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### RESEARCH ARTICLE

#### THE REALITY AND IMPORTANCE OF PLANNING FOR THE MANAGEMENT OF EDUCATIONAL SUPERVISION AT THE DEPARTMENTS OF EDUCATION IN THE KINGDOM OF SAUDI ARABIA.

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#### Abstract

The main objective of the study was to find out the reality and the importance of planning in the management of educational supervision at the departments of education in the Kingdom of Saudi Arabia. The main variables measured are profession, scientific qualification, practical experience in the field of educational supervision, the size of the educational Department, and the proposals of the members of the study sample. The main goals are to improve and develop the practice of managers of the educational supervision practices towards planning in the kingdom of Saudi Arabia. The study was descriptive in nature and the sample was 728 respondents. A questionnaire that included (19) items was constructed and validated by a group of arbitrators and experts. The correlation coefficient for ongoing practice of planning was moderate, the correlation coefficient of the importance of practice was more for the managers of supervisors than the supervisors. It was found that the ongoing reality of the managers' practices for planning process at the departments of Education was moderate. The study has proposed many recommendations and suggestions.

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#### Introduction:-

Al Fahd (1421H:1) confirmed that the management of educational Supervision in the kingdom of Saudi Arabia is in need of further development and improvement in its operations and services so as to be able to respond to rapid changes and to be able to contribute in upgrading the educational process. Among these changes are the process of planning and evaluation.

Globally, in Canada, Naranjo (1993:34) found that educational supervision is facing many difficulties consists in the weakness in planning for the Supervisory Board. In Korea, Sook, and Ju (1997:113) have analyzed of the reality of educational Supervision in Korea, explained the obstacles facing the system of educational supervision such as evaluation and planning, and recommended a change in the policies of supervision, and development of the performance of Supervisors.

Oglu, et al. (2007:128) have recommended that there is a need to restructure the system of educational supervision in Turkey, and to commensurate the educational regulations and policies at Turkish Ministry of Education. In the United States of America (Sandra, 2001; Zepeda and Kruskamp, 2007 and Glanz, 2008) have studied the Supervisory work, and stressed that the supervision need further improvement and development in all aspects such as planning, implementation, and evaluation. In Nigeria, the study of Digi (2004) tried to find out the role of educational

Supervision in improving and raising the level of education. The study confirmed the importance of follow-up and strategic plans for the Supervisory Board. In Nigeria, Patrick (2006:24) studied the methods of educational supervision and its role in achieving the goals of education. The study confirmed that the methods of the Supervisory Board are a product of good management of educational supervision.

It can be argued that educational supervision can fulfill many educational goals, so the current study tries to identify the reality and the importance of managers' practices for the planning process at the departments of education in the kingdom of Saudi Arabia. It can also be argued that the non-fulfillment of outputs of the educational supervision to its goals is mostly related to the problem of incompetent planning in the management of educational supervision.

#### **Literature Review:-**

Doever (2001) has studied a review of global trends in order to clarify the concept of educational supervision and how it is applied in the secondary school of the state of Bahrain. The researcher used the descriptive analytical approach to achieve the objectives of the study. The sample of the study represented into three categories covered by the regions of Bahrain: educational supervisors (18), senior teachers (12), and teachers (28). Info, has adopted a questionnaire of educational supervision among the employees of the Ministry Of Education in the state of Bahrain. The formation of the study tool covered the following areas: the role of the supervisor in curriculum development - the role of the supervisor in the professional growth of the Institute - the role of the supervisor in the development of teaching methods and techniques - role of the supervisor in the welfare of the apprentice - the role of the supervisor in the follow-up and evaluation of students. The statistical methods used in this study consist of calculating percentage, grade and values. The results of this study concluded that there is a discrepancy between the study sample about the role of the supervisor and in the process of development. This proportion rises from the view that supervisors always or often contribute to the development of the product. It was found that there is a lack of educational supervisors in the development of Supervisory work in the operation of evaluation or in the development of the methods of evaluation. The role of supervisors is ineffective in developing methods of Education.

Ghoneim (1995) studied the extent of school management supervisors' roles in practicing the development of head teachers professionally and the importance of those roles from the perspective of supervisors and school administrators and comparing their views in this regard. The major domains are scientific level, educational preparation, practical experience, training courses in the areas of school management and educational guidance of the school board. The researcher used the descriptive analytical and he the applied study on a sample of school principals counting 219 and in order to achieve the objectives of the study, the researcher constructed a questionnaire distributed to the sample members of the study. The questionnaire contains (71) domains with six areas: administrative work, decision making, educational communication, human relations, teacher supervision, and supervision of students. The researcher used statistical methods such as (T) test, the arithmetic means, analysis of variance, and Chevy test. The most important results of this study is that the principals think that the educational supervisors are practicing their roles administrative work moderately in the development of principals in administrative work, decision-making, educational communication, human relations, teacher supervision, supervision of students. The least domain found is the educational communication from the point of view of supervisors, school managers.

Al Thumali (1417H) studied the functions of educational supervision, the importance of each function of in the educational supervision, and how much the supervisors implement these functions in their professions. The researcher used the descriptive analytical method. The sample of the study consists of all supervisors and (268) middle school teachers in the city of Taif. The researcher used a 50-item questionnaire distributed to the eight elements of the educational supervision which are: planning, implementation, coordination, guidance and reinforcement, evaluation, communication, leadership, and training. The researcher used statistical methods which include (T) test, arithmetic means, analysis of variance, and Chevy Test. It was found that the most important elements of educational supervision is planning, implementation and then monitoring and evaluation. The findings indicate that there are deficiencies in the performance of teachers in implementing the elements of educational supervision especially in the planning, development, coordination, and training. The findings indicate that there are statistically significant differences between the responses of supervisors and teachers regarding the extent of implementing the elements of educational supervision for the benefit of the educational supervisors.

Al Maghidi (1997) wanted to detect obstacles to supervisory work as seen by the educational supervisors in the Governorate of Al-Ihsaa in the kingdom of Saudi Arabia in the light of the variables: gender, scientific qualification, supervisory experience, and the interaction between these variables to come up with some solutions proposed to address the obstacles to educational supervision. The researcher used the descriptive analytical method, and the sample was (76) individuals: (29) male and ( 47) female through a questionnaire of five domains: economic, administrative, technical, social, and personal. The researcher used some statistical methods including: K2, triangular Variance Analysis, and the test of Tukey. One of the main outcomes of this study was the confirmation of the respondents on the existence of obstacles of educational Supervision in Al-Ihsa Governorate education in the economic, administrative, technical, and social with a range between 57% except the personal. It was found that there were many administrative burdens of supervisors, lack of training courses for teachers, the integration of educational and administrative supervision. The supervisors who have an experience of more than ten years are more positive towards the obstacles of educational supervision than experienced ones.

Al Muala and Al-Akraf (1997) studied the supervisory tasks and functions which must be appreciated by the supervisors during their practice of educational supervision, and disclosure of the pros and cons in the process of educational supervision at the primary level in the state of Qatar. It also aimed to find out the most important problems that hinder the work supervisors, and then to provide some recommendations and suggestions that may lead to the development of programmes of educational supervision. The researchers used the descriptive analytical approach and the sample was limited to female teachers and female supervisors at the primary level in some schools of Qatar. Their number was (239) teachers selected from thirteen schools and (91 ) Educational supervisor. The questionnaire included two main areas: the tasks of educational supervision: (74) item, and the difficulties that limit the effectiveness of educational supervision: (26) item. The study used statistical methods: averages, (T) test, analysis of variance, and the Test of Tukey. It was found that there are statistically significant differences between the views of both female teachers and supervisors about the achievement of educational supervision to its Supervisory tasks for educational supervisors. There are shortcomings in some of the Supervisory tasks in primary education especially in the area of professional growth of the teacher.

Al-Hadi (1418H) tried to specify the supervisory practices in the following areas: planning, human relations, methods of supervision, development of curricula, and evaluation. It also aimed to find out the reality of the Supervisory practices from the point of view of Islamic education supervisors, principals and teachers of Islamic education in the city of Abha and the province of Mahayel Aseer, and to find out the differences between the members of the study sample about the three domains of the study. The researcher used the descriptive analytical method on a study sample that includes (14) supervisor and (75) head-teacher and (150) teacher through a questionnaire of five areas: Planning, human relations, methods of supervision, the development of the curricula, and evaluation. The researcher used statistical methods which include (T) test, arithmetic means, analysis of variance, and Chevy Test. It was found that there are statistically significant differences between the study sample in the following areas: human relations, methods of supervision, and evaluation in favor of educational supervisors, while there are no statistically significant differences between the study sample in the field of planning.

Al Assaf (1423H) wanted to find out the reality of the administrative organization to oversee the education of girls in Riyadh. It also aimed find out statistical significant differences to the variables of: profession, scientific qualification, and years of experience in the field of educational supervision. The researcher used the descriptive analytical method. The study sample was (122) of leadership women. To achieve the objectives of the study, a questionnaire which included (65) item was distributed. The researcher used some statistical methods including frequencies, percentages, arithmetic means, standard deviation, (T) test, Analysis of variance, and Pearson Correlation. The most important results of the study are the following: That the presence of the management of educational supervision coupled with a sub-office is the best placed organization in order to oversee and follow up education in the city of Riyadh, and that the current organizational structure of educational supervision needs to be more flexible to be able to face emergency situations. The study recommended the need to activate the processes of administrative supervision of education to perform its services through specialized units.

Edward (1998) studied the elements of the supervision selected by a team of Ph. D. holders and faculty members at the University of Georgia in the United States of America. The researcher used the descriptive survey method and the study sample was (1629) personnel. The researcher used the questionnaire as a tool of the study that included 12 domains of practices in the educational supervision which are: communication, development of workers, educational program, planning and change, motivation, observation and dialogue, curriculum, problem solving and

decision-making, service to teachers, personal development, social relationship, and evaluation of programs. Some statistical techniques are used such as percentages, frequencies, and (T) test. The results of the study showed that (1075) educational supervisor with a ratio of (66%) indicated that these areas were important and needed to be practiced properly.

#### **Problem and Questions of the study:-**

This study aimed to find out the reality and importance of planning for the management of educational supervision at the departments of education in the kingdom of Saudi Arabia. The sub-questions are as follows:

- Q1: What is the ongoing reality of managers' practices for planning by the management educational supervision at the departments of education in the kingdom of Saudi Arabia?
- Q2: What is the importance of managers' practices for planning process by the management of educational supervision at the departments of education in the kingdom of Saudi Arabia?
- Q3: Is there a statistically significant relationship at the level of (0.05) between the reality and the importance of managers' practices for planning process by the management of educational supervision at the departments of education in the kingdom of Saudi Arabia?
- Q4: Do the views of the sample about the reality of the managers' practices for planning process by the management of educational supervision differ due to profession, qualification, practical experience in the field of educational supervision, and the size of management education?
- Q5: Do the views of the sample about the importance of the managers' practices for planning process by the management of educational supervision process differ due to job, scientific qualification, practical experience in the field of educational supervision and the size of management education?

#### **Importance of the study:-**

This study has many benefits. Some are as follows:

1. Educational supervision plays an important and effective role in improving education as well as in helping the educational supervisors and teachers, especially in developing effective plans and programs.
2. This study will focus on the ongoing reality and importance of planning process by the managers of the educational supervision at the departments of Education in Saudi Arabia.
3. This study will contribute to the improvement and development of planning practices at the educational supervision departments in order to improve teaching and learning processes.
4. It will also help administrators at the Ministry of Education and in particular the general department of educational supervision at the Ministry of Education, Directors of departments of supervision by providing a clear picture about the practices of the planning process of managements of educational supervision.
5. It will also benefit stakeholders and professionals in the management of educational supervision of faculty members in universities, graduates, and researchers at the ministry of education, and departments of education in elevating scientific knowledge in the field of management of educational supervision.
6. This study is one of the first empirical study in Saudi Arabia that discussed the reality and importance of the managers' practices for planning processes by the educational supervision managements at the departments of education in Saudi Arabia.
7. It will also supplement Arab libraries with the best practices in planning process in the field targeting the management of educational supervision.

#### **The objectives of the study:-**

This study aimed to find out the on-going reality and importance of the managers' practices for planning process by the management of educational supervision in Saudi Arabia. The main objectives are to find out:

1. The reality of managers' practices for planning by the management educational supervision at the departments of education in the kingdom of Saudi Arabia.
2. The importance of managers' practices for planning process by the management of educational supervision at the departments of education in the kingdom of Saudi Arabia.
3. Whether there is statistically significant relationship at the level of (0.05) between the reality and the importance of managers' practices for planning process by the management of educational supervision at the departments of education in the kingdom of Saudi Arabia.
4. The views of the subjects about the reality of the managers' practices for planning process by the management of educational supervision in reference to profession, qualification, practical experience in the field of educational supervision, and the size of educational management.

5. The views of the subjects about the importance of the managers' practices for planning process by the management of educational supervision process in reference to profession, qualification, practical experience in the field of educational supervision and the size of educational management.

#### **Limitations of the study:-**

There are many limitations including the following:

- Objective limitations: This study only clarifies the ongoing reality and importance of planning process by the managers of the educational supervision at the departments of Education in Saudi Arabia.
- Demographic limitations: The present study used a representative sample of the managements of educational supervisors in the departments of education in all regions and governorates of the kingdom of Saudi Arabia.
- The spatial limitations: the study was conducted on all departments of supervision at departments of education in all regions and governorates in the kingdom of Saudi Arabia. The number is forty-two (42) managerial departments.
- Time limits: the study was carried out in the second semester of the academic year of 1429/1430H.

#### **Validity and Reliability:-**

To verify the content validity of the study tool in fulfilling objectives of the study, the arbitrators were a group of specialized experts in the field of education, and professors of the University of Tebah, and the University of Umm Al-Qura, University of Imam Muhammad bin Saud, University King Faisal, the Islamic University and employees of the Ministry of Education counting (37) arbitrator, among these 29 responded. The coefficient correlation of the questionnaire was 0.93 for the ongoing reality and for the importance was 0.95 on the level 0.001 for both.

Reliability is repeatability of the answers of the respondents if applied on the same subjects many times (Assaf, 1424H:369 ) in order to ensure that the study tool give essentially the same results if applied on consecutive times to the same subjects. 30 supervisors who were randomly selected from outside the study sample, and then the tool was re-applied on the same respondents again to see their answers twice. Then the confidence was calculated to the Pearson's correlation coefficient of the ongoing reality of managers' practices of planning which was (0.93) using the significance level of (0.001), and for the importance of practicing the process of planning by the managers of educational supervision was (0.95) using the significance level of (0.001).

#### **Results and Discussion:-**

Q1: What is the reality of managers' practices for planning by the management educational supervision at the departments of education in the kingdom of Saudi Arabia?

To answer this question, the averages and standard deviations were calculated for all items in each domain and the average of the total domains related to the ongoing managers' practices for the planning process at the departments of education in the kingdom of Saudi Arabia.

The arithmetic average of the general views of the members of the study sample about the reality of the managers' practices for planning process at departments of education in the kingdom of Saudi Arabia was 3.86. This indicates that the members of the study sample thinks that the managers of the educational supervision practice the planning process moderately; probably this is due to a centralized supervision and centralized mechanism for its implementation. The supervision management is not given the opportunity in decision-making related to the programmes of educational supervision, perhaps due to the lack of the necessary resources to do the evaluation process.

The members of the study sample see that more administrative roles that are practiced by the managers of educational Supervision in the area of planning is to identify the regulations and circulars in the field of educational supervision since the arithmetic average was 4.36. This is probably due to the keenness of the Ministry of Education for funding the regulations and circulars, while the less the roles practiced by the managers of the educational supervision in the field of planning was the proposal of financial budget for implementation of the supervisory functions at the beginning of the school year with an arithmetic average of 3.25. Probably, this is due to the fact that the managers of the educational supervision have only been involved in the adoption of the budget of the department of the educational supervision without participating in its development.

Q2: What is the importance of managers' practices for planning process by the management of educational supervision at the departments of education in the kingdom of Saudi Arabia?

To answer this question, the averages and standard deviations were calculated for all items in each domain and the average of the total domains related to the importance of managers' practices for the planning process at the departments of education in the kingdom of Saudi Arabia.

The arithmetic average of the general views of the members of the study sample about the importance of managers' practices of the educational supervision for the planning process at departments of education in the kingdom of Saudi Arabia was 4.44, which indicates that the members of the study sample think that managers' practices for planning was significant. This indicates that the members of the study sample also appreciate the importance of the managers' practices for the planning process. Perhaps, this is due to the awareness of the members of the study sample about the educational supervision managers and their assistants, and the educational supervisors about the importance of the planning process undertaken by the managers of the educational supervision in achieving the goals which seek to develop and improve the educational process.

The members of the study sample see that most important administrative roles that are practiced by the managers of educational supervision in the area of planning is to identify the regulations and circulars in the field of educational supervision since the arithmetic average was 4.61. This is probably due to the keenness of the Ministry of Education for funding the regulations and circulars, while the less the roles practiced by the managers of the educational supervision in the field of planning was the proposal of financial budget for implementation of the supervisory functions at the beginning of the school year with an arithmetic average of 4.21. Probably, this is due to the fact that almost all the study sample holds BA degree and were not aware about research.

Q3: Is there a statistically significant relationship at the level of (0.05) between the reality and the importance of managers' practices for planning process by the management of educational supervision at the departments of education in the kingdom of Saudi Arabia?

The overall average value of Pearson's correlation coefficient equals 0.40 for the views of the members of the study sample about the relationship between the managers' practices for the planning process and the importance these practices at the departments of education. This value functions statistically and this indicates that there is a direct positive correlation that is statistically significant at 0.05 level and this indicates that the greater the sense of members of the sample of the study, the importance of the managers' practices for the planning process will be.

Q4: Do the views of the sample about the reality of the managers' practices for planning process by the management of educational supervision differ due to profession, qualification, practical experience in the field of educational supervision, and the size of management education?

The (T) value is equal to (4.46) for the general average views of the members of the study sample about the reality of the managers' practices for planning process at the departments of education attributed to profession, and this value is statistical. This shows that there are differences that are statistically significant at the 0.05 for the average about the reality of the managers' practices at the administrative departments of Education attributed to professions for the favor of directors of educational supervision. This indicates that the managers of the educational supervision practice the process of planning more than the educational supervisors with an overall average of (4.22), while the educational supervisors with an average of (3.79). Perhaps, this is due to a sense of the managers of the educational supervision of their administrative responsibilities, or due to overestimation of themselves.

Q5: Do the views of the sample about the importance of the managers' practices for planning process by the management of educational supervision process differ due to job, scientific qualification, practical experience in the field of educational supervision and the size of management education?

The (T) value is 4.18 for the general average views of the members of the study sample about the importance of managers' practices the planning process at the departments of education attributed to profession, and this value was statistically significant. This shows that there are significant differences at the 0.05 level attributed to the job and this indicates that the managers of the educational supervision appreciate the importance of practicing the planning process more than the educational supervisors. The general average of the views for the managers of educational supervision is (4.64) while the general average of the views of educational supervisors is (4.40), and this may be due the fact that the managers of the educational supervision significantly perceive the importance of the planning process.

**Conclusion:-**

This study aimed at finding out the on-going reality and the importance of the managers' practices in the educational supervision for the planning process. It also tried to find out the relationship between the managers' practices in the educational supervision for the planning process and the importance of that practice. The researcher also aims to detect the differences between the views of the study subjects about the reality and importance of the managers' practices by the educational supervision for planning process attributed to variables: profession, scientific qualification, practical experience in the field of educational supervision, the size of the educational department, and the proposals of the members of the study sample to improve and develop the practice of managers of the educational supervision practices towards the planning process in the kingdom of Saudi Arabia.

The study was descriptive and the sample was 728 respondents. A questionnaire that included (19) items was built and validated by a group of arbitrators and experts. The correlation coefficient for ongoing practice of planning was moderate, the correlation coefficient of the importance of practice was more for the managers of supervisors than the supervisors; both were in terms of statistical value of 0.001. It was found that the ongoing reality of the managers' practices for planning process at the departments of education was moderate.

The ongoing reality of the managers' practices for planning on the educational supervision process at the departments of Education was moderate. But, for the importance of these practices, it was more important. There was a direct positive correlation which is statistically significant the 0.05 level between the ongoing practices of managers of the educational supervision for planning process.

There are significant statistical differences at the level of 0.05 between the views of the members of the sample at school districts and the views of the members of educational provinces about the realities of the practice managers on the educational supervision for the planning process in the departments of education for the favor of the provincial education.

There are no statistically significant differences at the level of 0.05 between opinions of the study sample about the reality and importance of the practice of managers on the educational supervision for the planning process attributed to qualification and practical experience in the field of educational supervision.

The members of the study sample see that more administrative roles that are practiced by the managers of educational Supervision in the area of planning is to identify the regulations and circulars in the field of educational supervision since the arithmetic average was 4.36. Moreover, the members of the study sample also appreciate the importance of the managers' practices for the planning process. Perhaps, this is due to the awareness of the members of the study sample about the educational supervision managers and their assistants. Furthermore, it was found that the greater the sense of members of the sample of the study, the importance of the managers' practices for the planning process will be. In addition, there are differences that are statistically significant at the 0.05 for the average about the reality of the managers' practices at the administrative departments of Education attributed to professions for the favor of directors of educational supervision. Finally, there are significant differences at the 0.05 level attributed to the job and this indicates that the managers of the educational supervision appreciate the importance of practicing the planning process more than the educational supervisors.

**Recommendations:-**

The ministry of Education should hold periodic meetings of directors of educational supervision departments of Education to come up with operational decisions and procedural steps applicable for management of educational supervision.

The ministry must hold seminars and lectures related to the development of the process of planning for managers of educational supervision conducted by experts and specialists in the field of educational administration and supervision from experienced faculty members in the field of educational supervision.

The ministry must academically develop qualification of managers of educational supervision, supervisors, and especially by rehabilitation of newly employed supervisors to increase their awareness and perception of the reality of practicing good planning at work.

The Ministry of Education represented by the Directorate General of educational supervision should work to expand participation in the construction of strategic plans that serve the departments of supervision in Saudi Arabia.

The educational supervisors are recommended to employ modern technology in the planning process of educational supervision, and to have a spirit of cooperation and teamwork in the implementation of the functions of the Department of supervision. They should pay field visits to assess the functions and tasks of the management of educational supervision, and to take advantage of the views of visiting supervisor by the Ministry of Education

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