

## ***Introduction :***

Education plays a positive role in Setting up, developing Societies, and achieving their comprehensive progress. It also enables Societies to lead a better life, prepare them to face the problems, challenges and the demands of the future. The progress of any society depends on its having skilful human forces able to make best benefit of its natural resources in order to achieve progress. Education (E.) is key for the social and economic progress, it is the only way for facing the challenges of the 20<sup>th</sup> Century. The effectiveness and efficiency of the educational system can not be achieved in the existence of these challenges unless the educational establishment has an effective and efficient management or administration.

The good education is the fruit of the good administration. The success or failure of any educational establishment or organization is due to the administrative leadership; embittering the social interaction among its individuals, creating cooperation, and developing the maximum performance level; meanwhile, this maintains building the group and its cohesiveness.

Due to the significant role performed by the educational pioneer in contributing to the progress of education, both the advanced and developing nation are equally interested in preparing and training those leaders. Their responsibility is achieving the educational purposes or goals of the educational system; this takes place in a world marked by continuous change in the various fields of science and knowledge. This happens because of the technological development and scientific revolution in the 1950s in both the field of education and the other fields.

This creates wide dimensions for the concepts of education, teaching, methodology and developing the content of textbooks. This leads to existence of what may be called "continuous education and learning" through out life – time.

This enables every member of the society to pursue every thing new through out his life – time. Knowledge is no longer stable or having a well-changing and endless; (infinite).

This lead to the spread of Distant Education which aims and concepts are based on the idea of the life – long cotinuous education this becomes very obvious the two final decades in the fields of education, training, allover the world and at all the levels.

The experiences of many countries has proved the validity of this method; it enables educational opportunities for many people who cannot find this in the traditional (normal) education. These people include the sick, mentally retorted, employees and administrators who live far away from the regular educational establishment. This methods enable society to save larger sums of money compared with the classical education.

### ***The Research problem :***

The research problem can be summed up in the following main question :

What is the role of distant learning in training educational leaderships in Egypt in the light of the experience of some countries?

This question is subdivided in to the following minor questions:

- 1- What is the reality of training educational leaderships (leaders) in Egypt? And what are its most important impediments?

- 2- What's the concept of distant learning? What are its justifications?
- 3- What is the reality of distant learning in Egypt?
- 4- What are the experiences of some countries in the field of distant teaching/
- 5- What is the role of distant learning in training the educational leaders?
- 6- What is the proposed image for using distant learning in training educational leaders in Egypt?

### ***Research Tools :***

The researcher employs the following tools :

- 1- Field visits;
- 2- Personal interviews;
- 3- Questionnaire.

### ***The study limits :***

The limits of the study are as follow :

- 1- The objective or thematic limit :

The researcher studies the role of distant learning in training educational managers in the light of the experiences of countries.

- 2- the human limit :

The researcher limited himself to studying a sample of managers of the stages and school-managers (primary – preparatory – secondary).

- 3- The geographical limit :

Limits his study to the administrations and schools of Kaliobyia Governorate A number of countries have been chosen such

as Britain, Japan, Australia, Indonesia, Pakistan & Tailand since they are pioneer countries in distant learning.

#### **The Research's Terminology :**

**The main terms are the following :**

- 1- Distance learning.**
- 2- Training.**
- 3- Administrative training.**
- 4- Educational leaders.**

#### ***The Research Aims :***

**The main aims of the research are the following :**

- 1- Recognizing the reality of selection styles and training learning leader in Egypt, its most problems & obstacles of the training process.**
- 2- Identifying the reality, methods and form of distant learning (D.L) in Egypt.**
- 3- Highlighting the experiences of some countries in the field of (D.L), distant training & its benefits.**
- 4- Identifying the role of (D.L) in training educational leaders.**
- 5- Proposing a configuration for using (D.L) in field of training educational leaders in Egypt in the light of the experience of some advanced and developed countries and the reality in the Egyptian community.**

#### ***The Research Methodology :***

**The Researcher (R.) adopts the descriptive method to know the characteristics, duties of learning leaders, styles of choosing them & the reality of training; as well as the most existing obstacles of training. Besides the reality of (D.L), the justification of its use and**

the most important aids used in (D.L) and the benefit of using it to develop (D.L) in Egypt. There are also some statistical analysis for handling the results of the field study.

### ***The Research conclusion :***

The R. uses both the theoretical & field study; both lead to the following important conclusions :

1- The Results and recommendations of choosing the educational leaders :

The research reaches the following results :

- Current methods of selecting educational leaders, the discussions, and legislation's do not suit the changes of the modern period; this imposes challenges since selection process are not efficient. It mainly depends of career history, age seniority and nominal or limited training programs.
  - In the light of these methods most senior leaders do not welcome any change and behave conservatively.
  - Personal biases affect the official reports which are essential for promotion; therefore there is a group of recommendations concerning choosing the educational leaders :
    - Adding new effective requirements in the personal interview of the candidate who will promoted. Using the objective tests helping to find out the abilities of the applicants.
- 2- Making educational leaders more aware of the importance of DL as a form of training and emphasizing its importance in solving many technical & administrative problems facing them.
- 3- Making well use of Radio and T.V programs in enrich learning by correspondence.

- 4- Combining the use of listening records, video-tapes and training programs.
- 5- Selecting the suitable time for training educational leaders provided that will not interfere with their work.
- 6- Giving the trainee a certificate at the end of the program that gives him the priority for higher promotion.
- 7- Benefiting from educational techniques, and modern means of communication in DL. This means using T.V, telephone, video conference, the Internet etc ... which are now available in the Egyptian society0
- 8- Evaluation should not be limited to traditional system such as the year's final exam; it should be a continuous process throughout the year's term (semester); and using many methods.
- 9- Allowing learners and trainee to converse with their mates and teachers in seminars and meeting through the Internet, Video – conference, telephone and the other available means.
- 10- Encouraging some establishments, companies and banks to contribute to financing DL; finance should not be limited to the ministry of education only0
- 11- Making the necessary propaganda by mass media system in order make DL be recognized officially among all the country's regions; apply the academic system of recognition; otherwise it will be a second – level learning.

Only those who are not academically or financially evaluated join the forms of traditional education.

## ***2- Results related to training :***

**A- Results of traditional training :** the research arrived at the following results :

**-Some trainees tend to be absent from training programs for regarding them unimportant due to the following :**

- **That programs are more liable to solve personal problems than benefiting from the experience of the trainers.**
- **There is control for the trainer, therefore he may be away from the aims of training.**
- **The executed training does not represent reality nor the needs of the trainees.**
- **Programs are only repetition of the previous session and there is nothing new in them.**

**B- Being aware of what is new in the field of science and administration due the existence of new modern technological techniques.**

- **Acquiring the different skills & experiences.**
- **Reading the most recent decisions and rules following its issue.**
- **Providing the opportunity for the continuous meeting between the higher levels and the wide base of workers.**
- **Enabling the training of the largest number of trainees at the same time.**
- **Its cost is smaller than the traditional training since it is marked by the big size phenomenon, hence the average cost of the trainee decreases.**
- **The trainee becomes under the follow up and guidance at the same time.**

- Combining various ends separated by vast distance as if they were in one room.

### ***Recommendation of Distant Training :***

- 1- Planning well for training process and observing the special rules and principles, and preparing it according to the scientific stages of training.
- 2- Appointing technicians in every training hall for facing any disorders that may impede completing the program.
- 3- Training trainees on the way of using technological aids in training progress before planning for preparing lectures, or before carrying out training and having enough time in order to have the sufficient skill which helps hem during training.
- 4- Training should equally depend on both the theoretical and practical aspect.
- 5- The experiences of some countries in solving modern problems scientifically should be reviewed.
- 6- Benefiting from the opinion of trainees themselves concerning the information required for adjustment in their job; as well as, seeking the help of university professor specialized in determining the content of programs which will be presented to the trainees. The training program should be prepared according to the needs of the trainees; the scientific method should be used for determining needs instead of forming it according to the opinion of the higher levels.
- 7- Providing the chance for the trainee in the field of seeking by themselves in formation by the use of recent technological means or aids.



8- The evaluation of trainees should follow the end of training for every governorate separately.

9- Trainees should be under continuous follow-up, following the end of training.

This should be done by the follow up committee appointed by educational directorates in order to evaluate the results of their training.

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Zagazig university  
Benha Branch  
Faculty of Education  
Dept. of Comparative Education  
And Educational Administration

Distant Education & its role in Training educational  
leader in the light of the experiences of some Countries

An abstract of M. D. in Education  
(Comparative Education)

*Submitted by :*

**Alaa Mohamed Said Kandil**

*Supervised by :*

**Professor Dr. Hassan Hussein Elbialawy,**  
**Professor of Fundamental education, Benha**  
**Faculty of education**

**Dr. Salama Abd- El- Azim Hussein,**  
**Lecturer of comparative ed. And**  
**administrative education, Benha Faculty of**  
**Education**

**2001**