

The Effectiveness of Electronic Supervision for Supervisee Groups in the School Field

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Abstract

This study aims to determine the effectiveness of electronic supervision for supervisee groups in the school field. This study applies the descriptive and analytical approaches; it uses social survey as a method for collecting social data through questionnaires. Moreover, it is applied on social workers working in schools within Muscat Governorate of Oman, during the period from September 2020 until November 2020. The results show the importance of electronic supervision and indicates a variety of roles for electronic supervision in the school field. Finally, the present study demonstrates that electronic supervision must be activated with supervisee groups in the school field.

Keywords: effectiveness - electronic supervision - group supervision

Introduction:

Modern technologies represented in the internet, computers, smart devices, and other technological means are one of the most successful media that provide an integrated and attractive educational environment at the same time. Furthermore, they enable to connect people of all ages and businesses at anytime and anywhere with minimal effort, time and cost. Relying on these modern technologies makes a remarkable development in the school environment by working to promote them in all its components and elements to achieve its goals and objectives (Al-Daihani, Al-Khazzi, & Al-Jadi, 2016, p. 310).

Thus, "technology has transformed the nature of social work education. Whether it is used to supplant or supplement face-to-face instruction, social worker educators must keep pace with rapidly developing standards of practice and related ethical standards"(Reamer, 2019). Therefore, we must work to prepare students of social work who commensurate with the requirements of the modern era. This requires a review of the field training process so that technological means are employed to achieve the quality of professional preparation.

This is confirmed by Reamer (2019), who provides an overview of the new standards, especially ones related to the diverse ways in which technology is being used in social work education, instructor competence, academic standards, and field education. He explores the new standards' broad implications for contemporary social work education in the digital age (pp. 420-432).

Therefore, "social work supervision can and should be viewed from a holistic perspective. It is practiced in a multifaceted context. It is an intensive, interactional, and interpersonal process involving two professional parties who are accountable to the agency and the client" (Tsui, 2005, p. 61). This is consistent with one of the articles by O'Donoghue, Wong Yuh (2018), which refers to "proposed evidence-informed model of social work supervision consists of five key areas, namely, the construction of social work supervision, supervision of the practitioner, the supervision alliance, the interactional process and the supervision of direct practice" (pp. 348-358).

This is corroborative by another study by O'Donoghue, (2015), which provides a theory about social work supervision to advance social work supervision theory and practice. Therefore, the research aims to: (i) focus on evaluating the effectiveness of supervision practices across all of the various formats in order to develop empirically supported supervision practice models; (ii) discover how supervision practice contributes to client out-comes and involves clients in supervision research; and (iii) develop an inter- national understanding of nature and practice of supervision (p. 628).

Another study by Ricciardelli, Nackerud, Quinn, Sewell& Casiano (2020), reveals that social work students seemingly hold conflicting attitudes toward social media that are also at times contrary to their self-reported knowledge and use of social media. The authors discuss social media's ethical implications for the social work profession, taking the position that information about social media should be included in the social work curricula.

This requires the necessity of dealing with the challenges associated with the virtual world and overcoming them through ethical commitment in all stages of supervisory work, and this is indicated in another article by O'Donoghue,& O'Donoghue, (2019), which provide a selective review of social work supervision and ethics literature. This article proposes that ethics should be integrated throughout the supervision process through the development of care ethics culture, ethical sensitivity and ethical dialogue (pp. 340-360).

It can also be dealt with challenges through supervisor's experience and ability to help their supervisees, and this is shown in one developmental article (Fareez, 2019), which indicates that "supervisor life certificate is a tool which helps social workers reflect on the values that they bring to their supervisory roles" (pp. 64-73).

Moreover, Fisher, Simmons, & Allen (2019) propose some recommendations for social work educators related to the need for educators to provide information on the use of supervision for BSW students, the necessity for guiding student reflections as part of the supervision exercises and considering the developmental levels of students when crafting educational interventions (pp. 1085-1102).

In addition, Rankine (2019) views that the process of thinking aloud supports the opportunity and space for the supervisor and supervisee to articulate meaning, critically develop insight, reconstruct, and transport this into future practice. Thinking aloud offers an example of how knowledge can be co-constructed by practitioners within practice and critical reflection captured within qualitative research approaches (pp. 97-110).

It should also be noted that growing interest for the subject of electronic supervision in the light of the rapid changes within information communication technology, and the emergence of new concepts and tools for information technology, such as free Google tools available on all computers and smart phones, which allows creating electronic documents and questionnaires, conducting electronic examinations, and the emergence of second and third generation social media allowing the exchange of various educational files and videos that serve the educational learning process with all its parties and spectrums (Al-Azamat, 2020, p. 3).

This is confirmed in one developmental study (fath albab, 2016), which finds out "proposed plan in the e-training for groups of social work students, and she also emphasizes a variety of electronic techniques according to the nature and content of the electronic training program" (pp. 361 - 395).

The study problem is thus focused on responding to the questions:

1. What are the types of training suitable for electronic supervision in the school field?
2. What are the tools employed in electronic supervision in the school field?
3. What are the roles of the supervisor with supervisee groups regarding electronic supervision in the school field?
4. What are the difficulties facing the supervisor with supervisee groups in electronic supervision in the school field?
5. What are the suggestions for activating electronic supervision with supervisee groups in the school field?

Importance of the Study:

1. The study deals with the subject of electronic supervision, whose importance increases during the Corona pandemic (COVID-19).
2. The training field process and its development is one of the focal issues in social work.
3. Group work method needs to dilate the knowledge base of electronic supervision.

Study Objectives:

1. Determining the types of training suitable for electronic supervision in the school field.
2. Determining the tools employed in electronic supervision in the school field.
3. Determining the roles of the supervisor with supervisee groups regarding electronic supervision in the school field.
4. Determining the difficulties facing the supervisor with supervisee groups in electronic supervision in the school field.
5. Reaching the suggestions for activating electronic supervision with supervisee groups in the school field.

Study Hypotheses: The current research attempts to examine the following hypotheses:

First Hypothesis: There is a statistically significant correlation between types of training suitable in electronic supervision for male and female.

Second Hypothesis: There is a statistically significant correlation between the roles of the supervisor with supervisee groups and the tools for electronic supervision in the school field.

Study Concepts:**Effectiveness:**

Munir Al-Baalbaki (1997) states that the concept of effectiveness means in the brief dictionary the ability of a thing to influence, and it is defined in the *Al Mourid* dictionary as the ability to influence or be effective or sufficient, and effectiveness is also defined as the degree to accomplish goals (Mohamed, 2020, p. 398).

Electronic supervision:

"A supervisory style can be provide training programs and known supervisory styles through a variety of electronic means such as using the computer, the internet and its tools in a synchronized or asynchronous method, relying on the principle of self-supervision" (Al-Azamat, 2020, pp. 4-5).

We should remember that the supervision process must be creative, engaging, enabling, and ensuring. New ideas should be encouraged and acknowledged. Both the supervisor and the supervisee can learn and grow. Supervision should also be a process that makes supervisees feel that they belong to an organization. The staff should feel that they are directly engaged with their client and with the organization (Tsui, 2005, p. 136).

Electronic supervision is "a model based on the proper integration of technology, to replace traditional supervision, using several methods, including: e-mails, discussion boards, forums, phone calls, and chat rooms that take place synchronously or asynchronously, through three basic elements that include users, infrastructure, Methods and methods" (Al-Azamat, 2020, p. 5)

Electronic supervision concepts mean practicing supervisory styles that depend on modern communication techniques to support social workers and develop them professionally.

Group supervision:

refers to "a wide range of activities, including planning meetings, team meetings, and case conferences. Group supervision uses a group setting and a group process to implement the functions of supervision, i.e., administrative, educational, and supportive" (Tsui, 2005, p. 118) .

Group supervision is thus seen to provide a forum for supervision where issues of practice can be considered within an accountable framework and where intrapersonal awareness and interpersonal relationships can be developed. It is also where a breadth of understanding and skill can emerge around practice and practice contexts and where interactive ways of exploring practice can be utilized (Beddoe, 2016, p. 125).

Methodological Procedures:

This study belongs to the descriptive and analytical studies to determine the characteristics of a specific problem and examine its surrounding conditions. It uses social survey as a method for collecting social data through questionnaires, and it is applied on social workers working in schools within Muscat Governorate of Oman, within the period from September 2020 until November 2020.

population:

- The population includes all social workers in schools in Muscat, and their number is 154 social workers (51 males, 103 females).

- This study targets all social workers, but the number collected is 78 social workers because of the difficulty to reach them during Coronavirus pandemic (COVID-19).

Study Tools:

This study relies on a questionnaire which is divided into six axes: Part one: the Basic data , Part two: the types of training suitable for electronic supervision in the school field, Part three: the tools employed in electronic supervision in the school field, Part four: the roles of the supervisor with supervisee groups regarding electronic supervision in the school field, Part five: the difficulties facing the supervisor with supervisee groups in electronic supervision in the school field, Part six: the suggestions for activating electronic supervision with supervisee groups in the school field.

Validity: The questionnaire is administered to five social work experts to judge the questionnaires and express their opinion about the appropriateness of each statement regarding its formulation and its relevance to the dimension to be measured. They were free to add suitable statements, delete other statements and modify some statements regarding the formulation. Answers to each statement are presented by selecting one of the three answers (I agree- somewhat agree - do not agree).

Reliability: The coefficient of stability Alpha-Cronbach is used to ensure Reliability, and its outcome = 0.894. This result indicates an acceptable degree of reliability; therefore, this tool can be relied upon.

Results

Table (1) shows gender (N= 78)

N	Gender	Frequency	Percent
1	Male	26	33.3
2	Female	52	66.7
Total		78	100

This table shows gender which indicates that the largest percentage was for females with 66.7% and for the male with a percentage of 33.3%

Table (2) shows ages (N= 78)

N	Age	Frequency	Percent
1	From 25 – to less than 35 years	13	16.7
2	From 35 – to less than 45 years	42	53.8
3	45 years or more	23	29.5
Total		78	100

This table shows ages which indicates the largest percentage is "From 35 – to less than 45 years " with percentage of 53.8%, as for

" 45 years or more " with percentage of 29.5%, and " From 25 – to less than 35 years " with percentage of 16.7%

Table (3) shows duration of experience (N= 78)

N	Experience	Frequency	Percent
1	From 5 – to less than 10 years	15	19.2
2	From 10 – to less than 15 years	31	39.7
3	15 years or more	32	41
Total		78	100

This table shows duration of experience which enables the social worker to perform his professional roles in social work, also these experiences help him to adhere to the requirements of the supervisory process. The table indicates that their experience was "15 years or more" with percentage of 41%, as for "From 10 – to less than 15 years" with percentage of 39.7% and "From 5 – to less than 10 years" with percentage of 19.2%.

Table (4) shows the types of training suitable for electronic supervision in the school field (N= 78)

N	Types of training suitable for electronic supervision	Responses						Total weights	Weighted average	Estimated proportion	Ranking
		yes		sometimes		no					
		Frequency	%	Frequency	%	Frequency	%				
1	Synchronous training through the World Wide Web	20	25.6	33	42.3	25	32.1	151	1.9	64.5	3
2	Training is not synchronized through the World Wide Web	36	46.2	40	51.3	2	2.6	190	2.4	81.2	1
3	Mixed training between synchronous and not synchronous	34	43.6	38	48.7	6	7.7	184	2.4	78.6	2
Total		90	38.5	111	47.4	33	14.1	525	2.2	74.8	

This table demonstrates the types of training suitable for electronic supervision in the school field which must be used to achieve the objectives of the training process such as "Training is not

synchronized through the World Wide Web", which came in the first ranking with percentage of 81.2%, as for the second ranking "Mixed training between synchronous and not synchronous" with percentage of 78.6%, and the third ranking "Synchronous training through the World Wide Web" with percentage of 64.5% .

Table (5) shows the tools employed in electronic supervision in the school field (N= 78)

N	The tools	Responses						Total weights	Weighted average	Estimated proportion	Ranking
		yes		sometimes		no					
		Frequency	%	Frequency	%	Frequency	%				
1	The Internet employed in supervisory work	48	61.5	30	38.5	0	0	204	2.6	87.2	4
2	Databases that facilitate access to training data	51	65.4	27	34.6	0	0	207	2.65	88.5	2
3	Websites, which are electronic pages for obtaining information in training field	40	51.3	33	42.3	5	6.4	191	2.4	81.6	5
4	Electronic bags that are prepared by computer programs about a specific topic	52	66.7	25	32.1	1	1.3	207	2.65	88.5	2
5	Social media (WhatsApp - Twitter - Instagram - Snapchat - ... etc.)	62	79.5	14	17.9	2	2.6	216	2.77	92.3	1
Total		253	64.9	129	33.1	8	2.1	1025	2.63	87.6	

This table signals the variety of tools for electronic supervision in the school field such as: "Social media (WhatsApp - Twitter - Instagram - Snapchat - ... etc.) that came in the first ranking with percentage of 92.3%, as for the second ranking "Databases that facilitate access to training data, and electronic bags that are prepared by computer programs about a specific topic" with percentage of 88.5%, as for the fourth ranking "The Internet, employed in supervisory work" with percentage of 87.2%, finally the fifth ranking "Websites, which are electronic pages for obtaining information in training field" with percentage of 81.6% .

Table (6) show the roles of the supervisor with supervisee groups regarding electronic supervision in the school field (N= 78)

N	The roles	Responses						Total weights	Weighted average	Estimated proportion	Ranking
		yes		sometimes		No					
		Frequency	%	Frequency	%	Frequency	%				
1	He helps groups supervisee to take advantage of electronic supervision services in the school field	48	61.5	28	35.9	2	2.6	202	2.6	86.3	7
2	He prepares the training material that helps their supervisee groups for electronic supervision	53	67.9	24	30.8	1	1.3	208	2.7	88.9	6
3	He adheres to the necessary skills for electronic supervision	43	55.1	31	39.7	4	5.1	195	2.5	83.3	9
4	He follows up the supervisee groups by electronic means	56	71.8	22	28.2	0	0	212	2.7	90.6	3
5	He encourages the supervisee for modern techniques in order to continue improvement in the use of e-learning system	60	76.9	18	23.1	0	0	216	2.77	92.3	1
6	He emphasizes the importance of self-censorship for their supervisee groups	48	61.5	28	35.9	2	2.6	202	2.6	86.3	7
7	He identifies training needs for supervisee groups in light of the electronic supervision in school field	57	73.1	20	25.6	1	1.3	212	2.7	90.6	3
8	He contributes to design of suitable training programs for electronic supervision	42	53.8	29	37.2	7	9	191	2.4	81.6	10
9	He guides the supervisee groups to implement training programs for electronic supervision	58	74.4	20	25.6	0	0	214	2.74	91.5	2
10	He helps the supervisee groups to stabilize the training institution	53	67.9	25	32.1	0	0	209	2.68	89.3	5

11	He defines criteria for evaluating the training process considering electronic supervision in the school field	41	52.6	31	39.7	6	7.7	191	2.4	81.6	10
Total		559	65.2	276	32.2	23	2.7	2252	2.6	87.5	

This table shows the roles of the supervisor with supervisee groups during electronic supervision in the school field. These roles have a professional commitment of the supervisor to provide professional assistance to their supervisee groups such as: "He encourages the supervisee for modern techniques in order to continue improvement in the use of e-learning system", which came in the first ranking with percentage of 92.3%, as for the second ranking "He guides the supervisee groups to implement training programs for electronic supervision" with percentage of 91.5%, as for the third ranking "He follows up the supervisee groups by electronic means, and he identifies training needs for supervisee groups in light of the electronic supervision in school field" with percentage of 90.6%, as for the fifth ranking "He helps the supervisee groups to stabilize the training institution" with percentage of 89.3%, as for the sixth ranking "He prepares the training material that helps their supervisee groups for electronic supervision" with percentage of 88.9%, as for the seventh ranking "He helps groups supervisee to take advantage of electronic supervision services in the school field, and he emphasizes the importance of self-censorship for their supervisee groups" with percentage of 86.3%, as for the ninth ranking "He adheres to the necessary skills for electronic supervision" with percentage of 83.3%, lastly the tenth ranking "He defines criteria for evaluating the training process in light of electronic supervision in the school field, and he contributes to design of suitable training programs for electronic supervision" with percentage of 81.6%.

Table (7) shows the difficulties facing the supervisor with supervisee groups in electronic supervision in the school field (N= 78)

N	The difficulties	Responses						Total weights	Weighted average	Estimated proportion	Ranking
		yes		sometimes		No					
		Frequency	%	Frequency	%	Frequency	%				
1	the internet connection slow	58	74.4	13	16.7	7	9	207	2.65	88.5	1
2	Lack of privacy, especially when hacking some electronic programs	44	56.4	30	38.5	4	5.1	196	2.5	83.8	4
3	Scarcity of statistics and training information for school field	47	60.3	31	39.7	0	0	203	2.6	86.8	2
4	Needy the qualification suitable to use modern applications in the electronic supervision process	37	47.4	35	44.9	6	7.7	187	2.4	79.9	5
5	The lack of a clear plan for electronic supervision in the school field	45	57.7	29	37.2	4	5.1	197	2.5	84.2	3
Total		231	59.2	138	35.4	21	5.4	990	2.5	84.6	

This table displays the difficulties which face the supervisor with supervisee groups in light of electronic supervision in the school field such as: " the internet connection slow" that came in the first ranking with percentage of 88.5%, as for the second ranking "Scarcity of statistics and training information for school field" with percentage of 86.8%, as for the third ranking "The lack of a clear plan for electronic supervision in the school field" with percentage of 84.2%, as for the fourth ranking "Lack of privacy, especially when hacking some electronic programs" with percentage of 83.8%, as for the fifth ranking "Needy the qualification suitable to use modern applications in the electronic supervision process" with percentage of 79.9%.

Table (8) shows the suggestions for activating electronic supervision with supervisee groups in the school field (N= 78)

N	The suggestions	Responses						Total weights	Weighted average	Estimated proportion	Ranking
		yes		sometimes		No					
		Frequency	%	Frequency	%	Frequency	%				
1	Formulating a clear vision for electronic supervision in the school field that achieves development professional skills for supervisee groups	58	74.4	20	25.6	0	0	214	2.7	91.5	5
2	Holding training workshops that achieve appropriate preparation for electronic supervision	64	82.1	14	17.9	0	0	220	2.8	94	1
3	variety of supervisory techniques to achieve the goals of electronic supervision in the school field	63	80.8	13	16.7	2	2.6	217	2.78	92.7	3
4	Providing the necessary technical support during electronic supervision	60	76.9	13	16.7	5	6.4	211	2.7	90.2	7
5	Providing the necessary electronic applications and programs for electronic supervision	61	78.2	14	17.9	3	3.8	214	2.74	91.5	5
6	Preparing electronic training bags and providing them in the electronic media	54	69.2	24	30.8	0	0	210	2.7	89.7	8
7	Designing suitable training activities for electronic supervision in the school field	63	80.8	15	19.2	0	0	219	2.8	93.6	2
8	Creating a computerized information system that facilitates coordination between academic and institutional supervision	59	75.6	19	24.4	0	0	215	2.76	91.9	4
Total		482	77.2	132	21.2	10	1.6	1720	2.76	91.9	

This table reveals the suggestions for activating electronic supervision with supervisee groups in light of electronic supervision in the school field. These proposals can contribute to achieve the goals of professional practice such as: " Holding training workshops that achieve appropriate preparation for electronic supervision" It came in the first ranking with percentage of 94%, as for the second ranking "Designing suitable training activities for electronic supervision in the school field" with percentage of 93.6%, as for the third ranking "variety of supervisory techniques to achieve the goals of electronic supervision in the school field" with percentage of 92.7%, as for the fourth ranking "Creating a computerized information system that facilitates coordination between academic and institutional supervision" with percentage of 91.9%, as for the fifth ranking "Formulating a clear vision for electronic supervision in the school

field that achieves development professional skills for supervisee groups , and providing the necessary electronic applications and programs for electronic supervision" with percentage of 91.5%, as for the seventh ranking "Providing the necessary technical support during electronic supervision" with percentage of 90.2%, and finally the eighth ranking "Preparing electronic training bags and providing them in the electronic media" with percentage of 89.7%.

Discussion Study Hypothesis

Table (9) shows the correlation between types of training suitable in electronic supervision for male and female (N= 78)

Gender \ Variable		Spearman's rho	Training is not synchronized through the World Wide Web	Mixed training between synchronous and not synchronous
male	Synchronous training through the World Wide Web	Correlation Coefficient	-.317	.645**
		Sig.	.140	.001
		N	23	23
female		Correlation Coefficient	.227	.322*
		Sig.	.095	.016
		N	55	55

The above-mentioned table shows that there is a statistically significant difference between males and females because the males indicted moderate negative correlation, but the females elucidate low positive correlation between Synchronous training through the World Wide Web and Training is not synchronized through the World Wide Web.

While it is found that males and the females indicted moderate positive correlation between synchronous training through the World Wide Web and mixed training between synchronous and not synchronous.

Table (10) shows the correlation between the roles of the supervisor with supervisee groups and the tools for electronic supervision in the school field (N= 78)

Roles \ Tools	Spearman's rho	The Internet	Databases	Websites	Electronic bags	Social media
He helps groups supervisee to take advantage of electronic supervision services in the school field	Correlation Coefficient	.397**	.017	.167	.116	.138
	Sig.	.000	.881	.144	.312	.230
He prepares the training material that helps their supervisee groups for electronic supervision	Correlation Coefficient	.417**	-.096	.200	.411**	.180
	Sig.	.000	.406	.079	.000	.115
He adheres to the necessary skills for electronic supervision	Correlation Coefficient	.496**	.031	.302**	.190	.073
	Sig.	.000	.784	.007	.095	.526
He follows up the supervisee groups by electronic means	Correlation Coefficient	.324**	.143	.214	.180	.227*
	Sig.	.004	.212	.060	.115	.046
He encourages the supervisee for modern techniques in order to continuous improvement in the use of e-learning system	Correlation Coefficient	.005	.049	-.132-	-.050-	.299**
	Sig.	.967	.669	.251	.663	.008
He emphasizes the importance of self-censorship for their supervisee groups	Correlation Coefficient	.375**	-.047-	.138	.323**	.150
	Sig.	.001	.686	.227	.004	.189
He identifies training needs for supervisee groups in light of the electronic supervision in school field	Correlation Coefficient	.441**	-.119-	.246*	.415**	.261*
	Sig.	.000	.301	.030	.000	.021
He contributes to design of suitable training programs for electronic supervision	Correlation Coefficient	.381**	.015	.137	.284*	.235*
	Sig.	.001	.897	.232	.012	.039
He guides the supervisee groups to implement training programs for electronic supervision	Correlation Coefficient	.562**	-.119-	.353**	.289*	.108
	Sig.	.000	.301	.002	.010	.347
He helps the supervisee groups to stabilize the training institution	Correlation Coefficient	.586**	.078	.429**	.470**	.180
	Sig.	.000	.499	.000	.000	.115
He defines criteria for evaluating the training process in light of electronic supervision in the school field	Correlation Coefficient	.262*	.121	.088	.172	.060
	Sig.	.021	.290	.444	.132	.599

The above-mentioned table shows that there is a statistically significant correlation between the roles of the supervisor with supervisee groups and the tools for electronic supervision in the school field because there is a moderate positive correlation between

the role: He helps groups supervisee to take advantage of electronic supervision services in the school field and the tool: the internet, employed in supervisory work. Also, we found moderate positive correlation between the role: He prepares the training material that helps their supervisee groups for electronic supervision and the tools: the internet, employed in supervisory work and electronic bags that are prepared by a computer programs giving specific information about a specific topic. In addition, we found moderate positive correlation between the role: He adheres to the necessary skills for electronic supervision and the tools: The internet, employed in supervisory work and Websites, which are electronic pages for obtaining information in training field. Likewise, there is a moderate positive correlation between the role: He follows up the supervisee groups by electronic means and the tool: The Internet, employed in supervisory work, and there is a low positive correlation with another tool: Social media (WhatsApp - Twitter - Instagram - Snapchat - ... etc.). Similarly, there is a moderate positive correlation between the role: He encourages the supervisee for modern techniques to continue improvement in the use of e-learning system and the tool: Social media (WhatsApp - Twitter - Instagram - Snapchat - ... etc.). However, there is a moderate positive correlation between the role: He emphasizes the importance of self-censorship for their supervisee groups and the tools: The Internet, employed in supervisory work and electronic bags that are prepared by a computer programs which specific information about a specific topic. Also, there is a moderate positive correlation between the role: He identifies training needs for supervisee groups in light of the electronic supervision in school field and the tools: The Internet, = employed in supervisory work, electronic bags that are prepared by a computer program about a specific topic and Social media (WhatsApp - Twitter - Instagram - Snapchat - ... etc.). Furthermore, there is also a moderate positive correlation between the role: He contributes to design of suitable training programs for electronic supervision and the tools: The Internet, employed in supervisory work and Electronic bags that are prepared by a computer program which gives specific information about a specific topic. Moreover, there is a moderate positive correlation between the role: He guides the supervisee groups to implement training programs for electronic supervision and the tools: Websites, which are electronic pages for obtaining information in training field and electronic bags that are prepared by a computer

programs which specific information about a specific topic. Moreover, there is a moderate positive correlation between the role: He helps the supervisee groups to stabilize the training institution and the tools: The Internet, employed in supervisory work, Websites, which are electronic pages for obtaining information in training field and electronic bags that are prepared by a computer program that provides specific information about a specific topic. Also, we found a moderate positive correlation between the role: He defines criteria for evaluating the training process considering electronic supervision in the school field and the tool: The Internet, employed in supervisory work. Finally, these results show that the using the tools for electronic supervision is not enough to perform the professional roles. This correlates with the new experience for the nature of the supervisory work during coronavirus pandemic (COVID-19). Therefore, we should work to activate the electronic supervision because it is better in the case of Corona.

Discussion

The study focuses on the importance of electronic supervision in the school field, so the supervisor should use the types of training suitable for electronic supervision in the school field. This requires using variety of tools for electronic supervision in the school field such as social media, databases that facilitate access to training data, and electronic bags that are prepared by computer programs which give specific information about a specific topic.

The supervision process requires many roles to be successful; thus, the supervisor must perform theirs such as encouraging the supervisee to use modern techniques in order to achieve continuous improvement in the use of e-learning system , guiding the supervisee groups to implement training programs for electronic supervision , following up the supervisee groups by electronic means , and identifying s training needs for supervisee groups in light of the electronic supervision in school field, helping the supervisee groups to stabilize the training institution, preparing the training material that helps their supervisee groups in electronic supervision. Moreover, the supervisor faced many difficulties with supervisee groups in light of electronic supervision in the school field which must be overcome in order to achieve goals from electronic supervision such as the slow internet connection , scarcity of statistics and training information for school field, the lack of a clear plan for electronic supervision in the school field, lack of privacy, especially when hacking some electronic programs, the need

for the suitable qualification to use modern applications in the electronic supervision process, absence of the description for supervisor and their supervisee roles in light of electronic supervision, and lack of suitable preparation in the school environment to apply electronic supervision, lack of clarity for the training objectives related to electronic supervision in the school field, weak preparation of their supervisee groups for electronic supervision, weak cooperation for their supervisee groups during the implementation of the required training activities.

Further study also tends to:

- Describe the role of supervisor with supervisee groups in light of electronic supervision in the school field.
- Prepare a comprehensive training program in the school field that depends on employing technological means.
- Orientate the electronic supervision in social work that benefits the quality of the supervisory process.

recommendations:

- The need to examine the role of different types of training suitable for electronic supervision in the school field.
- The need for coordination between training institutions in the school field to create a working system of electronic supervision.
- The need to pursue scientific research focused on professional requirements of electronic supervision, mechanisms for activating electronic supervision, and electronic supervision skills.

Conclusion:

Electronic supervision must be activated with supervisee groups in the school field through holding training workshops that achieve appropriate preparation for electronic supervision, designing suitable training activities for electronic supervision in the school field, variety of supervisory techniques to achieve the goals of electronic supervision in the school field, creating a computerized information system that facilitates coordination between academic and institutional supervision, formulating a clear vision for electronic supervision in the school field that achieves development professional skills for supervisee groups , and providing the necessary electronic applications and programs for electronic supervision, providing the necessary technical support during electronic supervision, preparing electronic training bags and providing them in the electronic media, and creating an electronic platform to facilitate electronic supervision process in the school field.

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