

**The Role of Educational Supervision in Developing
Classroom Management Skills Among English Language
Teachers in Basic Schools in Jerash Governorate**

Ibraheem Mousa Hilal Harahsheh

Educational Supervisor for English Language Studies, Ministry of
Education, Directorate of Education, Jerash Governorate

Abstract

This study aimed to identify the role of educational supervision in developing classroom management skills among English language teachers in basic schools in Jerash Governorate, where the researcher relied on the descriptive analytical approach to identify its suitability to the nature of the current study. The study population consisted of male and female English language teachers in basic schools in Jerash Governorate. A random sample of (164) male and female teachers working in these schools was selected. The results showed a statistically significant relationship at a significance level of ($P \leq 0.05$) between the role of educational supervision include (guidance and instruction, planning the lesson and competence and evaluation) and developing classroom management skills among English language teachers in basic schools in Jerash Governorate. Based on these findings, educational supervisors of English language should organize more effective teacher training activities in basic schools throughout Jerash Governorate to help English language teachers address their possible flaws and discover their strengths. The supervisor's interests' should not be limited to teachers' flaws; instead, students should interact and speak with teachers to better understanding for students' strengths and shortcomings.

Keywords: Educational Supervision, Guidance and Instruction, Planning the Lesson, Competence and Evaluation, Developing Classroom Management Skills and Schools in Jerash Governorate.

1. Introduction

The goal of educational supervision is to assist instructors build professional competencies rather than to judge their effectiveness in managing the learning process. Furthermore, educational supervision aims to improve the quality of teaching and learning by watching the behavior of instructors who operate systematically and have specific goals connected to students' learning outcomes (Ambarita et al., 2014). To ensure that the educational supervision process runs well in schools, instructors must properly grasp its purposes, objectives, and implementation methods so that teachers and supervisors may collaborate to achieve educational supervision goals (Lopez, 2016). Therefore, to conduct educational supervision in schools effectively, the goals must be defined and instructors must be given the necessary knowledge (Akarabordee & Ruangmontri, 2023). According to Makin et al. (2018), there has to be a high standard of implementation of educational supervision of teachers to support their professionalism and assist them develop their practices. To accomplish the goals of the educational organization, educational supervision also includes supervision, controlling, and evaluating human and material resources as well as utilizing both human and material resources too. This means that it is primarily concerned with the management of educational organizations. Additionally, educational supervision includes an examination of all activities conducted in educational institutions. Where the observation, analysis, and assessment of the actions of educators employed as instructors in a learning environment is known as lesson supervision (Ceylan & Sevcan, 2019). As a result, educational supervision helps instructors become more capable of implementing teaching and learning in the classroom by assisting them.

Furthermore, competent educators have important roles in influencing students' future skills through their duties, tasks, and functions (Natuna et al., 2023). To boost students' enthusiasm to learn, teachers must expand and diversify their capacity in all areas of teaching and learning. Additionally, one crucial factor in ensuring the efficiency of teaching and learning in schools is teacher ability. Furthermore, a school's or educational institution's primary purpose is to advance learning and develop human capital via instruction and learning (Rahabav, 2016). Since they are actively involved in the process of instructional improvement, teachers who serve as educational staff also require instructional help. Thus, for instructors to maximally contribute to the desired learning outcome, their ability has to be improved. Educational supervision is one factor that is crucial to the professional development and learning of teachers (Alfian et al., 2019).

2. The Problem of the Study

Putting teaching and learning supervision into practice may directly affect how well teachers manage their classrooms, when educational supervision fails to train teachers successfully because the supervisors lack expertise, it impacts both the teachers' ability to manage the classroom and the supervisors' inability to oversee effectively and the teachers' enthusiasm for teaching and learning, by presenting instructional information in a methodical and ordered way, speaking in terms that students can understand, providing concise explanations and examples, and placing emphasis on key concepts. Therefore, improving supervision is necessary to address teachers' possible poor performance. Enhancing teacher effectiveness in lesson preparation may be achieved by increasing the frequency of educational supervision in conjunction with solving serious

challenges. Not just the strategy for implementing the lessons, but the entire learning resources. Therefore, the focus of this study was on how educational supervision helps English language teachers in basic schools in Jerash Governorate to build developing classroom management skills. Therefore, the researcher anticipates that this study's findings will help to clarify how educational supervision helps English language teachers in Jerash Governorate's basic schools strengthen their classroom management abilities. The findings of this study will also help teachers create a daily lesson plan that is centered on the needs of the students and encourages them to use cutting-edge teaching strategies that foster critical thinking. This will help teachers build classroom management skills.

1. The Importance of the Study

Educational supervision is essential for improving classroom management abilities among English language instructors, as well as providing teachers with the tools and skills they need to manage their classrooms effectively. Educational supervision guides instructors in establishing new and successful teaching practices that help to create an encouraging and dynamic classroom atmosphere for English language learners. Furthermore, educational supervision strives to offer instructors direction and ongoing support, therefore increasing their confidence in their capacity to manage the classroom effectively. Teachers may use feedback to enhance their teaching skills and communicate with students more effectively, therefore improving the quality of the learning experience and expanding students' comprehension of the English language.

2. The Questions of the Study

Through the previous problem, the following questions were raised:

- 1- Is there a role for guidance and instruction in developing classroom management skills among English language teachers in basic schools in Jerash Governorate?
- 2- Is there a role for planning the lesson in developing classroom management skills among English language teachers in basic schools in Jerash Governorate?
- 3- Is there a role for competence and evaluation in developing classroom management skills among English language teachers in basic schools in Jerash Governorate?

3. The Objectives of the Study

- 1- Identifying the role of guidance and instruction in developing classroom management skills among English language teachers in basic schools in Jerash Governorate.
- 2- Identifying the role of planning the lesson in developing classroom management skills among English language teachers in basic schools in Jerash Governorate.
- 3- Identifying the role of competency and evaluation in developing classroom management skills among English language teachers in basic schools in Jerash Governorate.

4. The Hypotheses of the Study

- H1:** There is a significant relationship between guidance and instruction and developing classroom management skills among English language teachers in basic schools in Jerash Governorate.
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H2: There is a significant relationship between planning the lesson and developing classroom management skills among English language teachers in basic schools in Jerash Governorate.

H3: There is a significant relationship between competence and evaluation and developing classroom management skills among English language teachers in basic schools in Jerash Governorate.

5. The Definitions of the Study

Educational Supervision: This is described as the process of leading and assisting instructors to guarantee high-quality teaching and learning. Its goal is to help instructors enhance their abilities and inspire them to improve their classroom performance by providing them with the appropriate supervision and training (Kalita, 2017).

Guidance and Instructions: They play an important role in the educational supervision process since guidance is described as the process by which the educational supervisor gives guidance and counsel to male and female instructors to enhance their performance and develop their educational abilities. Instructions are written or spoken instructions given to teachers by their educational supervisors on how to enhance their classroom performance and adopt excellent teaching strategies (Jahanian & Ebrahimi, 2013).

Planning the Lesson: This is an important process that teachers must go through before implementing any lesson in the classroom. This job includes considering the parts of the lesson in an integrated manner, such as educational objectives, educational resources utilized, proper teaching methods, and calculating the right time for each activity (Fauzan, 2020).

Competence and Evaluation: Relates to the teacher's capacity to successfully achieve certain learning objectives. This refers to his capacity to deliver knowledge and guidance to students in methods that are tailored to their specific requirements, as well as to stimulate interaction and participation in the educational process (Karnati, 2019).

Developing Classroom Management Skills: Refers to the process of creating and improving a set of skills and abilities that a teacher requires to effectively manage the classroom. These abilities include the capacity to communicate effectively with students and form positive connections with them, manage time efficiently during lessons, and inspire students to engage and contribute to the educational process (Dobler et al., 2009).

6. The Limits of the Study

Spatial Boundaries: basic schools in Jerash Governorate.

Temporal limits: This study was applied in the 2022/2023 academic year.

Human limits: English language teachers in basic schools in Jerash Governorate.

7. Theoretical Framework

The quality of teachers' instruction and learning is one of the main priorities in ensuring that students are prepared for competition in a globalized world. Education faces a challenging future, with a constant need for concrete, systematic, and holistic approaches (Khun-Inkeeree et al., 2020). Therefore, the purpose of education is to strengthen and develop the spiritual and physical aspects of the human psyche. Education is the process of using instruction and training to help an individual or group of individuals change

their attitude and behavior as they mature. Humans may become more mature via education since it benefits people, lowers illiteracy, and gives people skills, mental capacities, and other things (Karnati, 2019). As a result, the expansion of educational resources in schools needs to be done cautiously, taking into account current issues and constraints. The goal of this exercise is to improve the teachers' skills. In addition to being in charge of coaching and supervising, the supervisor is crucial to the improvement of human resources in education (Bouchamma et al., 2014). School principals engage in educational supervision as a means of assisting teachers in effectively overseeing the learning process to meet academic objectives. For teachers to be aware of and comprehend the goals and objectives of the supervision programmer, it is also necessary for the school principal to prepare for supervision and to socialize with teachers through school meetings (Korompot, 2023). However, to get ready to finish class and learning administration as well as other learning instruments, teachers may also be aware of and comprehend academic supervision, which is implemented from a young age (Fitriyani et al., 2021).

Where the process of evaluating a teacher's instruction and student learning in the classroom is known as supervision. Additionally, a supervisor is defined as a collection of procedures for providing teachers with expert direction and assistance to enhance the caliber of their instruction and classroom management (Noor & Sofyaningrum, 2020). Moreover, the role of supervision in education goes beyond simply supervision whether or not all tasks have been carried out by the plans or programmers created; it also involves figuring out the prerequisites for the staff and supplies needed to establish effective learning environments (Edo & David, 2019). In actuality,

supervision involves more than just keeping an eye on educators to make sure they are carrying out their duties correctly; it also involves working together to find ways to improve student learning (Asmendri, 2022). Additionally, the school's teaching and learning may be enhanced by implementing the educational supervision of instructors in the classroom. To increase teaching competency, educational supervisors need to be well-versed in supervision (Mukoro & Ogheneovo, 2013). The most effective way to assess how well teachers are instructing their students is through educational supervision in the classroom (Chen, 2018). The educational supervisory process will undoubtedly assist the school in evaluating the behavior of teachers regarding the instruction and learning that takes place in the classroom, as well as their competency in terms of skills and knowledge. Furthermore, educational supervision supports educators in enhancing their effectiveness in the classroom, giving them greater self-assurance and resilience in the face of challenges related to students' learning (Darishah et al., 2017). Ambarita et al. (2014) defines educational supervision as a set of actions designed to support teachers in gaining the capacity to effectively and efficiently supervise learning to attain learning objectives.

Teachers may completely integrate and utilize their diverse talents in learning through peer input through a methodical and well-planned supervision approach. Furthermore, while reflection activities are a defining feature of professional teaching, educators can learn from them (Rusdiana et al., 2020). Teachers and supervisors can both see the value of academic supervision in enhancing teachers' professional development and, eventually, in enhancing student learning outcomes (Lorensius et al., 2022).

Supervision technique tries to help teachers improve their effectiveness in teaching, making them better educators for their students, as it focuses on teachers' performance and instructional activities. According to Sumarmi and Sudadi, (2023), educational supervision places a strong emphasis on the professional growth of educators and encourages them to use innovative teaching strategies in the classroom. The people who make up the administrative structure or the educational institution are the primary focus of educational supervision, which is a branch of educational administration. Therefore, it seeks to build effective interpersonal interactions that enable individuals employed in the education sector to contribute to the improvement of the educational process (Shakuna et al., 2016).

As with learning management, educational supervision plays a critical role in teacher performance and behavior modification (Chen, 2018). School directors and teachers are included in the data collecting for the specific goals of the development of the participatory integrated supervision process that affects the teachers' skills as classroom research in learning problem-solving of the schools. Participatory self-improvement was identified as the top requirement in the supervision evaluation that affected teachers' skills (Tamthitirat et al., 2022). Moreover, the learning task is a purposefully designed prerequisite for the teaching and learning procedure. To accomplish the desired results in this exercise, the teacher's role is necessary. In light of the significance of learning activities, educators must carefully evaluate resources to ensure that students can benefit from them (Tyagi, 2010). The process of assembling anything that will be used to carry out the chosen tasks is known as planning or designing. In connection with this planning, an educator has to have a performance and competency

indicator (Azwardi, 2020). As a result, supervision plays a crucial role in the expansion of teaching roles and provides teachers with concrete support to enhance learning environments. The direction of suitable supervision, which is handled by the principals, is one of the aspects of supervision that has a significant impact on the effectiveness of coaching teachers (Daud et al., 2018). Also, the supervisor's method of supervision exemplifies the principal's orientation, meaning that prospective teachers' educational results are either quick or sluggish and will not keep up with the rapidly advancing fields of science and technology (Mutohar & Trisnantari, 2020).

Also, effective classroom management is a crucial component of learning. The relative efficacy of classroom management either hurts or benefits both teachers and pupils. Good classroom management improves instruction and learning, whereas bad classroom management hinders learning (Rashidi & Forutan, 2015). The importance of supervision in schools cannot be overstated. According to this perspective, supervision is necessary for the majority of school activities and programmers, including teaching and learning, sports, welfare and health, school facilities, information communication, and technology. The intricate process of supervision pervades every aspect of the educational system (Weli & Bako-Osu, 2019). Overcrowding in classrooms makes it difficult for teachers to provide effective education, therefore having the capacity to manage, lead, and monitor pupils during the learning process is essential to good teaching and learning. The teachers have to be able to maintain order in the classroom to function as intended and must possess the requisite information, mindset, and abilities for this (Rashidi & Forutan, 2015). In addition to managing transitions during instructions, motivating students to maximize time on

task, supervising students in their learning activities, and dealing with misbehavior effectively are all necessary skills for a supervisor to possess. Supervisors should also be able to build rapport with the students and their parents. Additionally, will provide students with the flexibility and creativity to adapt these strategies to the problems they face (Mohamed, 2018). In addition to the aforementioned initiatives to enhance the learning process, administrators' and supervisors' support is required for teacher supervision. To maximize their professionalism in overseeing the learning process both within and outside of the classroom, teachers under supervision are required to receive ongoing guidance, lesson preparation assistance, and assessment support. Principals and school supervisors alike need to constantly hone their skills in providing instructional supervision.

8. Previous Studies

The study by Lorensius et al. (2022) aims to determine and evaluate how academic supervision is used to enhance teachers' professional competence. A qualitative approach using a case study design is the methodology employed. Data were gathered by observation and interviewing methods, and manifest analysis was used to analyze the interview data. The findings demonstrate how academic supervision, administered by school administrators, may support, direct, and encourage educators to advance their professional capacities, particularly when it comes to instructing and learning activities in the classroom.

The purpose of Azwardi, (2020) study is to demonstrate how collaborative academic supervision measures may be used to accomplish these objectives and how collaborative educational supervision activities can enhance

teachers' proficiency in creating instructional materials. This action research study was carried out at school. The study consists of four phases: planning, acting, observing and reflecting. The study's subjects were 86 teachers from one Indonesian region, Jambi region. The study found that providing teachers with individualized, collaborative academic supervision may improve their ability to create lesson plans, syllabi, and other learning tools.

The goal of Setia and Nasrudin, (2020) study is to outline the challenges or limitations encountered in carrying out the teacher supervision programmer and to assess the effects of its implementation. Descriptive approaches were used qualitatively to perform the study. Purposive sampling was used to identify teachers and supervisors who were interviewed in order to collect data. The findings of the study indicated that while teacher supervision had a generally beneficial effect, both the supervisors and the teachers themselves still had to overcome some challenges.

In order to improve student learning outcomes, Noor and Sofyaningrum, (2020) study investigates the role that the principle plays in academic supervision of instructors. Secondary statistics were gathered from the Ministry of Education and Culture's paper containing basic education data. Data on the number of principals supervising teachers in the classroom, the execution of principle supervision, and the enhancement of instructional activities following supervision are gathered through interviews, an online survey, and focus group discussions (FGD). To examine the data, the descriptive approach is applied. The study shows that the supervision uses the technique as a supervision guide, which includes planning, implementing, reporting, and following up on the results of the supervision.

However, because of the principal's overwhelming workload at the school, not all of the procedures outlined in the rules are implemented as intended.

Ceylan and Sevcan, (2019) study intends to assess teachers' perspectives on school administrators' classroom supervision responsibilities in schools. This study employed a phenomenological approach in qualitative research with 8 teachers from Tepebaşı district in Eskişehir. They were selected by convenient selection rather than planned sample. The study found that instructors who do not assess the classroom supervision procedure done by school officials as professionals do not believe it is required. In general, the research recommends that supervision be performed by people with a current concept of supervision and expertise in guiding and counselling.

The goal of Karnati, (2019) study is to ascertain how the principal of West Jakarta Administrative City, Indonesia, is implementing academic supervision to raise the caliber of elementary school instructors. Up to 152 state elementary school principals in the West Jakarta Administrative City Region of the Education Office made up the study's population. There were 96 participants in the study sample. The study's conclusion is that, generally speaking, the District II Education Office in West Jakarta City has successfully adopted academic supervision by school principals to raise the competency of elementary schoolteachers.

Weli and Bako-Osu, (2019) study sought to determine how much the role of supervisors has improved teachers' ability to enforce classroom rules, manage their time effectively, and deliver instruction, as well as create a supportive learning environment for students in public senior secondary schools in Rivers State's Port Harcourt metropolis. The descriptive survey

design was used in the investigation. Simple random sampling techniques were used. Results showed that instructional supervision has, to a moderate level, improved instructors' enforcement of classroom discipline in Port Harcourt's public senior secondary schools. Additionally, the study shows that instructional supervision has somewhat improved instructors' time management when instructing students in public senior secondary schools in the Port Harcourt metropolis.

Darishah et al. (2017) investigated the application of teaching and learning supervision, teacher competencies, and variations in attitudes about demographic teaching experience. The sample size was 82 instructors. The tool utilized was a collection of questionnaires with 66 items on teaching and learning, supervisory dimension attitudes, and teaching competency. The findings revealed a high degree of teaching and learning supervision throughout the educational system. However, there was no significant association between teaching and learning supervision and teacher attitude or competency. Furthermore, the data revealed a variation in attitude based on teaching experience. Overall, the findings revealed a favorable association between moderate and weak teaching and learning supervision and teacher attitude and competency.

The goal of the study by Shakuna et al. (2016) to look into the relationship between the performance of English language instructors as a dependent variable and the influence of educational supervision as an independent variable, as well as the function of training programmers as a mediator. The inquiry described in the paper was conducted among English instructors at Libyan schools in the city of Zawiya. Reaching an overall number of teachers (N=3036) as stated by the Ministry of Education, a random

selection procedure was used to choose N=351 teachers for the research sample. The most significant finding of the study was that there was a favorable correlation between instructors' performance in teaching English and educational supervision. The outcomes also demonstrated the significant influence that training programmers had as a mediating factor in the increased indirect beneficial impact of instructional supervision on instructors' ability to teach.

9. Methodology

This study aimed to identify the role of educational supervision in developing classroom management skills among English language teachers in basic schools in Jerash Governorate, where the researcher relied on the descriptive analytical approach to identify its suitability to the nature of the current study. The study population also consisted of male and female English language teachers in basic schools in Jerash Governorate. A random sample of (164) male and female teachers working in these schools was selected. A questionnaire was distributed to them to obtain their opinion about the role of educational supervision in developing classroom management skills among English language teachers in basic schools in Jerash Governorate. Also, the descriptive statistical analysis was carried out using SPSS version 25, table 1 shows the characteristics of the study sample:

4.1.The Characteristics of the Study Sample

**Table 1: Distribution of the sample according to demographic variables
(N=164)**

Variable	Variables	Frequency	percent
Gender	Male	71	43.3
	Female	93	56.7
	Total	164	100.0
Qualification	Bachelor	123	75.0
	Higher Diploma	18	10.9
	Master	23	14.1
	Doctor	-	-
	Total	164	100.0
Experience	5 years and less	45	27.5
	6 to 10 years old	98	59.7
	More than 11 years	21	12.8
	Total	164	100.0

Table 1 shows that 164 questionnaires were collected, with a 56.7% female response rate and a 43.3% male response rate, showing that men made up the majority of the study's respondents. In terms of qualification, 75.0% of respondents were bachelor, 10.9% were higher diploma, and 14.1% were master. Regarding the respondents' experience levels, the findings revealed that 59.7% had between 6 and 10 years of experience, 27.5% had 5 years and less of experience, and 12.8% had more than 11 years.

4.2. Validity and Reliability Analysis

To extract the reliability of the tool, the reliability equation (Cronbach alpha) was applied to the domains and the tool as a whole to the study sample of (164) male and female teachers. Table 2 provides the details:

Table 1: Reliability of results for each domain.

Variabels	Cronbach alpha	N. of Items
Guidance and Instruction	0.85	6
Planning the Lesson	0.80	6
Competence and Evaluation	0.82	5
Developing Classroom Management Skills	0.81	6

Table 2 shows that the highest Cronbach's alpha value was 0.85 for Guidance and Instruction, whereas the alpha value was 0.82 for Competence and Evaluation. However, the alpha value of Developing Classroom Management Skills was 0.81, also the value of Planning the Lesson was 0.80, indicating the acceptance of reliability.

4.3. Descriptive Statistics

The mean and standard deviation for the Variable and the total mean value for them are shown in table 3:

Table 3: Means, S.D (N=164)

Variables	Mean	S.D	Rank	Degree
Guidance and Instruction	3.88	0.51	1	high
Planning the Lesson	3.78	0.72	4	high
Competence and Evaluation	3.81	0.55	3	high
Developing Classroom Management Skills	3.84	0.62	2	high
Total	3.83	0.60	-	high

The table above shows that the arithmetic means and standard deviations for the areas of the scale of the role of educational supervision in developing classroom management skills among English language teachers in basic schools in Jerash Governorate, where the arithmetic means ranged between (3.88-3.78), in the first place being the field of Guidance and Instruction with an average of (3.88) and the degree was high, and in second place was Developing Classroom Management Skills, with an average of (3.84) and a high degree, and the field of Competence and Evaluation in third place, with an average of (3.81) and a high degree, and finally the field of Planning the Lesson, with an average of (3.78) and a high degree, and overall (3.83) and a high degree.

10. Hypotheses Testing

H1: There is a significant relationship between guidance and instruction and developing classroom management skills among English language teachers in basic schools in Jerash Governorate.

10.1. Linear Regression

Linear regression attempts to model the connection between two variables by applying a linear equation to observed data. One variable is regarded as an explanatory variable, whereas the other is deemed dependent.

To test this hypothesis, and ascertain the relationship between the guidance and instruction and developing classroom management skills among English language teachers in basic schools in Jerash Governorate, Linear Regression analysis was carried out. Accordingly, table 4 shows that:

Table 4: Result of Linear Regressions Analysis on the Relationship between guidance and instruction and developing classroom management skills (N= 164)

Independent Variable	"t" value	"t" sig	β	R	R^2	"F" value	"F" sig	Result
Guidance and Instruction	15.256	0.000	.500	0.734	0.540	231.75	0.000	Accepted

* **Dependent Variable: Developing Classroom Management Skills**

Table 4 indicates a statistically significant relationship at the significance level of ($P \leq 0.05$) between the guidance and instruction and developing

classroom management skills among English language teachers in basic schools in Jerash Governorate. In this regard, "F" value was 231.75 and was statistically significant at (0.00). (R) The value was 0.734 and (R²) the value was 0.540; hence, the first hypothesis was accepted.

H2:H2: There is a significant relationship between planning the lesson and developing classroom management skills among English language teachers in basic schools in Jerash Governorate.

To test this hypothesis, and ascertain the relationship between the planning of the lesson and developing classroom management skills among English language teachers in basic schools in Jerash Governorate, Linear Regression analysis was carried out, table 5 shows that:

Table 5: Result of Linear Regressions Analysis on the Relationship between planning the lesson and developing classroom management skills (N= 164)

Independent Variable	"t" value	"t" sig	β	R	R ²	"F" value	"F" sig	Result
Planning the Lesson	11.035	0.00	.801	0.835	0.698	332.02	0.00	Accepted

*** Dependent Variable: Developing Classroom Management Skills**

Table 5 indicates a statistically significant relationship at the significance level of (P≤0.05) between planning the lesson and developing classroom management skills among English language teachers in basic schools in Jerash Governorate. In this regard, "F" value was 332.02 and was

statistically significant at (0.00). (R) The value was 0.835 and (R^2) the value was 0.698; hence, the first hypothesis was accepted.

H3: There is a significant relationship between competence and evaluation and developing classroom management skills among English language teachers in basic schools in Jerash Governorate.

Also, to test this hypothesis, and ascertain the relationship between the competence and evaluation and developing classroom management skills among English language teachers in basic schools in Jerash Governorate, Linear Regression analysis was carried out, table 6 shows that:

Table 6: Result of Linear Regressions Analysis on the Relationship between competence and evaluation and developing classroom management skills (N= 164)

Independent Variable	"t" value	"t" sig	β	R	R^2	"F" value	"F" sig	Result
Competence and Evaluation	19.537	0.00	.756	0.756	0.572	381.712	0.00	Accepted

* **Dependent Variable: Developing Classroom Management Skills**

Table 6 indicates a statistically significant relationship at the significance level of ($P \leq 0.05$) between the competence and evaluation and developing classroom management skills among English language teachers in basic schools in Jerash Governorate. In this regard, "F" value was 381.712 and

was statistically significant at (0.00). (R) The value was 0.756 and (R^2) the value was 0.572; hence, the first hypothesis was accepted.

10.2. Multiple Regression Results

Multiple regression is an extension of simple linear regression. It is utilized when we wish to anticipate the value of one variable based on the values of two or more others. The variable we wish to forecast is known as the dependent variable, or often the outcome, goal, or criteria variable.

To ascertain the relationship between educational supervision and developing classroom management skills among English language teachers in basic schools in Jerash Governorate, Multiple Regression analyses were used. Accordingly, table 7 shows that:

Table 7: Result of Multiple Regressions Analysis on the Relationship between educational supervision and developing classroom management skills among English language teachers in basic schools in Jerash Governorate (N= 164)

Independent Variable	"t" value	"t" sig	β	R	R^2	"F" value	"F" sig	Result
Guidance and Instruction	13.510	.000	.231	0.845	0.715	311.040	0.00	Accepted
Planning the Lesson	9.020	.000	.253					Accepted
Competence and Evaluation	10.107	.000	.295					Accepted

* **Dependent Variable: Developing Classroom Management Skills**

Table 7 shows a statistically significant relationship at a significance level of ($P \leq 0.05$) between the role of educational supervision and developing classroom management skills among English language teachers in basic schools in Jerash Governorate. In this regard, the "F" value was 311.040 and was statistically significant at (0.00). (R) Value was 0.845, and (R^2) the value was 0.715.

Also, guidance and instruction appear to play a greater role in developing classroom management skills with a t value of 13.510 ($p = 0.00$). As for the competence and evaluation, the t value was 10.107 ($p = 0.00$), while the planning lesson obtained a t value of 9.020 ($p = 0.00$).

11. Discussion and Conclusions and Recommendations

According to this perspective, supervision is necessary for the majority of school activities and programmers, including teaching and learning, sports, welfare and health, school facilities, information communication, and technology (Weli & Bako-Osu, 2019). Educational supervision aims to improve the quality of teaching and learning by watching the behavior of instructors who operate systematically and have specific goals connected to students' learning outcomes (Ambarita et al., 2014). To ensure that the educational supervision process runs well in schools, instructors must properly grasp its purposes, objectives, and implementation methods so that teachers and supervisors may collaborate to achieve educational supervision goals (Lopez, 2016). Therefore, to conduct educational supervision in schools effectively, the goals must be defined and instructors must be given the necessary knowledge (Akarabordee & Ruangmontri, 2023). Moreover, the role of supervision in education goes beyond simply supervision

whether or not all tasks have been carried out by the plans or programmers created; it also involves figuring out the prerequisites for the staff and supplies needed to establish effective learning environments (Edo & David, 2019). In actuality, supervision involves more than just keeping an eye on educators to make sure they are carrying out their duties correctly; it also involves working together to find ways to improve student learning (Asmendri, 2022). Additionally, the school's teaching and learning may be enhanced by implementing the educational supervision of instructors in the classroom. To increase teaching competency, educational supervisors need to be well-versed in supervision (Mukoro & Ogheneovo, 2013). Furthermore, educational supervision supports educators in enhancing their effectiveness in the classroom, giving them greater self-assurance and resilience in the face of challenges related to students' learning (Darishah et al., 2017). According to Sumarmi and Sudadi (2023), educational supervision places a strong emphasis on the professional growth of educators and encourages them to use innovative teaching strategies in the classroom. Therefore, it seeks to build effective interpersonal interactions that enable individuals employed in the education sector to contribute to the improvement of the educational process (Shakuna et al., 2016). Also, the supervisor's method of supervision exemplifies the principal's orientation, meaning that prospective teachers' educational results are either quick or sluggish and will not keep up with the rapidly advancing fields of science and technology (Mutohar & Trisnantari, 2020).

According to Lorensius et al. (2022), findings demonstrate how academic supervision, administered by school administrators, may support, direct, and encourage educators to advance their professional capacities, particularly

when it comes to instructing and learning activities in the classroom. Also, Azwardi, (2020) findings demonstrated that providing instructors with individualized, collaborative academic supervision might increase their proficiency in creating lesson plans and syllabi, or other learning resources. In study by Setia and Nasrudin, (2020) findings indicated that while teacher supervision had a generally beneficial effect, both the supervisors and the instructors themselves still had to overcome some challenges. Noor and Sofyaningrum, (2020) study shows that the supervision uses the technique as a supervision guide, which includes planning, implementing, reporting, and following up on the results of the supervision. Ceylan and Sevcan, (2019) the study found that instructors who do not assess the classroom supervision procedure done by school officials as professionals do not believe it is required. Weli and Bako-Osu, (2019) results showed that instructional supervision has, to a moderate level, improved instructors' enforcement of classroom discipline in public senior secondary schools. Darishah et al. (2017) findings revealed a high degree of teaching and learning supervision throughout the educational system. In the study by Shakuna et al. (2016) finding of the study was that there was a favorable correlation between instructors' performance in teaching English and educational supervision.

Therefore, this study aimed to identify the role of educational supervision in developing classroom management skills among English language teachers in basic schools in Jerash Governorate. The results showed a statistically significant relationship at a significance level of ($P \leq 0.05$) between the role of educational supervision including guidance and instruction, planning the lesson and competence and evaluation) and developing classroom

management skills among English language teachers in basic schools in Jerash Governorate. Based on these findings, educational supervisors should plan more efficient teacher training programmers to help English instructors at basic schools in the Jerash Governorate identify and correct their areas of weakness. Their interests shouldn't be limited to the flaws in instructors; instead, they ought to engage and converse with them in order to more fully understand their advantages and disadvantages. Teachers can increase their professional knowledge, abilities, and experiences by doing this.

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