

Required E-learning Competencies among Supervisors in the State of Kuwait

DR. FATIMAH ALHASHEM

GULF UNIVERSITY FOR SCIENCE AND TECHNOLOGY

(KUWAIT)



Introduction

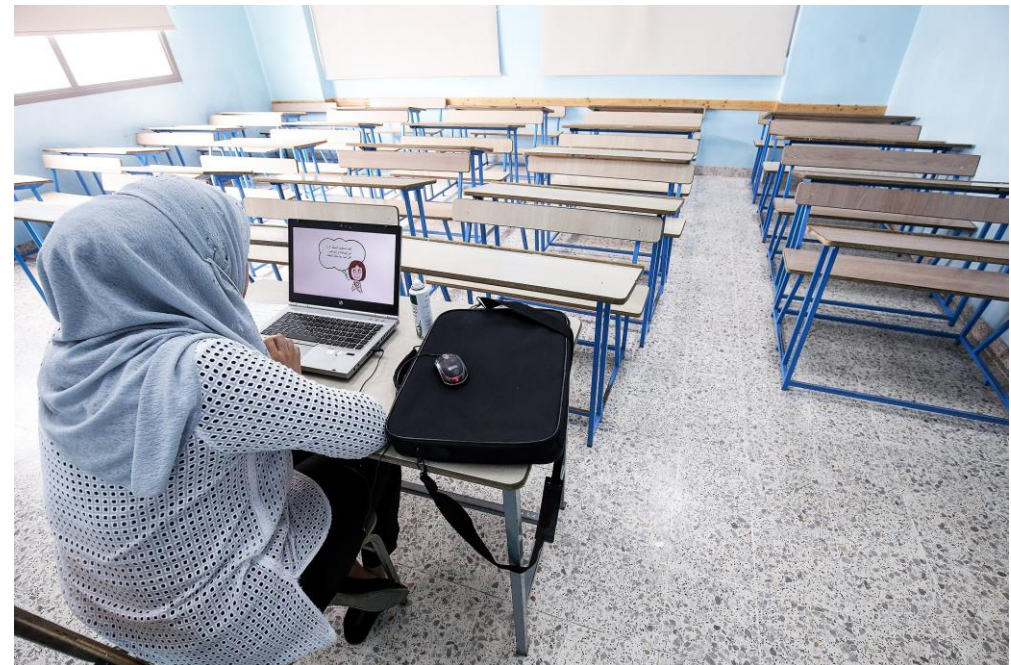
In swift response to the COVID-19 pandemic, the Government of Kuwait suspended all schools.

MOE had completed video recordings from the elementary to secondary levels for basic and specialized subjects. There has been teacher training at the elementary and intermediate level for remote service delivery and training on communications with the school, teachers, and parents via social media and other modalities.



The Role of Supervisors

- In Kuwait, the supervisor plays a vital role in the process of achieving the national educational goals.
- Supervisors closely monitor the performance of the educational career in the field, and the effectiveness of the curriculum including contents, teaching methods teaching, and techniques.
- supervisors provide the vision and development plan for employees in the school-level.



Method

- A mix method approach was used to answer the research questions.
- For the quantitative part the survey was organized into eight categories related to ICT competencies that are needed for any educator to practice online learning these factors are listed :

Factor 1: Computer Literacy Competencies.

Factor 2: Computer Skills

Factor 3: Adequacy of planning an educational situation

Factor 4: Educational program design competencies

Factor 5: Competencies related to the teaching and learning process

Factor 6: Assessment and evaluation competencies

Factor 7: Competencies related to professional development

Factor 8: Competencies related to social, ethical, legal, and humanitarian issues

Data Analysis

First, the Independent Sample T-test t-value (-5.737), Sig. (2-tailed) = 0.00 (Less than 0.05) there was significance difference between males and females in the level of positivity in the factor and shows that males (mean = 4.06) are more positive than females (mean = 3.38).

the Educational stage: “One-way Analyses of Variance” f-value: 10.616, Sig.: 0.00 (Less than 0.05) there is a significance difference between education stages, and by Scheffe test it showed that primary stage was in average while intermediate and secondary stage were more positive toward the factor.

In terms of the Major the “Independent Sample T-test” t-value (-2.948), Sig. (2-tailed) = 0.004 (less than 0.05). There was significance difference between Math and science. The science mean = (3.75) was more positive than Math, mean = 3.42.

For the Nationality, an “Independent Sample T-test” t-value (-2.342), Sig. (2-tailed) = 0.02 (less than 0.05). There was a significance difference between Kuwaitis (mean = 3.51) and non-Kuwaitis (mean = 3.91) also the non-Kuwaitis were more positive toward this factor. Lastly, level of technology expertise the “One-way Analyses of Variance” f-value (23.693), Sig. = 0.000 (less than 0.05).

There was a significance difference in between the level of technology expertise, Weak mean = 2.20, average mean = 3.46 and advanced mean = 4.17.

Discussion and Conclusion

- There is no doubt that vital efforts to develop the role of supervisors have been made. The Ministry has formed several committees that have conducted studies and field research, but great improvement and development is still needed.
- The reality of educational supervision and development of Kuwait in existence to date are: the large number of load the responsibility of supervisors and number of teachers they mentor. The supervisors may need more professionalism and specializing in leadership and mentoring skills when it comes to technology .

