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ضمان جودة أداء المشرفين التربويين العاملين في مديريات تربية العاصمة عمان في ضوء التحول الرقمي من وجهة نظرهم

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Quality Assurance of the Performance of Educational Supervisors Working at Amman Educational Directorates in the Light of Digital Transformation from their Point of View

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ABSTRACT

The present study aims at identifying the quality assurance procedures for the performance of the educational supervisors working at Amman educational directorates in the light of digital transformation from their point of view. The population is represented by (206) Educational Supervisors working at Amman Educational Directorates. The population is the same as the sample. A questionnaire is adopted as the study instrument, it consists of (3) dimensions and (30) statements. It is found that the current procedures followed to ensure the quality of the performance of educational supervisors is low with an overall mean of (1.88). It is also found that there are significant differences that can be attributed to gender and came in favour of females; however, it is not attributed to directorate. It is found that the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors is high with an overall mean of (4.32), However, there are no significant differences which can be attributed to the directorate, or gender. Several recommendations are presented such as: the need to develop procedures to ensure the quality of the performance.

Keywords: Quality Assurance, Educational Supervisor, Educational Directorate, Digital Transformation.

المخلص

تهدف هذه الدراسة إلى تحديد إجراءات ضمان جودة أداء المشرفين التربويين العاملين في مديريات تربية العاصمة عمان في ضوء التحول الرقمي من وجهة نظرهم. تكون مجتمع الدراسة من (206) مشرف ومشرفة تربويون يعملون في مديريات التربية والتعليم بقصبة عمان. وقد تم تحديد عينة الدراسة بالمجتمع نفسه، تم استخدام الاستبانة كأداة الدراسة وتكونت من (3) مجالات و (30) مفردة. أظهرت النتائج أن مستوى الإجراءات الحالية المتبعة لضمان جودة أداء المشرفين التربويين قد جاء بمستوى منخفض وبمتوسط حسابي يبلغ (1.88). كما أظهرت النتائج وجود فروق ذات دلالة إحصائية في تحديد الإجراءات الحالية (العامة وفي ضوء التحول الرقمي) المتبعة لضمان جودة أداء المشرفين التربويين العاملين في مديريات التربية في قصبة عمان والتي يمكن أن تعزى إلى الجنس إذ جاءت لصالح المشرفات التربويات، إلا أنه لم تكن هناك فروق ذات دلالة إحصائية يمكن أن تعزى إلى المديرية. كذلك أظهرت النتائج أن أسباب الحاجة إلى تطوير إجراءات لضمان جودة أداء المشرفين التربويين العاملين في مديريات تربية العاصمة عمان في ضوء التحول الرقمي من وجهة نظرهم جاء بمستوى عال وبمتوسط حسابي يبلغ (4.32). إذ تم تحديد السببين الرئيسيين وهما (1) التحول إلى استخدام المنصات الإلكترونية في عملية الإشراف وأداء المشرفين التربويين، و(2) التطورات في الدور الإشرافي والمتعلقة بضمان جودة أداء المشرفين التربويين. إلا أن النتائج أظهرت عدم وجود فروق ذات دلالة إحصائية في تحديد أسباب الحاجة إلى تطوير إجراءات لضمان جودة أداء المشرفين التربويين العاملين في مديريات التربية في قصبة عمان في ضوء التحول الرقمي يمكن أن تعزى إلى الجنس أو المديرية. بناءً على نتائج هذه الدراسة، تم تقديم العديد من التوصيات مثل ضرورة استحداث إجراءات لضمان جودة الأداء، وإجراء دراسات مماثلة على مديريات التربية والتعليم التابعة لوزارة التربية والتعليم في مختلف محافظات الأردن

الكلمات المفتاحية: ضمان الجودة، المشرف التربوي، مديرية التربية، التحول الرقمي.

Introduction

Educational supervision is one of the most important means that aims at upgrading and advancing the educational process. It assists teachers academically and pedagogically, and it is considered a consultative, humanitarian, and technical process as well as a leadership process that focuses on evaluating the educational process and correcting its course at all levels. Educational supervision is considered a link between school administration and the higher educational administration, it is an organized technical field process, performed by leaders who have the required experience as well as the scientific and educational ability, this qualifies them to help those in the educational field and assist them in their professional, cultural, and behavioural growth.[1]

The educational supervisor is one of the most important elements in the supervisory process, the most important tasks that the supervisor conduct is participating in the implementation of educational policies, following-up on teachers, assisting teachers by solving the problems they encounter, and submitting periodic reports pertinent to the progress of the educational process in order to ensure access to the best outputs from schools. [2]

Furthermore, the digital transformation, which has been booming in recent years, and has been focusing on improving engagement and accessibility through interactive and customizable learning, has affected the roles and responsibilities of the educational supervisor, as it transferred the role of the educational supervisor from the traditional role that focuses on paperwork and routine follow-up without paying attention to the basic role of educational supervisors, namely helping teachers and ensuring their professional development, to electronic supervision which can be considered a quantum leap in the supervisor's role, especially since it made it possible for them to communicate with teachers and other stakeholders at any time. Many researchers believe that implementing digital supervision has some level of importance; since this type of supervision facilitates supervisors' tasks and reduces their time and effort as well as it decreases using the outdated traditional methods in educational supervision.[3]

The above-mentioned is a general explanation of the changes that occurred in educational supervision, and how the digital transformation impacted it in general and the supervisors in particular. When looking at this issue and evaluating the impact of these changes on the status quo of educational supervision in Jordanian schools, it is clear that there is a great interest in developing the capabilities of supervisors, improving their performance, and ensuring the quality of their work, in private schools, however, public schools are still not taking any concrete measures to achieve these. The two researchers also reached this conclusion when they failed to find a system that ensures the quality of work of supervisors in the directorates of the city of Amman.

Recently, quality assurance has been one of the issues that has its world-wide significance and has been part of many sectors including the educational supervision, many aimed at achieving excellence and proficiency, and when it comes to educational supervision, ensuring the quality will make a difference in the performance of supervisors, improves the supervision techniques, improves supervisors' competencies and skills, improves the work environment and relationships between colleagues. And to achieve more improvement and high priority objectives, and to increase the participation of supervisors to achieve the quality, supervisor performance quality assurance has been introduced.[4]

And since quality assurance and digital transformation are two important and contemporary topics that have a relationship with Educational Supervision, the two researchers carried out this research to identify the procedures of quality assurance of the performance of educational supervisors working at Amman educational directorates in the light of digital transformation from their point of view.

Study's Problem

In recent years, many aspects of the educational process have changed for several reasons, namely, for technological developments, digital transformations, and the multiple educational patterns which emerged as a result of the Corona pandemic, such as distance learning and so on.

Educational supervision has also been affected by the above-mentioned reasons as it is an integral part of the educational process, and the need to ensure the quality of supervisors' performance has become an urgent necessity due to these developments.

In the light of the above, the two researchers conducted this study to identify the procedures of quality assurance of the performance of educational supervisors working at Amman educational directorates in the light of digital transformation from their point of view.

Study's Significance

Hopefully, the present study will enable the following authorities to benefit from its results:

- Ministry of Education, Educational Supervision Department, and Educational Supervisors working within the Ministry of Education. The Ministry may use this study as a base to review the current approved regulations on quality assurance and may seek to modify them as an attempt to balance these regulations with the changes imposed by the digital transformation on educational supervision.
- Researchers to make use of theoretical literature and the results of this study.

Study's Questions

This study aims at answering the following questions:

Q.1: What are the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view?

Q2: Are there any significant differences at ($\alpha=0.05$) in the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, or gender?

Q3: What are the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view?

Q4: Are there any significant differences at ($\alpha=0.05$) in the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender?

Definitions of Terms

✓ ***Quality Assurance:***

It is a term associated with the quality management process, where obtaining the best results meet the general requirements of the product or service quality.[5]

Operationally, it is defined as: the fulfilment of all supervisory process elements, including educational supervisors and their various activities.

✓ ***Educational Supervisor:***

A technical expert and a leader in the educational process whose job is to help teachers grow professionally and solve the educational problems they face, to provide technical services to improve teaching methods and direct the educational process to the right destination, which requires full knowledge of proceeding in the education process in a steady pace.[6]

For this study, this definition is being adopted.

✓ ***Educational Directorate:***

A government sector that organizes and supervises the educational process, in a specific area within a geographical space affiliated with the Jordanian Ministry of Education.[7]

For this study, this definition is being adopted.

✓ ***Digital Transformation:***

Enhancing the learning environment and administration system by applying new technologies. It allows reducing costs and meeting the growing demands of all the participants of your education process.[8]

Operationally, it is defined as a virtual interaction between the two basic pillars of the educational process, namely the teacher and the learner, through the means of technology intended to provide the educational service.

Study delimitations

- *Human delimitation:* This study comprised 206 Educational Supervisors working at Amman Educational Directorates
- *Spatial delimitation:* This study was conducted at 9 Educational Directorates in Amman: Amman Qasbah, Marka, Na'ur, Jame'ah, Wadi Al Seer, Qweismeh, Sahab, Jizah, and Mowaqqar
- *Time delimitation:* This study was conducted during the second semester of the academic year 2021/2022.

Literature Review and Previous Studies

In the section below, the researchers reviewed the Arabic and English literature pertinent to educational supervision, digital transformation, and quality assurance.

◆ ***Educational Supervision:***

Supervision is in a sense, the backbone of educational improvement. Supervision is provided by the Educational Supervision Directorate of the Ministry of Education to help educators and educational administrators do better jobs. This service provides educational leadership and guidance to various personnels in the field of education. Supervision is necessary in education to ensure uniformity and effectiveness of educational programmes it is required to promote teaching and learning in schools. It incorporates checking, enquiry, fact-finding, keeping watch, survey, correction, prevention, inspiration, guidance, direction, diagnosis, and improvement. [9]

Modern supervision is guided by major rules which make instructional processes and procedures more effective and efficient. These principles include flexibility, democracy, cooperation, positive and constructive in nature, emphasize on quality management and creative and scientific in nature. [10]

◆ *Digital Transformation:*

Since the 21st century is known as the digital age, with globalization, structures in almost every area have been influenced rapidly by developing and changing information and communication technologies. It is impossible for education to remain insensitive to these developments and changes. As a result of the rapidly developing information and communication technologies, digital tools used in educational settings are also increasing and changing in this direction. [11]

Digital transformation is considered an E-business management method, it aims at providing an integrated work system to achieve the optimal utilization of the institution's resources, by eliminating bureaucracy and shortening the many steps the government institution has to follow as well as improving the processes and procedures in the institutions, it also contributes to solving human problems and activating development and enhancing its sustainability in various aspects, not to mention improving client experience and facilitates creativity and innovation. [12]

Digital transformation is very essential in the educational field in terms of enhancing the quality and relevance of learning, strengthen inclusion, and improving education administration and governance. As well as in times of crises, distance learning can mitigate the effects of education disruption and school closures, [13] and although there have been a need and experiments on digital transformation in education, it was notably a slow process that became an urgent matter due to COVID-19 in March 2020.

Around 1.5 billion students, 90% of the world's elementary, tertiary, and secondary students were unable to physically attend school. The effect has been revolutionary, as educators expected

technological solutions to support remote education and learning. Digital transformation in education sector is, however, not limited to post COVID-19 online education and learning. [14]

In order to ensure the right digital transformation in education, the Ministry of Education has worked on developing plans that lead to teaching and learning using technology, qualify leaders to create a transformative culture as well as to be able to assess the digital transformation tools and processes, and prepare an enabling infrastructure and environment. Education supervisors are the right persons for these tasks.

◆ *Quality Assurance*

Quality is one of the contemporary issues that have received the world's attention, it has invaded all fields, including educational supervision, and everyone who works in this field is striving for excellence and mastery. [15]

Quality assurance in educational sector according to the European Commission (2018) involves the systematic review of educational programmes and processes to maintain and improve their quality, equity, and efficiency. Quality assurance also refers to all the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that a product or service will fulfil requirements for quality. However, there is a strong link between school supervision and Quality Assurance. This is so because quality assurance is usually measured by the quality of educational inputs, processes, and outputs, all pointing to one direction of school supervision. [12]

On the other hand, educational supervision plays a vital role in developing, sharing, training, ensuring implementation, and evaluating teachers and teaching-learning processes including the digital learning process. Because of that, it is important that supervisors' performance be evaluated and its quality to be ensured, specially that digital transformation is now a vital component in the educational process and needs careful review and evaluation.

In the section below, the researchers reviewed the Arabic and English studies that addressed this topic:

Jasir [1] aimed at identifying the obstacles to the educational supervisors' application of electronic supervision in light of distance learning from the teachers' point of view in the Wadi Al-Seer district. It was found that the responses of the study sample were moderately in agreement with the obstacles to the educational supervisors' application of electronic supervision in light of distance learning from the teachers' point of view in the Wadi Al-Seer District.

Al Qutati and Oubadji [16] aimed at identifying the degree of quality of educational supervisor's performance standards in educational institutions from the teachers' point of view. It also aimed at identifying if there are statistical differences at the quality performance standards with reference to gender, scientific qualification, and professional experience. It was found that the degree of performance standards among educational supervisors in educational institutions was average (66.7%). It was also found that there were significant differences at level ($\alpha \leq 0.05$) in proficiency, professional development and professional ethics and communication which can be attributed to gender and came in favour of females, however, there were no significant differences in the other variables.

Al Zaidi [17] evaluated the performance of educational supervisors in the light of the overall quality standards and identified the quality standards for all educational supervisors from the point of view of primary school teachers. It was found that the total quality standards of educational supervisors in the province of Baghdad / Third Education Rasafa (Sadr City) were average.

Al Khazalah [18] aimed at identifying the performance of the educational supervisor in the light of applying the knowledge economy in the education directorates of the Zarqa Governorate, Jordan. It was found that the performance of the educational supervisor, in the light of applying the knowledge economy concept in the education directorates of the Zarqa Governorate, was moderate. Furthermore, there were no statistically significant differences in the effect of the experience and directorate variables on all the study areas.

Kotirde and Yunos [19] assessed the general roles of school supervisors in improving teaching quality and effectiveness of schools supervisions and intended to make a review on some issues related to supervision in Nigerian context, emphasizing professional profiles and roles in educational system, specifically in quality improvement of secondary schools and also highlighting the concepts of supervision, differences between supervision and inspection, quality assurance/ quality management as well as quality in teaching and learning. Therefore, it suggested that supervisors as catalysts should facilitate the implementation of the various sets of roles which will improve the teaching-learning situation in the input-process. This is geared towards an effective, viable, vibrant and qualitative educational system. Hence, the supervisor must seek for genuine cooperation and concern, positive and acceptable disposition among the teachers and their subordinates.

Given the novelty of the previous topics and the need to connect them together, this led the two researchers to carry out this study in order to know the measures taken to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view.

Design of the Study

A survey methodology approach is adopted. Furthermore, referring to the previous studies pertinent to the subject of the study, then collecting data using the study tool and statistically analyzing it are used to answer the study questions.

- ***Study's Population and Sample***

The population, which is the same as the sample, is represented by (206) Educational Supervisors working at Amman Educational Directorates. The study instrument was distributed to (206) individuals, and (191) questionnaires were retrieved and considered as a sample for the study, The distribution of the study's sample is displayed below in table (1)

Table (1): Distribution of the study's respondents in accordance with the respective directorate and gender

Variable	Category	Frequency	Percentage
Directorate	Amman Qasbah	42	22%
	Marka	33	17.3%
	Na'ur	9	4.7%
	Jame'ah	27	14.1%
	Wadi Alseer	18	9.4%
	Qweismeh	27	14.1%
	Sahab	13	6.8%
	Jizah	15	7.9%
	Mowaqqar	7	3.7%
Total			100%
Gender	Males	100	52.4%
	Females	91	47.6%
Total			100%

- **Study's instrument:**

An initial questionnaire was developed after reviewing the relevant studies. It consisted of 3 dimensions to cover the General Procedures to Ensure the Quality of the Educational Supervisors' Performance, Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation and Reasons for the Need to Develop New Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation as well as 20 statements. The final questionnaire was distributed to the study population after it was reviewed and validated by experts.

- **Validity of the Instrument:**

To measure the validity of the questionnaire, content validity method was used. The initial questionnaire was passed to 10 experts who have the relevant expertise and experience. Based on experts' opinions, some statements were rephrased.

- **Reliability of the Questionnaire**

To measure the reliability of the questionnaire, Cronbach alpha coefficient was used. Table (2) shows Cronbach alpha coefficient values.

Table (2): Cronbach alpha coefficient values for each dimension

Dimension	Cronbach Alpha Coefficient	Number of Statements
General Procedures to Ensure the Quality of the Educational Supervisors' Performance	0.844	8
Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation	0.940	10
Total	0.952	18
Reasons for the Need to Develop New Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation	0.851	12

Based on the results shown in table (2), Cronbach alpha coefficient values for the first two dimensions ranged between (0.844 and 0.940), with a total of (0.952), whereas Cronbach alpha coefficient value for the third dimension is (0.851). This indicates that the questionnaire had an adequate degree of reliability.

Study's Results:

***Q.1: Results:** What are the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view?*

To answer this question, means and standard deviations for the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view were calculated. These values are captured in table (3) below.

Table (3): The current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view

Dimension Number	Rank	Dimension	Mean	Std.	Level
1	1	General Procedures to Ensure the Quality of the Educational Supervisors' Performance	1.93	0.50	Low
2	2	Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation	1.83	0.50	Low
Total			1.88	0.47	Low

Based on the results shown in table (3), the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view is Low. The overall mean is (1.88) and the total standard deviation is (0.47). General procedures to ensure the quality of the educational supervisors' performance dimension ranked first with a mean of (1.93) which is low, and with a standard deviation of (0.50). Procedures to ensure the quality of the educational supervisors' performance in the light of digital transformation ranked second with a mean of (1.83) which is low, and with a standard deviation of (0.50).

Means and standard deviations for each statement of the first and second dimensions of the study were also calculated. The results are presented in table (4) below.

Table (4): Means and standard deviations for each statement of the first and second dimensions.

Statement No.	Rank	Statement	Mean	Std.	Level
General Procedures to Ensure the Quality of the Educational Supervisors' Performance					
3	1	There is an implemented plan for the professional development of the educational supervisors to ensure the quality of performance	2.08	0.88	Low
4	2	The work of educational supervisors is periodically monitored to ensure the quality of performance	2.08	0.89	Low
8	3	There are procedures to ensure the quality of the educational supervisors' performance in general	2.05	0.68	Low
1	4	There is a department for managing the quality of educational supervision in the educational directorates of Amman	2.05	0.86	Low
5	5	Performance review sessions for educational supervisors are held	1.84	0.85	Low
2	6	There are strategic plans for the educational supervision's department in the educational directorates regarding performance quality assurance	1.84	0.87	Low
7	7	Educational supervisors' areas of development are addressed	1.76	0.75	Low
6	8	The results of the educational supervisors' performance review are documented	1.71	0.69	Low
Total			1.93	0.50	Low

Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation					
1	1	Special platforms are developed for the Educational Supervision Department for remote interaction	2.10	0.64	Low
2	2	There is the needed infrastructure in the Educational Supervision Department to support digital transformation	2.10	0.69	Low
3	3	Educational supervisors are trained to use technology in the light of digital transformation	2.05	0.73	Low
7	4	The educational supervisors are capable of electronic documentation	1.89	0.82	Low
5	5	The resources needed by educational supervisors to supervise remotely in the light of digital transformation are provided	1.89	0.85	Low
10	6	There are procedures to ensure the quality of the educational supervisors' performance in general in the light of digital transformation	1.84	0.85	Low
8	7	Performance review sessions for educational supervisors are held remotely	1.73	0.78	Low
9	8	Electronic correspondence is used between educational supervisors	1.73	0.78	Low
4	9	Financial resources are provided to ensure the quality of educational supervisors' performance in the light of digital transformation	1.55	0.65	Low
6	10	Educational supervision platforms provide remote quality assurance for the work of educational supervisors	1.50	0.72	Low
Total			1.83	0.50	Low

Based on the results shown in table (4), the means for General Procedures to Ensure the Quality of the Educational Supervisors' Performance dimension are within the range of (1.71-2.08). Statement (3) *There is an implementation plan for the professional development of the educational supervisors to ensure the quality of performance* and Statement (4) *The work of educational supervisors is periodically monitored to ensure the quality of performance* ranked first with a mean of (2.08) which is low.

Statement (6) *The results of the educational supervisors' performance review are documented* ranked last with a mean of (1.71) which is low. The total mean of General Procedures to Ensure the Quality of the Educational Supervisors' Performance dimension is (1.93) which is low.

Based on the results shown in table (4), the means for Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation dimension are within the

range of (1.50 - 2.10). Statement (1) *Special platforms are developed for the Educational Supervision Department for remote interaction* and Statement (2) *There is the needed infrastructure in the Educational Supervision Department to support digital transformation* ranked first with a mean of (2.10) which is low. Statement (6) *Educational supervision platforms provide remote quality assurance for the work of educational supervisors* ranked last with a mean of (1.50) which is low. The total mean of Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation dimension is (1.83) which is low.

Q2 Results: *Are there any significant differences at ($\alpha=0.05$) in the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, or gender?*

To answer this question, the means, and standard deviations for identifying the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, or gender were calculated. These values are captured in table (5).

Table (5): Means and standard deviations for the first and second dimensions of the questionnaire

Variable	Category	Frequency	Means	Std.
Directorate	Amman Qasbah	42	1.79	0.39
	Marka	33	2.01	0.51
	Na'ur	9	1.66	0.22
	Jame'ah	27	1.85	0.41
	Wadi Alseer	18	2.02	0.61
	Qweismeh	27	1.99	0.55
	Sahab	13	1.78	0.45
	Jizah	15	1.80	0.41
	Mowaqqar	7	1.70	0.31
gender	Males	100	1.76	0.47
	Females	91	2.01	0.43
Total		191	1.88	0.47

Based on the results shown in table (5), there are apparent differences in the means to identify the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, or gender.

To investigate the significance of these differences, Two-Way ANOVA was conducted. The results are displayed through table (6) below.

Table (6): The results of the Two -Way ANOVA for each dimension

Variable	Sum of Squares	Df.	Mean Square	F.	Sig.
Directorate	3.44	1	3.44	17.61	0.00*
Gender	2.81	8	0.35	1.80	0.08
Error	35.32	181	0.20		
Total	41.23	190			

Based on the results in table (6), there are significant differences in identifying the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to gender which came in favour of female educational supervisors, based on F. value (7.61) and Significance value (0.00)

Based on the results in table (6), there are no significant differences in identifying the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, based on F. value (1.80) and Significance value (0.08).

To investigate the differences in the first and second dimensions with respect to the study's variables (Directorate, Gender), means and standard deviations for dimension were calculated. The results are displayed through table (7) below.

Table (7): Means and standard deviations for the first and second dimensions of the questionnaire.

Variable	Category	Frequency	General Procedures to Ensure the Quality of the Educational Supervisors' Performance		Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation	
			Means	Std	Means	Std
Directorate	Amman Qasbah	42	1.87	0.43	1.73	0.42
	Marka	33	2.07	0.51	1.96	0.55
	Na'ur	9	1.58	0.26	1.72	0.28
	Jame'ah	27	1.88	0.41	1.83	0.47
	Wadi Alseer	18	2.03	0.64	2.01	0.64
	Qweismeh	27	2.01	0.61	1.97	0.56
	Sahab	13	1.94	0.47	1.65	0.46
	Jizah	15	1.87	0.48	1.74	0.43
	Mowaqqar	7	1.70	0.39	1.70	0.38
Gender	Male	100	1.79	0.55	1.73	0.49
	Female	91	2.08	0.38	1.96	0.48
Total		191	1.93	0.5	1.84	0.5

Based on the results shown in table (7), there are apparent differences in the means of the first and second dimensions to identify the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, or gender.

To investigate the significance of these differences, Multivariate Analysis of Variance (MANOVA) was conducted. The results are displayed through table (8) below.

Table (8): The results of the Multivariate Analysis of Variance (MANOVA) for each variable for the first and second dimensions of the questionnaire

Variable	Dimension	Sum of Squares	Df.	Mean Square	F	Sig.
Directorate						
Wilks' Lambda Value: 0.877	D1	3.02	8	0.38	1.70	0.10
Sig. 0.087	D2	3.19	8	0.40	1.75	0.09
Gender						
Hotelling's Trace Value: 0.107	D1	4.24	1	4.24	19.1	0.00*
Sig. 0.00	D2	2.86	1	2.86	12.5	0.00*
Error	D1	40.14	181	0.22		
	D2	41.34	181	0.23		
Total	D1	47.19	190			
	D2	46.99	190			

D1: General Procedures to Ensure the Quality of the Educational Supervisors' Performance

D2: Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation

Based on the results in table (8) there are significant differences in identifying the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, that can be attributed to gender, and which came in favour of female educational supervisors, based on F. values (19.1 and 12.5) and Significance values (0.00) for each.

Based on the results in table (8) there are no significant differences in identifying the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, based on F. values (1.70 and 1.75) and Significance values (0.10 and 0.09) respectively.

Q3 Results: *What are the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view?*

To answer this question, means and standard deviations for the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view were calculated. These values are captured in table (9) below.

Table (9): Means and standard deviations for each statement of the third dimension

Statement No.	Rank	Statement	Mean	Std.	Level
Reasons for the Need to Develop New Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation					
6	1	The transformation to using electronic platforms in the process of monitoring the performance of educational supervisors	4.70	0.49	High
8	2	Developments in the supervisory role	4.64	0.55	High
2	3	The digital transformation resulting from the Corona Pandemic	4.60	0.69	High
9	4	Improving the quality of the teaching-learning process	4.57	0.60	High
3	5	Rapid technological developments	4.53	0.69	High
12	6	The need to develop procedures for ensuring the quality of educational supervisors' performance in light of the digital transformation	4.34	0.59	High
11	7	The current procedures for ensuring the quality of the performance of current educational supervisors are lacking the inclusion of digital transformation	4.20	0.58	High
4	8	The transformation to using electronic platforms in the training educational supervisors	4.16	0.62	High
10	9	The need to develop general procedures for ensuring the quality of educational supervisors' performance	4.15	0.56	High
5	10	The transformation to using electronic platforms in the educational supervision process	4.14	0.61	High
1	11	Meeting the requirements of the Ministry of Education strategy	4.02	0.62	High
7	12	The new job description for educational supervisors	3.75	0.74	High
Total			4.32	0.37	High

Based on the results shown in table (9), the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view is high. The overall mean is (4.32) and the total standard deviation is (0.37).

Based on the results shown in table (9), the means for Reasons for the Need to Develop New Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation dimension are within the range of (3.75 - 4.70).

Statement (6) The transformation to using electronic platforms in the process of monitoring the performance of educational supervisors ranked first with a mean of (4.70) which is high. Statement (7) The new job description for educational supervisors ranked last with a mean of (3.75) which is high. The total mean of Reasons for the Need to Develop New Procedures to Ensure the Quality of the Educational Supervisors' Performance in the Light of Digital Transformation dimension is (4.32) which is low.

Q4 Results: *Are there any significant differences at ($\alpha=0.05$) in the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender?*

To answer this question, the means, and standard deviations for identifying the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender were calculated. These values are captured in table (10).

Table (10): Means and standard deviations for the third dimension of the questionnaire

Variable	Category	Frequency	Means	Std.
Directorate	Amman Qasbah	42	4.30	0.39
	Marka	33	4.32	0.32
	Na'ur	9	4.37	0.40
	Jame'ah	27	4.30	0.35
	Wadi Alseer	18	4.35	0.39
	Qweismeh	27	4.35	0.44
	Sahab	13	4.30	0.27
	Jizah	15	4.28	0.48
	Mowaqqar	7	4.31	0.42
Total				
Gender	Males	100	4.32	0.50
	Females	91	4.32	0.14
Total		191	4.32	0.37

Based on the results shown in table (10), there are apparent differences in the means to identify the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender.

To investigate the significance of these differences, Two-Way ANOVA was conducted. The results are displayed through table (11) below

Table (11): The results of the Two -Way ANOVA for the third dimension

Variable	Sum of Squares	Df.	Mean Square	F.	Sig.
Directorate	0.11	1	0.00	0.01	0.93
Gender	0.00	8	0.01	0.10	1.00
Error	26.60	181	0.15		
Total	26.72	190			

Based on the results in table (11), there are no significant differences in the means to identify the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender, based on F. values (0.01 and 0.10) and Significance values (0.93 and 1.00) respectively.

Result Discussion

Q1 Results' Discussion: *What are the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view?*

Results showed that overall mean for the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view was low and the means for the first and second dimensions were also low, this may be due to the fact that the Ministry of Education'

Educational Supervision Department is not paying attention to the importance of having standards and procedures that regulate the work of educational supervisors to ensure achieving the quality, which has become the desired objective for any organization or institution that seeks excellence. This was confirmed by the recommendations of the MoE Educational Development Conference in 2019 in terms of educational supervision.[20]

Results also confirmed the weakness of the procedures implemented to ensure the quality of performance before and during the digital transformation period, as it was low during the two phases, however, it was lower during the digital transformation, this may be due to the fact that the transition to digital learning required improved quality and accuracy in work, and to the possession of skills and experiences that were not previously required.

The results of the first question agree with the results of the study of Al Zaidi [17], which found that the total quality standards for educational supervisors were average. The study also recommended the necessity to involve educational supervisors in training courses to familiarize them with the standards, concepts, and applications of the total quality.

Q2 Results' Discussion: *Are there any significant differences at ($\alpha=0.05$) in the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, or gender?*

Results showed that there were significant differences in the means to identify the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed gender which came in favour of female educational supervisors, this may be due to the fact that females in general are more willing to implement procedures that ensure the quality of their performance, especially in

light of digital transformation. This confirms the results issued by the Productivity Platform (Hive), in which it indicated that women are more productive than men, as women work 10 percent harder than men and 54.9% of the tasks are assigned to women.[21]

Results also showed that there were no significant differences in the means to identify the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates from their point of view, which can be attributed to the directorate, this may be due to the fact that all directorates affiliated to the city of Amman follow and implement the same procedures related to quality assurance, so there are no differences related to this variable. This is confirmed by the Ministry of Education system, as all its directorates are subject to the same procedures and laws.

The results of the second question agree with the results of the study of Al Qutati & Oubadji [16], which found that there were significant differences in the means of teachers' estimates of the educational supervisors' practice of quality standards (scientific mastery, professional development, professional ethics, and communication) which can be attributed to gender, and this also came in favour of female supervisors.

Q3 Results' Discussion: *What are the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view?*

Results showed that the overall mean for reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view was high and the means for the third dimension were also high, this may be due to the fact that the current procedures (general and in the light of digital transformation) followed to ensure the quality of the performance of educational

supervisors working are either not unutilized, or not developed yet to fulfil the requirements and needs of digital transformation .

Results also identified the top two reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view which are: The transformation to using electronic platforms in the process of monitoring the performance of educational supervisors, and developments in the supervisory role, which are related to ensuring the quality of the performance of educational supervisors.

The results of the third question differ from the results of all studies' results, since none of them addressed the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view.

Q4 Results' Discussion: *Are there any significant differences at ($\alpha=0.05$) in the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender?*

Results also showed that there were no significant differences in the means to identify the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view, which can be attributed to the directorate, or gender. This may be due to the fact that all directorates affiliated to the city of Amman follow and implement the same procedures related to quality assurance and therefore, there reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors will be the same.

The results of the fourth question differ from the results of all studies results, since none of them addressed the reasons for the need to develop procedures to ensure the quality of the performance of educational supervisors working at Amman Educational Directorates in the light of digital transformation from their point of view.

Recommendations

In the light of the findings of the study, the followings are recommended:

- The need to develop procedures to ensure the quality of the performance of educational supervisors in the light of the digital transformation.
- Conduct similar studies on other Ministry of Education educational directorates in the different governorates of Jordan.
- Urge all educational supervisors, specifically males, to adhere to the developed quality assurance procedures in the light of the digital transformation.

Expand the research based on this study and review other variables and reasons that might affect the quality of the performance of educational supervisors.

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