

A Suggested Vision for Conducting of Electronic Supervision in the General Directorate of Education, Dhi Qar Governorate

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Abstract

The tremendous scientific and technological progress in various fields of knowledge is one of the most important features of the era in which we live in its present and future, as the progress of this era requires preparing a generation capable of dealing with this progress and changes in the modern technologies as well as the rapid flow of information have left clear implications for education. That the information technology, such as computers, the Internet and the attached multimedia, are among the most successful means of providing a rich learning environment, as for teachers, by contacting to the global network enables the teacher to access educational and general experiences that are difficult to access in other ways. So the importance of the Internet lies in its ability to connect among people across enormous distances and between different information sources. The use of this technology increases educational opportunities, extending them to more than the range of departments, as this is known as the e-learning that distinguishes the school of the future.

Keywords: *Suggested Vision, General Directorate of Education, Dhi Qar Governorate*

Introduction

The most prominent information technologies are represented in the development of the computer technology and the international information network, on the ¹ basis of which the idea of distance education (electronic-learning) arose, in order to bring about the improvement in the educational process, confronting the departments and approaches to the explosion of knowledge and technology and keep pace with it², while the information network provides the opportunities for learning by itself or through peers, the e-learning also provides the possibility of the interactive dialogue between the teacher and the learner³, which helps to complete the elements of the educational process, in addition to that the use of the Internet and its tools in education has many advantages that benefit education, as the forty-fifth session of the International Education Conference had made clear in its recommendations that the emergence of the modern communication and information technology has brought about changes in the field of education, perhaps the most important one is the shift from focusing on the theoretical goals of the specializations into focusing on the practical goals,

gaining interconnected and interrelated basic knowledge⁴ in addition for changing the role of the teacher from being as the only source of knowledge to the coordinator and facilitator of the educational process¹¹

The interest in e-learning came within the educational systems and outside it in most of the countries of the world because of the urgent need for the results of that type of education, the e-learning is not just investing of the modern technical capabilities in communicating and providing the knowledge and academic material to learners, rather, it is considered a revolution that was introduced to life, which is taken place in it on all levels².

Whereas, the e-learning provides services for educational administration and supervision, represented in providing the information that the director needs in making decisions, as the traditional administration relies on data which are collected manually, which may cause a lack of correlation among them, that this data cannot help the administration in making the right decisions because it needs multiple stages to convert it into useful information for the educational supervision. Educational

Questionnaire of the requirements				Questionnaire of the obstacles					
Human		Material		Human resources		Management		Material resources	
P	S	P	S	P	S	P	S	P	S
22	0,51								
23	0,56								
A x i s stability	0,61	A x i s stability	0,86	A x i s stability	0,52	A x i s stability	0,48	A x i s stability	0,53

P; means The item, S; means the stability

It is clear from the previous table that the correlation coefficients for the questionnaire’s axis regarding the educational supervisors ’views on the requirements of the application of the electronic educational supervision ranged between (0.61, 0,86), which are evidence of stability, as the correlation coefficients of the questionnaire for the views of the educational supervisors on the obstacles for applying the educational supervision ranged between (0,48,0,53) as these are coefficients indicating stability, as the significance of the correlation coefficients at the critical value (N - 2 = 48) ranges between (0.2276 at 0.05, 0.235 at 0.01), thus the two questionnaires in their final form became valid for the application.

The Statistical processing:

After applying the two questionnaires to the individuals of the sample, the researcher has followed in the statistical processing or treatment of the data and the responses of the individuals the following steps:

1. Accounting the repetitions of sample responses under the three approval levels (agreed - to some extent - disagree) for all of the questionnaire items.
2. Counting the weighted arithmetic average with the relative weights and Accounting its percentage

The results of the field study, analysis and its interpretation:

1- The Results of the questionnaire for the requirements of the electronic educational supervision:

To Know the requirements of the electronic educational supervision in the General Directorate of Dhi Qar Education from the point of view of the research group, the researcher has taken the following steps:

- The questionnaire was applied on the research group, that the responses of individuals to the items were emptied.
- Relative weights were calculated for each item, or for each axis separately.

The following table shows the results of the research group in the questionnaire axis:

Table (2). The requirements of the e-educational supervision in the General Directorate of Education in Dhi Qar Governorate in the questionnaire axes in terms of degree of agreement

A	Item	Relative weight	Arrangement
1	Human requirements	0,78	1
2	Material requirements	0,72	2
The questionnaire as a whole		0,75	

It is clear from the previous table that the members of the sample as a whole agree that there are many requirements that must be available to implement the e-educational supervision of the General Directorate of Education in Dhi Qar Governorate, where the average relative weight of the study sample reached to (0.75) as it is located in the middle limit of the limits of confidence, as this indicates awareness of the individuals of the sample who have the importance of these requirements, that this result is consistent with a study by (Hamid Ayed Al-Moazawi, 2007), which indicated the activation of the electronic supervisory methods via websites in each of the education and study departments, also the study by (Muhammad Abdullah Muhammad Al-Ghamdi, 2007)

which emphasized on the requirements of employing the Internet in educational supervision.

After presenting the opinions of the research sample in the axes of the questionnaire, the detailed results of the items for each axis are presented separately as follows:

1- The Human Requirements axis:

The human element is considered the basis of the supervisory process to be supported by the requirements for the implementation of the e-educational supervision, as this requires several things that are clear from the results of the items of this axis as shown in the following table.

Table (3) the extent of awareness of the study sample members on human requirement

A.	The Item	The Degree of agreement N = 50	
		Relative weight	Arrangement
1	Realizes the concept of electronic supervision.	0,72	19
2	Realizes the importance of electronic supervision in developing supervisory work.	0,80	10
3	It reconciles supervisory information technology applications with the humanitarian aspects of supervisory work.	0,83	7
4	Able to avoid IT defects in supervising work.	0,80	10
5	Familiarity with the systems and regulations that govern electronic transactions.	0,81	9
6	It does internal communication networks in implementing electronic supervision in school work.	0,77	13
7	Capable of using digital cameras.	0,68	21
8	Able to design supervisory business plans using supervisory information technology.	0,83	7
9	Fluent in using electronic search engines.	0,75	15
10	Capable of using a CD burner.	0,75	15
11	Capable of using Scanner	0,72	19
12	Fluent in dealing with the Internet.	0,93	1
13	Fluent in dealing with computers.	0,93	1
14	Fluent in using email.	0,86	5
15	A teacher deals with computer.	0,93	1
16	A webpage editor for the school's online supervision website.	0,80	10
17	A computer-based data editor based on data entry and output in the administration.	0,86	5
18	A parent dealing with the computer and the Internet.	0,46	23
19	Qualified trainers at the General Directorate of Education to train supervisors and teachers in the use of supervisory information technology (Word- PowerPoint- Excel...)	0,74	18
20	Specialists in the Ministry of Information Technology to communicate with the administration via the Internet.	0,75	15

A.	The Item	The Degree of agreement N = 50	
		Relative weight	Arrangement
21	Network technician at the General Directorate of Education to deal with network malfunctions.	0,65	22
22	Computer and printers technician at the Directorate General of Education to deal with problems and crashes of computers and printers.	0,77	13
23	Ministry programmers design and develop electronic programs for supervisory work.	0,88	4
The axis as a whole		0,78	

W: means relative weight: means arrangement.

It is clear from the previous table that the members of the sample as a whole agree in an average degree in all terms of this axis, where the relative weight of the axis as a whole reached to (0.78), which it falls in the average limit of confidence, this confirms the agreement of the sample members on the existence of many human requirements which are related to the implementation of the e-educational supervision, as this is confirmed by the study by (Malon, James, 2002) that there must be many human requirements to establish a relationship between teachers and the educational supervisors through the electronic supervision, through the use of assistive technology to methodology of this type of supervision, such as simultaneous email, asynchronous, as well as by communication supervision (Chat).

2- The Axis of material requirements:

Financial resources consider one of the main tributaries in developing the supervisory process, although they include many obstacles that hinder the implementation of e-educational supervision, as this is clear from the results of the items of this axis as shown in the following table.

Table (3) Extent of awareness of the study sample members of the requirements of the material resources

A	Item	Degree of agreement N = 50	
		Relative weight	Arrangement
24	The presence of a website for educational supervision in the General Directorate on the Internet.	0.75	6
25	Providing outlets for networking in the school building.	0.75	6
26	Providing modern computers for supervisory board members and teachers.	0.78	4
27	Providing sufficient number of printers for supervisory staff and teachers.	0.86	2
28	Ensuring sufficient number of cameras for the supervisory staff and teachers.	0,59	13
29	Ensuring sufficient number of supervisory staff and supervisors scanners.	0,55	15
30	Providing the computer programs necessary for supervisory business applications in the directorate.	0,70	9
31	Connecting computers to the supervisory board members with a server (server).	0,72	8

A	Item	Degree of agreement N = 50	
		Relative weight	Arrangement
32	Providing an advanced protection systems to protect the Directorate's data in the supervisory process.	0,86	2
33	Achieving the electronic link between the administration and its Education Directorate.	0,88	1
34	Achieving the electronic link between the administration and the parents.	0,59	13
35	Achieving the electronic link between the administration and students.	0,70	9
36	Achieving electronic linkage between the administration and other departments.	0,65	12
37	Achieving the electronic link between the administration and the Ministry of Education.	0,77	5
38	Subscribe to a high speed DSL phone line.	0,67	11
The axis as a whole		0,72	

W: means relative weight: means Arrangement

It is clear from the previous table that the members of the sample as a whole agree in the average degree in all terms of this axis, as the relative weight of the axis as a whole is (0.72), which it falls in the average confidence limit, this confirms the agreement of the sample members to the existence of many material requirements which are related to the implementation of the educational supervision. This is confirmed by the study by (**Saliha Muhammad Safar, 2008**) that there are many requirements related to the physical capabilities which represented in the electronic infrastructure of the educational supervision departments and the departments in general.

It is also clear from the table that the relative weight of twelve items in this axis lies in the average confidence limit, while the response of the respondents to the items (33), (27) and (32) came with a high degree.

As the item (33) came first with a high degree with a relative weight about (0,88), which confirms the necessity of achieving the electronic link between the administration and its education directorate as an important material for requiring the implementation of the electronic educational supervision.

The items (27) and (32) came in the second level in a high degree with a relative weight about (0,86), to

confirm the necessity of securing a sufficient number of printers for the supervisory staff and teachers to be aware of the results of their evaluation by the educational supervisors, besides providing advanced protection systems to protect the administration's data in the supervisory process so that the administration has a sense of security and safety in exchanging information.

The two items (28) and (34) came in thirteenth level with an average degree with a relative weight about (0.59), to confirm the necessity of securing the sufficient number of cameras for the supervisory staff and teachers, in addition to achieve an electronic link between the administration and other departments.

The item (29) came in fifteenth level with a medium degree with a relative weight about (0.55), to confirm the provision from a sufficient number of scanners for the the supervisory staff and teachers.

The Results of the questionnaire on the obstacles of the electronic educational supervision:

To identify the obstacles of the electronic educational supervision in the General Directorate of Dhi Qar Education from the point of view of the research group, the researcher has followed the following steps:

1. The questionnaire was applied on the research group, as the responses of individuals to the items were

emptied.

2. The Relative weights were calculated either for each item, or for each axis separately.

The following table shows the results of the research group in the questionnaire axis:

Table (5) Obstacles to the e-educational supervision at the General Directorate of Education of Dhi Qar in the questionnaire axis in terms of degree of agreement

A	Item	Degree of agreement N = 50	
		Relative weight	Arrangement
1	Human resource obstacles	0,80	3
2	Obstacles related management	0,83	1
3	Obstacles related to material resources	0,83	1
The questionnaire as a whole		0,82	

W: means relative weight: means Arrangement

Conclusions

A suggested concept was developed for the implementation of the electronic supervision in the General Directorate of Education in Dhi Qar Governorate, which consists of: The suggested visualization philosophy. The basis which the visualization philosophy depended on. The goals of the suggested visualization. The suggested visualization procedures. Developing the human resources in the educational environment. Overcoming of the obstacles for applying the e-educational supervision. The guarantees that must be met for the success of the suggested visualization.

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Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the Dhi Qar Education Directorate and all experiments were carried out in accordance with approved guidelines.

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