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Electronic Educational Supervision in General Education in the United Kingdom and the possibility of its utilization in Egypt.

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Abstract

This study attempted to pinpoint e-educational supervision in the Schools of General Education in the United Kingdom and the possibility its utilization in in Egypt in accordance with the Egyptian cultural context. The study deployed a Comparative research methodology, and the study problem was formulated as: How to utilize the United Kingdom's experience in initiating e-educational supervision in General education in Egypt? The study followed several steps: identifying the general framework of the study, including the introduction, the research methodology, the theoretical framework for e-educational supervision, including the concept, its significance, its objectives, Its fields, its types, and its requirements as identified by contemporary literature, recognizing the features of the Egyptian state's efforts to stimulate e-educational supervision in General education, pinpointing the United Kingdom's experience in applying e-educational supervision in General education, and reaching a set of recommendations and proposals for activating e- educational supervision in mainstream education in Egypt to improve its quality based on the United Kingdom experience. The results of the study stated: the weakness of the ICT infrastructure, the lack of computers at all schools, especially at villages, the weak computers' support by Internet technology and tools, the unsuitability of some school buildings to use modern technology means such as computers and the Internet, the majority of educational supervisors do not have the necessary skills to use computer programs. Based on these results, the study recommends that educational supervisors should develop their supervisory skills and practices to conform to the e-learning requirements, and embrace training programs to train educational supervisors and teachers on how to professionally deal with computers, the internet and its multimedia

Keywords: *General Education - Electronic Educational Supervision - Electronic Educational Supervision in the UK*

Introduction

The This era where we live is characterized by scientific and technological revolution, knowledge explosion, and the spread of the Corona pandemic that emaciated the entire world, which, in turn, has led to both rapid and successive changes and a qualitative leap in all life aspects, including education.It has become vital for educational systems to keep pace with these accelerating changes, to face the flow of information and to deal seriously with accelerating technological applications (Kalita, 2017: 130). Thinking about the transition from the educational traditional system into e-learning, e-schools, smart classrooms and electronic presentation in teaching and multimedia, leading to the construction of smart schools, virtual classrooms, distance education and other concepts (Issa, 2019: 55). Egypt has paid special attention to these modern technologies in the educational process. This is evident through the efforts of the Ministry of Education in developing the learning environment

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providing it with the essential technologies for improving education with a technology-rich educational environment through refining the technological component using and employing modern technologies in the educational process to promote education, develop qualitative performance and enhance communication among the educational process parties. (Ministry of Education: 2014;2030: 55-56), taking into account this fast-tracked movement for educational reform, the reality of educational supervision should be reconsidered, as a key component of the educational process being the peak of the educational pyramid commended for improving all aspects of the teaching and learning processes: the teacher, the student, courses, curriculums, assessment techniques, and educational environment), as regularly seeking to enhance the educational process (Barbara, 2019: 33).

Accordingly, the researcher believes there is a pressing need for educational supervision to keep pace with education development in Egypt, so as to have enhanced supervision based on instigating electronic supervision techniques conforming to electronic education methods, such as the Internet, e-mail, and virtual classes in implementing supervisory methods to help eliminate or reduce administrative and technical problems. This, in turn, would help achieve its objectives. Therefore, it was inevitable to come up with an original supervisory project that stems from reality awareness and cognizance of the future requirements of what is known as electronic educational supervision (Mellte, 2018:56). Habiba (2020) and Clark (2018) asserted the need to use ICT in the supervisory process to motivate teachers to use e-learning, and thus improve the educational process. This is consistent with study results of (Saleh & Nasser, 2022) , (Omar, 2020); (Bakheet, 2021), and (Alger, 2022), as it saves the educational supervisor's time, effort and cost and teachers' follow-up and enhancing their professional development using modern technologies including the Internet, computers, and multimedia. Added to that, the various advantages it provides to teachers, including identifying the latest publications, exchanging experiences in their subject and field, forming groups of common interests, and attaining online educational programs. Therefore, the present study was basically inspired by the attempt to identify electronic educational supervision in the United Kingdom and the possibility of its utilization in mainstream education in Egypt.

The problem of the Study:

Educational supervision attempts to improve and enhance educational work and to promote the performance level to fulfill the educational process objectives. This work relies on constant continuous communication between the educational supervisor and the education field, particularly the teacher, to strengthen the teachers' four competencies: educational competence, professional competence, social competence and personal competence (Maulana & Prestiadi, 2021: 12).

the reality of education in Egypt indicates a development that led to several changes in a short period of time in all aspects including legislation, laws, curricula, and the expansion of modern technology and techniques in the educational system and others. Such changes were not coincided with similar changes in the educational supervision pattern for many reasons including educational supervisors' weak interest in joining professional development programs, educational supervisors' weak confidence in teachers ,and that the majority of educational supervisors do not have the necessary skills to make use of communication programs, and their incapacity to exploit technology (Shaaban, 2022:992). In addition, educational supervisors' incapacity in supervising sudden classroom visits and adherence to traditional supervisory methods that focus on tracing errors and flaws hence, discouraging teachers and disregarding their potential and capabilities (Otaiba, 2019), the unreal formal nature of the educational supervision process, the multiplicity of supervisory entities at schools, and the poor balance between the responsibilities and powers allotted to the educational supervisor, the lack of supervisors' support by senior management, the low number of training courses dedicated to enhance educational supervisors' supervisory efficiency, and the low financial allocations necessary to implement some supervisory techniques (Halqan, 2017: 197).

Consequently, the researcher believes that educational supervision needs to develop its models, processes and supervisory methods to keep up with such changes. Moreover, the educational supervisor has to master the information skills and adopt modern models of modern technological techniques including internet use in the supervisory process as a basic prerequisite in this era to solve countless educational supervision problems, electronically exchange data and information between educational supervisors and teachers and vice-versa. Hence, this would provide constant updated information and thus would help make the right decision.

Taking into account what has been mentioned and considering the significance of electronic educational supervision, the present study attempts to maximize utilization of the UK's experience in electronic educational supervision field in mainstream education in Egypt.

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Therefore, the problem of the study was stated in the following main question:

How to utilize the United Kingdom's experience in applying electronic educational supervision in the Schools of General education in Egypt?

The main question was divided into the following sub-questions:

- What is the theoretical framework of e-educational supervision?
- What are the aspects of the Egyptian state's efforts in implementing electronic educational supervision in General education in Egypt?
- What is the UK's experience in implementing electronic supervision in mainstream education?
- What are the recommendations for electronic supervision application in mainstream education in Egypt based on the United Kingdom's experience and in accordance with the Egyptian society's conditions?

Aims of the Study :

The present study aims to**:**

1- Identify the theoretical foundations of electronic educational supervision.

2- Identify aspects of the Egyptian state efforts in applying electronic educational supervision in mainstream education.

3- Identify the reality of electronic educational supervision in the United Kingdom and the cultural factors and forces affecting it through the literature.

4- Propose recommendations for the application of e-learning supervision in mainstream education in Egypt based on the United Kingdom experience and in accordance with Egypt's cultural context.

Significance of the Study :

The present study is significant because:

1. It is consistent with the recent trends that advocate the need to employ modern technology in the educational process.
2. It helps supervisors realize the significance of computer and the information network and its multimedia in activating their creativity supporting supervisory methods which would positively reflect on their supervisory practices.
3. It clearly shows the interest in electronic educational supervision and practice in education field in general, and mainstream education in particular as a means of improving supervisory performance in education and creating a qualitative leap.
4. It identifies the Ministry of Education's efforts to implement electronic supervision in mainstream education in Egypt.
5. It presents recommendations for implementing electronic educational supervision in Egypt, exploiting the United Kingdom's experience.

Limitations of the Study :

The current study is limited to addressing the topic of electronic educational supervision in mainstream education in the United Kingdom and the possibility of its utilization in mainstream education in Egypt.

The justifications for choosing the United Kingdom are: The United Kingdom is distinguished by its tremendous scientific and technological progress; it is one of the world's most experienced countries in the electronic educational supervision field and is always evaluating it in order to increase its efficiency and development due to its supervisory system that has been deployed across all educational stages. Consequently, the supervisory process quality was reflected in the educational process and its competitive performance, especially after the declaration of Education Reform Decree in 1988, in shaping technology and communications and employing both in the educational process to improve it, seeking to maintain its prominent position among the world's countries of (Eurbase The information Database on Education in Europe The Education System In England, 2017). Also, there is the Office for Standards in Education concerned with educational supervisors' preparation, providing them with training courses to continuously enhance their competencies, through training or workshops. Information technology is used by supervisors to communicate with teachers and schools (OFSTED, 2015: 30)

Methodology of the Study :

According to the nature of the research problem and it's objectives , the research the comparative method , which is the method based on selecting the problem and analyzing it , formulating proposals , and identifying related factors. This done by analyzing the most important things mentioned in Arabic and foreign books , references , periodicals , statistics , and official bulletins in the field of the research with the aim of enriching the research and coming with the best results and recommendations . This methodology was implemented as follows:

- Describe and narrate the theoretical frameworks for E-educational supervision.

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- Describe the reality of the of electronic educational supervision application in mainstream education in Egypt and the United Kingdom, as reviewed by literature.
- Proposing recommendations to activate e-learning supervision in mainstream education in Egypt based on the United Kingdom's experience.

Terminology of the Study:

General Education :

General Education is defined as the sector that provide s free educational services at all levels based on the comprehensive education system , from the first primary grade to the third secondary grade at all levels , in schools affiliated with the Ministry of Education .(Shaban : 2024)

Electronic educational Supervision:

Electronic educational supervision is a recent supervisory trend that emerged and was developed as a result of the remarkable development in the world of technology and information. Some researchers view it as a supervisory style that provides educational supervision work and tasks through multimedia using computers and networks for teachers and schools allowing them to interact actively with educational supervisors or peers, simultaneously or not, providing a possibility of completing these processes on time and place at a speed that suits the supervisors circumstances, as well as a possibility of managing these processes through such media (Halkan, 2017: 206). Other researchers define it as the use of modern internet and computers' technologies and employing them in supervisory work to facilitate work with the least time, effort, and cost, yet with the highest efficiency. Moreover, this achieves incessant communication between supervisors and teachers, which helps elevate their performance level (Ehren, 2018).

Amis of Electronic educational supervision :

Electronic educational supervision aims to attain a new concept of educational supervision that suits the era in which we live, and the probability of analyzing teaching situations through continuous communication through the International Information Network (Internet), where the teachers could present samples of what they have accomplished, send it to the educational supervisor, get feedback , send samples of teaching plans and practical lessons or teaching aids and tools, work activities and papers, etc. so teachers, can attempt, use, study, and report their results to the educational supervisor. It also helps build a technical culture for the educational supervisor and teachers. It also facilitates communication between the educational supervisor and the teacher and eliminates geographical and spatial factors that separate the educational supervisor and the teacher (Al-Fadily, 2019: 13)

The importance of electronic supervision:

The importance of electronic supervision is to eliminates the material obstacles to supervision , as well as the difficulty of transportation and sufficient time to practice supervisory work and avoids practices that diminish the value of teachers such as focusing on mistakes instead of improvement and giving teachers the opportunity to learn the language and providing multiple opportunities to practice their roles without imposing strict control on them (Kalita, S,2017) . It also helps to achieve rapid communication between educational supervisors and teachers, and to overcome the problem of lack of educational supervisors where the process of communicating supervisory guidance and methods to teachers does not require the supervisor to attend school, reducing effort, saving time, accelerating information access, speeding up decision-making and implementation , and providing an opportunity for educational supervisors and teachers to exchange practical experiences, especially training processes (Al-Shehri, 2018). It also helps to overcome some educational supervisors' poor performance, helps educational supervisors and teachers cope with the rapid changes and developments of information or knowledge (Favale, et al: 2020).

The methods used in e-educational supervision vary, and e-educational supervision can be classified into four types (Al-Shamrani, 2019: 123):

1- **Computer-based supervision**: It is the supervision carried out by the computer and its software. It is provided through storage media (CDs, compact discs, and hard drives). This type allows the teacher to interact with what is provided to him without interacting either with the educational supervisor or with peers.
2- **Digital supervision:** It is the supervision carried out through information technology media, digital communications (computer and its networks, television cable network, and satellite broadcasting.
3- **Network-based supervision: it is the Supervision** that takes place through one of the local communication networks, or the Internet. It allows active interaction between educational supervisors and teachers on the one hand, and between teachers and peers on the other.

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4- **Remote supervision**: It is the supervision that takes place through all media types, whether traditional (printed materials, recording tapes, radio, television), or modern (computer, its software and networks, satellite channels, mobile phones). In this type, teachers are either spatially or temporally far, or both from the educational supervisor (Gulbahar & Guvan , 2018: 223).

Electronic educational supervision techniques:

1) **Email**: Used as a means of sending teachers' instructions and directions and receiving their feedback, sending electronic media based model lessons, sending model lessons, responding to teachers' queries, receiving feedback, sending meeting dates, and others(Al-Kasim: 2018)
2) E-Portfolios: Portfolios can be designed for diverse subjects' teachers. E-portfolios can also be designed for regulations, systems, readings, enrichment bulletins and supervisory models, and also for new teachers (Al-Malik, 2020: 122).
3) **Mailing lists (News Bulletin)**: such as creating a teachers list supervised by the educational supervisor and creating another dedicated for those requiring continuous follow-up and a list of schools assigned to the supervisor to supervise and follow up, and creating a third for same major supervisors to exchange experiences (Saleh, 2021: 44).
4) **Databases**: for example, existing supervisors' database comprising each supervisor's records, personal and educational data, training courses, letters of thanks, committees in which he participated and other related data. Also, schools databases can be designed where detailed information records for each school including employees, students, classes, school location data and other school related data are kept (Hemdan, 2015: 23).
5) **Websites:** These can be used to present practical lessons, practical experiences, educational or training programs for all teachers, designing electronic curricula, developing teaching aids, developing training courses results, developing theses' titles or summaries and presenting scientific experiments related to academic majors (Al-Daihani, 2016: 133)
6) Video Conferences: Educational supervisor can give a teacher training lecture, organize discussions with experts, and implement group projects. (Sadler, 2020)
7) **Social communication Networks**: The educational supervisor can create a page using any social networking site in where participant experts, educational supervisors, teachers and those interested share their opinions to help identify the content and formulate the prescribed objectives (Al-Mansour, 2017: 98).
8) **Electronic library**: An electronic library can be established in educational supervision departments and centers to include a variety of electronic materials that aids supervisory work (Al-Hajran, 2019: 55).
9) **Chat rooms**: are used to carry out meetings, encounters, or training programs for a group of teachers, or to host world's education specialists to give online lecture (Al-Shafiey, 23: 2017).

The nature of General education and Features of the Egyptian state's efforts to actuate Electronic educational supervision:

Article (4) of Education Law No 139 of 1989 stipulates that the duration of the study in General Education is nine years for compulsory, basic education and consists of two stages the primary stage which lasts six years , and the preparatory stage which lasts three years , it also includes general secondary education which lasts three years ,and advanced technical education ,which lasts five years. The 2014 Constitution added the secondary stage to compulsory education in Article 19 , and the state guarantees its free education at its various stage in the state "s educational institutions according to the law , and thus compulsory education includes basic education and secondary education in its general and technical aspects (The Egyptian Masterpieces , law No 155 : 2007: 3-2)

Features of the Egyptian state's efforts to actuate electronic educational supervision.

Egypt emphasizes the role of computer technology as represented by the internet in information transfer revolution, enhancing education in general, and the supervisory process in particular, in line with the dominant global technological development. New educational policy documents mostly call for the introduction and consolidation of advanced technology in schools, moving to the knowledge economy and the learning society. The Ministry of Education has taken many steps to introduce and supervise technology in education, within the framework of the Egyptian state's interest in developing Egyptian education to join the ranks of developed countries existing education systems.

- In 1969, the Ministry of Education, in cooperation with the United Nations

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Development Programme (UNDP), UNESCO and others, began to deploy computers at schools, train teachers to use them, and include computers at schools. In addition, twelve thousand schools were connected to the internet to attain a radical change in the educational process (Abu Al-Saud and Abdul Hadi, 2019: 122 Al-Ajmi, M. 2020).

- In 1988, the information network "internet" was established, modernized and schools were equipped to join the network providing anti hacking methods of protection where various electronic messages are exchanged (Al-Sayed, 2018: 134).
- In 1988, The Exploratory Center for Science and Technology was launched to be the first interactive scientific museum in Cairo (Lotfy, 2017: 55).
- In 1997, the Ministry of Education made the decision to inaugurate a center for technological development and decision support to "plan, implement and follow up the Ministry of Education technological development projects using educational technology, information technology, communication network and modern educational means. These are mostly used to implement training programs for teachers, educational supervisors or directors (Al-Sayed, 2019: 89).

Ministerial Resolution No. (168) issued in 2000, stipulated, in its first article, that computer is a basic subject in all educational stages.

Since 2001, attention has been paid to education vertical expansion, as the number of computers in primary and middle schools was augmented, and schools were equipped with reception halls for educational channels, advanced science and multimedia laboratories, knowledge resources, and educational computers.

Mubarak Education City was established in the 6th of October City, the largest city of the type in the Middle East. The city is internally and externally connected to a high-tech communication and information network and is also connected to all technological development centers, exploratory centers and educational directorates (Pathway, 2016: 212).

In 2002, a cooperation protocol was signed between the Ministries of Education and Communications and Information concerning the Smart Schools Network project.

In 2005, technological development was introduced to 25,981 public schools out of 38,922 across various educational stages, representing 66.8% of existing public schools (Pathway, 2016: 233).

In 2014, databases were developed to include detailed data at the individual's level, whether a student or a teacher. The General Department of Information and Computer at the Ministry managed to provide a variety of electronic services (Mohammed, 2019: 44 ; Dwedar, D. 2023).

The Technology and Educational improvement Project (TILO) is a programme designed to improve the quality of teaching and learning through the effective use of technology in schools .

Smart School Project : Egypt started its ambitious project called " Smart Schools Project " which is a joint project (Protocol) between the Ministry of Education and the Communications and information Technology under the auspices of United Nations Humanitarians Fund in the academic year 2003 – 2004 with 38 preparatory schools across the country in 16 governorates of Egypt . It is a school that relies on information technology on large scale in the educational process in all aspects . It has a technological infrastructure , and employs technological innovations in designing educational materials and activities electronically .**(** Ahmed : 2018 :34)

Parent Family Community Engagement Framework (PFCE) Project

Egypt also adopted the PFCE project , which is a form of smart school , in cooperation with the Ministry of Education , the Ministry of foreign affairs , the Ministry of Communication and Information Technology , and the United States Agency for International Development , The aim was to raise the level of public awareness , acceptance , and experience in information technology **.(** Nehary : 2019**: 120)**

Egypt has also taken several serious steps to activate electronic supervision as follow : (Ahmed : 2018: 68)

1- Several laws has been issued regarding the use of modern technology in Education and its supervision .
2- Educational supervisors and teachers have been trained to use technology , but the educational supervision department is still separated from the schools , as most schools don't have electronic networks.
3- Some modern strategies have been activated in education , such as activating smart boards and electronic platforms , but they still need a lot of support for actual application in schools .

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4- Equipping schools with what helps the electronic supervision process succeed with the available capabilities.
5- Activating the use of smart boards .
6- Activating the use of modern secure technological techniques in exchanges correspondence between the supervisors with the Ministry , in order to avoid wasting time and renationalizing expenses , and employing the social media sites of each school to facilitate the communication process between them and educational supervisors.
7- Activating the role of the Egyptian Knowledge Bank , and encouraging students , teachers and educational supervisors to benefited from it in building knowledge and providing them with all the information and means of dealing with it .
8- Providing numbers of smart classes in most schools and dealing with them well .

To confront coronavirus crises , the Ministry of Education has provided an electronic platform of online teacher training so that teachers" schedule is not affected . It has also provide professional development programme for teachers on the Edmoodo platform in an attempt to keep pace with global trends in teacher development .(Abdelrahman : 2020: 55)

Egypt also used the Educational Channels , which aim to enrich the educational process by taking advantage of the information revolution and advanced technological capacities in delivering distinguished educational experience field .

However, educational supervision in Egypt does not keep pace with such developments, as it suffers countless downsides that affect its role in educational work development. Among those downsides that educational supervision suffers in smart schools are (Ali, 2018: 77):

- Educational supervisors are unable to guide their teachers towards learning at these schools.
- Evaluation and examination systems in smart schools are accomplished through traditional written tests. Yet, modern technology is not deployed in these schools.
- Teachers' negligence performing their duties and their low performance level in classes.
- Educational departments and directorates follow-up of smart schools does not embrace educational process modern systems.
- In Egypt, the communication system in most smart schools is traditionally functioning, where communication between teachers and supervisors is traditionally completed using manual correspondence. Also, similar to traditional schools, teachers' and administrators' attendance and departure is monitored traditionally.

Based on the above mentioned information, it might be stated that despite public education technological development efforts in Egypt to improve the educational process and the need for efficient highly trained educational supervision that is able to supervise, guide, accept cope with such developments, the reality indicates a deficiency of electronic techniques and technology use in the supervisory process, in both regular and smart schools. This is due to the dearth of qualified and trained educational supervisors to keep pace with such development, and use electronic educational supervision. Therefore, the United Kingdom experience is presented to be utilized to overcome the obstacles facing the application of this sort of supervision in Egypt's public education.

The nature of General education and Electronic educational supervision in the UK :

Geographically, The United Kingdom comprises four main parts: England, Wales, Scotland and Northern Ireland. It is a constitutional, parliamentary, and democratic kingdom. within the prevailing freedom and democracy, some nomenclature varies within the sub-systems, for example, identifying educational stages, and schools' nomenclature in the United Kingdom four parts. Yet, they all agree to a general framework under a unified decentralized educational system (Eurnard, 2017: 122).

This educational system attempts to improve education quality and promote achievement standards, which means high manpower preparation and continuing education support, hence students can use their skills and knowledge to effectively compete in the changing world work market, especially in fields of mathematical, scientific and technical sciences education (Eurydice, 2015: 155)

At the United Kingdom, mainstream education span is thirteen years, starting at the age of five to eighteen. It is divided into two separate basic stages (Barnard, 2017: 35):

(A) The primary stage, which consists of two sub-stages:

- The first basic stage: It lasts for two years (5–7). It is called (Infant) and includes the first, second, and third grades. Since the compulsory period in the United Kingdom starts at the fifth, this stage is included and is considered a free compulsory stage. At this stage, education is joint and only female teachers are involved. The child attains activities including entertainment and recreation programs, and learns specific skills, especially

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reading, writing and arithmetic. This type of education is for those under the age of five.

- The second basic stage: It lasts for four years, (7-11). It is called (Junior) and includes the fourth, fifth and sixth grades. In this stage the student strongly focus on learning the native language, mathematics and general sciences.

B- **The second stage: this is the secondary stage** (Secondary School): ages (11-16) and sometimes (18) years. It is divided into three sub-stages:

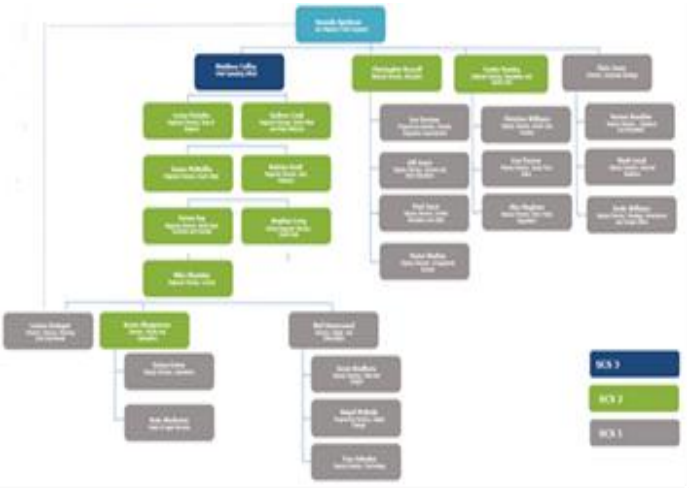
- The third basic stage: Lower High School, which lasts for three years (11-14) and includes the seventh, eighth and ninth grades, which is compulsory.
- The fourth basic stage: Higher High School: It lasts for two years (14- 16) and includes the tenth and eleventh grades, which is a compulsory.
- The fifth basic stage: the upper secondary education stage (A-Level) following the compulsory years (16-18), and includes the twelfth and thirteenth grades, and eventually leads to the exam of the General Certificate of Secondary Education (GCSE), the A-Level, which is the certificate that qualifies for universities and higher institutes' admission. It is a stand-alone stage.

The Nature of e-educational supervision in public education in the United Kingdom

The United Kingdom is one of the leading developed countries concerning the application of electronic educational supervision in General education. Among the objectives of educational supervision is stressing the quality of teaching and learning using ICT and activating all aspects of the educational process providing the needed necessary infrastructure for that. It also asserts the need to utilize technology in the supervisory process as a means of acquiring knowledge and deploying it in the educational process management at any educational institution as desired (Vaiz, 2021). The United Kingdom's inspection system follows two levels: the first, the inspection body called Her Majesty's Inspectorate (HMI). It conducts inspection at the national level by providing professional advice to the Ministry of Education and Science and schools. The second level is the local representatives of local education authorities (LEAs). Local Education Authorities provides advice to schools at the local level (Adrian, 2015: 33).

The organizational structure of Her Majesty's Inspectors comprises three subsidiary bodies to inspect UK Education system: the Office for Standards in Education (OFSTED) established in 1992 to supervise education and schools in accordance with the Education Act and is directly subordinate to the Parliament. It aims to prepare, introduce and develop standards on a high basis to improve education achievement quality through structured independent supervision providing advice and guidance on public performance. Education & Training Inspectorate (ETI) is in Northern Ireland. In Wales, ESTYN does so; nonetheless they follow the same procedures and steps as OFESTED. (Joen, 2018: 23)

Figure (1 (the following shows the organizational structure of the Office of standardized Levels) (OFESTED).



Source: (2) at:http:/www.gov.uk/government/publications/ofesteds-senior-structure, (2024)

This figure indicates that Standard Levels Office reports directly to Her Majesty's Chief Inspector, according to which England is divided into eight school districts.

In England, The Standard Levels Office is concerned with preparing supervisors, providing training courses to promote their competence on a regular basis, whether through training, workshops, or distance training. Hence, they are required to have at least 5 years of professional experience in schools as a teachers or mentors, as well as two years of management experience as senior teachers, senior deputy teachers, or educational supervisor, and to pass a final exam held for them (Neil, 2019: 32).

Therefore, the OFSTED vision is to supervise, inspect and organize to achieve excellence in child and youth care, education, and learners' skills across all ages, hence, to improve the standard levels delivery to improve life. At the local level, supervisors implement the policies developed by the central authority conforming to the located areas' circumstances, conditions, and needs. They also contribute to the educational program and teachers' competence. Therefore, they assist in obtaining

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educational material, organizing meetings, conferences, seminars, interviews, and presentations of educational material, providing consultations to government bodies, following up examinations, their quality, and suitability, evaluating teachers' performance, and preparing reports on school efficiency and performance (OFESTED, 2016: 3) .

The United Kingdom is characterized by its constant incessant pursuit of the ICT optimal use in teacher development and supervisory models. The ICT use in the educational process in general and supervisory in particular has had a significant impact on the teacher and learner development and improvement. Educational supervision has also become dependent on modern technologies such as computers and the internet to develop the educational process. Since the Education Reform Act issuance in 1988 to consider technology and communications as a compulsory course for all students ages five to sixteen in primary, secondary and private schools. This is accomplished by providing a virtual learning environment at schools (Castro & Alemán, 2019:23).

The UK has attempted electronic supervision implementation for a number of reasons (Tharkal, 2015):

- To strengthen e-government, and introduce e-technology to all administrative and technical processes at all ministries and agencies.
- Keeping pace with the technical and knowledge progress.
- Addressing issues facing supervisors including: the distance between states and provinces, and the lack of preparation of supervisors as opposed to the teacher preparation increase.
- The need for electronic supervision has also emerged in the United Kingdom, where it helps supervisor to communicate with teachers anytime and anywhere, and ensures communication sustainability between them. E-supervision and its various applications provide more options for teacher performance improvement.

E-supervision is used by supervisors to communicate with schools, whether by informing them of inspection dates 15 minutes in advance or of inspection results on its website after the visit, and sending important regulations and instructions. It also publishes reports on the education quality in each school. Its members provide advice and guidance to schools on developing their performance. Special measures are taken against schools that do not meet the required educational standards. Among these measures may be replacing their Board of Directors Governing Body and employees (Hernandez, 2017). Thus, the priority was to design a fast reliable communication networks and installations to meet the current and future technological needs of school, while providing more computers, interactive whiteboards, digital cameras, and the necessary funding, hence almost 99% of schools are connected to the internet (Rosenfield, 2015: 13)

The UK Ministry of Education has also allocated approximately £4.5 million to improve educational supervisors and teachers skills in the ICT field through School Computing and the UK Forum for Computing Education. The UK Computer Foundation provides 15,000 hours of computer training for teachers and educational supervisors (Budin, 2015: 66).

In Ireland, over the last 10 years, the government has allocated €420 billion to modernize, supervise and follow up technological infrastructure at schools, develop broadband internet networks, initiate wireless connections at all schools, train educational supervisors and teachers to use digital technology, develop computer curricula and integrate ICT in all classes to help supervisors follow teachers well (Gulpan, 2020: 323).

electronically schools Supervision has been used, where full usage of modern technological means is employed in educational supervision process, and where training programs and supervisory methods are provided to teachers through multiple electronic means, including (computer, Internet, video conference, multimedia, electronic file, social networking sites, conversation programs and software for educational supervision). Electronic portfolios are considered one of the latest communication and information systems on which the educational supervision system is based in the United Kingdom, as they are used for the purpose of recording students' grades and results throughout the year, is also used by educational supervisor in recording the teachers and schools data they supervise (Ruel, 2020). ICT has also been employed in educational supervision in the United Kingdom for many purposes: training teachers, preparing computerized lessons, computerizing the educational supervisors for all their supervisory work, preparing practical model classes, employing the internet in research and knowledge, employing ICT in preparing supervisory bulletins, communicating with teachers, and remote supervision. (Lubega, 2019: 221)

Supervisors' skills in dealing with ICT have developed significantly to support administrative activities, whether at management level in planning, preparing and writing reports, or at the school level in attendance and evaluation records, and timetables showing the inclusion of ICT in classrooms (Galanouli, 2018).

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The United Kingdom seeks to ensure that the educational supervisor is part of Digital Citizenship, in which the educational supervisor has the necessary skills to deal effectively with the e-society and possesses critical thinking skills and ability to make rational decisions. It also allows supervisors to intervene and set standards for electronic use and train teachers on the decent use and security of Internet networks in order to encourage creative and participatory interaction between teachers and supervisors on the Internet. (Roberts, 2015: 212)

Laptops are used by educational supervisors, for a range of purposes and applications including data recording, online search, simulation, word processing, presentations, digital images, and access to virtual learning environments (Vaiz, 2021). The internet is increasingly used by teachers to support teaching and learning, estimated as (82% by primary teachers and 76% by secondary school teachers), supporting students' use of technology (85% by primary and 79% by secondary) ;the use of video or digital camera (69% by primary and 70% by secondary) (York, 2016). The electronic system is also used by educational supervisors to communicate instantaneously with teachers during their presence in the classroom through the using wireless device comprising (a wireless device installed in the ear, Bluetooth, webcam and Skype program for communication. KALLBOARD programming is also used, which to provides an independent virtual world for each school, and is operated by tablet computers, as it provides a combination of education, participation and interaction inside and outside the classroom between the teacher and the supervisor and between students and the teacher (Gary, 2018).

Supervisors also use social networks Whatsapp and Facebook to brainstorm and discuss ideas, employ these groups to create discussion groups with teachers anytime anywhere, send individual and group messages, and get notifications about unfinished tasks, duties, and activities (Lea System Supervision, :2015).

In the United Kingdom, the Ministry issued a guide to electronic supervisory follow-ups at the state level, as well as the Ministry Department of Educational Supervision issued a bulletin on how to employ educational supervisor for the educational portal windows. The Ministry of Education in the United Kingdom has activated a number of electronic applications for their impact on enhancing the role of the supervisory system, including the Ministry of Education website, which includes many windows that serve the educational supervisor in the supervisory schools follow-up, teachers and students, and helps communicate with them, as well as e-mail, Twitter, WhatsApp, Microsoft Teams platform, Google Classroom educational platform, Yammer platform and Zoom applications, and Google Meet, (Ruel, 2020). These applications have facilitated connections and communication between supervisory system members by conducting remote conversations (video communication), implementing video and audio meetings, holding interviews, presenting various programs, seminars, workshops and training courses, uploading, exchanging files, sharing and storing files, as well as being used in remote training, implementing electronic professional growth programs (distance), conducting remote candidacy interviews for supervisory jobs, as well as creating the digital educational platform, the electronic planning platform for teachers to enhance, elevate, and support educational process in the United Kingdom (Pearson, 2020: 67)

Accordingly, it is clear that e-educational supervision is well applied in general education, as is shown by the teachers' performance and students' results. The teachers' quality is improved and retained in the United Kingdom. According to the school inspection system, conclusions are made about the teaching quality level through students' results. Therefore, high quality schools are maintained, and low quality schools are terminated. Therefore, it is evident that electronic educational supervision in general education in the United Kingdom represents a pioneering model that could be utilized when stimulated in Egypt's mainstream education schools.

Findings of the study:

- The United Kingdom stressed the significance and inevitability of employing technology in the supervisory process as a means of acquiring and making use of knowledge to achieve comprehensive development. The use of communication and information technology in the educational process in general and supervision in particular has a great impact on teacher and learner growth and enhancement. Educational supervision has also become dependent on modern technologies such as computers and the Internet to advance the educational process.
- The United Kingdom's strategic goal is to become one of the world's technological leaders of educational process in general and supervision in particular, to keep pace with technical and cognitive growth, and promote e-government to bring about change, renewal and development in educational fields, including educational supervision, and solve the problems facing

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educational supervisors, including distances between states. ICT is also used by inspectors (educational supervisors) to communicate with schools, by informing them of the supervision dates and results following the visit on its website. The educational supervisors' and teachers' skills in dealing with ICT have also developed significantly to support administrative activities including data recording, internet search, simulation, text processing, digital images, and access to virtual learning environments.

- Schools' supervision has been used electronically as full use is made of modern technological means in the educational supervision process. Training programs and supervisory methods are provided for teachers through multiple electronic means, including (computer, Internet, video conference, multimedia, electronic file, e-mail, social networking sites Whatsup, Facebook, conversation and software programs for educational supervision. Electronic portfolios are seen as one of the latest communication and information systems on which educational supervision system is based in the United Kingdom.
- The United Kingdom pays attention to educational supervisors training on modern technology and its applications. It is also working to establish a network to develop supervisors' skills on using electronic technologies in the supervisory process to follow up schools and teachers. This network includes more than a hundred educational supervisors to provide supervisors with training and support in digital technology. This network provides educational supervisors with a number of services including: conducting constant training courses for supervisors and teachers and intensifying their training on modern technology use to improve their electronic supervision skills and conducting training workshops. The provinces have initiated training and professional development for educational supervisors to qualify them for electronic technologies use. An electronic platform has been established on the Internet to be used by educational supervisors to communicate with teachers in remote areas, supervise the educational process, and follow up teachers.

In Egypt, despite the efforts made to develop mainstream education technologically to enhance the educational process and this environment need for trained and capable educational supervision capable of supervision and guidance accepting these developments in line with them. Such a reality indicates a deficiency in electronic technology use and techniques in the supervisory process, whether in traditional or smart schools. Such drawbacks are due to:

- Lack of qualified trained human cadres of educational supervisors to keep pace with this development.
- Lack of a strong ICT infrastructure.
- Lack of computers in all schools, especially villages.
- Weak support of computers with Internet technology and tools.
- The inappropriateness of some school buildings to use modern technology such as computers and the Internet.
- Weakness of educational supervisors' human cadres and lack of appropriate qualification to deal with modern technology, as well as program designers, teachers and administrators.
- The high material cost of implementing electronic educational supervision, whether purchasing hardware and software or connecting to the Internet.
- The weakness of educational supervisors ' ability to impoly technology in serving the educational process and all its elements and complications .
- Lack of equipment and tools to implement the electronic supervision method .
- The absence of websites and electronic databases aimed at serving the supervisory and educational process .
- Illiterate educational supervisor without taking into account his possession of necessary electronic skills .
- Supervisors are still unable to direct their teachers towards learning within schools .

Based on these results, it is evident that electronic educational supervision in mainstream education in the United Kingdom represents a pioneering model that could be utilized when implemented in mainstream education in Egypt. the United Kingdom is characterized by its constant and unceasing pursuit of information and communication optimal use of technology in supervisory models' development, communication and information technology use in the educational process in general and

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supervisory process in particular has a great impact on the teacher and the learner development. Educational supervision has become dependent on modern technologies such as a computer and the Internet to advance the educational process. But as for Egypt , reality indicates a deficiency in employing technology in supervisory process , and this is due to the lack of qualified and trained educational supervisors to keep pace with this development .

Recommendations for implementing electronic educational supervision in general education in Egypt.

As research showed Egypt's efforts towards implementing electronic educational supervision in Egypt's mainstream education, and its shortcomings, and the possibility of utilizing the United Kingdom's experience, recommendations can be made in light of what suits the circumstances of Egyptian society:

- Establishing the concept of Electronic educational supervision by instilling technological concepts among schools principals and educational supervisors.
- Building an electronic infrastructure representing the basis for electronic supervisory work through linking schools, directorates and the ministry to the Internet providing computers for all supervisors and teachers.
- The Ministry should provide financial support sources to develop electronic supervision and give greater powers to schools to obtain funding sources of the local community.
- The Ministry should inform and raise awareness via conferences and seminars and present electronic supervision and explain its benefits to all those concerned.
- Introducing illustrative guides and manuals to demonstrate the stages e-supervision implementation.
- Qualifying technical support staff to work on supporting and maintaining computers and their tools quickly and continuously.
- Developing educational supervisors' professional performance by training them on all recent developments in educational supervision.
- Conducting training courses to train educational supervisors and teachers on how to deal professionally with computers, the internet and its multimedia.
- Educational supervisors should develop their supervisory practices to conform to the Corona pandemic circumstances and conform to the e-learning requirements.
- Altering the prevailing organizational culture in schools, so that electronic supervision occupies its appropriate position.
- Launching research competitions in the educational community to design specialized websites to implement electronic educational supervision in mainstream education and improve its quality in accordance with the cultural conditions and data.
- Motivating and enlightening the local community of the need to participate in electronic educational supervision application in the mainstream education system, because of its effective impact on education enhancement.
- Contracting with the telecommunication companies to support computers with high-speed Internet service.
- Qualifying educational supervisors and teachers with computer and Internet skills to acquire the basic skills that help them employ supervisory methods.
- One of the conditions for running for the educational supervisor's job is to attend training courses in computers and its tools, especially the Internet.
- Reconsidering Egyptian schools accreditation, hence technology and information technology employment would be one of the important standards for educational supervision in schools.
- Increasing technological devices and software suitable for the implementation of electronic educational supervision .
- Establishing a special fund to implement electronic educational supervision .
- Developing a job description for educational supervisiors that explains the tasks, roles and competencies required of them regarding the activation of electronic educational supervision .

Ethical Approval Declaration

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The datasets generated and analysed during the current study will be available from the author upon reasonable request.

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Consent for publication:-

I hereby provide consent for the publication of the manuscript detailed above.

Competing interests:-

The authors declare no competing interests.

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