

## Special Competencies for the selection Process of English language supervisors from the perspective of specialized supervisors at the Ministry of Education

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### Abstract:

Educational competencies are considered one of the main important aspects of evaluating the performance of both teacher and supervisor in a way targets to judge whether the educational process is achieving its goals and aims. The concept of competencies is back to the beginning of twentieth century when this term is used in preparing medical and engineering staffs as well as lawyers and educational managements. In 1973, the first step of identifying teaching skill has started. Then it produced the concept that stands on competencies which participated in framing teaching skills.

The problem of the current research is determined by the importance of identifying some competencies that require in the selection of English language supervisors among other teachers who have scientific abilities that qualify them to serve as supervisors.

The objective of the current research is to determine the educational competencies for selecting the supervisors according to: gender and qualification variables.

الكفايات الخاصة لانتقاء مشرفي اللغة الانكليزية من وجهة نظر مشرفي الاختصاص في وزارة التربية

### المستخلص

تعد الكفايات التعليمية والتدريسية احد الجوانب المهمة الرئيسية لتقويم اداء كلا من المعلم والمشرف بطريقة موضوعية واداة منهج علمي يهدف الى اصدار احكام على مدى تحقيق العملية التربوية لاهدافها واغراضها ويعود مفهوم الكفايات الى بدايات قرن العشرين اذ استخدم هذا المفهوم في اعداد ذوي المهن الطبية والهندسية والمحامين وادارات المدرس وفي عام ١٩٧٣ كانت المحاولة الاولى في تحديد مهارات التدريس والتي نتج عنها مفهوم الاعداد القائم على الكفايات والذي اسهم في تحديد مهارات التدريس .

وتتحدد مشكلة البحث الحالي في اهمية تحديد بعض الكفايات التي يتطلب توافرها في انتقاء مشرفي اللغة الانكليزية وانتقائهم من المدرسين ممن لديهم قدرات علمية تؤهلهم للعمل بصفة مشرف اختصاص .

**هدف البحث الحالي :** تحديد الكفايات التعليمية لانتقاء المشرفين وفق متغيري الجنس والشهادة

عينة البحث : مشرفي الاختصاص في المديرية الست لمحافظة بغداد للعام الدراسي ٢٠١٨—٢٠١٩

استخدم الباحث منهج البحث الوصفي لتحديد تلك الكفايات من خلال وجهة نظر مشرفي الاختصاص

ولتحقيق هدف البحث اعد الباحث مقياسا يتضمن ٢٩ فقرة بثلاث بدائل للاجابة لتكون اقصى درجة يمكن ان يحصل عليها المستجيب ٨٧ واول درجة ٢٩ وقد عرض المقياس على مجموعة من الخبراء لاستخراج الصدق الظاهري فضلا التحقق من كافة الخصائص السايكومترية للمقياس من الصدق والثبات .

وبعد ان تم تطبيق الاداة على ٩٦ مشرف ومشرفة في ٦ مديريات تابعة لوزارة التربية موزعين بحسب الشهادة (دبلوم ،بكالوريوس)(ذكور،اناث) مناصفة لمعرفة نتائج البحث في تحديد الكفايات التعليمية وتوصل الباحث الى عدم وجود فروق معنوية بين الذكور والاناث في مدى تواجد تلك الكفايات .

تبين للباحث ومن خلال المقارنة بين الوسط الحسابي للمشرفين الحاصلين على شهادة الدبلوم الاخرين على شهادة البكالوريوس باستخدام القيمة التائية البالغة ٢,٧٥ وكانت اكبر من القيمة الجدولية تحت درجة حرية ٩٤ والبالغة ١,٩٨ مما يعني وجود فروق ذات دلالة معنوية بين المشرفين لصالح حملة شهادة البكالوريوس .

اوصى الباحث استنادا الى نتائج دراسته الحالية بما يلي:

١-قبول مشرفي الاختصاص الحاصلين على شهادة البكالوريوس فقط

٢-فتح الدورات التطويرية باستمرار وبشكل خاص تلك المتعلقة بالحاسبات لاهميتها في نقل المعرفة

## Chapter 1

### Research problem and its importance

It is well acknowledged that paying attention to preparing teachers and training them to understand age's changes and adapting new roles is the most important things that must be focused on. The teacher has been considered a messenger of culture and one of reform advocates and innovation. The educational process is worthless and has no value unless the presence of efficient teachers is active, and they are able to carry out their responsibilities. For instance, teacher's personality; educational competencies; motivation; his expertise in his specialization; are issues that depends on all the workers in the field of education. Moreover, depends on the supervisors who must be equipped with all the skills in the field of education. This is because the job of supervisor is no longer a mechanical process that limited to knowledge transfer to learners, but it represents an active instrument to the development of teachers' mental and social abilities through observation and guidance.

Evaluating the adequacy of specialized supervisor's competency is an objective function and a scientific tool aimed at issuing judgments on the extent of achieving the educational process goals and. The importance of evaluating the supervisor in the detection of inadequacies, if any, and propose the appropriate means and work to achieve educational goals.

Educational and teaching competencies are considered as one of the main aspects in evaluating the professional performance of the specialized supervisor. The development of the concept of "competencies" is back to the early beginnings of the 20th century. This concept was used in the preparation of medical and engineering

staffs; lawyers; school managements; and in human-social sciences in British and American universities (Abd Almuti, 1990: 76).

In 1973, the first attempt to identify teaching skills, which resulted in the concept of competency-based preparation, which contributed to the identification of a large number of teaching skills. In the same year, the Department of Education in the State of Florida issued an index for educational competencies which includes (1301) sup-competency. (Alfar, 2003: 20). However, Stanford University has identified 15 important competencies for the preparation of educational staff (Al-Moussawi, 2005: 29). Many studies have been conducted to design training programmes, many of them based on competencies as standards and criteria (Al-Tamimi, 2002: 82).

The importance of current study is highlighted by the determination of some competencies that requires in the selection process of English language supervisors as they considered as specialized supervisors and they selected among other teachers who have the scientific capabilities that qualify them to work as supervisors.

### **Research problem:**

Based on the researcher's experience during his career at the Ministry of Education (MOE), he observes weakness and deficiency in mastering English language and this is due to the poor competencies of almost all people who work in the field of education and particularly teachers and supervisors. Furthermore, the fault mechanisms of the MOE which applied recently regarding the process of selecting the supervisors, also contributed in this weakness. For instance, giving the failed candidates of supervisors (10) degrees as a "curve" in the exam which applied to all supervisors after enrolling them in a training course is an important factor. Another example is giving exemptions to some candidates from the minister of

education. These decisions are faulty and they do not serve the supervisor himself. This is why we have a group of supervisors who fell unconfident in their profession because they do not have the adequate competencies. Therefore, the problem of this research has been identified in revealing the educational competencies of English language supervisors at the MOE.

### **Research Goals**

This research aims to determine the educational competencies of supervisors according to the variable qualification.

### **Terms definition:**

Definition of educational competencies:

This concept is defined by Howsham and Huston as: “The ability to do something or produce an expected product” (Mar’iee 1983: 21). It also defined by Good as: The ability to achieve desirable results with reduction in effort, time, and expenditure (Al-Fatlawi, 2003: 28). However, Tome defined it as: “A set of self-resources (knowledge, skills, abilities, behaviors) which organized in a structured manner that enables the power to transform them into appropriate situations for proper achievement (Tome, 2005: 36).

### **Research Sample:**

Specialized supervisors who work at the six directorates of Baghdad governorate for the academic year 2018-2019 are the sample of this study.

### **Study scope:**

- 1- The human scope: supervisors (males & females) of English language.
- 2- The area study: the six directorates of Baghdad governorate.
- 3 - The time scale: the academic year 2018-2019

## Chapter 2

### Literature Review & Previous Studies

#### Teaching competencies:

A set of abilities as well as the associated skills which is supposed to be owned by the teacher in order to perform his duties, roles and responsibilities properly, which is reflected at the end on the educational process. Abilities such as teacher's success and his ability to convey the knowledge to his students are one of them. It may be done through planning and preparing the lessons and other daily activities which is reflected on the actual behaviour of the teacher inside and outside the classroom.

The educational system needs to be revised from time to time in order to improve it by developing its internal competencies by selecting better inputs and better organization supported by appropriate experiences so that the outputs of this system will reach the level of expected aspirations that predicted by the society and educational system.

In order to achieve these different methods, the officials at the beginning attempted to prepare the teachers based on an academic assumption which assumed that: teacher preparation based on producing a knowledge-based model which fits the study materials and textbooks. However, this model still has limitation to teacher's real responsibility. Therefore, they added a set of theoretical courses to the first assumption in educational and psychological subjects. Nevertheless, these programmes still ineffective in in terms of preparing qualified teachers. Consequently, this assumption has developed to provide a knowledge model and theoretical courses and even though these programmes remained known as not the

best in preparing teachers. Then, the importance of diagnosing the main variables which affects teachers' educations was acknowledged. Finally, educational authorities paid more attention to the importance of following a training approach and analyzing the elementary skills of this profession and so on the concern appears regarding producing new training programmes for teacher depend on main competencies which is necessary for teaching profession.

Sa'adah Ibrahim (2001) mentioned that the literature and research conducted within the framework of competencies basically took four aspects in order to determining the necessary competencies for performing an active teaching and these aspects are:

- 1 - Systems analysis approach and the use of its techniques in the analysis of the educational system to extract the necessary competencies.
- 2 – The approach of observing the behavior of a group of successful teachers in active teaching process to derive the educational competencies to preparing teachers.
- 3 - Educational research approach that would reveal the variables or factors that affect teaching process positively to derive the educational competencies which is required to prepare successful teachers.
- 4 – The approach of identifying the views and opinions of educators who work at teacher training and preparation to determine the educational competencies.

Educational competencies represent a set of abilities and skills that possesses by the teacher and practicing them in the educational situation to enable him to carry out his teaching tasks effectively and to master the ability to implement the educational activity that based on a set of facts, concepts, and principles that are

evident through educational behavior which reaches skillfulness. The educators point out to the necessity of following up and evaluating all the workers in the field of education and on a continuous basis in order to assure their cognitive abilities and knowledge skills and to boost the strength points. Moreover, teachers evaluating process achieves many goals, including: (Abdul Baqi, et.al. 2006:4).

- 1- Raise teacher's teaching competencies and his sense of self-confidence and reassure his scientific development in his field of specialization.
- 2 - Evaluation teachers' performance: and guide them through comparison process with other teachers in other schools, and with staff who enrolled in training courses.
- 3 - Setting up standards that help the teacher to levitate his teaching skills compared with fast changes in educational process, and ensuring keeping up with: students' needs; schools' needs; and the needs of the society they live in.
- 4 - The ability to judge for the preparation of the teacher for higher posts for promotion in the field of education. The standards evaluating teachers competencies are vary. The process of evaluation is based on teacher behaviour during the observation of his apparent behavior. In other words, observing teaching skills of the teacher inside the classroom.
5. The evaluation is conducted as a diagnostic process. If teacher's evaluation was low, then the results indicate that teacher's performance is impaired or indicate his failure in work.

The evaluation activities are structured in a precise and an accurate manner which are suitable for assessing teacher performance. The educators have different perspectives in determining the competencies and then the way in which the teaching



process is analyzed. However, this means that they are ineffective, to show the performance level of the teacher and teaching abilities. Next, the strengths and weaknesses of teacher's methods in applying competencies will be indicated. The areas of competencies reflect the main approaches of the educational process despite the difference in naming these areas.

### **Types of competencies and the concepts:**

Yousry Mustafa (2002) has divided it into:

- 1 - Cognitive competencies: The expertise and skills which are necessary to perform for workers' performance in their fields of profession.
- 2 - Productive competencies: the influence of educational competencies in the behavior of learners.
3. Emotional competencies: Worker's tendencies and his trends, values, and beliefs
- 4 - Performance competencies: The skills shown by the worker who possesses it from his experience which produced cognitive competency. (Alsayed, 2002: 3).

While, Houston programme (The University of Houston) has identified competencies to:

1. General competencies: It is derived from theories that address learning; teaching strategies; growth psychology.
2. Special competencies: derived from theories that deal with the knowledge of specialized science only (pilot, 2001:60)

### **Sources of competency Derivation:**

There are general principles for determining competencies which are as follows:

#### **1 - The philosophical basis:**

The programme key which based on competencies is to determine its assumptions and objectives. This means, the individual's general perception from the institution's or the organization's point of view, that is work on individual's preparation, and the amount of expected efforts from him, In addition to the general perception of the role of the organization and its nature.

#### **2 - Applied basis:**

Using what has proven form experience and demonstrated by data and information to determine the competencies, because the information based on the application is always described as valid information.

#### **3. Performance basis:**

It means determining the competencies according to roles, tasks, and duties which is done by the individual who will be well-prepared in the light of what other expert workers do in the work field.

#### **4. The realistic basis:**

It means returning to current programmes and existing courses and enrolling the workers of the organization such as teaching staff, students, and experts in determining competencies (Al-Musawi, 2002: 29).

### **Previous studies:**

#### **Al-Majoun Study:**

### **Purpose of the study:**

1 - To identify ways of improving some of cognitive competencies of the workers in sports activity in the forums of youth and sports for the purpose of development.

2 - Are there any statistically significant differences between the average opinions of the managers of youth forums and the average of sports supervisor's views and trainers at a level of 0.05

The researcher concluded the following:

1- School Trips and leisure trips are participating in developing competencies.

2. Providing modern technologies.

3. Training courses

4 - Providing a scientific curriculum to develop those competencies through activities.

### Chapter 3

#### Research procedures

##### Research Methodology:

Research procedures including (data collection, analysis, obtaining results) in any study usually depend on the nature of the research and its methodology, and those considered the most important steps that affect on the objectivity of the research (Seeni, 1994: 62). Therefore, the researcher used the descriptive approach that seeks to collecting data from the individuals in the sample as an attempt to determine the case in one variable or a set of variables.

### **Research Community:**

The community of this study is represented by supervisors (males and females) who are working as specialized supervisors at the general directorates of Baghdad province.

### **Research Sample:**

The sample is the portion which represents the original community where the researcher conducts his research (Mahjoob & Badri, 2002:67). The researcher chose his samples according to deliberated method due to easiness and lack of specialized supervisors in each general directorate. What is more, it is compatible with the assumption of Alian, et.al when he emphasized that the results will be closer to the reality of the original community (Alian & Ghaneem, 2000:137). Research sample comprises 96 supervisors from the six general directorates of Baghdad distributed according to sex variable, qualification variable (Diploma, Bachelor)

### **Research Tool:**

In order to achieve the objectives of this research, the researcher prepared a special form includes 29 statements with a triple gradient to form a maximum of 87 degree and lower grade of 29 degree.

### **Psychometric Characteristics:**

#### **1. Test Validity:**

##### **Content validity:**

The researcher's (29) statements of the test were presented to a number of experts and specialists in order to verify the validity of the test in terms of accuracy and achieving research objectives. Experts' opinions have been considered and some amendments conducted to a number of tests' statements in the light of experts' advice.

#### **A- Answering instructions:**

After the finalization of test statements in the light of experts' opinions, the researcher set the instructions of how to answer the statements and it includes the goal of the measurement, and also the time required for answering.

#### **B - Correction instructions:**

To correct students' answers the researcher did the following:

- prepared the typical answers to the test statements which includes the typical key answer for the (29) statements.
- Students' papers were corrected on a basis of (1,2,3) for each of the test statements.

#### **C - Exploratory Experience:**

In order to assure the clarity of the scales' statements and the instructions of answering, and to calculate the time required to fully answering the statements, the researcher applied the test to an exploratory sample randomly selected from the specialized supervisors. The sample consisted of (20) supervisors out of research sample. To calculate the average answering time, the researcher calculated the answering time for the first and for the last supervisor and then it found that the average is (30) minutes.

#### **Test Reliability:**

In order to calculate the test reliability, the half-split method was chosen to calculate the reliability coefficient. This method is the most common method for estimating test reliability coefficient. The test was applied to 50 students. The answers were divided into two halves. The first half contains odd statements degrees while the second half consists of binary statements degrees. Pearson correlation coefficient has been used to calculate the correlation between the two halves, and it

was (0.90). After that, it has been corrected by using (Spearman-Brown) equation to obtain a reliability coefficient which equal to (0.94).

### **Scale Validity:**

Validity is one of the most important psychometric characteristics that is required in the psychological scale (Eble, 1972: 435) because it is an important means of judging the validity of the scale and depends on two important factors: the purpose of the test and; the category or group to which the test will be applied. (Al-Dhahir et al., 1999: 132-133)

Validity is statistically defined as the correlation coefficient between the individual's marks in a specific test and the marks of other tests (criterion) that measure the same property. These criteria may be internal or external (Al-Dhahir et al., 1999: 133). The researcher verified the validity of the content by taking into consideration expert opinions regarding the scales and verifying their representation to the content which is going to be measured.

### **Scale's Final application:**

After the verification of scale's psychometric properties, it was ready for application. The scale was applied to a sample of (96) supervisors, with the explanation from the researcher that the scale was set for scientific research purposes. The application was individual and answering time last about (30) minutes.

## Chapter 4

### Results and Data Discussion

#### Viewing the results:

This chapter includes an overview of the findings that obtained by the researcher according to the research objectives as well as the interpretation of these results.

1. The first goal of this research has been verified which was identifying the level of educational competencies of the supervisors of Baghdad. Moreover, the existence of educational competencies has been verified by comparing the mean of the theoretical scale which was (58) with the average by using T-value which was (3.520), which were higher than its scheduled value at a significance level of 0.05
2. To verify the second objective, which was finding out whether there is a difference in educational competencies according to the qualification or not. The T-test was used as shown in Table (1):

Table (1)

Mean and standard deviation for degrees

Group	Mean	Standard Deviation	Variance	T value		Freedom Degree	Significance level	Statistical significance
				Calculated	Scheduled			
Bachelor	47.066	7.890	62.262	3.991	2.021	47	0.05	significant
Diploma	38.758	8.101	65.631					

It is clear that there are differences between the means in favour of the first group. To find out the significance of these differences, the researcher used t-test. The T calculated value was (3.991), which was bigger than the scheduled value

(2,021) at the level of (0.05) and freedom degree of (47). This means, there is a statistically significant difference between the two study groups and this difference in favour of the first group. As a result, null hypothesis is rejected and the alternative hypothesis is accepted. In a nutshell, there are differences in favour of the group of supervisors who have a bachelor degree.

### **Recommendations:**

In light of research findings, the researcher recommends the following:

- 1 - The necessity of using current research tool when interviewing applicants to the profession of supervision to make sure that they possess the required educational competencies.
- 2 - Accuracy in the selection process of specialized supervisors because it is very important stage.
- 3- Set up scientific standards for candidates such as providing a higher certificate as a prerequisite
- 4 - The need to urge teachers of English language to develop their abilities and educational potential through training courses

### **Suggestions:**

To carry out the current research further, the researcher suggested the following:

1. Conduct a similar study to all supervisors in Iraq.
- 2 - Conduct a similar study by using different variables not covered in current study such as (sex, motivation ... etc.).



3 - Conducting a study to identify competencies in science and other specializations.

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