

# **The role of educational supervisors in developing professional performance of social studies teachers in the directorate of education in the north-west Badia in Mafraq Governorate<sup>\*</sup>**

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## **Abstract**

The purpose of this study was to explore the role of Educational supervisors in developing professional performance of social studies teachers in the Directorate of Education in the north-west Badia in Mafraq Governorate, Jordan. To achieve the objectives of the study, a questionnaire was designed consisting of (43) items divided into five domains, which was distributed to (99) teachers (male and female). The results showed the following:

- 1) The role of the Educational supervisors in developing professional performance of social Studies teachers in the Directorate of Education in the north-west Badia in Mafraq Governorate occupied the first place with a moderate degree as evaluation domain followed by class visits domain, then curriculum and teaching methods and relation with colleagues and society domains, while planning domain ranked last .
- 2) There are statistically significant differences at the level of ( $\alpha=0.05$ ) due to the effect of the qualification on curriculum and teaching methods domain for the favor of higher studies while

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\* For the paper in Arabic see pages (573-613)

there are no statistically significant differences for the rest of the domains.

- 3) There were statistically significant differences at ( $\alpha=0.05$ ) between experience category of 10 and more on the one hand and between 1-less than 6 and 6-10 on the other, the differences were for the favor of 1-less than 6 and 6 to less than 10, and in planning and relations with colleagues and society domains statistically significant differences. Moreover, there were significant statistical differences between 1 to less than 6 years and between 10 and more for the first on the tool as a whole.

**Key Words:** Role, Educational Supervisor, Social Studies Teachers, Professional Performance Development.