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Constraints against the Educational Supervision as Perceived by Teachers of Physical Education in District of Alqasr

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Constraints against the Educational Supervision as Perceived by Teachers of Physical Education in District of Alqasr

Dr. Hisham Ali Aldmour

Abstract- This study was aimed at exploring the problems that face educational supervision in physical education from the physical education teacher's perspectives in AL-Qasr district. The sample of the study consisted of (52) physical education teachers (26 male & 26 female), where descriptive statistics and T-test were used.

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I. INTRODUCTION

The development of educational supervision is based on the development of theories of administration such as the social-behavioral concept and systems theory. The educational system is one of important social systems since it focuses on building the well-being human who is capable of active contribution to building and developing his/her society. This system combines its components of students, teaching staff, administrative staff, buildings, learning and teaching techniques and syllabus. So the educational system looks like other social systems. Tanner (2007) refers to the term of "education supervision" as a modern term where its philosophy is based on the concentration of improving the performance of teaching staff since they are the focus of supervision processes provided that there is a democratic environment based on the mutual respect and considering the teaching staff needs which will be reflected on the improvement of learning-teaching process in a positive way.

In general, the educational supervision also aims at improving the learning-teaching process through the active control over all variables affecting it, the protective measures and recovery procedures with components of educational system until developing the whole educational process with its inputs, processes and outputs (Tanner, 1987).

Indicators of the development and modernity of educational activity and its relation with various goals which, if achieved, will develop the elements of learning-teaching process, create its form, and assign devoted roles to each element beginning with the students as the focus of this process, through the teacher, the driver, the

facilitator and the educational mediator to the top management, the school principal, as the leader, organizer, and a supervisor. Among such elements the most important one is the role of educational supervisor through facilitating, problem tracking and solving. (Aiyish, 2013/2014).

The educational supervision witnessed several stages of development. The first stage was inspection which was interested in ensuring that teachers perform their tasks upon the predefined frameworks and means. This type of supervision was unable to improve the education in the school since it sought continually the envelope not the core of educational process.

As a result of research and studies conducted in the fields of social psychology and educational administration, a new step was made to the philosophy of educational supervision represented in concentration on the improvement of teachers' performance as they are the center of educational supervision provided that it should be made in democratic environment that is based on the mutual respect and interest in the needs of the teacher (Alhamdoon, 1992).

II. PROBLEM OF THE STUDY

Despite the awareness of the ministry of education towards the importance of educational supervision system and organization, but this system is still behind the new attitudes especially in the field of physical education besides that the educational supervisor is still covering a large number of teachers relatively where the ratio of supervisors to teachers is very low. In one directorate we don't find but one supervisor which in turn will create fatigue to the supervisor and becomes unable to perform his/her duties which require consultations and cooperation with teachers (Alhamdoon).

The above mentioned details it is clear that educational supervision, in general, and supervision in physical education in specific encounters difficulties and constraints that preclude its effectiveness and role of supervisor, besides his/her supervision in addition to the expectations of his/her managers and top officials. These things reflect on the educational efficiency of supervision processes.

For these reasons the researcher, according to his job in physical education and his concerns of

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difficulties and problems of such topic, the researcher found it was necessary to conduct this study which aims at investigating the Constraints that encounter the educational supervisors of physical education activities as perceived by the teachers of physical education at the District of Alqasr schools.

III. OBJECTIVES OF THE STUDY

This study aims at:

- o Recognize the constraints against educational supervision on physical education activities as perceived by the teachers of physical education in District of Alqasr schools.
- o Recognize these constraints as perceived by the teachers of physical education in District of Alqasr according to gender.

a) *Scopes of the study*

- The human scope

This scope includes all physical education teachers (female, and male) in District of Alqasr

- Spatial scope

District of Alqasr

- Time scope

The study was conducted during the second term of academic year 2013/2014.

IV. TERMS OF THE STUDY

a) *Educational Supervision*

It is a democratic, technical, leading, organizing and holistic continuous process which seeks to develop the learning-teaching process through the active interaction between the supervisor, the school principal, the teacher and the student as a joint team (Sergeo Vani, 1993).

b) *Educational supervision over physical education activities*

It is a leadership process that is interested in the needs of supervisor, teacher and student from the personal and professional side. It also makes efforts to help the staff in the school to create an atmosphere that contributes to the development of both teachers and students and achieve the general educational goals through teachers participation in setting and carrying out the plans besides proving the environment of satisfaction and understanding of teachers which in turn will help them increase their self appreciation and existence (Alhalawani; 1991).

c) *Teacher of physical Education*

He/She is the educationally and academic qualified to teach the syllabus of physical education for primary and secondary schools, and supervise all physical activities of training the teams and holding the sports championships inside and outside the schools (Abwini:, 1990).

d) *Constraints*

These are professional problems that encounter both teachers and supervisors thus preclude achieving their planned objectives (Al Zu'bi:, 1990).

e) *Theoretical Framework*

The constraints against the educational supervision include administrative, economic, technical, social and personal constraints.

i. *The administrative Constraints*

These constraints include the various and different burdens and tasks that teachers and educational supervisors should carryout, where it takes time and efforts which in turn reflects on the supervision process, and the educational proves in a whole.

Lack of training courses make it difficult for supervisors and teachers to adapt to the changes due to the lack of new knowledge and traditional techniques besides the weak practicing of educational supervisors by schools principals for the purposes of follow up and assessment.

The low supervisor/teacher ratio and the lack of appropriate criteria to select the competent teacher besides teaching subjects by the irrelevant teachers cause problems. The unavailability of places to hold meeting and supply schools with teaching aids to help supervisor besides complaints by principals from the training courses held while teachers are on their duties and the weakness of awareness of some principals, supervisors and teacher. All these constraints are considered administrative constraints. (Ayish, 2013/2014).

ii. *Economic Constraints*

This type consists of lack of teaching aids, books and bulletins in addition to the lack of material incentives presented to supervisors and teachers.

iii. *Technical Constraints*

This type includes several constraints such as the unimplementing of supervisor instructions by some teachers; low competency of supervisor or teachers; low involvement of teachers to the profession; large numbers of students in the class rooms; in contribution of teachers to the educational planning of learning-teaching processes; low level of teacher's professional growth such as the lazy, the static, the rejecter, the autocratic and the loose; difficult syllabus and weak practiced educational assessment techniques; unsatisfaction of teachers of supervisor instructions and the indiversity of educational supervision techniques (Alhuwaidi:, 2002; Ayish, 2013/2014).

iv. *Social Constraints*

This type consists of the inappropriate school environment due to the lack of public-owned buildings where the rented buildings lack safety and security instruments; lack of labs; lack of yards for sports

activities, and unavailable theaters and stages for the art and cultural activities (Tammer, 1987).

v. *Personal Constraints*

This type includes the inability of some principals and supervisors to adopt the suitable leadership styles; weak relationship between both principals and teachers and emerging personal problems that affect the job execution (Ayish, 2013/2014)

V. LITERATURE REVIEW

a) Al Hamdoon (1992) conducted a study on the Constraints of educational supervision in Jordan, the supervisors perspective beside determining the solutions and future plans. The study sample consisted of 329 individuals including 39 supervisors (totally selected) and 290 male and female teachers (randomly selected through strata sampling). To answer the questions of the study the researcher developed two instrument. The first one was a questionnaire designed to measure the constraints against educational supervision in the field of physical education. This questionnaire consisted of 65 items distributed among eight topics of supervisors; these were the planning, syllabus, education, professional growth, evaluation, educational administration, class administration, and relation with colleagues and community.

The second questionnaire was designed to determine the solutions and future plans of educational supervision. It consisted of 18 items. The results showed constraints that encounter the educational supervision over the physical education activities, these constraints were highly moderate and low threatening. It showed also no statistically significant differences in the degree of feeling the super visional Constraints attributed to gender, type of work, experience and qualification.

The researcher recommended the consideration of the most severe constraints and making efforts to prioritize them to find the appropriate means for avoidance them and enhance the quality of education in Jordan.

b) Almughidi study (1997) aimed at exploring the educational supervision constraints from the perspectives of supervisions in Ihsa'a (Saudi Arabia). In terms of gender, qualification and experience, the study consisted of 47 female and 29 male supervisors. The researcher designed a questionnaire which included the economic, technical, administrative, social and personal aspects. The study showed that there were constraints in this respect, besides the statistically significant differences in the gender variable to the favor of female supervisors.

c) Hatrieyh (1999) study recognized the constraints against the educational supervision among the lower- basic stage as perceived by the supervisors and teachers in Jordan, besides determining the solutions and future plans of supervision for this stage. The study sample consisted of 330 individuals; 30 supervisors and 300 teachers selected by random-strata sample.

To answer the questions of the study the researcher designed two forms of surveys. The first was devoted to measurement of the constraints against the educational supervision at the lower-basic stages and consisted of 80 items distributed among 8 topics of supervision; educational planning; syllabus, professional growth, teaching, evaluation, educational administration, class administration and the relationship with colleagues and community.

The second form was used to measure the solutions and future plans of educational supervision and consisted of 25 items. The researcher applied the arithmetic means, standard deviations, percentages and used the these of t and ANOVA. The study concluded that the constraints that encounter the educational supervisor at the lower basic stage were highly, moderately and low threatening constraints.

The researchers recommended taking into consideration the most threatening constraints and make efforts to find the appropriate means to avoid them and enhance the quality of education in Jordan besides designing a program to develop the educational supervision and the lower-basic stage, increase the numbers of supervisors, reduce the number of teachers under one supervisor and conduct more studies that handles the different aspects of supervision.

d) Masa'adih (2001) study aimed at recognizing the constraints against the educational supervision in the northern education directorates in terms of the affects of gender, experience and the qualification alone and combined on these constraints. The population of the study consisted of all 277 supervisors in the northern directorate for the academic year 2000/2001. A random strata sample of 151 male and female supervisors was selected. The researcher designed a survey of 63 items distributed among eight topics: planning, syllabus, education, professional, growth, evaluation, educational administration, class administration and the relationship with colleagues and community.

The researcher concluded that the degree of constraints as perceived by the supervisors was high. The researcher recommended avoidance of use the direct imperative instructions since the goal of supervisor is to improve the learning teaching process, hold debate sessions with teachers, coordinate among ministry of educations and colleges of education in the universities to benefit these results.

e) Alharbi (2006) study aimed at recognizing the Constraints against educational supervision in Saudi Arabia, as perceived by supervisors and primary and secondary schools principles at the Al Russ area. The study also aimed to recognizing any statistically significant differences among the perceptions of both supervisors and principles towards these constraints.

The study sample consisted of all 110 educational supervisors at the education directorate and supervision centers as Arrus region, all 46 intermediate schools and 26 school masters.

To achieve the objectives of the study the researcher designed a survey tool composed of 80 items that measure ten topics: planning, syllabus, education, professional growth, evaluation, education administration, class administration and the relationships among colleagues and community.

The study concluded the highest level of topics in terms of constraints was the teachers as perceived by supervisors, the supervision system as perceived by intermediate school masters and the education topic as perceived by secondary schools master.

VI. QUESTIONS OF THE STUDY

- What are the constraints against the educational supervision as perceived by the teachers of physical education at District of Alqasr schools?
- Are there statistically significant differences among the constraints as perceived by these teachers attributed to gender variables?

VII. STUDY PROCEDURES

- Methodology
The researcher used the descriptive methodology due to is appropriateness to the scope of the study.
- Population
The total population of the study was 56 female and male physical education teachers at District of Alqasr schools in the academic year of 2013/2014.
- Sample
The sample consisted of 52 male and female teachers or 93% of total population of the study as shown in Table 1.

Table 1 : Distribution of Sample members upon gender Variable Element No %

Variable	Element	No	%
Gender	Male	26	100
	Female	26	87
Total		52	93

- Study instruction
The researcher applied the instrument which was designed by (Al hamdoon, 1992). The questionnaire consisted of 30 items for five topics as follows:
- a) Appendix 1
- Constraints against supervision related to planning and consisted of 6 item
- Constraints related to syllabus and consisted of 6 items
- Constraints related to education and consisted of 6 items
- Constraints related to evaluation and consisted of 6 items
- Constraints related to class administrate and consisted of 6 items

sample for the first time then a after one week he reapplied it on the same sample and calculated the correlation coefficients among the estimations of the sample in both application, where Chronbach Alpha values for the five topics were 0.899-0.981 for topics and 0.959 for the instrument as shown in table 2.

VIII. STABILITY OF THE INSTRUMENT

The stability of instrument was verified through application and reapplication, where the researcher applied it on ten female and male teachers outside the

Table 2 : Result of Chronbach Alpha for the Study topics Topic

Topic	No. of Items	Chronbach Alphas
Supervision in terms of planning	6	0.981
Supervision in terms of syllabus	6	0.899
Supervision in terms of education	6	0.965
Supervision in terms of evaluation	6	0.902
Supervision in terms of class administer	6	0.982
Total	30	0.959

Table 2 shows the results of Chronbach Alpha for the Study topics where the values of Chronbach Alpha coefficients reflect high stability of study topics which means validity and ability of such topics to measure the constraints in the study.

educational supervision as perceived by the female and male physical education teachers in District of Alqasr schools. N= 63

a) *Study Procedures*

After the researcher was sure of the validity and stability of the study instrument and determined the sample, he distributed the survey on the same individuals of female and male physical education teacher at District of Alqasr schools. He asked them to read the instructions and respond on all items through ticking (X) in the appropriate square upon the Likert Scale of 5 degrees. After retrieving the forms he entered the data prior to analysis.

b) *Study Variables*

- independent variables
Gender- (female-Male)
- Dependent Variable

Responses of teachers to the measurement of Constraints

c) *Statistical Analysis*

The researcher used the following analytic tools:

- Arithmetic means, Standard deviations and percentages
- Chronbach Alpha Test
- t Test

IX. DISPLAY AND DISCUSSION OF RESULTS

a) *Results of questions one*

"What are the Constraints against educational supervision as perceived by teachers of physical education in District of Alqasr"?

To answer this question the researcher calculated the arithmetic means, standard divinations of sample estimates for study topics and instrument as shown in table 3.

b) *Planning: Table 3*

Arithmetic mean, standard deviation and percentage for each item of "Constraints against



Item details	Arith. mean	Std dev	%	Rank in topic	Rank in questi.
There is no clear and comprehensive plan for educational supervision program	3.56	0.95	71.11	2	18
There is no plan for supervisor determines the schedule of visits to teachers at school	3.49	0.90	69.84	4	22
Lack of coordination between supervisor and teacher in terms of planning	3.43	1.00	68.57	5	24
Insufficient supervisor visits	3.57	1.00	71.43	1	17
School administration participates in setting plans of physical activities	3.56	1.00	71.11	3	19
Emergency and sudden activities and changes on plans don't affect the plan course	3.27	1.03	65.40	6	26
Total	3.48	0.93	69.58		

Table 4 shows the values of arithmetic means standard deviations, percentages for each item of supervisions Constraints related to syllabus. The table shows that item 2, which states "when setting syllabuses there is no consideration to the conditions of Jordan's environment...", obtained the first rank among the topic items with an arithmetic mean of 3.92 ± 0.96 and relative importance of 78.41%. Item five which states that "The syllabus of physical education fits the desired objectives", obtained an arithmetic mean of 2.48 ± 0.96 and relative importance of 49.52%. For all items of the topics the arithmetic mean was 3.47 ± 0.61 and relative importance of 69.42%.

c) Education

Table 55: Arithmetic means, standard deviation and percentages for each item of the topic "Constraints against supervision related to education. N=63

Item details	Arith. mean	Std dev	%	Rank in topic	Rank in Survy
Supervisors have no knowledge of the new (modern) supervision approaches in education	3.51	0.84	70.16	4	21
Lack of applied lessons that teachers perform in front of supervisors	3.75	0.92	74.92	2	6
The school is in badly need for the educational aids and modern sport equipments to be used in physical education	3.75	1.02	74.92	3	7
School master presents his/her advices to the teachers of physical education, especially the new ones	2.44	1.00	48.89	6	28
There are fault attitudes and concepts among the teachers towards the supervision	3.89	0.81	77.78	1	4
In competent and unqualified of the personnel who evaluate the teaches of physical education	3.46	0.91	69.21	5	23
Total	3.47	0.56	69.31		

Through table 5, we find that item 5, which states that " There are faulted attitudes and concepts among the teachers towards supervisors", obtained the first rank with an arithmetic mean of 3.89 ± 0.81 and relative importance of 77.78%, while item 4, which states that "School master presents hi/her advices and instructions to the teachers of physical education, especially the new recruited", obtained an arithmetic mean of 2.44 ± 1.00 with relative importance of 48.89% (last rank). For all items in the topic, the arithmetic mean was 3.47 ± 0.56 and relative importance of 69.31%.

d) *Evaluation*

Table 6: Arithmetic means, standard deviation and relative importance for each item of the topic "Constraints against supervision related to education. N=63



Item details	Arith. mean	Std dev	Relative importance %	Rank in topic	Rank in Survy
Supervisors have no knowledge of the new (modern) supervision approaches in education	3.43	0.86	68.57	4	25
No enough and safe sport equipments and tools and sport fields used to evaluate the achievement of students	4.03	0.76	80.63	1	1
Teachers are not interested in theoretical evaluation	4.00	0.80	80.00	2	2
There is an interest in the role of supervisor in terms of evaluation of physical education at school	2.32	0.93	46.35	5	29
Supervisors are not keen to collaborate with physical education teachers to prepare a measurement of evaluation of student achievement	3.68	0.96	73.65	3	11
There is interest in the role of supervisor in terms of evaluation the physical education at school	2.27	0.88	45.40	6	30
Total	3.29	0.27	65.77		

Table 6 shows arithmetic means, standard deviations and relative impotence for each item in the topic of evaluation. Item 2, which states that "tools, equipments and play yards are not safe and enough to be used in evaluation of students achievement" obtained the first rank, with an arithmetic mean of 4.03 ± 0.76 and relative importance of 80.634.

Item 6, which states that "There is interest in the role of supervisor in terms of evaluation" obtained the last rank, with an arithmetic mean of 2.27 ± 0.88 and relative importance of 45.4. the aggregated arithmetic mean for all items of the topic was 3.29 ± 0.27 and relative importance of 65.77%.

e) *Administering the classes*

Table 7 : Arithmetic means, standard deviation and relative importance of Constraints against supervision related to class administration N=63

Item details	Arith. mean	Std dev	Relative importance %	Rank in topic	Rank in Survey
Supervisor focuses on sudden visits to classes for teacher evaluation	3.63	0.97	72.7	4	12
Number of physical education sessions per class is not sufficient and des not achieve objectives	3.71	0.96	74.29	2	8
Authoritative style of supervisor prevents him/her accept notes of teachers	3.68	0.96	73.65	3	9
Weak personality of teacher when conducting the session reduces the achievement of visit goals	3.27	1.07	71.43	6	16
Approaches used to control and follow up the activities and tasks of phy, edu are weak	3.78	0.97	75.56	1	5
Teachers don't care the suggestions made by supervisor about the problems of control and discipline when managing applied sessions	3.62	1.01	72.38	5	14
Total	3.67	0.95	73.33		

Table 7 shows the values of arithmetic means, standard deviations and relative importance of the Constraints related to class administration topic. Itmes 5, which states that" approaches used to control and follow up the activities and tasks of teachers are weak", obtained the first rank, with an arithmetic mean of 3.78 ± 0.97 and relative importance of 75.56%. item 4, which states that "Weak personality of teacher when conducting the session reduces the achievement of visit goals" ranked the last with an arithmetic mean of 3.57 ± 1.07 and relative importance of 71.43%. the total aggregated arithmetic mean was 3.67 ± 6.45 with a relative importance of 73.33%.

Table 8 : Arithmetic mean, standard deviation, and relative importance for Constraints

Topic	Arith. mean	Std dev	Relative importance %	Rank in topic
Supervision in terms of planning	3.48	0.93	69.58	2
Supervision in terms of syllabus	3.47	0.61	69.42	3
Supervision in terms of education	3.47	0.57	69.31	4
Supervision in terms of evaluation	3.29	0.27	65.77	5
Supervision in terms of class administer	3.67	0.95	73.33	1
Total	3.47	0.64	69.48	

Table 8 shows that the Constraints related to class administration obtained the first rank with an arithmetic mean of 3.67 ± 0.95 and relative importance of 73.33 while Constraints related to evaluation obtained the last rank with an arithmetic mean of 3.29 ± 0.27 and relative importance of 69.65. the total aggregated arithmetic mean for all topics was 3.47 ± 0.64 with relative importance of 69.48.

f) Second Question

Are there statically significant differences among Constraints against educational supervisor as

perceived by physical education teachers at District of Alqasr attributed to gender variable?

To answer this question the researcher calculated the arithmetic means, standard deviations for estimations, by sample members, to the study topics, according to gender, as shown in Table 9.

Table 9 : Arithmetic mean, standard deviation and t test value for "Constraints against educational supervision as perceived by physical education teachers in Mazar according to gender variable. N=63

Topic	gender	Number	Arith. mean	Std. dev	T value	Sig level	Sig
Constraints related to planning	Male	28	3.43	0.97	0.37	0.706	No
	female	35	3.52	0.92	0.37	0.706	No
Constraints related to syllabus	Male	28	3.52	0.57	0.54	0.586	No
	female	35	3.43	0.64			
Constraints related to education	Male	28	3.44	0.54	0.31	0.753	No
	female	35	3.49	0.59			
Constraints related to evaluation	Male	28	3.33	0.29	1.03	0.305	No
	female	35	3.26	0.25			
Constraints related to class administration	Male	28	3.82	0.90	1.11	0.270	No
	female	35	3.55	0.99			
Total	Male	28	3.51	0.63	0.35	0.727	No
	female	35	3.45	0.66			

N.B: tabular t value at 0.05 level= 2.00

Table 9 shows no existed statistically significant differences among Constraints against educational supervision as perceived by physical education teachers in District of Alqasr attributes to gender where calculated t value indicates no significant difference since its values was less than tabular t values of 2.00.

X. DISCUSSION OF RESULTS

a) Discussion Results of first question

"What are the Constraints existing against the educational supervision as perceived by the teachers of physical education in south Mazar?"

Table 3 shows that item 4 of planning topic Constraints, which focused on that the supervision visits to schools were insufficient, obtained the first rank. The researcher referred to the fact that the supervisor in the directorate was responsible on a large number of teachers, there fore he/she couldn't devote more time to conduct visits, where one or two visits per semester was available.

Table 4 shows that items 2 of syllabus Constraints which stated that "when setting syllabus there was no consideration to the Jordan's environment" obtained the first rank. This shows that the local social, cultural, economic and climate conditions should be taken into consideration when setting the syllabus so as to be more effective.

Table 5 shows that item 5 of education Constraints which stated that "there were mistaken attitudes and concepts adopted by teachers in general towards the role of supervisor", obtained the first rank.

Table 6 shows that item 2 of evaluation Constraints which stated that" there were insufficient and safe equipments, tools and play yards to be used for evaluating students", obtained the first rank. The researcher attributes these Constraints to the lack of financial allocations for the schools to purchase such supplies which in turn affect the evaluation process.

Table 7 shows that item 5 of class administration Constraints, which stated that "the approaches applied in control and follow up the efforts and tasks of physical education teachers were weak", obtained the first rank among the topic's items.

Table 8 shows that class administration topic obtained the first rank of Constraints, which reflect the low efficiency of this process by teacher. This result is in accord with most similar studies which asserted the existence of such Constraints, such as the studies of Alharbi (2006), Masa'dih (2001), Hitriyeh (1999), Almgheidi (1997), Al Hamdoon (19920 and Alsaoud (1992).

b) Discussion of second Question Results

"Are there statistically significant differences among the Constraints against the educational supervision over physical education as perceived by the teachers at south Masar? Attributed to gender?"

Table 9 shows that there were no statistically significant differences, where calculated t values were <2.00, while results indicated that female and male teachers encounter the same Constraints, since they live in the same educational environment. This result was in accord with the studies of Abu Nimrih (1990), Al Hamdoon (1992) but contrasted with Almgheidi (1197) and Alsaoud (1992) studies.

XI. CONCLUSIONS

- a) There were no statistically significant differences in the degree of feeling of Constraints by male and female teachers attributed to gender
- b) Insufficiency of supervision visits
- c) No consideration to local and national social, economic, climate and cultural environment taken when setting the plans for syllabus
- d) There were fault attitudes and concepts by teachers towards the supervision in general
- e) Insufficiency of equipments and spaces to evaluate students' in the physical education achievement
- f) Weak personality of teacher when conducting a session in physical education which in turn reduces the achievement of visit objectives.

XII. RECOMMENDATIONS

- a) Increase the number of physical education supervisor to cope with their supervision duties and tasks efficiently
- b) Conduct training courses and seminars to increase the interaction between supervisor and teacher
- c) Reduce the teacher/supervisor ratio
- d) Conduct more studies that cover all aspects of educational supervision and its variable such as qualifications and experience.

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