

Electronic Supervision: Its Application, Challenges and Ways to Overcome from The Perspectives of Educational Specialist Supervisors

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Abstract :

The current pandemic of the COVID-19 and its generation forced the entire world to rely on electronic technology for education so that supervisors resort to electronic supervision as an alternative method. This research has aimed to identify the degree of the application of electronic supervision, the challenges of application of electronic supervision and the ways to overcome these challenges from the perspectives of specialist supervisors in the General Directorate of Education in Baghdad/ Al-Rusafa 2nd. To achieve the research objectives, descriptive survey method has adopted. An closed questionnaire is used as a tool to collect data. The research sample has consisted a population of (84) from which a sample of (31) specialist supervisors is taken randomly from the General Directorate of Education in Baghdad / Al-Rusafa 2nd. The results reveal that Electronic supervision is applied by specialist supervisors in the General Directorate of Education in Baghdad / Al-Rusafa 2nd in a high degree. In spite of electronic supervision achievements there are many challenges and there is an agreement on ways to overcome these obstacles in 80%. Finally, results, conclusions and recommendations have been exposed.

Keywords: (Electronic Supervision, E-learning, Supervision Challenges, Supervision ways to overcome challenges, Specialist Supervisors).

الإشراف الإلكتروني: تطبيقه وتحدياته وطرق تجاوزه من منظور المشرفين التربويين

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الملخص:

الجائحة الحالية لوباء كوفيد19 والاجيال المتعاقبة لهذا الفيروس اجبرت العالم بأسره على الاعتماد على التكنولوجيا الإلكترونية في التعليم لذلك لجأ المشرفون الاختصاصيون إلى الإشراف الإلكتروني كوسيلة بديلة. يهدف هذا البحث إلى التعرف على واقع تطبيق الإشراف الإلكتروني ، وتحديات تطبيق الإشراف الإلكتروني ، وسبل التغلب على هذه التحديات من وجهة نظر المشرفين الاختصاصيين في المديرية العامة لتربية الرصافة الثانية. ولتحقيق أهداف البحث تم اعتماد أسلوب المسح الوصفي واستخدم استبيان مغلق كأداة لجمع البيانات. تكونت عينة البحث من مجتمع قوامه (٨٤) شخصاً ، تم اختيار عينة قوامها (٣١) مشرفاً اختصاصياً بشكل عشوائي من المديرية العامة لتربية الرصافة الثانية. وأظهرت النتائج أن الإشراف الإلكتروني يتم تطبيقه من قبل المشرفين الاختصاصيين في المديرية العامة لتربية الرصافة الثانية بدرجة عالية. بالرغم من انجازات الاشراف الإلكتروني إلا أن هناك تحديات عديدة وهناك اتفاق على طرق تدليل هذه المعوقات بنسبة ٨٠٪. وأخيراً ، تم عرض بعض من النتائج والاستنتاجات والتوصيات.

الكلمات المفتاحية: (الإشراف الإلكتروني ، التعلم الإلكتروني ، تحديات الإشراف ، طرق الإشراف لتجاوز التحديات ، المشرفون المتخصصون).

1-Introduction

The great scientific and technological progress in various fields of knowledge is one of the most important features in the era we live in and the future, and keeping pace with this era requires the preparation of a new generation that is able to deal with this progress. Changes in modern technology and rapid flow of information have clear effects on education. The need for digital transformation has led for new plans and programs, developed mechanisms and tools, and restructured institutions to enter the information and knowledge world and sustainable development. From reformulating educational and teaching concepts in a new way, and radically changing the structure of curricula education, the role of the school, and the latest teaching and learning strategies must be followed, and re-designing modern learning environments that meet the requirements of the times where the educational supervisor acts as the educational leader, coordinator, and promoter, evaluator teachers' performance and providing them with the best modern educational practices.

As the supervisors have an effective role in supporting the new teachers and enabling them to perform their jobs in the targeted way, therefore it is necessary to establishing an e-management system, e-training, and motivating the educational supervisor to join. Educational supervision is one of the main and effective leaders in any system. Educational supervisors contributes to diagnosing the reality of the educational process, in terms of inputs and outputs, and works to improve and develop them in order to meet the needs of the requirements of society to improve the level of the

educational process, from a technical and administrative point of view as appropriate with the recent developments in the educational fields, in order to getting up with the school as a basic unit of educational development to effectively play its role in order to achieve its mission according to the planned educational goals (Al-Hijriya and Al-Fahdi, 2014 , p. 513). Al-Saagh (2018, p.85) indicates that the importance of electronic(henceforth E-supervision) supervision is fast communication, obtaining information in speed and accurate way, making decisions and implementing them in less time, tracking the work easily, reducing cost in money and humans, facilitating the process of blending in e-governance in future. The specialist supervisors may face many problems in the practice of their work such as the transition to teachers in their schools, the increase in the number of teachers, the increase in the number of new and unqualified teachers, in addition to other tasks. All these difficulties makes the supervisors disperse their efforts. Some believe that E-supervision may be a solution to the problems of transportation and direct communication, as well as humanitarian problems, such as interfering in the affairs of teachers , their decisions, exercising authority, and raising the fears of teachers. As it is said 'Every cloud has a silver lining ', which means that corona virus has positive aspects on the world besides its negative aspects.

Why do we seek to apply E-supervision?

- 1- The National Demand: The government is seeking to implement e-government, and to introduce technology in all administrative and technical processes in all ministries and government agencies, and

there is no doubt that the application of E-supervision will benefit in this orientation.

- 2- Administrative Requirement: The application of E-supervision addresses many of the problems that face many supervisors, including: The shortage of educational supervisors in exchange for the increase in the number of teachers. Some schools are far from education departments and educational supervision centers.
- 3- The educational Requirement: Innovation and development in the fields of education is inevitable and not an option to anticipate the future by changing the way of thinking, and adopting new methods that open wide horizons for autonomous learning. Some researchers in educational supervision see that there are profound changes in teaching and learning processes result from rapid development.
- 4- Technical Requirement: Our contemporary time is characterized by being the age of technology, the age of satellite TV, the age of the computer, and the age of distance learning. The means of communication have also grown in this era astonishingly, so the world has become like a small village.
- 5- Health Requirement: The Ministry of Health has instructed a complete and part-time curfew at the time of the Corona virus, which required the need to use distance learning or e-learning, represented by all its types, and all these in turn have lead to electronic supervision.

1-1 The Aims of the Study

This paper is aimed at:-

- 1- Identifying the degree of the E- supervision application for the specialist supervisors in the General Directorate of Education in Baghdad / Al-Rusafa 2nd .
- 2- Disclosing challenges to the application of E-supervision among specialist supervisors in the General Directorate of Education in Baghdad / Al-Rusafa 2nd .
- 3- Determining ways to overcome the challenges of applying E-supervision to specialist supervisors in the General Directorate of Education in Baghdad / Al-Rusafa 2nd .
- 4- Detecting the existence of statistically significant differences at the level (0.05) to the responses the specialist supervisors to the aspects of the study instrument that are concerning to their academic qualifications, their number of years of supervision service, and their number of training courses variables.

1-2 Questions of the study

- 1-What is the degree of applying E-supervision to specialist supervisors in the General Directorate of Education in Baghdad / Al-Rusafa 2nd ?
- 2) What are the challenges of applying E-supervision to specialist supervisors in the General Directorate of Education in Baghdad / Al-Rusafa 2nd ?
- 3) What are the ways to overcome the challenges of applying E-supervision among specialist supervisors in the General Directorate of Education in Baghdad /Al-Rusafa 2nd ?
- 4) Are there statistically significant differences at the level (0.05) between the responses of the specialist supervisors transformed the

aspects of the study tool that concerning their academic qualification, educational level, number of years of supervision service, number of training courses variables ?

1-3 Significance of the Study

The specialist supervisors get benefit from the results of the current study in developing their E-supervision processes through revealed results. The study provides those in charge of educational administrations in the Ministry of Education with beneficial results. This study comes in response to the realization of the vision of the government which calls for the urgent need for electronic transformation at all levels, especially in the educational sector. The importance of this study stems from the importance of the educational supervision process that seeks to improve the entire educational process. Standing on the current status of E-supervision practice with specialist supervisors, to identify the existing challenges and determine the starting point for development and to develop E-supervision methods.

2- Literature Review

The literature review includes four main parts, educational supervision, E-supervision, the importance of E- supervision, electronic application requirements, types of E-supervision, E-supervision methods, technologies used in E-supervision, electronic educational supervision in the light of the 2030 vision, challenges to E-supervision, and achievements of E-supervision.

2-1 Educational Supervision

Educational supervision is a link between school administrations and the higher educational administration. It is an organized field technical process, performed by leaders who have experience, scientific and educational capabilities (Al-Shaalan, 2001, p. 2). Flembane (2008, p. 15) has indicated that educational supervision has passed through several stages; firstly, it is known as the inspection, then it became a guide and then a supervisor in overseeing the process of administrative management of human elements to the process of mobilizing individual energies, collective and consulting the motives of workers towards achievement and success in their work to move from the concept of forced labor

The Central inspection, which at that time includes a number of teachers with experience and teaching competence in certain subjects such as Arabic, English, Science, Mathematics and Social Studies. As they would successively visit schools, where each one of them, according to his specialization, examined the students' information in their study materials and the extent to which they assimilated those lessons. In the light of that examination, the teacher's performance and competence shall be built, and on the basis of that he shall recommend his promotion, confirmation or transfer. In the last quarter of the last century, educational studies reached a renewal of the names in light of the improvements to the content of the inspection, whereby its name was changed to (educational supervision), and it became closer to guidance and helping the teacher to develop profession, teaching and performance competence, in order to develop the educational process in its multiple aspects.

The concept of educational supervision is different nowadays from it in the past, as it was in the past known as inspection and means: searching or

investigating something, or certain things that the inspector puts before his/her eyes. In addition to what comes to his/her mind or what he/she hears and receives. This concept has developed and becomes intended by the effort made by those responsible for this work to help teachers perform their functions and tasks fully and purposefully, and to push them to achieve all educational goals for the subjects and for the educational stage, in addition to guiding them on how to overcome problems and obstacles that may encounter them while performing their work, in addition to coordinating among the teachers' efforts, transferring good experiences among them, and taking their hands on the path of scientific and professional growth (Flembane, 2008, p. 20).

Its concept has been developed to be more comprehensive, and it is known as educational supervision, which means evaluating and developing the educational process, and following up on the implementation of everything related to it to achieve the desired educational goals. It includes supervision of all operations that take place in the school, whether they are teaching, administrative, or it relates to any kind of educational activity in and outside the school, and the relationships and interactions that exist between them. This is what it is supposed to be, but the educational process in Iraq is still lagging behind its counterparts in the region, as it suffers from many problems and lapses, starting with curricula, teaching methods and delivery and not ending with schools. So educational supervision should be defined as a purposeful technical process for developing, evaluating and managing learning environments to ensure the improvement of teaching and learning processes, and the improvement of their qualitative outcomes (Al-Shaalan, 2001, p. 10).

2-2 Electronic Supervision

Electronic supervision is a modern method of educational supervision. Khalaf Allah (2014, p. 291) has asserted that E-supervision is one of the innovations of technology that has paved the way for the emergence of distance education and E-learning method, so there is no a specific agreed definition of the term E-supervision. And because of its recent introduction in the educational environment, it has many continuous stages of modification. The reason for this is that it is related to educational technology, which develops and grows at an astonishing speed day after day. Abdul Aziz (2017, p. 205) has defined E-supervision as ‘through which it is possible to provide training programs and supervisory methods known to teachers through various electronic means, the computer, the internet, and its tools in a synchronized manner or asynchronous, based on the principle of self-supervision’. As Maar Fattah Al-Qassem (2013, p. 17) has stated “The use of modern technologies of internet and computers and the employment at work which facilitates the work and lessens the amount of time, effort and cost, achieves continuous communication between supervisors and teachers, and helps to raise the level of their performance.”

Electronic educational supervision is based on the use of modern means of communication and information technology in communicating between the educational supervisor and other parties of the educational system, whether the school leader, teacher, or the guide or other interested parties, without the need to move from one location to another, which achieves speed and accuracy in the transfer of information and instructions,

in addition to the ease of obtaining it, provides immediate feedback, and helps to take decisions in a time (Abdul Aziz ,2017, p. 206).

2-3 The Importance of E-Supervision

Generally the process of educational supervision aims at achieving a set of goals, which Al-Salami (2014, p. 45) has mentioned that helping teachers to develop their abilities and competencies by conveying experience, research and training, improving school conditions and environment, as well as developing and evaluating the school curriculum and modifying teaching methods to suit all students and take into account their individual differences. As for the objectives of E-supervision, it is necessary for the supervisor to be aware of these goals and be aware of their importance because it helps him/her to practice effective supervisory methods characterized by particular planning and quality of implementation, which leads to enlightening the outcomes of the educational process as a whole. Al-Juweidi (2015, p. 140) and Safir (2008, p. 108) have mentioned number of E-supervision goals from Among them:

1. The possibility of analyzing the teaching situation through continuous contacts through a network information (the Internet), where the teacher can view an example of what he /she has done it and sends it to the supervisor to get a feedback on it.
2. Transition from supervision that surprises the teacher at a specific time and period of time to uninterrupted supervision. It can be done at any time outside or inside the school day.

3-Sending problems and difficulties faced by teachers to be the focus of discussion with the specialist supervisor.

4-Building a technical culture for the specialist supervisor and changing the traditional thinking pattern to a creative one and innovative, which allows acquiring experience and knowledgeable communication in the field.

The supervisor's use of the internet enables him/her to access knowledge of recent developments in their specialization, which diversifies their sources of knowledge and experience. In light of the objectives of electronic educational supervision that were presented, it is clear that it seeks to follow up the educational process on an ongoing basis by facilitating the work of educational supervisors, increasing the efficiency of the communication process among the elements of the supervisory process, and strengthening the aspects among them, reducing the tension that arises during supervisory visits, and assisting supervisors in overcoming the spatial and temporal obstacles that separate them and the teachers, and application modern methods instead of outdated traditional methods in the educational supervision process.

2-4 Electronic Application Requirements

Abdul Muti and Mustafa (2013, pp.4-5) has identified the transition from traditional educational supervision to electronic educational supervision requires, computer, internet, and multimedia, and take a number of methods. Ugwoke, (2011, pp. 39-38) has clarified as follow:

1-Developing the supervision process: It is intended to provide a global network of communications, which has the ability to connect all schools with each other, as well as schools and the educational administration and the

educational supervision administration with a capacity of no less than (100 megabytes/second), This is to ensure the ability to communicate at high speed, and to exchange data and information.

2-Providing human resources: where there must be human teams that deal with the new electronic system, who are qualified and able to organize work in this system, it is necessary to develop a strategy to re-educate the human cadres (the supervisor, the teacher and administration) through in-service training to develop the skills using the computer and the internet.

3-Providing a supportive environment: This means the environment that supports the steps for implementing the strategy which is necessary for E-supervision, as this represents full awareness of electronic supervision at all levels,

In addition to the support and cooperation of everyone, starting with the higher administration represented by the Ministry of Education, passing through the supervisors, and ending with teachers and all human cadres in schools. Media publication should be prior to the process of using the system and supporting it in the educational reality, through the media units. Electronic supervision is one of the contemporary methods requires a set of procedures and steps to implement it on the ground such as providing a high-capacity communications network that connects all schools and the educational administration and the department of educational supervision to ensure the ability to quickly and effectively communicate and exchange information.

2-5 Types of E-Supervision

Al-Saagh (2018, p. 90) has classified electronic supervision into four types:

1-Computer-based supervision: Whereby supervisory work is performed in for teachers using the computer and its software, this type achieves the teacher's interaction with what t is presented to him without interaction with the educational supervisor or with peers, by using CDs and videos.

2-Network-based supervision: Allows for active interaction between teachers and supervisors on one hand, and between teachers and peers on the other hand, because it is done through a local communication network or the internet.

3-Digital Supervision: It is carried out through information technology and digital media. Such as the computer and its networks, the television cable network, or satellite broadcasting.

4-Remote supervision: It is carried out through all mediums, whether or not traditional, Such as printed materials, tapes, radio, television, and the like. or modern such as computers, software, networks, satellite channels, mobile phone, and the like. In which teachers are far away from the educational supervisor in place or time, enhanced with technology, which must take place in a structured environment that ensures the provision of educational material and expertise You the teacher reach his/ her supervisor without a direct meeting between them (Al-Manea, 2008, p.11).

2-6 E-Supervision Methods

The E- supervision methods are represented in a group of aspects of the activity carried out by the educational supervisor, teacher, students and principals of schools in order to achieve the objectives of supervision. Abdul-Aziz (2017, p. 243) has referred to a number of methods that it can be applied through E- supervision,

A-Sending directed readings and educational publications and instructions, brochures to teachers.

B-Holding educational workshops, model lessons and organizing meetings and meetings through the network and applications such as FCC, Zoom, Meet etc...

C-Holding distance training courses similar to distance education and e-learning.

D-Watching the electronic lessons and give feedback.

2-7 Technologies Used in E-Supervision

Modern information and communication technology constitute a variety of sources and technical tools that are used in the transformation, spreading, storing and management of information. The spread of communication tools and technologies and its application at the global level, it has given the ability to integrate several tools and technological means in applications. Computers and the internet has become the most important tools for research and discovery by education workers so that educational supervisors, teachers and learners need them to improve the process of teaching and learning. There are many sources such as electronic books, bags, blogs, electronic periodicals, databases, and educational websites (Serna, 2011, p 7; Hamadan,

2015 , p. 26). Some modern techniques can be used in supervising electronically, including:

1-E-mail: It is used in all forms of communication and exchange information, directions, and ideas between the supervisor and the members of the educational process. Fallata (2014, p. 70) has identify a number of these areas, including the delivery of a message from educational supervisor to all teachers, and the announcement of the specialist supervision plan and its objectives for all, and familiarizing them with the methods used by the supervisor and the objectives that the supervisor seeks to achieve them. In addition to sending directions, instructions the educational process, identifying the supervisory needs of teachers, and arranging various supervisory activities, whether a class visit, peer visits, workshop or training dates, its objectives and ways to join it.

2-Website: It is possible to benefit from the website by presenting practical lessons or experiments that educators can access and view at any time, reading books, brochures, and research papers, downloading the required files, talking to the specialist supervisor, by writing or orally, or by the way of exchanging messages, participating in meetings or conferences of teachers and educational supervisors, and familiarizing them with the educational supervisor's programs, plans to get benefit (Al-Assi, 2012, p. 17).

3-Social networks: The specialist supervisor can create a page on any of the social networks applications or sites in which experts, supervisors, teachers and interested persons participate. Supervisors can surveys opinions; which helps in defining the content and formulating the supervisions objectives. It helps to activate their skills and provides them with opportunities and

motivates them to creative thinking with different styles and methods (Al-Mansour, 2012, p. 25).

4-E-Library: An electronic library can be created in the supervision departments and centers. It includes a number of electronic materials that benefit the supervisory work, such as training packages, E-books, lists and guides, important readings and publications, research in education, distinguished experiences, practical lessons (Al-Bassiouni, 2007, p. 118). In general, there are many modern technologies that can be used to develop and enriching the educational supervision process, if it is properly used by the educational supervisor and teachers.

2-8 Electronic Educational Supervision in the Light of the 2030 Vision

The conference “Educational supervision in light of vision 2030” (2018) has presented goals for improving the level of supervisory performance, improving outputs, and promoting the role of educational supervision in supporting teachers and the educational process and raising the level of individual performance and institutional educational supervision. It has also discussed the role of e-training for self-development to professional leadership in supervisory work in accordance with the requirements of the ‘Sustainable Development Plan’. The conference has also recommended examining the best ways to integrate the programs of educational supervision with the aim of activating E-supervision, and get benefit from its tools and its products to develop supervisory practices. In addition to activate smart government transactions according to an infrastructure common to them, in order to achieve the highest levels of transparency in all sectors and to enhance interaction between public agencies and citizens. E-learning

system has established many electronic systems that serve the educational process with all its sides, and one of the most prominent and first of these systems is concerned with the application of E-supervision, where the director of the education department adds supervisors files to the system then activates their files to enable them to log in to the system and carry out the tasks commended to them, where the educational supervisor can link his/her file with the teachers he/she supervises, and follow up on their performance and can link to the group of schools he/she supervises them. After that he /she adds scheduling and procedural supervision plans for school weeks and the beneficiaries according to their classification, whether they are schools, teachers, or both together. Consequently, evaluates and diagnoses the teachers' performance, and determines its coordination visits to schools, and to update supervision plans a, and obtain program statistics for the supervisory methods that have been implemented (Al-Mansour, 2012, p. 6).

2-9 Challenges to E-supervision

The educational supervision system, like other educational systems, is directed within the framework of achieving its objectives. There are many difficulties and obstacles that may prevent the achievement of the desired goals at the time and the desired location, and then needs to be planned to pass them. Al-Shahri (2014, pp. 34-37) has mentioned a group of general obstacles that face supervisors including:

1. Increasing the required number of schools and teachers, so that their increase will be as a reason to reduce the required impact on their development.
2. The many burdens and administrative responsibilities that consume more of the supervisor's time, and sometimes overwhelm much on its primary mission.
3. Lack of financial provisions for supervisory methods required by the supervisor; what hinders implement it more often.
4. The absence of any powers for the educational supervisor weakens the role entrusted to him and its impact on field.

In addition to this, Al-Dihani et al., (2016, p. 318) have identified that there are many human obstacles that limit the application of electronic supervision, which are low of awareness of the importance of integrating technology into the education process, lack of sufficient time to activate the use of technology and internet to communicate through with the principals of the educational process, and the large number of technical and administrative difficulties on the shoulders of the educational supervisor, and some educational supervisors are unfamiliar with the English language which is very essential in using modern technology such as computers and internet applications and others have rejected and resisted the idea of the use of modern technologies.

Sharad (2021, p 31) has summarized the challenges as low internet connectivity, lack of electricity, lack of culture that promotes the use of technology, some supervisors have weak knowledge on how to use the

system, no interaction between teachers and supervisors, no technical support that improves E-supervision, and there isn't enough training courses provided by the academic institution. In spite of all the barriers, supervisors start to use different platforms that bring new learning experience such as, Google classroom, Google meet and Moodle, in addition to social media programs like Whatsapp, Viber, Instagram, and Telegram (Yusuf & Jihan, 2020, p. 207).

2-10 Achievements of E-supervision

The adoption of E-supervision in the educational institutions has a lot of advantages and benefits because it is considered one of the best methods during the pandemic. Arkorful & Abaidoo (2015, p.401) have mentioned several advantages of E-supervision :

1. Flexibility of E-supervision in place and time and reduces costs in terms of there is no need for new establishments or new classes.
2. E-supervision provides interaction between teachers and supervisors and among supervisors themselves by the use of discussion forums.
3. E-supervision is cost effective because there is no need for travel. It also offers opportunities to meet a large number of teachers without the need for many buildings or classes.
4. E-supervision gives the chance for teachers to enhance their knowledge efficacy and qualifications through the accessing to a huge amount of information.

5. E- supervision helps educational institutions to compensate the shortage in number of academic staff, including instructors as well as lab technicians and facilitators.

6. E- supervision is essential in pandemic time to keep safe and healthy.

7. E - supervision is available to all teachers from different ages who can get the advantages of online courses without restrictions of educational institutions

8.E -supervision considered as a friend for the environment because there is no need to use pens, papers, and other disposable materials that may harm the environment. (Arkorful & Abaidoo, 2015, p.402)

2-11 Ways to Overcome Challenges or Obstacles of E-Supervision Application

-Allocating paid contributions in Local and global electronic libraries.

- Developing the English language for the supervisors Education

-Completing the calculation of academic courses in interactive image.

-Allocate an adequate financial budget by the Ministry Education to apply E-supervision.

-Determining the training needs of the supervisors Education to implement E-supervision

-Activating the community partnership with the private sector to invest in the supervision infrastructure electronic.

- Creating electronic databases that help educational supervisors to accomplish their tasks.
- Providing all departments of educational supervision electronic necessities.
- Proficiency in the use of the internet when appointed educational supervisors.
- Linking the competencies of the educational supervisor to the application of E- supervision with a financial incentive (Yusuf & Jihan, 2020, p. 200).

3-Method

In this study, the descriptive survey method has used to collect data that related to the sample such as demographic data, educational qualifications, number of years of service, and the number of training courses. In addition to the data related to the opinions of the research sample about the reality of the specialist supervisors' practice of electronic supervision, and the obstacles to its use, as well as the ways to overcome them.

3-1 Population and Sample of the Study

The study population consists of all specialist supervisors in the General Directorate of Education Al-Rusafa 2nd, there are (84) specialist supervisors. Whereas, a random sample of (31) has been chosen to represent 37 % of the study population.

Table 3-1 The samples', gender, years of supervision experience ,Academic Qualification, and training courses

Variables	The sample	Gender		Years of Supervision Experience			Academic Qualification			Training Courses	
		Female	Male	1-5	6-10	11 and over	Bachelor	Master	Doctorial	1-4	5 and over
No.	31	14	17	12	10	9	19	7	5	23	8

3-2 Instrument

A questionnaire is used in the current study as a tool to collect the data, which is divided into two parts; The first represents the demographic data of the supervisor; the second section contains three aspects, each aspect has a number of items. It is intended to be scored according to Likert-Five points Scale and as the following: Strongly agree=5, Agree=4 neutral=3, Not agree =2, Strongly agree not =1. After checking of the previous literature concerning the electronic supervision questionnaire , the researcher formulated questionnaire statements under each one of the three main aspects:

- The degree of application of E-supervision ,which contains 10 items.
- Challenges to applying E-supervision, which contains 10 items.
- Ways to overcome the obstacles of applying E-supervision which contains 10 items.

3.2.1 Validity of the Questionnaire

To estimate the validity of the questionnaire, two types of validity are considered in this study, face validity and construct validity.

3.2.1.1 Face Validity

The questionnaire has been exposed to a jury member of specialists (professors specialized in the field of educational supervision). The jury members have showed approval to the description of the items in the three aspects. But they have advised to modify 4 items of the questionnaire and modify the components titles with rephrasing some ambiguous phrases.

3-2.2 Construct Validity

To find out the construct validity, the correlation between the score of each item with the total score of the observation checklist has been estimated by using Pearson Correlation Coefficient formula. It has been found that all the correlation coefficients are statistically significant as compared with the critical value (0.361) at 0.05 level of significance and under 28 degree of freedom .

Table 3-2-2 Correlation of the degree of each statement with the total degree of the application, challenges, and achievements aspects it belongs to

No	Correlation Coefficient of the item on	No.	Correlation Coefficient of the item on the aspect	No.	Correlation Coefficient of the item on the aspect of ways to overcome
1	0.715	1	0,711	1	0.800
2	0.822	2	0.934	2	0.963
3	0.902	3	0.864	3	0.695
4	0.632	4	0.724	4	0.777
5	0.699	5	0.687	5	0.798
6	0.950	6	0.918	6	0.671
7	0.817	7	0.722	7	0.798
8	0.863	8	0.741	8	0.940
9	0.911	9	0.869	9	0.725
10	0.755	10	0.947	10	0.991

The results reveal that all the correlation coefficients are statistically significant since all the values are higher than the critical value (0.374) at 0.05 level of significance and under 28 degree of freedom.

3-2.3 Pilot Administration

After completing the validity of the instrument, It has applied to a pilot sample consisting of (17) supervisors twice in the time interval system. A period of two weeks between the first and second applications.

3-2.4 Reliability of the Questionnaire

The stability of the study tool is measured through the first and second applications on the pilot sample, using the coefficient Cronbach's Alpha in interval style, the reliability coefficient of the aspects "the degree of application of electronic supervision methods" . The electronic "compliance" amounted to (0.78), and for the aspects "challenges of applying electronic supervision" (0.89), And the aspect of "ways to overcome obstacles of electronic supervision application " (0,85). As far as the overall reliability coefficient of the study tool is (84.0).

4. Results, Conclusions, and Recommendations

4-1 Results Related to the first question “ E-supervision application for the specialist supervisors in the General Directorate of Education in Baghdad/ Al-Rusafa 2nd ” .

The mean, standard deviation, and ratio concerning the degree of application of electronic supervision methods is (4.03), with an agreement

80 %, and a high standard deviation is (1.039) which shows the variance of the sample responses. The most indicators of the specialist supervisors' practice electronic supervision are with a very high degree is (Inform the teachers of periodic meetings through social media) which comes in the first place with a mean of (4.77) and 95.7%, follows by (Participate in defining appropriate teaching strategies from specialized educational sites). It ranks second with the mean of (4.37) and 87.4%. However, the least of these indicators is (Conduct audio meetings with the teachers via network). with mean of (3.24) and a percentage of 64.8%. The standard deviation (1.039) is very high in this aspect because specialist supervisors have implemented electronic supervision methods as a requirement for the pandemic era.

4-2 Results related to second question “challenges of the application of E-supervision among specialist supervisors in the General Directorate of Education in Baghdad Al-Rusafa 2nd” .

There are obstacles that limit the application of E-supervision methods in very high degree, the mean for this aspect is (4.04), with a percentage of 80.9%, with low standard deviation which is(0.982)which refers to the lack of variance of the sample responses about the indicators in the aspect of challenges to the application of E-supervision. The results shows that most of the obstacles come in a very high degree, (Lack of computers in the schools and the educational directorates) ranks first with the mean of (4.58) and the percentage of 91.5 %, follows by (weakness of internet service in general) in second place with the mean of (47.4) and a percentage of 89.4%, then (Weakness of (ICT) Information and Communications Technology

infrastructure in education directorates and schools ranks in the third place, with a mean of (44.4) and a percentage of 88.9 %. There are also other obstacles such as (Unavailability of necessary software for electronic supervision with a mean of (16.4) and a percentage of 83.2%, and (the weakness of the English language skills among some specialist supervisors) with a mean of (4,05) and a percentage of 81.1%, and (Lack of qualified electronic supervision management by the specialist supervisors with a mean of (3.76) and a percentage of 75.2%. A (low conviction of supervisors concerning the importance of using modern technologies in supervisory work) comes in the last ranks with a mean of(2.64) and a percentage of 52.7 %. The reasons of the challenges that limit the application of specialist supervisors due to the weakness of the digital infrastructure in the General Directorate of Education in Baghdad / Al-Rusafa 2nd. In addition the specialist supervisor have not specific computers at all, and the department is not equipped with the internet and with the necessary or sufficient digital tools to perform the E-supervision tasks. Also, the lack of educational supervisors numbers, great burdens on them, as each supervisor is responsible for a large number of teachers(such as 300 teachers) beyond their capacity, in addition to assigning many administrative tasks make them unable to develop their own skills, especially E-supervision skills.

4-3 Results Related to the third question“ ways to overcome the challenges of applying E-supervision to specialist supervisors in the General Directorate of Education in Baghdad /Al-Rusafa 2nd” .

There is an agreement among the sample, with a very high degree, on ways to overcome obstacles to applying electronic supervision. A mean is

(4.41) with a percentage 88.33 %, while the standard deviation is(0.815) , which is low. The most important ways to overcome the obstacles of applying E-supervision methods from the specialist supervisor's perspectives (Providing all departments of educational and specialist supervision with electronic necessities) which comes in first rank, with a mean of(4.68), and a percentage of 93.6 %, follows by (Creating electronic databases that help specialist supervisors to accomplish their tasks) ranks second, with a mean of (4.64) and a percentage of 92.8 %, then (Activating the community partnership with the private sector to invest in the electronic supervision infrastructure ranks third, with a mean of (4.57), and a percentage of 91.4% . While the least way to overcome the obstacles to applying E- supervision, which comes to a high degree is (Connecting the specialist supervisors' competencies in E-supervision in applying to the job) comes with a mean of(3.81) and a percentage of 76.2%. The standard deviation of all obstacles in this aspect is low, which indicates that the responses of the sample to these obstacles are not varied, and they agreed on them. The reason for the weak agreement of the sample on mastering the use of the internet as a requirement of supervision application may lead to the loss of many of the opportunities that it allows high-efficiency educational supervisors to join the supervisory system, while it is possible for them to work on developing themselves during the job and raising their professional level, and developing their digital skills at an advanced stage. Also, the process of linking the competencies of the supervisors and E-supervision application with financial motivations.

4-4 Results Related to the fourth question the existence of statistically significant differences at the level (0.05) to the responses of the specialist

supervisors to the aspects of the questionnaire that are concerning their academic qualification, their number of years of supervision service, and their number of training courses variables .

By using ANOVA, to determine the differences among responses of the sample, which are attributed to (academic qualification, number of years of supervision service, and number of training courses in the field of E-supervision) variables. The computed (t) value of the two aspects (the degree of application E- supervision, and the challenges of applying E-supervision) are less than their critical t-value which is (3.09) at (258/2) degree of freedom. It is also not statistically significant at the level of its significance is (0.651) and (0.851), respectively, and in both cases it is greater than (0.05). While the computed (t) value for the aspect(ways to overcome the challenges of the application of E-supervision is greater than its critical value, as it is (4.190). There is statistical significance level is (0.016), which is less than (0.05); which means that there is a statistically significant difference between the specialist supervisors' perspectives about ways to overcome obstacles to the application of supervision. That is attributed to the academic qualification variable. To determine these differences, (LSD) indicator is used to identify the difference between the categories. The differences are attributed to academic qualification to the specialist supervisors. The mean for bachelor degree is (4.05), the mean for those with master degree is(4.03) at the level of significant is (0.05). The significance level of the differences reaches (0.019) which is less than (0.05). The computed (t) value of the two aspects (the degree of application E-supervision, and ways to overcome challenges to applying E-supervision) are greater than its critical value which is (3.09) at (258/2) degree of freedom.

There is statistical significance level reaches (0.001) and (0.005) respectively, and in both cases it is less than(0.05). As for the computed (t) value that relates to the aspects of obstacles to the application of E-supervision. The computed (t) is smaller than critical value, as it is (0.157) at (0.05). Which means there is no statically significant difference according to the years of supervision service. (LSD) indicator is used to identify on the categories between which the difference occurs. The differences between the specialist supervisors' perspectives with regard to the focus of the electronic supervision application, which is attributed to the variable training courses in the field of E- supervision whose have(1-5 courses) is (0.000) with a mean of (3.84), and the category (more than 5 courses) with a mean of (4.24) in favor for (more than 1-5 courses). The level of the significance differences is(0.0000) and the significance level of differences is 0.020, which is less than (0.05.). The differences between the specialist supervisors' perspectives regarding the aspects of ways to overcome obstacles and the application of electronic supervision, which is attributed to the variable training courses in the field of supervision . As the significance level of the differences is(0.0000) which is less than (0.005).

4-5 Recommendations

1-The necessity for the specialist supervisors to get benefit from electronic system as one of the most important sources provided by the Ministry of Education platforms to obtain information and statistics that would facilitate the supervisory process such as Newton and Classera and the like.

2- Establishing education offices, educational supervision offices and schools with a digital infrastructure that allows the opportunity to communicate between the members of the educational process smoothly and easily.

3- Allocate an appropriate budget to secure the equipment necessary for the practice of the electronic supervision process.

4- Increasing the involvement of specialists supervisors in modern training programs

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Appendix

An Electronic Supervision Questionnaire(In English Language)

A-The Application of Electronic Supervision Degree	Strongly agree	Agree	neutral	Not agree	Strongly not agree
1-Use electronic media to present training lessons for teachers.					
2-Inform the teachers of the periodic meetings through social media.					
3- Generalize the model lessons on the teachers by e-mail.					
4-Upload targeted educational brochures via a created blog.					
5-Pin the educational goals for the teachers in electronic discussion groups.					
6-Take advantage of educational platforms to obtain the necessary statistics.					
7-Participate in defining appropriate teaching strategies from specialized educational sites.					
8-Design an electronic opinion					

poll to find out the training needs of the teachers.					
9-Conduct audio meetings with the teachers via network.					
10-Use the network to communicate with all parts the educational process.					
B-Challenges of Electronic Supervision Application	Strongly agree	Agree	neutral	Not agree	Strongly not agree
1-Lack of computers in the schools and the educational directorates.					
2-Weakness of Internet service in general .					
3-Weakness of (ICT) Information and Communications Technology infrastructure in education directorates and schools.					
4-Increasing the administrative burden of specialist supervisors.					
5-Lack of financial resources needed to implement the electronic supervision through the network.					
6-Unavailability of necessary software for electronic supervision.					

7-Weakness of the English language skills in some specialist supervisors.					
8- Deficiency of training courses in computers for specialist supervisors and teachers.					
9- Lack of qualified electronic supervision management by the specialist supervisors.					
10-Low level of conviction of specialist supervisors of the importance of using Modern techniques in supervisory work.					
C-Ways to Overcome the challenges of Applying Electronic Supervision	Strongly agree	Agree	neutral	Not agree	Strongly not agree
1-Allocate an adequate financial budget by the Ministry of Education to apply electronic supervision.					
2-Activating the community partnership with the private sector to invest in the electronic supervision infrastructure.					
3-Providing all departments of educational and specialist					

supervision with electronic necessities.					
4-Allocate prepaid contributions in local and global electronic libraries and sites.					
5-Linking the competencies of the specialist supervisors to the application of electronic supervision with a financial incentive.					
6- Connecting the specialist supervisors' competencies in E-supervision in applying to the job.					
7-Developing the English language skills for all the specialist supervisors.					
8-Determining the training needs of supervisors to implement electronic supervision.					
9-Creating electronic databases that help specialist supervisors to accomplish their tasks.					
10-Computerizee all the academic curriculum in active way.					