



RESEARCH ARTICLE

Ministry of Education Supervisors' Role in Enhancing History Teachers' Performance, First Directorate of Jarash Governorate, from History Teachers' Perspective

Basel H. Menazel*

Faculty of Educational Sciences, Al al-bayt University, Mafraq, Jordan

ARTICLE INFO	ABSTRACT
Received: Nov 3, 2024	This study examines the role of Ministry of Education supervisors in improving the performance of history teachers in the First Directorate of Jarash Governorate based on teachers' perceptions. It also explores differences by gender, age, and experience. A descriptive methodology was employed, using a survey instrument to collect data from a sample of 67 history teachers, with 61 valid responses (91% response rate). Findings showed that supervisors were moderately effective, particularly in lesson planning, classroom management, and student evaluation. No significant differences were found by gender or age, but teachers with 6–10 years of experience reported more positive impacts.
Accepted: Jan 10, 2025	
Keywords	Recommendations include prioritizing professional development in teaching practices and establishing specialized departments to evaluate and improve supervisory performance in line with national standards.
Educational Supervision	
Teacher Performance	
History Teachers	
Supervisors' Role	
Educational Quality	

***Corresponding Author:**

baselmosa88@hotmail.com

INTRODUCTION

Like human behavior, education differs from other professions and ministries in that it requires human resources from diverse age groups and backgrounds; all managed scientifically to ensure the educational system produces outcomes aligned with the country's educational policies and general strategies. Education cannot rely on a single resource or input; it is a collective process involving students, teachers, supervisors, and even the students' parents. Thus, the educational process requires understanding all inputs to achieve the set objectives (Mohammed, 2013, p. 3).

The success of the educational process depends on various factors, with the cornerstone of being a qualified teacher. Textbooks, policies, and strategies alone cannot guarantee this success unless qualified teachers are in place for each subject. To ensure that teachers remain highly qualified and continuously develop, an educational evaluation and development process is necessary—supported by research in the educational field and supervision by the Ministry of Education. This process should facilitate the identification of strengths and weaknesses through scientific discussions, extending beyond the traditional supervision methods currently in practice, which rely on field-based supervision (Zughaibi, 2008, p. 1).

Indeed, every profession requires direct supervision to ensure success and continuous improvement. Teachers who shape future generations, the workforce, and future citizens of the nation require supervision based on sound educational principles. Curricula and lesson schedules alone are insufficient to achieve the desired goals; the key lies in implementing curricula. Thus, supervision becomes one of the most important factors in ensuring the educational process's success and achieving its goals (Abu Shamleh, 2009, p. 2).

Supervision plays a crucial role in educational development. It should be carried out by creative, resourceful individuals with various ideas regarding educational behavior, curricula, educational environments, student categorization, and teacher development. Some researchers view educational supervision as a leading process designed to enhance teachers' work through effective teaching and the demonstration of appropriate educational conduct (Sarfo & Cudjoe, 2016, p. 87). It is widely accepted that teachers bear the most significant responsibility in the educational process, while educational supervision provides frameworks that enhance teacher efficiency, ensuring meaningful and beneficial educational outcomes (Mohammed, 2013, p. 4).

Despite supervisors' varied roles, improving teacher performance is one of the most critical issues, as enhancing teacher performance directly impacts educational outcomes and student success (Ehmidah, Jmiaan, & Khawaldeh, 2011, p. 733).

In light of these points, this study aims to examine educational supervisors' role in enhancing history teachers' performance from the teachers' perspective. To understand this role clearly, it is essential to explore in detail the evaluation work performed by supervisors to understand better the intricate duties assigned to teachers (Monyatsi, Steyn, & Kamper, 2006, p. 427). By doing so, the study seeks to offer valuable recommendations for enriching the supervision process. This study focuses specifically on history teachers, highlighting the importance of progressing into the future while maintaining a strong foundation in our history. We must not overlook history because it shapes who we are today, becoming tomorrow's history. By focusing on history and delivering it effectively to students, we contribute to building a tolerant and high-value society based on Islamic values passed down through history. Our country, blessed with peace compared to the troubled neighboring Arab nations, requires a strong sense of ownership and preservation of its cultural identity. Our nation can remain resilient despite external challenges by strengthening its community and institutions.

Thus, this study is titled: Ministry of Education Supervisors' Role in Enhancing History Teachers' Performance, First Directorate of Jarash Governorate, from History Teachers' Perspective.

STATEMENT OF THE PROBLEM & QUESTIONS:

Based on the researcher's experience and review of various studies, it has become evident that it is crucial to activate the role of Ministry of Education supervisors in enhancing the performance of history teachers in the First Directorate of Jarash Governorate from the perspective of history teachers themselves. Supervisors are vital in improving the educational process and enhancing teacher proficiency, making them a key component. However, the traditional approach within the Ministry of Education, which primarily consists of meetings and seminars, often leads to unequal attention being given to different fields or subjects, neglecting certain areas, including history. This creates a significant issue, as there is a pressing need to empower history teachers within the context of the significant transformations currently shaping the region and altering its historical landscape.

As a pillar of contemporary life, history encompasses human behavior from ancient times to the present. Therefore, it should receive significant attention due to its crucial role and the potential of its content to preserve our historical and cultural legacy, guiding us through the challenging circumstances faced by our Arab region. In addition to focusing on the subject matter, it is equally important to develop teachers' abilities and empower them to overcome their challenges, enabling them to deliver content most effectively. This development is as essential as the subject content itself.

Furthermore, it is essential to recognize that teacher evaluation standards remain the same across all subjects. However, teachers often have a rigid relationship with supervisors, which may affect the educational process, especially given the prevailing belief among students, teachers, and supervisors that history is a rigid subject primarily focused on memorization. Consequently, there is an urgent need for continuous professional development, which can enhance teachers' abilities and attitudes toward their profession.

The current traditional supervisor visits to classrooms are insufficient to address the following key question: What is the role of Ministry of Education supervisors in enhancing the performance of history teachers in the First Directorate of Jarash from the perspective of history teachers?

The significance of the study:

This study is significant because it addresses the role of education supervisors, which directly impacts the educational process and student outcomes. By examining the supervisors' roles in enhancing history teachers' performance, this study highlights strengths and weaknesses and offers insights that could enrich the educational process and contribute to better achievement of its goals.

Additionally, this study is significant because history is a crucial subject in education. History is crucial in developing human relationships and understanding between different peoples. Therefore, evaluating whether this subject receives the attention it deserves from supervisors is essential.

Finally, the study aims to explore the nature of the relationship between supervisors and history teachers in the First Directorate of Jarash Governorate. It seeks to determine whether this relationship is professional or influenced by personal interactions and to assess the extent to which these relationships impact students, either positively or negatively.

Study Objectives:

This study aims to identify the role of Ministry of Education supervisors in the planning, lesson execution, classroom management guidance, and performance evaluation of history teachers in the First Directorate of Jarash Governorate from the perspective of history teachers.

Additionally, the study seeks to determine whether there are significant differences in history teachers' performance based on personal data variables, including gender, age, and experience, in the First Directorate of Jarash Governorate.

Finally, the study also aims to evaluate the Ministry of Education supervisors' supervisory behavior in the First Directorate of Jarash Governorate, again from the history teachers' perspective.

Study definitions:

The Supervisor: A person employed by the Ministry of Education, based on the recommendation of the Education Management Committee, to support and develop the educational process (Dosary, 2007, p.7). Procedurally, the supervisor is defined as an employee of the Ministry of Education in the First Directorate of Jarash Governorate, responsible for overseeing the educational process in schools within the Directorate's jurisdiction. This includes helping history teachers with lesson planning, implementation, classroom management, and mentoring and evaluating students.

Educational Counseling or Supervision: A participatory process between the teacher and supervisor, conducted through a series of tasks aimed at developing the inputs, processes, and outputs of the educational process (Mohammed, 2013, p. 17).

History Teachers are teachers employed by the Ministry of Education to teach history (Sulieman, 2002, p. 110). Procedurally, history teachers are those hired by the Ministry of Education in the First Directorate of Jarash Governorate, specializing in teaching history.

First Educational Directorate of Jarash: This is the educational directorate within the Jarash Governorate responsible for overseeing the educational process in schools within its jurisdiction. It is located in the First Educational Directorate of Jerash, Jordan.

Study Limitations:

- Time: Represented by the distribution of the instrument 2024\2023.
- Place: Represented by the distribution of the instrument in the First Educational Directorate of Jerash, Jordan.
- Subject: Focuses on the development of teacher performance.

Previous Studies:

A study conducted by Al-Rsa'i et al. (2021) evaluated the quality of teaching performance among Jordanian teachers, focusing on the role of educational supervisors and school principals in assessing teaching effectiveness. The research highlighted the importance of performance evaluation in enhancing teaching quality and emphasized the need for developing scientific methods of observation and evaluation to improve teaching practices. The study found that the performance of educational supervisors and school principals significantly influences the quality of teaching, underscoring the necessity for effective evaluation systems to support teachers' professional development.

Another study conducted by Mestarihi (2020) focused on the role of educational supervisors in enhancing the professional performance of social studies teachers in Jordan, particularly in the Irbid Governorate. The research explored how gender, academic qualifications, school level, and years of experience influenced teachers' professional development. The study underscored the vital role of educational supervision in improving teaching practices and skills. It also emphasized the importance of continuous professional development programs delivered through supervisor interactions, which help teachers stay updated with modern teaching methods and strategies.

The findings of Mestarihi's study concluded that supervisors are instrumental in guiding and supporting teachers. Certain variables, such as years of experience, were noted as significantly shaping teachers' responses to supervision.

AlZghibi and Mohammed (2008) conducted a study to shed light on the role of counselors in developing the performance of elementary education teachers in Al-Qassim City, Saudi Arabia, from the perspective of teachers and principals. A questionnaire was distributed to 151 principals and 195 teachers from elementary schools within the Al-Qassim Educational Directorate. The results revealed that the role of supervisors in enhancing teachers' performance in elementary schools in Al-Qassim was perceived as moderate by both teachers and principals.

In another study, AlMasa'deh (2001) sought to examine the effectiveness of the coordinating teacher's role in assisting the school principal and the support provided by teachers and principals to the coordinating teacher. The sample included 15 principals, 68 teachers, and 53 coordinators. The findings indicated that principals, teachers, and coordinating teachers shared similar perspectives on the coordinating teacher's role in supporting the principal and enhancing the educational process. The study also identified which skills were least practical or applied in supporting the success of the coordinating teacher in this role.

AlDosari (2007) conducted a study to explore the viewpoints of elementary-stage teachers regarding their supervisors and how they benefit from their supervisors' experiences. The study also examined supervisors' role in supporting teachers' professional development. The sample comprised 280 teachers from elementary schools in the Wadi Al-Dawaser province, Saudi Arabia. The results

revealed that the counselors moderately practiced their role in enhancing the professional performance of elementary-stage teachers in the region.

In a study by Ehaidah, Fathi et al. (2011), the role of supervisors in developing female kindergarten teachers' performance to improve children's language skills in Jordan was explored from the perspective of female kindergarten teachers. The sample consisted of 213 female kindergarten teachers from Amman, Irbid, and Mafraq provinces. The findings indicated that the supervisors' role in enhancing female kindergarten teachers' performance to develop children's language skills was perceived as low.

Shdifat (2002) conducted a study examining supervisors' role in developing teachers' performance in Northern Badia schools from the teachers' perspective. The study population included all male and female teachers in Northern Badia schools for the 2000-2001 academic year. The sample comprised 182 teachers. The results showed that the supervisor's role in enhancing teachers' performance in these schools was perceived as low.

In a study by AlKhawaldeh (2002), the role of the Islamic Education supervisor in developing teachers' performance from the teachers' perspective was explored. The study population consisted of all 65 Islamic Education teachers in the University District in the Second Amman Directorate. The findings revealed that the Islamic Education supervisor's role in enhancing teacher performance was perceived as moderate, with no significant differences based on experience, gender, or qualification.

Ghada and Mohammed (2013) conducted a study to identify counselors' supervision practices in Amman city and their relationship with teachers' attitudes towards the profession. The study population consisted of all male and female upper primary teachers across 383 education directorate schools in Amman City, the capital governorate. The results indicated that the level of supervision practices by counselors in Amman city, from the viewpoint of upper primary level teachers, was moderate, and teachers' attitudes toward their profession were also moderate.

Abu Shamleh and Kamel (2009) conducted a study to evaluate the efficiency of supervision practices implemented by supervisors to enhance teacher performance in UNRWA schools in Gaza. A questionnaire was distributed to 275 male and female Math and Arabic language teachers in the 2008/2009 academic year. Results showed that the supervision practices were efficient, and no statistically significant differences, based on gender, were found between teacher responses.

AlQurashi (2008) investigated the role of supervisors in developing middle-level primary education social science teachers' performance in using educational aids from the perspectives of teachers and supervisors in Mecca city. The study population included 267 social sciences teachers and 20 supervisors. The results indicated that both teachers and supervisors perceived the supervisors' focus on the use of educational aids as moderate, and the methods used to enhance teachers' use of teaching aids were also moderate.

Menem and Mahmud (2006) conducted a study to assess the efficiency of education supervisors in managing education in the AlGrayyat district of Saudi Arabia from the teachers' perspective. The study sample consisted of 312 teachers. The findings revealed that, from the teachers' perspective, the efficiency of education supervision in managing learning was high, with the following factors ranked in descending order of importance: planning, classroom tests, training, career development, evaluation, communication, and curricula. No statistically significant differences were found regarding supervision efficiency based on qualification, educational stage, experience, or process variables.

Patrick and Enaigbe (2009) explored teachers' supervision role in Nigeria's primary schools, proposing strategies to develop the supervision process. The results indicated that all elementary school teachers in Nigeria needed to improve their supervision skills to achieve primary education

goals. Strategies such as continuous interaction between teachers and supervisors, continuous educational process development, and advanced supervision programs were recommended.

Sibel et al. (2010) studied English teachers' supervisors' perspectives on career development in Northern Cyprus. The findings revealed that supervisors encouraged English teachers to address their weaknesses and emphasize their strengths. The study concluded that a significant gap existed between the teachers' views and the skills required for adequate educational supervision.

Greg et al. (2003) conducted a study on the state of supervision in agricultural education. The study aimed to assess the level of monitoring models used and the relationship between the level of monitoring and supervisor experience. The results showed a weak relationship between the chosen indices and the methods most frequently employed by the supervisor.

Podgursky (2003) studied reasons for academic performance development in public schools in the USA. Following an extensive review of relevant literature, the researcher analyzed 200 papers related to academic performance. Results indicated that students required frequent periodic tests to evaluate their performance and address unethical conduct within schools. The study emphasized the importance of guiding students toward educational goals to optimize learning outcomes.

Jared (2009) aimed to examine the impact of principal teachers on the educational supervision process, specifically focusing on evaluating teacher performance. The study sample consisted of 10 subject principal teachers, 6 of their supervisors, 192 teachers, and 30 student leaders from private secondary schools in Entebbe, Uganda. Findings revealed that the practice of supervision by subject principal teachers was low, attributed to private school teachers' lack of understanding of the profession and insufficient support for the supervision process. This situation was considered abnormal due to the nature of the teacher-supervisor relationship.

Sarfo and Cudjoe (2016) investigated the impact of supervisors on teacher performance in primary education schools in Ghana, exploring the relationship between teachers and supervisors. Using quantitative and qualitative methods, the study sample consisted of 111 individuals: 83 teachers, 22 subject principal teachers, five supervisors, and the head of a supervision department. The study concluded that the supervision process was not conducted appropriately, and an unfriendly relationship existed between teachers and supervisors.

Lavy (2007) examined the impact of supervisors on teachers' performance by reviewing studies conducted in the USA and Israel. The study found that linking teachers' wages and incentives to performance improved their performance. However, it also revealed a negative aspect where teachers focused on material incentives. Lavy proposed a system that balanced individual and school incentives and promoted a cooperative culture within schools.

Jacob and Lefgren (2007) explored how well principals could identify proficient teachers, as this ability is crucial for assessing the overall educational process. The study, which involved 201 teachers from medium-sized schools in the western USA, showed that principals could determine a teacher's best achievements only at the end of the teaching process and not before. This finding indicated that teachers' performance could not be predicted mid-way through the teaching process.

Rathman (2006) studied teachers' attitudes toward performance appraisal to understand its relationship with job satisfaction. The study sample comprised 232 secondary school teachers (91 male and 141 female) from 6 Kedah province, Malaysia government schools. The results showed differences in teachers' attitudes toward performance appraisal and high job satisfaction, with a strong commitment to their profession.

Advantages of the Present Study:

The present study offers several advantages over previous research in this field:

Comprehensive Knowledge Base: The researcher integrates extensive knowledge of Arabic and foreign literature, particularly the indices used to measure a supervisor's role in teacher performance development. This study highlights key findings from various researchers, contributing to a more cohesive and comprehensive understanding of the subject.

Focus on History Teachers: Unlike previous studies, which did not specifically address history teachers, this research fills this gap. Despite their subject's importance, history teachers have not received much attention in the context of supervision and performance evaluation, largely due to the view that history curricula are rigid. This makes the present study unique in its focus.

Contextual Relevance: The study is distinctive due to its focus on history teachers in the First Education Directorate of Jarash. This geographical and contextual focus further differentiates the study from previous research on other subjects and regions.

Study Methodology: An explanation of the descriptive-analytical approach, which seeks to describe the roles and behaviors of supervisors, assess teachers' perspectives, and analyze the data obtained from the questionnaire responses.

This section of the study outlines the methodology used for data analysis and the processes followed to answer the research questions. The study relies on a questionnaire as the primary data collection instrument, and this section explains how the responses were analyzed to provide meaningful insights.

The study employed an analytical descriptive method suitable for describing the research subject and analyzing the data collected. This approach allows the researcher to examine and interpret the responses, addressing the research questions.

The following aspects of the study plan are explained in detail:

Data Collection: This section discusses the methods used to gather data, including the development of the questionnaire and the process of distributing it to the selected sample. It also covers how the consistency and validity of the study instrument were ensured.

Population and Sample Selection: A description of the study population, including the history teachers in the First Education Directorate of Jarash, and the sample selection procedure.

Questionnaire Distribution: Clarify the steps taken to distribute the questionnaire to the study sample, ensuring broad participation and representation.

Data Analysis Methods: A detailed explanation of the statistical methods employed to analyze the collected data. This includes the scales used to measure the various study dimensions, such as teachers' perceptions of supervisors' roles in enhancing performance.

Reliability and Validity: The steps taken to verify the reliability and validity of the study instrument ensure the results accurately reflect the teachers' perspectives.

By utilizing this methodological framework, the study aims to produce insightful and valid findings regarding the role of supervisors in enhancing history teachers' performance.

Instrument tests (the questionnaire):

Reliability:

To ensure the reliability of the study instrument (the questionnaire), it was first reviewed by a group of experts in the field. This review aimed to verify the questionnaire's content and assess the clarity and appropriateness of the statements. Based on the experts' feedback and suggestions, the questionnaire was revised accordingly to improve its quality.

A pilot study was conducted with a sample of 20 participants to test the instrument's reliability further. The reliability was measured by calculating correlation coefficients for the individual items about the overall score. Specifically, the following comparisons were made:

- The correlation between each item and the total score of the questionnaire.
- The correlation between each item and its related field.
- The correlation between each field and the total score.

These correlation coefficients serve as validity indicators for the questionnaire's structure. A correlation coefficient for each item was calculated by comparing the item with the total score. The results of these calculations revealed that the correlation coefficients ranged from 0.4 to 0.62, indicating acceptable reliability for the instrument.

The values of the correlation coefficients are presented in the following table:

Table 1: Correlation coefficients between items and total score

Item no.	Corr. Coefficient with instrument	Item no.	Corr. Coefficient with instrument	Item no.	Corr. Coefficient with instrument	Item no.	Corr. Coefficient with instrument
1	.52**	9	0.55**	17	**0.51	25	0.40**
2	0.44**	10	0.52**	18	**0.52	26	0.60**
3	0.48**	11	0.42**	19	**0.55	27	0.62**
4	0.4**	12	0.56**	20	**0.58	28	0.65**
5	0.56**	13	0.58	21	**0.57	29	0.55**
6	0.48**	14	0.56**	22	**0.52	30	0.57**
7	0.50**	15	0.52**	23	**0.49	31	0.52**
8	0.47**	16	0.48**	24	**0.52	32	0.54**

*Statistically significant at ($\alpha=0.05$).

** Statistically significant at ($\alpha=0.01$).

It is important to note that all the correlations were found to be both acceptable and statistically significant, which led to the retention of all items without any deletions.

Instrument consistency:

The internal consistency was calculated using Cronbach's Alpha formula to assess the instrument's consistency, yielding a value of 0.84.

Table (2): The internal consistency variable Cronbach's Alpha formula for the instrument fields and total

Field	Internal consistency
Planning	0.71
Lesson Implementation	0.80

Class management student guidance through	0.76
Evaluation	0.78
Total score	0.84

Population and sample:

The study population consisted of 67 history teachers, 30 male and 37 female, in the First Directorate of Jarash. The instrument was distributed to all teachers, and 61 completed and returned their questionnaires, resulting in a high response rate of 91%.

Statistical Methods Used:

- Means and Standard Deviations: These were used to determine the level at which Ministry of Education supervisors practiced enhancing history teachers' performance in the First Directorate of Jarash from the history teachers' perspective. Results were categorized into weak, moderate, and intense levels.
 - T-Test: Based on the history teachers' perspective, this test assessed the impact of demographic variables on the role of Ministry of Education supervisors in enhancing history teachers' performance in the First Directorate of Jarash.
 - Post Comparisons with Schaffe Tests: These were conducted to identify where significant differences occurred and which groups were favored.

To answer the main study question, "What is the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash, from the history teachers' perspective?"

Table 3: Means and standard deviations for the planning items in descending order according to mean values.

Rank	No.	Item	M	SD	DEG
1	2	The supervisor helps me with my daily, monthly, and annual planning	2.85	1.16	Moderate
2	3	The supervisor helped me recognize the differences between students.	2.84	1.12	Moderate
3	8	The supervisor guides me to focus on skill goals required to develop student skills	2.82	1.24	Moderate
4	7	The supervisor helps me in analyzing lesson plans so I can follow and implement them	2.72	1.14	Moderate
5	1	The supervisor helps me in determining the suitable educational methods and resources	2.68	1.22	Moderate

4	6	The supervisor helps me in determining remedial plan components and how to construct them	2.67	1.18	Moderate
7	6	The supervisor provides me with	2.63	1.24	Moderate
		term dates and a calendar of holidays, events, and important dates for me to include in my semester and annual plans			
8	5	The supervisor reviews with me what training I need and how beneficial the training courses are.	2.62	1.27	Moderate
		Total	2.73		Moderate

As shown in Table 3, the mean values for the items ranged between 2.62 and 2.85. Item 2, "The supervisor helps me in my daily, monthly, and annual planning," had the highest mean value, indicating a strong perception of supervisor support in planning activities. On the other hand, Item 5, which states, "The supervisor reviews with me what training I need and how beneficial training courses are," ranked the lowest with a mean value of 2.62, suggesting that teachers felt less support regarding training needs and course effectiveness. Overall, the total mean value for all items was 2.73, reflecting a moderate level of supervisor involvement in enhancing teacher performance.

Table 4: Means and s. deviations for the lesson implementation items ordered descended according to mean values.

Rank	No.	Item	M	SD	DEG
1	2	The supervisor helps me prepare for new lessons utilizing his/her past knowledge	3.11	1.08	Moderate
2	4	The supervisor helps me in relating lesson content to practical aspects	3.08	1.04	Moderate
3	1	The supervisor helps me identify new methods that can develop education, like visiting other teachers	3.02	1.14	Moderate
4	6	The supervisor helps me by providing learning resources and tools to use in achieving desired educational goals	2.98	1.12	Moderate
5	3	The supervisor encourages me to accept student opinions and suggestions	2.95	1.09	Moderate

6	8	The supervisor helps me with methods for asking questions suitable to student levels	2.91	1.24	Moderate
7	5	The supervisor recommends appropriate methods of dealing with gifted students and preparing special programs for them	2.86	1.18	Moderate
8	7	The supervisor helps me write questions that are appropriate to the lesson content.	2.82	1.22	Moderate
		Total	2.58		Moderate

As shown in the results of Table 4, the mean values ranged from 2.82 to 3.11. Item 2, with a mean of 3.11, ranked first and states, "The supervisor helps me prepare for new lessons utilizing his/her past knowledge," reflecting a high level of perceived support from the supervisor in lesson preparation. In contrast, Item 7 ranked last with a mean of 2.82 and states, "The supervisor helps me in writing questions appropriate to lesson content," indicating a lower level of support. The overall mean value was 2.58, suggesting that, while there was some level of support, it was not consistently high across the various aspects of teacher performance enhancement.

Table 5: Means and s. Deviations for class management items are in descending order according to mean values.

Rank	No.	Item	M	SD	DEG
1	4	The supervisor helped me learn about my behavior types with others and their impact on them.	3.22	1.25	Moderate
2	8	The supervisor helps me instill faith in students	3.16	1.16	Moderate
3	7	The supervisor encourages me to be a role model	3.12	1.12	Moderate
4	3	The supervisor encourages me to accept students of all levels	3.10	1.09	Moderate
5	6	The supervisor encourages me to be patient and tolerant	3.04	1.17	Moderate
6	1	The supervisor guides me in methods of remedying student behavioral problems	2.95	1.26	Moderate

7	5	The supervisor encourages me to be frank with parents and provide them with necessary information about their children	2.87	1.12	Moderate
8	2	The supervisor helps me in developing sound and positive attitudes and habits	2.81	1.09	Moderate
		Total	3.03		Moderate

As observed from Table 5, the mean values ranged from 2.81 to 3.22. Item 4 ranked first with a mean of 3.11, stating, "The supervisor helps me in knowing my behavior types with others and their impact on them," indicating that supervisors were perceived to provide valuable guidance regarding interpersonal behavior. On the other hand, Item 2 ranked last with a mean of 2.81, stating, "The supervisor helps me in developing sound and positive attitudes and habits," reflecting a lower level of perceived support in this area. The total mean score was 3.03, suggesting a moderate level of support provided by the supervisor in helping teachers develop personal and professional behaviors.

Table 6: Means and s. deviations for evaluation items in descending order according to mean values.

Rank	No.	Item	M	SD	DEG
1	5	The supervisor encourages me to have a continuous rather than an intermittent evaluation	3.02	1.14	moderate
2	1	The supervisor helps me in using methods and tools of evaluation suitable to achieving the education process goals	2.95	1.17	moderate
3	7	The supervisor helps me in using different types of evaluation to achieve better results	2.94	1.22	moderate
4	2	The supervisor helps me determine continuous student evaluation standards	2.89	1.28	moderate
5	6	The supervisor helps me to know varied evaluation methods suitable to different learning objectives	2.82	1.19	moderate
6	4	The supervisor helps me define	2.78	1.24	moderate

		characteristics of a good test suitable to student level			
7	8	The supervisor helps me to graduate question difficulty to accommodate different students' development levels	2.72	1.21	moderate

As shown in Table 6, the mean values ranged from 2.64 to 3.02. Item 5 ranked first with a mean of 3.02, stating, "The supervisor encourages me to have a continuous rather than an intermittent evaluation," indicating that supervisors were perceived to promote ongoing assessment. In contrast, Item 3 ranked last with a mean of 2.64, stating, "The supervisor helps me in evaluating tests and developing them," suggesting a lower level of support in this area. The total mean score was 2.84, which reflects a moderate level of perceived assistance provided by supervisors in evaluating and improving assessment methods.

Are there statistically significant differences in the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate, as male and female history teachers perceive?

To answer this question means and standard deviations were calculated for the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from the history teachers' perspective, based on gender. To detect any statistically significant differences, a t-test was conducted, as shown in the following table:

Table 7: Mean and standard deviation values for Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective, due to gender.

		No.	M	SD	T	df	Sig
Gender	M	30	4.02	.622	-1.583	193	.115
	F	37	4.18	.575			

Table 7 shows that no significant differences were found attributable to the gender variable at ($\alpha = 0.05$).

Are there statistically significant differences found for supervisors of the Ministry of Education's role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective due to the age variable?

In order to answer this question, means and standard deviations were calculated for the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective, based on age. To detect any statistically significant differences, a t-test was conducted, with values presented in the following table:

Table 8: Mean and standard deviation values for Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective, due to age.

	Categories	No.	Means	SD
AGE	Under 30	12	4.01	.662

	30- under 40	19	4.17	.587
	40 – under 50	23	4.33	.476
	>50	13	4.09	.460
	Total	67	4.14	.587

Table 8 shows some variance in the means and standard deviations regarding the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate, based on the age of history teachers. To identify any statistical differences between the means, an ANOVA test was conducted, with all values presented in the following table:

Table 9: Mean and standard deviation values for Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective, due to age.

	source	Total sq.	df	Mean sq.	F	Sig.
AGE	Between groups	1.703	3	0.568	1.661	0.177
	Within groups	65.253	191	0.342		
	Total	66.956	194			

Table 9 shows no significant differences related to the age variable at ($\alpha = 0.05$).

Are there statistically significant differences found in the role of Ministry of Education supervisors in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective due to the experience variable?

To answer this question means and standard deviations were calculated for the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from history teachers' perspective, based on the experience variable, as shown in the following table.

Table 10: Means and standard deviations were calculated for the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate from the history teachers' perspective due to the experience variable.

	categories	No.	means	SD
experience	Less than 5 years	21	4.16	.753
	5-10 years	32	4.35	.455
	>10 years	14	4.05	.583
	total	195	4.14	.587

Table 10 shows variance in the means and standard deviations regarding the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate, as perceived by history teachers, due to the number of years of experience. The ANOVA test was conducted, and the results are shown in the following table:

Table 11: ANOVA test for the effect of years of experience variable on Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate, from history teachers' perspective.

	source	Total sq.	df	Mean sq.	F	Sig.
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Experience	Between groups	3.336	2	1.663	5.034	.007
	In groups	63.620	192	.331		
	total	66.956	194			

Table 11 shows that the experience variable caused significant differences at the ($\alpha = 0.05$) level. To determine statistically significant contrasts among the factor-level means, the Scheffé method post-comparison test was used, with the results indicated in Table 12.

The post-comparison test for the effect of the years of experience variable on the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Directorate of Jarash Governorate, from the history teachers' perspective, is as follows:

		M	Less than 5 years	From 6-10	>10 yrs
Experience	Less than 5 years	4.16			
	From 6- 10 years	4.35	.20		

* Significance interval ($\alpha=0.05$)

Table 12 shows significant differences at the significance level ($\alpha = 0.05$) between teachers with 6-10 years of experience and those with over 10 years of experience, with the results favoring teachers with 6-10 years of experience.

To answer the main research question: What is the Ministry of Education supervisors' role in enhancing history teachers' performance in the First Jarash Directorate from history teachers' perspective?

The study results showed that the role of supervisors in enhancing history teachers' performance in the First Directorate of Jarash Governorate, from the perspective of history teachers, was moderate. From the researcher's perspective, this could be attributed to the lack of interest in textbook history curricula, with history being considered a rigid and inflexible subject that does not require pre-planning of a specific quality.

The results also indicated that the Ministry of Education supervisors' role in enhancing history teachers' performance, specifically in lesson execution, was moderate. The researcher suggests that this might be due to the absence of a comprehensive vision and the existence of stereotyped views before performing any supervision. Teachers often relied on traditional methods and explained subject content based on their experience and entrenched teaching attitudes.

Although classroom management showed better results than planning and lesson execution, it, too, was moderate. The researcher attributes this to the cumulative nature of the educational process, where all components are interrelated, and the importance of effective information communication. Classroom management was moderately practiced, as it is closely tied to the culture of mutual respect between students and teachers, as well as teachers and supervisors. Consequently, higher results were recorded due to this culture.

CONCLUSION:

This study concludes that the role of Ministry of Education supervisors in enhancing the performance of history teachers in the First Directorate of Jarash Governorate is moderate. This moderate impact can be linked to the emphasis on evaluation as the primary tool for teachers to gauge student achievement within the broader educational process. Despite these findings, the role of supervisors remains critical due to the significant role history education plays in instilling values and fostering a sense of national identity in students.

The analysis revealed no significant differences in perceptions of the supervisors' role based on gender or age. However, significant differences emerged based on years of experience. Teachers with 6–10 years of experience demonstrated a greater ability to benefit from supervisory support than those with 10 or more years of experience. This finding highlights the need for tailored supervisory approaches that address the unique developmental stages of teachers throughout their careers.

RECOMMEND ACTION

Enhancing Supervisory Practices: Ministry of Education supervisors should strengthen their support for history teachers in key areas, including lesson planning, classroom management, instructional strategies, and student evaluation.

Tailored Professional Development: Supervisors should adapt their approaches to meet the varying needs of teachers based on their experience levels, with particular emphasis on providing more guidance to novices and veteran teachers.

Establishing Specialized Departments: Create specialized departments within the Ministry of Education to monitor, evaluate, and improve supervisory practices. These departments should ensure alignment with national educational standards and curricula.

Regular Training for Supervisors: Provide ongoing professional development programs for supervisors to enhance their skills in mentoring, instructional coaching, and effective communication with teachers.

Feedback Mechanisms: Implement structured feedback systems to allow teachers to provide input on the effectiveness of supervisory practices, enabling continuous improvement based on actual classroom needs.

Encouraging Collaboration: Promote collaboration between supervisors and teachers through workshops, peer mentoring, and shared best practices to create a more supportive and productive educational environment.

Further Research: Conduct additional studies to explore the effectiveness of specific supervisory strategies across different subject areas and regions. Incorporating qualitative methods, such as interviews and classroom observations, could offer more nuanced insights into improving supervision.

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