

CONTRIBUTIONS OF THE EDUCATIONAL SUPERVISOR IN THE DEVELOPMENT OF MATHEMATICS LABORATORIES AND THE OBSTACLES IN PRIMARY SCHOOLS IN TAIF

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Abstract_ the objective of this study was to know the contributions of the educational supervisor in the enhancement of the mathematical laboratories in primary schools located in the region of Taif and to determine the main obstacles.

A random sample was selected and was composed of 288 teachers who teach mathematics in the primary years in Taif. A survey was given to them. The survey was composed of two sections, one of them was to measure the contributions that the educational supervisor provides in the development of the mathematics laboratories and the other section was dealing with the measurement of the obstacles that the supervisor faces.

The results showed that the educational supervisor contributes at a medium level in the development of the mathematical laboratories in primary level schools; by the application of some individual supervision practices.

The results of this study also showed that there are some main obstacles that limit the contribution of the supervisor in the activation and the progress of the mathematical laboratories, like: there was no room dedicated to the mathematical laboratory in some of the schools, poor financial resources that are required to support and develop the mathematical laboratories, the limited availability of mathematical laboratory components, the high number of teachers that are assigned to the educational supervisor and the long distances between the schools that he supervises.

The main recommendations of this study were:

- 1- To introduce the division of educational supervision in all the disciplines and to supervise only the primary level.*
- 2- To offer training workshops, in order to train the supervisors in the application of the collective supervision methods in the field of public education.*

Keywords: *contributions, educational supervisor, mathematical laboratories, the primary level.*