Original Article

Evaluating the Leading Role by the Educational & Specialized Supervisor in the Light of Change Management Requirements

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ABSTRACT

The world is currently witnessing a set of rapid changes and great transformations at all political, economic, social and technological levels, which made keeping up with the rapid changes as among the most prominent attributes of modern societies. Since the progress and development of society depends on the success of education, it has become seen with a contemporary concept as a process of change being a key factor in bringing about change in the various spheres of life. Therefore, change and how it is successfully managed have become among of the most crucial topics of concern to the mentality of administrative and technical leaderships. This is due to convincing reasons that change happens everywhere, its speed is increasing and more complex and that the future success of our institutions depends on how leaders are able to lead change. Perhaps leadership and change are amongst the greatest challenges facing organizations at the present time, and thus educational supervision is considered a directed activity which depends on the study of the educational status quo and aims to serve all employees in the field of education to launch and develop their abilities and raise professional and scientific level to achieve higher educational process level, achievement of its objectives and works to promote the processes of teaching and learning. Learning change management has become one of the key skills to enable supervisors and educational institutions to meet the challenges and stay firmly fixed, by adapting to events and make consistent changes. The research problem is clear in the following main question: what is the leading role of educational and specialist supervisors in the light of the change management requirements? This research aims to determine and know the leading role of educational and specialist supervisors in the light of the change management requirements, while the human field includes supervisors and specialist educators for the period (15/9/2015 – 01/02/2016) in the Educational Supervision Directorate at Basra governorate.

Keywords: Evaluating, leading role, educational, specialized, management requirements

INTRODUCTION

The world is currently witnessing a set of rapid changes and great transformations at all political, economic, social and technological levels, which made keeping up with the rapid changes as among the most prominent attributes of modern societies. Since the progress and development of society depends on the success of education, it has become seen with a contemporary concept as a process of change being a key factor in bringing about change in the various spheres of life. In the light of these challenges and changes, the responsibility of leaderships in educational institutions increases, being responsible for making change due to requirements of this stage concerning rapid change including all institution works to keep up with quick changes and developments o our present age. If the common factor in future world variables is change, the leadership's role in change management should be agreed on as educational institution need new managements able to leadership, creativity, innovation, renewal and deal with variables more efficiently.

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Perhaps leadership and change are amongst the greatest challenges facing organizations at the present time, and thus educational supervision is considered a directing activity which depends on the study of the educational status quo and aims to serve all employees in the field of education to launch and develop their abilities and raise professional and scientific level to achieve higher educational process level, achievement of its objectives and works to promote the processes of teaching and learning.

Therefore, change and how it is successfully managed have become among of the most crucial topics of concern to the mentality of administrative and technical leaderships. This is due to convincing reasons that change happens everywhere, its speed is increasing and more complex and that the future success of our institutions depends on how leaders are able to lead change. Perhaps leadership and change are amongst the greatest challenges facing organizations at the present time. Most researchers in the field of leadership and change may agree that main tasks of leaders achieve change and change requires leadership. The ability to deal with change with an effective way requires a leading method and there are many studies that asserted that leadership represents the main key of change success. Hence, the issue of change leadership and role become the focus of attention for researchers and learners along the past two decades.

There is no doubt that the interest in the concept of leadership is an essential element for educational institutions, especially in the light of rapid challenges and changes, but to face of these challenges, these institutions need a new model capable of leading the change. Therefore, educational institutions have become in urgent need for a certain quality of leadership which is able to understand the change and exercise its requirements successfully. From this perspective, the issue of developing educational leaders gained priority for the developed countries, and occupied a prominent place in the modern educational literature considering the change as one of the most important processes that educational leaders must understand and adopt to ensure an effective and successful performance of the educational process. Thus, educational supervision is considered a directed activity which depends on the study of the educational status quo and aims to serve all employees in the field of education to launch and develop their abilities and

raise professional and scientific level to achieve higher educational process level, achievement of its objectives and works to promote the processes of teaching and learning. In addition, learning change management has become one of the main skills to enable supervisors and educational institution to face challenges and stay firmly consistent through adapting to events and making continuous changes.

Hence, the significance of the study lies in the importance of the subject to be studied which is leadership and change management, which is still has growing interest in modern management thought, where the success of the leadership became dependent on maintaining and practicing concepts and strategies related to change management, which would ensure the importance of identifying the leading role of the educational specialist leading roles to help understand new roles they should practice to manage change process in their institutions successfully.

Moreover, the significance of this research stems from the importance of the role played by education departments in achieving education goals, reflecting a positive impact on the level of services provided to students in particular and society in general, but in practice it is hoped that results to contribute to find a reference framework revealing needed behavioral and organizational determinants required to manage the process of change which could benefit educational supervisors, specialists and makers of administrative decisions in the Ministry of Education to guide the processes of change and development in the field of education in general and for educational supervisors the specialists in particular, in a way to ensure increasing their ability and effectiveness in facing rapid challenges and changes and contribution to achieve the desired objectives.

Problem of the Study

Educational institutions face a set of challenges that motivate them towards change and development, which increased responsibility of these institutions to meet the challenges created by rapid changes and large shifts in all areas, leading to increase the need to strengthen the capacity of these institutions in a way that enables them to survive, fulfill their mission and achieve the hoped goals. Despite the growing interest in Iraq of developing the educational system, the educational management system is still below the desired level. This is through highlighting the

importance of this role and the possibility of exercising it. Accordingly, the problem of the study is crystallized in the following main question: What is the leading role by educational and specialist supervisors in the light of change management requirements?

Objective of the Study

This study aims to determine the leading role in the light of the change management requirements.

Methodology of the Study

The researchers used the descriptive surveying method. The descriptive method is defined by (Al Kilany & Al Sharifin, 2011, 27) as "concerned with the status quo of the phenomenon in terms of nature of conditions, practices and attitudes currently prevailing. It is also concerned with describing activities, processes and people and may be interested in the prevailing relations between current phenomena including attempts to predict the facts in the future". (Melhem, 1423 H: 453) adds that among objectives of the descriptive approach is to determine what individuals do in a given phenomenon, take advantage of their performance and expertise in conceptualization and future plans, and make appropriate decisions for situations.

Population of the Study

The population of the study consists of supervisors and specialist educators in the Educational Supervision Directorate at Basra governorate (255 supervisors) distributed on all education schools. The study was applied on all sample members to reach the highest confidence rates in study results.

Exploratory Sample

A random sample was selected (55 male and female supervisors) out of the original population of the study. Tools used in this study were applied on this sample to ensure validity of tools to be applied on members of the whole sample through calculating validity and reliability using suitable statistical methods on (13/10/2015).

Field Sample

The sample of the study was selected purposively out of its population (200 male and female supervisors representing 100% of population), including 78.43% males and 21.57% females, on 20/10/2015.

Tool of the Study

A questionnaire was prepared after choosing the topic, determining research objectives, and referring to relevant literature to the topic and it became clear to the researchers the basic components by which objectives of the study can be achieved. In the light of the study topic, according to its problem, objectives, questions and variables, they prepared a questionnaire to collect information from members of the study population. After preparation in its form image, virtual validity was ensured through presentation to a group of arbitrators with experience from the staff members at Iraq's universities, as well as specialists in the field of management, teaching methods and tests (7 arbitrators). They asked to express their opinions on the questionnaire as their notes were taken to make some amendments to questionnaire phrases.

Question of the Study

What is the leading role of educational and specialist supervisors in the light of the change management requirements?

Validity of Internal Consistency of Tools

This test was made to determine how questionnaire phrases are connected to total mark by calculating correlation coefficient between each phrase and total mark when the questionnaire was distributed on an exploratory sample of 16 supervisors with a high correlation degree and significant at level (0.01).

Tool Reliability

Reliability coefficient was calculated using Alpha Cronbach reliability coefficient as its value was 80% which refers to high reliability of the tool.

Study Tool Application

After preparing the final version of the questionnaire, researchers included instructions to answer the purpose of the study and how to answer the questionnaire phrases, the questionnaire was distributed in its final version on (01/10/2015 AD) and researchers continued in following-up and collection.

RESULTS ANALYSIS & DISCUSSION

Presenting results in this part will contribute to answer the questionnaire's question (evaluating the leading role of educational and specialist supervisors in the

light of the change management requirements). To answer this question, the researchers used repetitions, means, standard deviation and percentages as in the following tables.

The first paragraph ranked on top of the paragraphs in the first part at second place rank in the questionnaire with an arithmetic mean (4.61), standard deviation (0.55) and percentage (92.2%). This can be seen through the study sample responses. The researchers attribute it to the fact that educational and specialist supervisors practice their leading roles effectively in the process of change through many roles as they are role models for their subordinates, coordinating their actions, solving their problems and encouraging their growth and development and are represented at senior management. This motivates them to achieve high performance with a very high degree. This shows the need for clarity of the future direction of the department of educational supervision and seeks to achieve its objectives as this is one of the most prominent leadership success requirements in managing the process of change. In addition, (Al Sakarneh 2010: 349-350) asserted that the leadership has a great role in the success of change and an active role in its failure, so the desired change in the contemporary directorate of educational and specialist supervision a test of good leadership through which it is evident to see the extent of its maintenance and response to requirements of change that Directorate needs.

Further, the eighth paragraph also has the second-highest rank at the level of the first part and ranked third on the level of questionnaire with an arithmetic mean (4.58), standard deviation (0.62) and a percentage (91.6%). This shows that administrative decision-making is one of the major tasks of successful educational and specialist supervisors as they are the individuals able to choose from decision-making strategies what fits the situation. Therefore, it is their duty to apply the process of decision-making and perform an assessment and analysis of this decision-making process, studying the various decision aspects and their impact to individuals. This was confirmed by (Al Shamma', 2011, 109) that supervisors and specialists can take administrative decisions with respect to areas that fall within their specialties in the directorate. In addition, (Khatib 2006, 202) adds that making decisions, consequent actions and investment of human and material resources consistent with the level of that decision, as well

as provide all necessities, change requirements and conditions that enable the decision-maker to take the decision that is characterized by rationality or maturity, objectivity, integrity and sense of responsibility.

The sixth paragraph on the 31st place, the least in the first part and the last on the questionnaire level as a whole with an arithmetic mean (2.67), standard deviation (1.64) and percentage (% 53.4). This indicates weakness in identifying change goals by educational specialist supervisors, whereas a change should have definite and clear targets or goals the supervisor seeks to attain as they reach the results that as supervisor should achieve within his purposes. This is confirmed by the (Abu Nasir, 2008: 109) in determining the goals of change because every change has no clear goals as it a change that is born dead or a changing fearing deviation, failure or discontinuation. The proposed project sets a mechanism to identify how to achieve goals and study this project to fill its gaps, evaluate and complete it and to implement change.

The second paragraph also ranked at number thirty with an arithmetic mean of (2.75) standard deviation of (1.67) and percentage of (55%). This shows the low level of technique when educational supervisors and specialists make an accurate plan in a specific period of time and be implemented with accurate change as a reality and inevitability. Abu Nasir, 2008: 99 asserted the new technique in line with requirements of the age and meet new demands as a result of tactical and scientific change.

The fourteenth paragraph (significantly contribute to the success of the change process) came at the first rank at the level of the second part and the questionnaire as a whole, with an arithmetic mean (4.64), standard deviation (0.55) and percentage (92.8%). The researchers attribute this to educational and specialist supervisors who enjoy the character of a perfect impact (charisma), which significantly contributes to the success of the change process. It makes them look forward to innovation in their business, pursue administrative and technical various aspects of issues, work to communicate with others to be more progressed and improved in their performance towards change and seek to make this change in educational institutions because this community is composed of managers, teachers and students who need someone to help them towards change. This is confirmed by Al Sakarneh 2010: 360 that the supervisor

Table 1: Paragraphs of first part (extent of practicing the leading role by educational and specialist supervisors in the light of the change management requirements)

S. No.	Phrase	Arithmetic mean	Standard deviation	Percentages	Ranking
1	You practice leading role relating to change process management	4.61	0.55	92.2	2
2	You apply a new technique consistent with requirements of the age	2.75	1.67	55	30
3	You raise the level of educational management to the space of new change	4.03	1.37	80.6	11
4	You cover new demands as a result o technical and educational changes	3.12	1.66	62.4	23
5	You work on determining performance gap and define what should be done and actual reality of the Educational Supervision Directorate	3.58	1.56	71.6	17
6	You determine goals of change	2.67	1.64	53.4	31
7	You propose a change project in terms of defining mechanism of achieving goals	3.45	1.60	69	19
8	You have the basic role related to hard decision-making to play an important role in change management	4.58	0.62	91.6	3
9	You eliminate those with values different from new organizational values or those who apply change process	2.83	1.65	56.6	27
10	You depend on linking the approved reward structure by the Educational Supervision Directorate with the desired change, whether this is related to supervisors, departments or groups	3.83	1.43	76.6	14
11	You promote consistency between the desired change and rewards	3.93	1.41	78.6	12
12	You are enabled to reach what is needed in making the needed change	3.32	1.64	66.4	20
13	You follow planning method in order to face different situations	3.38	1.58	76.6	13

Table 2: Paragraphs of the second part (personal characteristics of educational and specialist supervisors in the light of change requirements)

S. No	Phrase	Arithmetic mean	Standard deviation	Percentages	Ranking
14	You have a personality with impact (charisma) contributing to a great extent to change process success.	4.64	0.55	92.8	1
15	You have clear vision, mission and goals to matters after the change process.	3.06	1.63	61.2	24
16	You are able to accept new methods in forming strategic vision and realizing external factors of questions.	3.54	1.54	70.8	18
17	You have the ability to reshape situations, restore ignored forms, meanings and maintain them in different way.	4.38	1.05	87.6	7
18	You have openness towards change.	4.25	1.21	85	8
19	You have relational, analytical, diagnostic, perceptional and technical skills	3.77	1.43	75.4	15
20	You have the ability to communicate workers.	4.51	0.85	90.2	5

who raises the level of subordinates for achievement, self-development or development, the development process, developing groups or institutions should have personality with influence and charisma and pay special attention to dependents, agitates them mentally, motivates and inspires them.

The twentieth paragraph has the second highest paragraph on the second part and the fifth rank at the questionnaire level as a whole with an arithmetic mean (4.51), standard deviation (0.85) and percentage (90.2%). The researchers attribute this to ability to communicate with workers by specialist educational supervisors as direction cannot be achieved without communication, whatever type it is and whatever communication means used to transfer components of direction to respondents as it is an interactive process between several parties with common denominators in understanding this process, maintaining its components of communication and the contact of

educational specialist supervisor is considered an administrative communication through his work and ability to understand workers and the ability of workers to understand the supervisor. Here, Al Allak, 2010: 64 affirmed that the contact is one of the pillars of guidance as it involves the flow of information, instructions, directives, orders and decisions of an individual or group to individuals or groups for the purpose of reporting, influence or making a change toward attaining pre-defined goals. Jayyousi and Dadullah, 2008: 162 add that communication is a means and not an end while it is helping to complete planning, regulatory, guidance and control tasks.

The fifteenth paragraph with less rank in the second part which comes at fourteenth rank at the questionnaire's level with an arithmetic mean (3.06) standard deviation (1.63) and percentage (61.2%), where educational and specialist supervisors in management of change must have vision, mission and clear strategic objectives. Change under absence of strategy is like a dream, which is impossible to achieve, as a strategy is a tool to achieve the vision, mission and goals, and requires effective leadership capacity

building and compliance with rational strategies for business in the light of future possibilities for the needs of educational and Specialist Supervision Directorate. Al Zanfuli (2012: 89) adds that vision identifies forms of successes which a supervisor seeks or desirable forms to be achieved in the future. The mission determines the identity of the supervisor and his field of activity and it is the foundation for constructing goals that are sought to be achieved and attained.

In addition, the sixteenth paragraph has the second lowest rank in the second part and the eighteenth rank at the questionnaire level as a whole with an arithmetic mean (3.54), standard deviation (1.54) and percentage (70.8%). This shows that educational and specialist supervision is able to accept new methods on setting strategic vision and realize external challenges at lower level. Al Asadi, 2014: 326 asserted that the supervisor should be prepared to accept change including new and modern methods in forming the strategic vision as the most important thing acing supervisors at change is resistance facing such change. Therefore, a supervisor should set plans with strategic vision and prepare

Table 3: Paragraphs of the third part (Strategies of educational and specialist change)

S. No	Phrase	Arithmetic mean	Standard deviation	Percentages	Ranking
21	A supervisor's efficiency is based on setting and implementing the strategy of change	3.00	1.67	60	25
22	The strategy of change is adopted in attitudes of teachers towards educational innovations	2.80	1.66	56	28
23	Traditional methods are replaced with modern ones trained on by teachers and it is they found them very difficult	4.19	1.22	83.8	9
24	The strategy of change is about proposed method for actual implementation of change	2.87	1.66	57.4	26
25	Development and implementation of strategies requires an intensive employment of time and resources, which does not always happen, so educational and specialist change often lacks the needed organization	4.54	0.72	90.8	4
26	Management of strategies is often based on sense and guessing	3.22	1.68	64.4	21`
27	Strategic planners expect possible complexities and problems for the selected or developed method	4.45	0.88	89	6
28	In terms of application, strategies depend on controlling the system of rewards, sanctions, deprivation and restriction with maximum importance among workers targeted with change	3.16	1.65	63.2	22
29	Method strategies are used to include editing advertisements and laws with the purpose of change, preventing financial support, impose certain change attitudes by the official management or offering rewards	3.70	1.50	74	16
30	The strategy of change based on amendment or adjustment works on reorganizing some environmental aspects of the Educational Supervision Directorate in which the change will take place	4.14	1.33	82.8	10
31	Strategies put a certain strategy for work related to world development	2.77	1.68	55.4	29

workers to accept any change to avoid any resistance or rejection and realizing any external challenges.

The twenty-fifth paragraph has the highest paragraphs in the third part and came at the fourth rank at the level of the questionnaire as a whole, with an arithmetic mean (4.54), standard deviation (0.72) and percentage (90.8%). The researchers attribute this to educational and specialist supervisors who dedicate time to employ needed strategies in strategic organization in achieving their works completely. Here, Moustafa, 2009: 48 asserted that the needed organization needs time for supervision process and make it continuous. At the same time, it makes them more achieving of their works and this makes strategy as bridge between work and renewal.

The twenty-seventh paragraph has the second highest paragraph in the third part and came at the sixth rank at the level of the questionnaire as a whole, with an arithmetic mean (4.45), standard deviation (0.88) and percentage (89%) as clear from respondents' answers. The researchers attribute this to educational and specialist supervisors who expect problems that will face them during change. Henre, Al Zankali, 2012: 154 asserts that this should help institutions in continuous improvement and development in all areas to cope with change in domestic and global conditions, benefit from provided opportunities and prepare to meet the imposed challenges as well as to build on the strengths that is enjoyed by institutions and address weak points. Guallab (2011: 691) adds that senior management in the Educational Supervision Directorate always provides administrative support and backing in order to overcome the obstacles to change and to overcome the state of fear and anxiety associated with this process.

As for the thirty-first paragraph, it came at the lowest paragraphs in the third part and came at the twenty-nine rank at the level of the questionnaire as a whole, with an arithmetic mean (2.77), standard deviation (1.68) and percentage (55.4%). The researchers attribute this to the fact that when Educational Supervision Directorate sets strategies, their connection with scientific, technological and technical development is not at the acceptable level. These educational institutions must be changed, keep pace with the rapid development, have the ability to use administrative technologies as measured by the success and development of educational institutions by their administrative progress, capacity of management to change and

continuous renewal and educational supervision as an educational institution in society affected by changes in different aspects of life. This was confirmed by (Akef Lutfi Khasawneh 2011: 195) who emphasizes the ability to follow and keep up with the change requirements or the ability to keep pace with global developments in technological aspects in terms of ability to pursue modernization and renewal, or in terms of ability to know how to handle the new technology in terms of management, operation, maintenance repair, and the best investment. Moreover, Saleh Shafi Al Aezhi 2010: 109 confirms that supervisors must follow developments and updates in administrative work and using the latest technologies as much as possible.

The twenty-second paragraph has the second lowest paragraphs in the third part and came at the twenty-eighth rank at the level of the questionnaire as a whole, with an arithmetic mean (2.80), standard deviation (1.66) and percentage (56%) as clear from respondents' answers. The researchers attribute this to educational and specialist supervisors who followed weak strategies of change towards teachers to achieve innovation and creativity as change is a procedure or a tactic implemented on a present status to transform from a current reality to a better reality as a response to innovative and creative updates and outcomes to reach a certain goal. This was asserted by Akef Lutfi Khasawneh, 2011: 195 as the ability to achieve development and innovation means any ability to embrace creative ideas and come up with a practical reality because the change, as we explained previously, intended to bring development and upgrading anything meaning to transfer from a certain state to a better state. Saleh Shafi Al Aezhi 0.2010: 114 also confirms that a supervisor is characterized in the performance of his work by high intelligence, clarity of mind, responsiveness, proactive spirit, creativity, innovation, psychological stability and ability to adapt to the self and with others, flexibility in employment, investment expertise of teachers and workers in education, according to possibilities of education available in the educational institution.

CONCLUSIONS

1. Educational and specialist supervisors realize concepts and requirements of change management through their practice of their leading roles.
2. Educational and specialist supervisors play a major role in decision-making during hard stages

in the Directorate of Educational and Specialist Supervision.

3. Weakness of mechanism adopted by educational and specialist supervisors through technical means and methods and accurate information to make the change.

Recommendations

1. The interest in the subject of change through training programs, courses, workshops, seminars, scientific conferences and lectures to introduce the concepts of change management, and awareness of its importance in the field of supervision through the developing awareness of Supreme administrative leaders at the Education Directorate.

2. Develop an overall strategy by the Educational Specialist Supervision Directorate creating change stemming from its needs, increase its ability to self-improve within the overall strategy of the Directorate, and to provide the necessary support to change programs adopted by Ministry of Education.

3. Canceling old regulations that are inconsistent with the required update, and the introduction of new regulations and systems in line with change management requirements, particularly with regard to administrative regulations in educational supervision to ensure the participation of workers in supporting the process of change.

4. Giving educational and specialist supervisors more powers that will enable them to update rules, regulations and develop organizational structures to commensurate with the change management requirements.

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