

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

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<sup>\*</sup> For the paper in Arabic see pages (299-339)

- 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.