

## *Introduction*

The Egyptian society has comprehensively improved in all aspects of life and thus has achieved fast and wide steps toward development. This requires a reconsideration of all factors which have an effect on building the bases of the new developed society. The main factor is education which represents an activity aims at building and at preparing the growing generations in an appropriate way and at graduating them to participate in building the prospective future. This makes the job of educators a very important one. Supervision is a directive activity aims at serving the educational process, at providing the educational policy makers with an insight of the strengths and weaknesses of this process, and at helping teachers in their personal and professional growth as a way to a better educational activity performance which raises the standard of the educational process and achieves its goals. Although supervision a vital process, there aren't any clear indicators of practising the supervisory process in an ideal way or helping the supervisor to improve his performance. There isn't also any complete plan or programme or comprehensive indicator of improving performance.

The supervisory organization seeks to develop the supervisors, school principals, and teachers in order to improve their behavior to cope with recent changes, to know the factors which affect this behavior and to be able to specify its limitations in order to reduce its effect and this has a positive reflection on supervisors' practices, and to know the physical and psychological factors which affect supervisors' behavior and increase their supervisory effectiveness, and to maintain a suitable supervisory climate to contribute to improving and developing the organizational behavior of the staff in the supervisory organization.

The problem lies in how well this system performs its duties in the appropriate way. Its duty is to watch and it depends on surprise. There's usually a timed surprising visit to the teacher in a traditional way without any planning or arranging of the modes of performance. This strengthens the fact that supervision is a collaborative process based on exchanging views and persuasion and consultation and helping the teacher. Supervision is done through reviewing preparation note books and the scores of the students and discovering what is missed from the subject matters of the curriculum and the students' achievement which can be known through their answers during the visit.

Supervision as well as education play an important role for teacher and students. This is to achieve the principle of good education. Indicators suggest that most of the directions of the supervisors are very general and the teachers maintain them from previous years and it is usually obscure and total and lacks the procedural aspect in addition to lacking to be especial because it is the same in all the schools which are visited by the supervisor. The assessment modes are very far from the realistic measurement of the required competencies to be developed in order to release the teachers from the constraints of pirocracy which discourages innovation and creativity.

### ***The Research Problem :***

The research problem can be limited in the following main question :

How can we evaluate the system of supervision in Egypt in the light of the contemporary trends of the world?

This question can be divided into the following questions :

- What is the real status of supervision in Egypt?

- What are the passivities of supervision in Egypt?
- What are the most important contemporary trends of the world in the field of supervision?
- What is the suggested perspective for developing supervision in the light of the experiences of some countries?

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

- Knowing the real states of supervision in Egypt.
- Knowing the positive and passive aspects of the system of supervision in Egypt?
- Acknowledging the experiences of some countries in the field of supervision.
- Remediating the passivities of the supervisory system in the light of the contemporary attitudes of the world.
- Suggesting a perspective for developing supervision in the light of the experiences of some countries.
- Remediating the passivities of the supervisory system in the light of the experiences of the developing countries and benefitting from it in Egypt.

### ***The Method :***

The researcher used the descriptive method in order to clarify the real states of supervision in Egypt and to judge these system in terms of strength and weakness, this is through analyzing the results of the field study.

### ***The Limitations of the Research :***

- The Topical limit : The study of the problems of the supervisory system in Egypt and some contemporary attitudes of the world in the field of supervision.

- The Local limit : Qalubia Governorate, Beni Suef Governorate – Alexandria Governorate.
- The people limit : Supervisors and teachers.
- The time limit : The period from 1/3/2001 to 1/6/2001.

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

**First :** The field visits to the schools.

**Second :** The questionnaire.

### ***The research terms :***

- 1- Supervision.
- 2- The process.

### ***The research results :***

- The necessity of providing the teacher with the power which enables him to face or punish the students especially after prohibiting punishment. This power may be the scores of the year works, behaviour, and punctuality which depends largely on the teacher.
- Giving the teachers the freedom to choose the teaching methods which are suitable for their students. This is in the framework of professional freedom without any constraints on the movement of the teacher or obliging him to use useless methods.
- Some curricula don't go with the development because of the routine we use during designing the curriculum and not using questionnaires to know the views of a sufficient number of specialists in the field of designing curriculum.
- The curricula are not related to the student's needs and the surrounding environment because of the big gap between the content

of the curricula and the characteristics and nature of the environment. This is a great difference which leads to making the curricula solid.

- The students don't buy the textbooks although it's very important because these books aren't catching and are very expensive such as the book "models of questions and answers.
- The supervisor doesn't have the ability to write the professional reports of the teachers and this put some supervisors in a critical situation because they don't find any way to maintain their power inside the school or with the teacher.
- The programs of supervision which the supervisors take pre-service and in-service are very poor. This makes it difficult for those supervisors to acquire what is new in the educational process and the supervisory process. The problem rises from the activities done by those supervisors are not academically and educationally qualified.
- The supervisors are not punctual in attending the training conferences to interact with the resources of experience and culture which must be enhanced with the new supervisory attitudes.
- There are many quarrels between students who are delinquent in their moral behaviors in relation to the nature of some environments in which the school exists and the differences in behavior, traditions, and morals.
- The supervisor seeks to make good relations with the staff of the school. These relations are based on mutual respect and far from injustice or catching faults. This can be done through solving any existing problems.
- The supervisor is required to do a lot of subsequent administrative works all over the year, even on holidays, this sometimes leads him to change his plan or put off follow-up. This means that his supervision

- The supervisor must be honest and must have a moral and professional conscience and must be interested in performing his tasks in a good way.
- We should take care of the problems arisen by supervisors as a result of their experiences and try to solve them and to transfer the recent educational experiences and to apply them.
- We must consider not to be constrained to the criteria which depend on the old age when we choose supervisors, instead, it should depend on tests, the strength of personality, good reaction, ability to take responsibility, and doing one's best during work.
- The first supervisor must follow-up the supervisor through visiting schools to know how valid are the directions and instructions and to judge on the standard of the students.

**Zagazig University-Benha Branch**  
**Benha Faculty of Education**  
**Comparative Education**  
**&**  
**Educational Administration**  
**Department**

***Evaluating the Technical Supervision System  
in the Arab Republic of Egypt in the light of  
the Current International Trends***

***A Summery of Study to Register for MA Degree in Education  
(A comparative Study)***

*By*

**Mohsen Ibrahim Abdel Gawad**

*Supervisors*

***Prof. Ahmed I. Ahmed***

Professor and Head of Comparative  
Education And Educational Administration  
Department -Faculty of Education – Benha  
- Zagazig University.

***Prof. Fatma S. Mohammed***

Assistant Professor of Curriculum and  
Methodology – Faculty of Education  
Benha – Zagazig University

***Dr. Salama Abed El Azim Hussein***

Lecturer of Comparative Education and Educational  
Administration -Faculty of Education  
Benha

**2002**