2023.
- **Spatial Domain:** Schools in the Qasaba Amman district (Amman, Jordan).
- **Human Domain:** Resident supervisors in the schools of Qasaba Amman, totalling 150 supervisors.

Study Terminologies

1. **Training Programs:** Any form of support and capacity building designed to enable teachers and other educational staff to effectively guide and assess learners within the curriculum.
2. **Visiting Supervisor:** Defined by Saliwa (2005) as "a technical expert whose primary role is to assist teachers in their professional growth and address the educational challenges they encounter. Additionally, the visiting supervisor provides technical services to enhance teaching methods and steer the educational process in the right direction" (5).
3. **Resident Supervisor:** Defined by Al-Wadiyan (2007) as "a designated teacher appointed by the Ministry of Education to supervise teachers with the goal of improving and advancing the educational process" (1).
4. **Physical Education Teacher:** "An individual who has completed their university studies at a College of Physical Education or a Department of Physical Education within a College of Education, and obtained a bachelor's degree after completing a four-year program" (3).

Study Methodology

The researcher employed the descriptive method, which aligns with the nature of the research.

Study Population

The study population consisted of school principals in the Qasaba Amman Directorate, totalling 150 principals.

Study Sample

The study sample was a random selection of 27 school principals from the Qasaba Amman Directorate, which included a pilot sample of 8 resident supervisors.

Study Variables

- **Independent Variable:** Training programs for visiting supervisors.
- **Dependent Variable:** The performance level of physical education teachers.

Study Tools

The researcher utilized a questionnaire composed of two domains: lesson planning and classroom management. The questionnaire comprised 16 items evenly distributed across the two domains, with 8 items allocated to each. A three-point Likert scale was used to measure responses.

Study Procedures

1. The researcher requested a task facilitation letter from the Office of the Dean of the College of Physical Education to present it to the Ministry of Education, Qasaba Amman District, to facilitate the research process.
2. Approval was obtained in the form of a "No Objection" letter to conduct the study on resident supervisors within the Qasaba Amman District.
3. The study tool was distributed to a pilot sample of 8 resident supervisors, randomly selected from the study population. This was

Table No. (1) shows the Cronbach Alpha and reliability coefficients for the study scale

Seq.	Domain	Item No.	Cronbach's Alpha
1	Lesson Planning	8	0.83
2	Classroom Management	8	0.90
3	The Scale as a Whole	16	0.81

The correlation is statistically significant at the 0.01 level.

It appears from Table (1) that the Cronbach's Alpha coefficients for the scale ranged between 0.83 and 0.90, and the Cronbach's Alpha coefficient for the scale as a whole was 0.81. All reliability coefficients are high and acceptable for

done to calculate the Cronbach's Alpha reliability coefficient for the study domains and the overall scale. Once the reliability coefficients were deemed acceptable, the study was applied.

4. The researcher then submitted the questionnaire electronically to the educational officials (via the Director of the Educational Supervision Department in the Directorate of Qasaba Amman) and disseminated the research questionnaire to groups of resident supervisors in the Qasaba Amman District.
5. The responses of the study sample were collected and analyzed statistically using the Statistical Package for the Social Sciences (SPSS) to calculate arithmetic means, standard deviations, relative importance, as well as to rank and classify the questionnaire items according to their levels.

Validity of the Study Tool

The researcher utilized a questionnaire adapted from study (6), modifying certain items to suit the requirements of the current study.

Reliability of the Study Tool

To ensure the reliability of the study scale, the tool was distributed to a pilot sample of 8 supervisors, selected from the study population. The Cronbach Alpha reliability coefficient was calculated for the study domains and the overall scale. The scoring for negatively worded items was reversed to maintain consistency, as shown in Table (1).

the purposes of this study, as the Cronbach's Alpha reliability coefficient is considered acceptable if it exceeds 0.70.

Response Scale on the Study Scale

The three-point Likert scale was used to measure responses to the items in the domains of lesson planning and classroom management. The items were rated as follows: I agree to a great extent was assigned a score of 3, I agree to a moderate extent

was assigned a score of 2, and I agree to a small extent was assigned a score of 1. Three criteria were established to evaluate the study scale as follows:

Table No. (2) shows the criteria for judging the study scale

Seq.	Level	Degree
1	Low	1.00 to 1.66
2	Medium	1.67 to 2.33
3	High	2.34 to 3.00

Results Related to the Answer of the First Question:

What is the degree of contribution of the visiting supervisor's training programs to improving the performance of physical education teachers in

classroom management from the perspective of the resident supervisor?

To address this question, the researcher calculated the arithmetic means and standard deviations for all items as well as for the domain as a whole. The results are presented as follows:

Table No. (3) displays the arithmetic means and standard deviations for all items related to the contribution of the visiting supervisor's training programs to improving the performance of physical education teachers in lesson planning and for the domain as a whole (n=27).

Seq.	Item	Arithmetic Mean	Standard deviation	Relative importance(%)	Rank	Category
1	The visiting supervisor helps the teacher in developing a treatment plan for low-achieving students.	2.22	0.75	74	6	Medium
2	The visiting supervisor discusses with the teacher the educational goals that he plans to achieve in the classroom situation.	2.48	0.58	83	1	High
3	The visiting supervisor helps the teacher in developing a semester study plan.	2.26	0.59	75	4	Medium
4	The visiting supervisor helps the physical education teacher in translating the theoretical ideas in the semester plan into practical application.	2.37	0.49	79	3	High
5	The visiting supervisor involves the physical education teacher in holding training workshops at the school.	2.11	0.58	70	8	Medium
6	Does the visiting supervisor train the physical education teacher to use activity-based teaching strategies?	2.26	0.66	75	5	Medium
7	Does the visiting supervisor help the teacher in identifying appropriate educational methods for the classroom situation?	2.15	0.66	72	7	Medium
8	The visiting supervisor informs the physical education teacher of developments related to the educational and teaching process.	2.41	0.57	80	2	High
	The field as a whole	2.28	0.36	76		Medium

Results Related to Answering the Second Question:

What is the degree of contribution of the training programs for the visiting supervisor to improving the performance of physical education teachers in classroom management

from the perspective of the resident supervisor?

To address this question, the researcher calculated the arithmetic means and standard deviations for all items and for the domain as a whole. The results are presented as follows:

Table No. (4) displays the arithmetic means and standard deviations for all items related to the contribution of the training programs for the visiting supervisor to improving the performance of physical education teachers in classroom management from the perspective of the resident supervisor and for the domain as a whole (n=27).

Seq.	Item	Arithmetic Mean	Standard deviation	Relative importance (%)	Rank	Category
1	The supervisor directs the teacher on how to provide the appropriate classroom environment for learning to occur.	2.56	0.51	85	2	High
2	The supervisor asks the teacher to provide psychological security for students during the learning process.	2.37	0.63	79	7	High
3	Does the supervisor help the teacher find successful classroom management strategies?	2.41	0.57	80	6	High
4	The supervisor asks the teacher to activate student participation in practical activities.	2.49	0.53	84	3	High
5	The supervisor directs the teacher to use positive reinforcement during learning.	2.48	0.51	83	4	High
6	The supervisor emphasizes to the teacher the necessity of building human relationships with students during learning.	2.48	0.51	83	4	High
7	The supervisor guides the teacher in using appropriate communication methods with students, such as employing body language, gestures, and facial expressions to encourage learning.	2.63	0.49	88	1	High
8	The supervisor urges the physical education teacher to reinforce a sense of self-control away from using punishment.	2.36	0.62	79	8	High
	The scale as a whole	2.47	0.33	82	-	High

Results Discussion:

Table (3) illustrates that the arithmetic means and standard deviations for the items in the domain of lesson planning, as well as the domain as a whole, ranged between (2.48 and 2.11). The highest

mean was recorded for Item No. (2), which states: "The visiting supervisor discusses with the teacher the educational objectives that they plan to achieve in the classroom situation", with an arithmetic mean of (2.48) and categorized as high.

This was followed by Item No. (8), which states: "The visiting supervisor informs the physical education teacher of developments related to the educational and teaching process", with an arithmetic mean of (2.41) and a high degree. The third highest mean was for Item No. (4), which states: "The visiting supervisor helps the physical education teacher translate theoretical ideas in the semester plan into practical application", with an arithmetic mean of (2.37) and a high degree. The lowest mean was recorded for Item No. (5), which states: "The visiting supervisor involves the physical education teacher in holding training workshops in the school", with an arithmetic mean of (2.11) and categorized as average. Overall, the arithmetic mean for the domain as a whole was (2.28), categorized as average. The researcher attributes this result to the significant role of the visiting supervisor in impacting the physical education teacher by providing guidance, training, and consistent follow-up using all available resources in the domain of lesson planning.

Table (4) shows that the arithmetic means and standard deviations for the items in the domain of classroom management, as well as the domain as a whole, ranged between (2.63 and 2.36). The highest mean was recorded for Item No. (7), which states: "The supervisor guides the teacher to use appropriate communication methods with students, such as employing body language, gestures, and facial expressions to encourage students to learn", with an arithmetic mean of (2.63) and categorized as high. This was followed by Item No. (1), which states: "The supervisor directs the teacher on how to provide the appropriate classroom environment for learning to occur", with an arithmetic mean of (2.56) and categorized as high. The third highest mean was for Item No. (4), which states: "The supervisor asks the teacher to activate classroom participation for all students", with an arithmetic mean of (2.49) and categorized as high. The lowest mean was recorded for Item No. (8), which states: "The supervisor urges the physical

education teacher to accustom students to self-discipline, avoiding the use of punishment", with an arithmetic mean of (2.36) and categorized as high. The overall arithmetic mean for the domain as a whole was (2.47), categorized as high.

The researcher attributes this result to the visiting supervisor's focus on training teachers in comprehensive classroom management, encompassing its interactive, practical, and disciplinary aspects, to achieve the best outcomes in the educational process.

The findings are consistent with those of Adheeb (2019), Al-Mahdawi (2022), Attir (2017), and Al-Auran (2009), which emphasized the critical role of the educational supervisor in providing support, guidance, and educational programs that enhance the professional, specialized, cultural, and teaching competencies essential for teachers. [\(9\)](#), [\(6\)](#), [\(4\)](#), [\(7\)](#).

Conclusions:

1. The training programs for the visiting supervisor had a moderate role in improving the performance of physical education teachers in the domain of lesson planning, according to the perspective of the resident supervisor.
2. The training programs for the visiting supervisor had a significant role in improving the performance of physical education teachers in the domain of classroom management, according to the perspective of the resident supervisor.

Recommendations:

1. The researcher recommends enhancing training programs provided by the visiting supervisor to physical education teachers in the areas of lesson planning to improve and elevate the general level from moderate to high, based on the previous results.
2. It is recommended to continue training methods in the domain of classroom management for physical education teachers to maintain the current level, explore new

developments, and recommend them to supervisors to provide to teachers.

Author’s declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (November /2024)

Author’s contributions:

All contributions of this study were done by the researcher (A.M.) who get the main idea and work on writing and concluding also with number of experts, the researcher himself in Statistics, Oliver Stoll in revision, Noor Riadh in translating, Aida AL-awamleh in proofreading

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Appendices

The Questionnaire Used for Data Collection

First Domain: Planning for Teaching

No.	Items	Largely	Moderately	Slightly
1	The visiting supervisor helps the teacher in developing a treatment plan for low-achieving students.			

2	The visiting supervisor discusses with the teacher the educational goals that he plans to achieve in the classroom situation.			
3	The visiting supervisor helps the teacher in developing a semester study plan.			
4	The visiting supervisor helps the physical education teacher in translating the theoretical ideas in the semester plan into practical application.			
5	The visiting supervisor involves the physical education teacher in holding training workshops at the school.			
6	Does the visiting supervisor train the physical education teacher on using activity-based teaching strategies?			
7	Does the visiting supervisor help the teacher in identifying the appropriate educational methods for the classroom situation?			
8	The visiting supervisor informs the physical education teacher of the latest developments related to the educational and teaching process.			

Second Domain: Classroom Management

No.	Items	Largely	Moderately	Slightly
1	The supervisor directs the teacher on how to provide the appropriate classroom environment for learning to occur.			
2	The supervisor asks the teacher to provide psychological security for students during the learning process.			
3	Does the supervisor assist the teacher in achieving effective classroom management?			
4	The supervisor instructs the teacher to promote active participation from all students in the classroom.			
5	The supervisor directs the teacher to utilize positive reinforcement during the learning process.			
6	The supervisor emphasizes to the teacher the importance of building positive human relationships with students during learning.			
7	The supervisor advises the teacher to employ appropriate communication methods with students, such as using body language, gestures, and facial expressions to encourage learning.			

8	The supervisor encourages the physical education teacher to help students develop self-discipline without resorting to punishment.			
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دراسة دور برامج التدريب للمشرف الزائر على تحسين اداء معلمي التربية الرياضية من وجهة نظر المشرف المقيم في

مدارس لواء قصبة عمان

انس "محمد خير" رشيد كايد

الجامعة الاردنية

هدفت الدراسة التعرف الى دور برامج التدريب للمشرف الزائر على تحسين اداء معلمي التربية الرياضية من وجهة نظر المشرف المقيم في مدارس لواء قصبة عمان واستخدم الباحث المنهج الوصفي لما يتناسب و طبيعة الدراسة من خلال تقديم استبانة الكترونية تم توزيعها على المشرف المقيم لواء قصبة عمان و تحتوي على محور الادارة الصفية و محور التخطيط للدرس ، حيث بلغت عينة الدراسة 27 مشرفا مقيما وبما نسبته 16% تم اختيارها بشكل عشوائي من مجتمع الدراسة البالغ عدده (150) مشرفا مقيما ، وتم استخدام برنامج الرزم الاجصائية للعلوم الاجتماعية spss للحصول على المتوسطات الحسابية و الانحرافات المعيارية و الاهمية النسبية و الرتب و التصنيف لعبارات الاستبيان ، و اظهرت ابرز النتائج ان برامج التدريب للمشرف الزائر كان لها دور متوسط في تحسين اداء المعلمين في مجال التخطيط للتدريس ، و كان دور برامج التدريب مرتفع في مجال الادارة الصفية ، و يوصي الباحث بضرورة العمل على زيادة برامج التدريب في مجالات التخطيط للتدريس من خلال المشرف الزائر للمعلمين .

مستخلص البحث

برامج التدريب ، المشرف الزائر ، المشرف المقيم ، معلم التربية الرياضية .

الكلمات المفتاحية