



## International Journal of Financial Management and Economics

P-ISSN: 2617-9210  
E-ISSN: 2617-9229  
IJFME 2024; 7(2): 206-213  
[www.theeconomicsjournal.com](http://www.theeconomicsjournal.com)  
Received: 06-07-2024  
Accepted: 05-08-2024

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### Evaluation of the role of educational supervision in improving environmental awareness: A survey study in the education of Salah al-din governorate

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DOI: <https://doi.org/10.33545/26179210.2024.v7.i2.363>

#### Abstract

The research aims to identify the role of educational supervisors represented by its three dimensions (cognitive role, behavioral role, emotional role) in improving environmental awareness as a dependent variable with its dimensions (developing environmental knowledge, supporting environmental interest, supporting environmental values) in the education of Salah al-Din Governorate. The research used the descriptive and analytical approach on a sample of (52) educational supervisors who were randomly selected. A questionnaire was used as a main tool consisting of (45) questions and evaluation on a five-point Likert scale. The results showed a major role for educational supervisors in improving environmental awareness in the researched education directorate, and that there is a statistically significant effect of the roles of educational supervision in improving environmental awareness. The value of the determination coefficient ( $R^2$ ) was (0.541). The research presented a set of recommendations, the most important of which are supporting programs and curricula with courses on environmental education, and everything related to the value aspect and environmental awareness, developing an action plan for environmental management to increase the degree of commitment towards preserving the environment, and adopting programs to disseminate information related to environmental concepts, environmental issues and problems.

**Keywords:** Educational supervision, environmental awareness, education

#### Introduction

Every culture in the world, regardless of its different educational levels, is impacted by the societal imperative of environmental consciousness. Incorporating the environmental aspect into the objectives of our educational and teaching institutions is necessary to promote environmental awareness, which is also thought to be one of the most effective ways to assist people in maintaining the elements of their environment and safeguarding it against any threats brought about by humans. Without a doubt, educational institutions are eager to advance the curriculum by articulating its long-term objectives within a scientific framework and on a course that fulfills the objectives of sustainable development and aligns with the country's human resources development strategy.

The educational supervisor is a faculty member or qualified individual who can investigate, for the purpose of enlightenment, the behavioral, social, health, and educational issues that students face using relevant data, regardless of whether the data relates to the student or the student's environment. Regarding his issue and assisting him in selecting the best solution that he puts forward for himself, as well as in considering suitable answers to this issue or the issues he faces.

Some people think that an educational counselor is the best individual with the necessary training and preparation to operate in developmental, preventative, and therapeutic advisory domains. It offers its advisory services via a formal professional partnership in order to assist students in reaching the highest potential for growth that their capacities permit.

#### The Study Problem

Raising environmental awareness has become a fundamental goal that all societies seek to achieve in order to achieve sustainable development to improve the conditions of society

with the need to care for the environment and awareness of environmental problems and issues among individuals and educational and community institutions. Interest in environmental issues and problems is flawed and has not been invested educationally to the required degree. Many studies, such as the study (Al-Ziyadat) 2013, the study (Al-Omari and Al-Khawaldeh, 2013) and the study (Das, & Pitale 2018) <sup>[11]</sup>, have recommended the necessity of including and integrating environmental topics into school curricula and intensifying materials that deal with the environment and placing them within the curricula for preparing and developing teachers, and the necessity of developing legislation for environmental violations, and emphasizing raising the level of environmental awareness among students.

Based on the above, the study problem crystallizes in identifying the role of educational supervision in improving the level of environmental awareness in educational institutions for the education of Salah al-Din Governorate. Therefore, the study problem is summarized in answering the following questions:

- What is the nature of the roles that educational supervision undertakes today in the researched field?
- What is the level of environmental awareness in the research field?
- Does educational supervision in Salah al-Din Education play an effective role in spreading environmental awareness within the responsibility of work?
- Proposed solutions to activate the role of educational supervision in improving environmental awareness in the researched field?

**The Importance of the Study**

The importance of this study comes from the fact that it focuses on an important issue represented in developing knowledge and understanding to improve environmental awareness in educational institutions through the role of

educational supervision in spreading environmental awareness and the importance of preserving a clean environment and spreading a general environmental culture in educational and educational institutions in Salah al-Din Governorate. The importance of the study also stems from a set of the following points:

1. Raising interest in the role of educational supervision in spreading the improvement of environmental awareness.
2. Shedding light on the reality of the most important contemporary challenges calling for the promotion of environmental awareness and reducing the aggravation of environmental problems.
3. This study helps all those concerned with environmental issues and environmental awareness to identify the most important contemporary challenges with the aim of promoting environmental awareness.

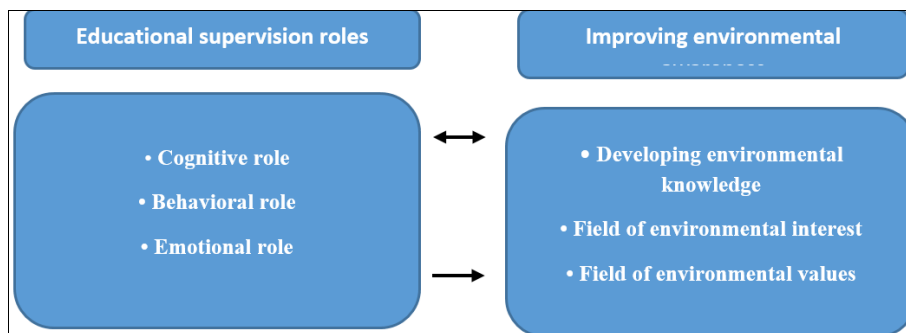
**Study Objectives**

The study seeks to achieve a set of objectives that can be summarized as follows:

1. Identify the role of educational supervision in the field of spreading environmental awareness.
2. Evaluate the role of educational supervision in Salah al-Din Education in spreading and enhancing environmental awareness among students and within the responsibility of work.
3. Explore the relationship between the role of educational supervision and spreading and improving environmental awareness.

**The Study Model and Its Hypotheses**

In light of the study problem and its objectives and within the theoretical and practical framework of the study, a hypothetical model was designed that expresses the logical relationships between the study variables, as in Figure (1).



**Fig 1:** The hypothetical model of the study

**Study Hypotheses**

In order to achieve the objectives of the research and test its hypothetical model, the study relied on the main hypotheses as follows:

- Educational supervision in the educational institution of the research sample does not have roles directed towards improving environmental awareness.
- There is a significant correlation between the role of educational supervision and spreading and improving environmental awareness in Salah al-Din Governorate Education.
- There is a significant effect of the roles of educational supervision in spreading and improving environmental

awareness in Salah al-Din Governorate Education.

**Literature review**

**First: What Is Educational Supervision**

A subset of educational administration, educational supervision serves as the foundation for educational improvement (Educational body). The Ministry of Education's Directorate General Department oversees supervision in order to help educators and administrators do their duties more effectively. This program offers direction and leadership in education to a range of people working in the sector.

The daily management of all educational procedures, the

arranging of specific tasks, and the establishment of cordial working relationships between all individuals engaged in the teaching and learning process are together referred to as supervision. (Adeyemo and Lorode, 2012, 2) <sup>[15]</sup>. In this view, supervision is crucial to education in order to guarantee the consistency and efficacy of the curricula needed to improve teaching and learning in classrooms. It comprises investigation, fact-finding, monitoring, surveying, and other activities, correction, prevention, inspiration, guidance, direction, diagnosis and improvement.

- Darshes (2001, 47) <sup>[10]</sup> explained that "educational supervision is a dynamic process that aims to help teachers lead the study and improve all factors that affect the educational situation."
- An integrated educational process that deals with purposes, curricula, teaching and learning methods, guidance and evaluation methods, and harmonizing and agreeing with teachers' efforts. (Shalash, Hossam, 2017, 298) <sup>[18]</sup>

### Second: Features and Characteristics of the Educational Supervisor

The features and characteristics of the educational supervisor are as follows: (ALbawwat, 2022, 86) <sup>[4]</sup>

1. The educational supervisor needs to have a healthy, strong self-concept that everyone respects and values.
2. He is able to interact both verbally and in writing, as well as nonverbally and expressively, with everyone, both individually and collectively.
3. The educational supervisor must be able to examine the teaching process through observational skills and possess comprehensive and unique understanding of the learning and teaching processes.
4. A thorough understanding of interpersonal connections and relationships is a must for the educational supervisor.
5. The educational supervisor needs to be adept at time management, handling conflicts and issues, and overcoming tense and anxious feelings.

### Third: Objectives of Educational Supervision

Educational supervision has a prestigious place in the educational process; it is the link between all inputs of the educational process, leading to its organization and evaluation of its results, and it is the basic pillar for drawing up plans, following up on their implementation, and solving any problems that arise. The objectives of educational supervision can be summarized in the following objectives: (Das, 2020, 983) <sup>[11]</sup>

- **Unifying and integrating educational efforts:** Supervision must be prepared with the aim of coordinating the various resources and materials available and available at the same time by integrating and integrating the efforts made by all employees.
- **To increase instructors' knowledge and proficiency:** The planning of supervision is centered on teachers' work, philosophies, and methods instructors need to learn how to collaborate in groups in order to complete most of the schoolwork effectively, and improving the instructors' cooperative work skills is one of the key goals of supervision.
- **To include new trends:** School methods need to be changed to reflect changes in modern educational thinking and practice in order to improve instruction

delivery and comprehension. It is the supervisor's duty to assist educational professionals in staying current with educational trends, researching and learning new pedagogies, and implementing these new approaches in the classroom.

- **To improve the teaching-learning situation:** The main objectives of supervision are to evaluate and develop the teaching-learning situation
- **To promote good relationship:** To achieve full effectiveness, supervision depends on the relationship that exists between teachers and supervisors.

### Fourth: Functions of Educational Supervision

There are many functions that are performed by supervision. They can be summarized as follows: (Das, 2020, 985-986) <sup>[11]</sup>

1. **Developing the goal:** Making sure that instructors and supervisors collaborate in a coordinated manner to achieve the organization's objectives is the most crucial role of supervision.
2. **Enhancing interpersonal relationships:** Creating and sustaining a cordial, personal contact with all educational personnel is one of the primary responsibilities of supervision.
3. **Increasing group dynamics:** Education is a cooperative group endeavor. Establishing and sustaining cooperation with employees is a crucial role of supervision, and this can be achieved by enhancing group efforts.
4. **Improving educational outcomes:** Both general and particular goals and objectives are the reason behind the inception and implementation of the educational process. The goal of educational activities should be to continuously enhance learning results.
5. **Improving Supervision:** It may seem odd that supervision can strive to become better, but if we take into account that supervision chooses its own goals and strategies, it can evaluate if and to what degree it is carrying out the responsibilities that have been entrusted to it.
6. **Boosting Teacher Morale:** It is crucial that the supervisor recognizes the value of morale and trust in the classroom and devises strategies to raise it.
7. **Developing Motivation:** An educational institution cannot hope to support student learning in any way if its staff members lack motivation.
8. **Problem Solving:** Facilitating the solution of human problems is another function of supervision.

### Fifth: What Is the Concept of Environmental Awareness?

The concept of environmental awareness is linked to the development of the concept of the environment, whose aspects have expanded to include economic, cultural and social fields, and are no longer confined to their biological and physical elements, so that the goals of environmental awareness have become the definition of the various environmental impacts on living organisms and the environment, which is reflected positively or negatively on the ecosystem and directly on the quality of life (Wazwaz, 2014, 19) <sup>[20]</sup>. There are many definitions that have addressed the concept of environmental awareness, including the following:

Magdy (2009, 160) <sup>[14]</sup> defines awareness as "an emotional

and sentimental charge that controls many aspects of human behavior.

As a state of awareness, knowledge, and awareness of the external environment in which people live and work, which tends to influence people's development and behavior, environmental awareness is defined by (Eevi, 2013, 9) <sup>[13]</sup> as a combination of motivation, knowledge, and skills.

According to (Awad, 2019, 823) <sup>[9]</sup>, it is the individual's understanding of his responsibility to confront the environment and assist social groups and other individuals in becoming more conscious of it.

It is described as awareness based on sensing environmental relationships and problems in terms of their causes, effects, and solutions (Alaq & Teoh, 2022, 25) <sup>[2]</sup>.

In light of the above, the concept of environmental awareness must be comprehensive, starting from knowledge of environmental problems, to establishing values and beliefs that work to direct human behavior to be more protective of the environment.

### **Sixth: Objectives of Environmental Awareness**

Understanding environmental issues is a result of environmental consciousness. Implementing environmental laws and programs is aided by it. It raises questions on how the environment may affect flora, fauna, and human health. Thus, efforts should be made to provide appropriate recognition of the role of environmental education, which is one of its fundamental purposes.

The aim of environmental education is to create a global populace that is committed to solving present issues and averting the emergence of new ones, and that is aware of the environment and the problems that it faces. To this end, it aims to equip people with the necessary knowledge, abilities, attitudes, and drive. These objectives pertain to official and informal education systems at all levels. (Rekha, 2018:) <sup>[17]</sup>

The study (Fattouh, 2018, 21) summarized the most important goals of environmental awareness as follows:

1. Providing the individual with information and knowledge on how to deal positively with the environment, improve it, and preserve it to ensure sustainable development.
2. Integrating the individual's ethics towards preserving the environment so that it serves as a guarantee for continuous environmental protection.
3. Community participation in decision-making related to environmental protection.
4. Improving the standard of living of the community by reducing the impact of pollution on the health of citizens.
5. Increasing the individual's ability to identify environmental problems and work to solve them efficiently.
6. Supporting positive behaviors and attitudes among individuals towards the environment.
7. Encouraging citizens to participate in reducing negative impacts on the environment.
8. Global interest in environmental awareness.

### **Seventh: Dimensions of Environmental Awareness**

#### **1. Environmental knowledge**

The knowledge that a person possesses about his environment is essential to the development of his environmental awareness. Understanding the relationships

between cause and effect within our environment is particularly important. Environmental knowledge means the individual's awareness of environmental concepts, issues and problems. The level of environmental knowledge is measured by the degree that students obtain on the environmental knowledge dimension of the environmental culture scale (Al-Omari and Al-Khawaldeh, 2013, 137). Al-Ziyadat (2013, 1334) states that environmental knowledge, as stated in the Tbilisi Conference (1977), means providing individuals with environmental information that enables them to know their environment and their relationship with it, because a person's constant dealing with and interaction with his environment requires him to get to know it, its systems and its resources, so that he can adapt to it, exploit it, protect it and protect himself from its dangers. Accordingly, it can be said that its availability means the existence of a system of ideas that includes logically consistent information, concepts, issues and assumptions.

#### **2. Improving environmental concern**

Concern means the individual's sensitivity towards environmental issues and problems, so that positive attitudes are formed towards the environment and the importance of preserving it. The level of concern for environmental issues is measured by the degree that students obtain on the scale of concern for local and global environmental issues (Al-Omari & Al-Khawaldeh, 2013, 137). Environmental concern goes beyond just educating people about the facts and issues surrounding certain environmental issues, such as pollution and resource depletion. According to (Tawil, 2013, 60) <sup>[19]</sup>, concern is embodied in raising moral awareness of environmental issues and forming critical thinking skills that enhance the nature of human-environment relationships. These goals can only be attained through field experience; as a result, environmental education in our schools must select environmental elements based on the factors that are most relevant to students' lives, most influential to them, and most appropriate for their developmental stage.

#### **3. Improving environmental values**

**Environmental values** are one of the most prominent pillars targeted by environmental education to raise the level of students' awareness of the environment in its entirety and sense of its problems, and to realize the moral responsibility to protect it from violation, and to form attitudes towards its various issues. In this context, environmental values are defined as mental and emotional judgments and beliefs related to the components of the natural and human environment that direct human behavior towards the environment. They are standards for their behavior, and they must adhere to them within the framework of the goals of society that are consistent with its beliefs (Adwan and Talafah, 2011, 5) <sup>[1]</sup>. As (Anajrah, 2018, 36) <sup>[8]</sup> sees environmental values as a set of standards, principles, ideas, attitudes, practices and behaviors that an individual possesses to direct their behavior and practices to preserve the environment, including individual positions and experiences to practice correct behavior towards the environment.

#### **Eighth: The Role of the Educational Supervisor in Improving Environmental Awareness**

Education is a powerful tool for positive transformation of society, enhances knowledge, develops perception and

makes the mind logical. Perhaps the educational institution as an agent of change through the roles of its management, supervisors, teachers and students, plays an active role in promoting the desire for environmental awareness, apart from the usual teaching in the classroom. The educational supervisor can play his important roles in environmental awareness (DAS, & PITALE 2018, 9) [11]:

1. Providing the opportunity to monitor the characteristics of the local environment. Problems, phenomena and changes in society
2. Organizing activities outside the classroom based on learning in the immediate environment.
3. Participating in linking the environmental issue during the teaching of the curriculum material.
4. Creating awareness of renewal and non-renewable resources.
5. Enabling students to acquire basic knowledge and understanding of the overall environment, its problem and the role of humans in the universe.
6. Encouraging students to participate in environmental protection activities.

**The practical side**

**First: Description and diagnosis of dimensions and**

**variables**

**1. Description and diagnosis of the role of educational supervision:** The percentages, arithmetic means, and standard deviations in Table (1) make it evident where the study sample stands on the issue of educational supervision. Taking into account that the hypothetical mean is equal to (3) on the scale area, the results show that the role of educational supervision has, overall, achieved an arithmetic mean of (3.68), which is a relatively average level. The percentage of the answer to the scale area reached (0.73), indicating a level of interest that is beginning to emphasize the necessity of educational supervision adopting supportive roles to improve the environment. As a result, we note that the standard deviation of (0.521) indicates that there is dispersion in the study sample's responses, which means that they have a clear perception of the meaning of the elements.

The behavioral role ranked highest among the three roles (cognitive, behavioral, and emotional) with an arithmetic mean of 3.75 and a standard deviation of 0.789, followed by the cognitive role in second place with an arithmetic mean of 3.65 and a standard deviation of 0.545, and the emotional role in third place with an arithmetic mean of 3.63 and a standard deviation of 0.796, as shown in Table (1):

**Table 1:** Study sample responses on the role of educational supervision

Description	Average	S.d	Relative weight average	Importance	Answer
Cognitive Role Domain	3.65	0.880	73.0	2	Agree
Behavioral Role Domain	3.75	0.789	75.0	1	Agree
Emotional Role Domain	3.63	0.796	72.6	3	Agree
Total Average	3.68	0.650	73.6		

Source: Prepared by researchers based on SPSS outputs.

To arrange the importance of the dimensions of the independent variable, the role of educational supervision, the coefficient of variation is based on the arithmetic mean and standard deviation, as shown in Table (2).

**Table 2:** Ranking of importance based on the coefficient of variation for the dimensions of the variable of educational supervision roles

Dimensions of the strategic foresight variable	Average	S.d	C.V	Importance
Cognitive role domain	3.65	0.880	24.11	3
Behavioral role domain	3.75	0.789	21.04	1
Emotional role domain	3.63	0.796	21.93	2

Source: Prepared by researchers based on SPSS outputs.

**2. Description and diagnosis of improving environmental awareness**

The data show that the study sample's positions on the

dimensions of improving environmental awareness are clearly indicated by the percentages, arithmetic means, and standard deviations in Table (3). Considering that the hypothetical mean is equal to (3) on the scale area, we can conclude that the indicators of improving environmental awareness at the overall level have achieved an arithmetic mean of (3.85), which is a good level. We also note that the standard deviation of (0.508) indicates that there is a small dispersion in the study sample's answers, indicating that the respondents have a clear understanding of what environmental awareness is. These percentages are supported by the respondents' responses to the scale area.

One of the most prominent dimensions that contributed to enriching the specifications variable is the dimension of developing environmental knowledge with an agreement rate of (79%) to the scale area, and an arithmetic mean of (3.95) and a standard deviation of (0.460).

**Table 3:** Study sample responses on improving environmental awareness

Description	Average	S.d	Relative weight average	Importance	Answer
Cognitive Role Domain	3.95	0.460	79.0	1	Agree
Behavioral Role Domain	3.70	0.578	74.0	3	Agree
Emotional Role Domain	3.83	0.544	76.6	2	Agree
Total Average	3.85	0.508	77.0		

Source: Prepared by researchers based on SPSS outputs.

The coefficient of variation, which was based on the arithmetic mean and standard deviation, was used to arrange the significance of the dimensions of the dependent variable,

increasing environmental awareness. Based on the majority of sample responses, Table (4) indicates that increasing environmental knowledge was the most important aspect of

increasing environmental consciousness.

**Table 4:** Ranking of importance based on the coefficient of variation for the dimensions of improving environmental awareness

Dimensions of the strategic foresight variable	Average	S.d	C.V	Importance
Cognitive role domain	3.95	0.460	11.65	1
Behavioral role domain	3.70	0.578	15.62	3
Emotional role domain	3.83	0.544	14.70	2

Source: Prepared by researchers based on SPSS outputs.

**Second: Testing the research hypotheses**

**1. Testing the first hypothesis**

In light of the results of the description and diagnosis related to both the roles of educational supervision and environmental awareness at the macro and micro levels, and to ensure the validity and confirmation of the first main hypothesis, which is (the educational supervision in the educational institution of the research sample does not have roles directed towards improving environmental awareness), and in order to accept the hypothesis or not to accept it, the values of the arithmetic means must be adopted in light of the results of the analysis of the description and diagnosis of the extent of roles and awareness in the field in Tables (1) and (3), so if the value of the arithmetic mean is greater than or equal to (3), this means that the educational supervision in the field of the research sample has roles directed towards environmental awareness, otherwise it is not available, and the previous table (1) shows the values of the arithmetic mean and the response rates for the scale at the macro level and the dimensions of its measurement, each separately, compared to the hypothetical mean (3). Through the contents of the results in Table (3) above, it is clear that most of the positions of the study sample towards the roles of supervision indicate the existence of a tendency to use the roles of supervision in environmental awareness and dealing with them in the field, and at a fairly good rate. The values of the arithmetic mean were greater than the hypothetical mean, and thus the null hypothesis is rejected and the

alternative hypothesis is accepted, which states (the educational supervision in the educational institution of the research sample has roles directed towards improving environmental awareness).

**2. Analysis of the correlation relationships between the study variables**

This paragraph includes diagnosing the nature of the correlation relationships between the dimensions of the research and its variables in order to test the validity of the second hypothesis, which indicates (There is a significant correlation relationship between the role of educational supervision and improving environmental awareness in the education of Salah al-Din Governorate?), and the results were as in Table (5) as follows:-

∞ There is a significant positive correlation relationship between educational supervision and improving environmental awareness in the education of Salah al-Din Governorate at the overall level and with a correlation coefficient of (0.736) at a significance level of (0.01), and this indicates the strength of the relationship between the two main variables, and this indicates that improving environmental awareness depends well on the roles of educational supervision.

∞ There are positive and direct significant correlations between the variables at the partial level, as the strongest correlation was between the roles of educational supervision and the development of environmental knowledge, as the correlation value between them reached (0.660\*\*), which is a strong positive direct relationship, while the weakest correlation was between the roles of educational supervision and environmental concern, as the correlation value between them reached (0.620\*\*), which is a strong positive direct relationship. The above relationships indicate that the more the educational organization tends to adopt educational supervision roles in Salah al-Din Education, the more it contributes to improving environmental awareness. Based on the results of the previous correlation relationships, in whole and in part, we come to accept the second hypothesis.

**Table 5** Results of correlation relationships at the (Macro and micro) level between variables

Explanatory Variable	Responding Variable	Cognitive Role	Behavioral Role	Emotional Role	Total Index
Developing environmental knowledge		.499**	.417**	.588**	0.660**
Environmental concern		.520**	.347**	.536**	0.620**
Environmental values		.523**	.276*	.610**	0.639**
Overall index		0.561**	0.386**	0.689**	0.736**

0 N= 52 (\*\*) At a moral level \*p≤0.05

Source: Prepared by researchers based on SPSS outputs

**3. Testing and analyzing the impact between the study variables:** To test the third study hypothesis, which states (There is a statistically significant impact relationship for the roles of educational supervision in improving environmental awareness in Salah al-Din Education), based on simple regression analysis and the (F) test to determine the significance of the regression equation (impact), as there

is a significant impact if the calculated (F) value is greater than or equal to the tabular (F) value. Vice versa, the coefficient of determination (R2) was also used to explain the amount of the impact of the independent variable on the changes that occur in the dependent variable, as in the following table (6):

**Table 6:** Analysis of the roles of educational supervision and improving environmental awareness

Dependent variable	Dimensions of strategic foresight	(a)	(β)	(R <sup>2</sup> )	(F)	(F) Tabular	Sig
Improving environmental awareness	Cognitive Role	0.955	0.625	0.314	42.625	4.960	0.000
	Behavioral Role	1.250	0.485	0.149	16.304		0.002
	Emotional Role	0.911	0.594	0.478	85.149		0.000
Total Average		0.314	0.901	0.541	109.623		

Source: Prepared by researchers based on SPSS outputs.

It is clear from the table above

1. The computed (F) value between the roles of environmental awareness and educational supervision attained was 1096.63. At 0.05 significance level, it exceeds the tabular (F) value of 4.960. As a result, we agree with the hypothesis that, at a significance level of (5%), or a 95% confidence level, there is a statistically significant influence of educational supervision on environmental awareness.
2. The coefficient of determination ( $R^2$ ) of (0.541) indicates that the variables influencing environmental awareness are mostly explained by the responsibilities of educational supervision, accounting for 54% of the variance.
3. The marginal slope coefficient ( $\beta$ ) of (0.901) indicates that an increase of one unit in educational supervision responsibilities will result in an increase in environmental awareness by (90%).

## Conclusions and recommendations

### First: Conclusions

1. The results of the study indicate that environmental awareness has a significant and positive impact on friendly and supportive behaviors for the educational environment. It helps policy makers control environmental degradation by spreading awareness about the environment, and thus helping to achieve sustainable economic development.
2. The results of the description showed the beginnings of interest in emphasizing the necessity of educational supervision adopting supporting roles to improve the environment, as the percentage of the response to the scale area reached (0.73), and the behavioral role came in first place, then the cognitive role second, then the emotional role.
3. The results of the study confirmed that the educational supervisor has a clear vision of the meaning of environmental awareness, and this percentage of the respondents' response to agree with the (77%) scale area supports this. Developing environmental knowledge came in first place in terms of the dimensions of improving environmental awareness.
4. There is a positive correlation with statistical significance between the roles of educational supervision and improving environmental awareness, with a correlation coefficient of (0.736) at the overall level, and at the partial level, the strongest correlation was between the roles of educational supervision and developing environmental knowledge, while the weakest correlation was between the roles of educational supervision and environmental interest.
5. The results showed the existence of a statistically significant effect relationship for the roles of educational supervision in improving environmental awareness, and the calculated value of (F) (109.623) was greater than the tabular value, and the value of the coefficient of determination ( $R^2$ ) was (0.541). It is clear that the roles of educational supervision explain (54%) of the variables that affect environmental awareness.

### Second: Recommendations

1. It did not clarify the details of the job appointments for the administrative management in a manner that is consistent with the new representatives of educational

- supervision and as long as there is an integrated relationship between the school principal and the educational supervisor.
2. Supporting comprehensive programs and curricula with courses on small education, and everything related to the value aspect and environmental change that helps develop sustainable development and direct the environment necessary to coordinate the appropriate time, to hide the increasing small impact on the world today.
3. Developing a plan for small environmental management to preserve the environment, and adopting programs to disseminate information related to environmental concepts, the state of the environment, and small issues and problems.
4. Using audio and visual media before and often to teach topics in simple political science fields. Organizing seminars and exhibitions in other collective and academic schools related to local environmental issues and forms.
5. Preparing environmental committees in educational departments and schools and affiliated to raise awareness and environmental issues related to nearby environments. Some financial allocations have been created for schools and departments, from organizing programs and small business activities such as planting plots etc.

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