

**الإشراف التربوي في رياض الأطفال
بجمهورية مصر العربية (دراسة تقويمية)**

**ملخص رسالة مقدمة
للحصول علي درجة الماجستير في التربية
(تخصص إدارة تعليمية)**

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**Educational Supervision in Kindergarten in
the Arab Republic of Egypt (An Evaluation Study)**

**A thesis Abstract For
The M.A. Degree in Education
(Educational Administration)**

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Educational Supervision in Kindergarten in Arab Republic of Egypt (An Evaluation Study)

That research is about educational supervision in kindergarten with special concentration on the important contemporary "trends of educational supervision in kindergarten in the light of contemporary administrative thought. It is also interested in developing educational supervision in kindergarten in the light of total quality management approach. The research demonstrated the nature of quality supervision through several aspects, they are : aims , function, planning and organizing of educational supervision. It also demonstrated educational supervisor with his required characteristics as (selecting, preparing training and competence) hence the research was interested in clarifying points of strength and weakness that the educational supervision suffers from in kindergarten in the Arab Republic of Egypt. Also this research was interested in presenting suggested procedures to develop educational supervision of kindergarten in Arab Republic of Egypt.

The research problem is assigned by answering the following question:

- How can supervision be developed of the kindergarten?
- This question can be branched into the following questions:
 1. What are the contemporary trends of educational supervision in kindergarten stage?

2. What is the reality of educational supervision at stage of Kindergarten in Arab republic of Egypt?
3. What are the aspects of strength and weakness of educational supervision at Kindergarten?
4. What are the suggested procedures to develop educational supervision at stage of Kindergarten in the light of detectors of contemporary administrative thought and what are appropriated to Egyptian environment?

The research is concentrated on the study of educational supervision at stage of Kindergarten in the light of **Total Quality Management**.

The research is limited to the following aspects:

- Aims of educational supervision.
- Functions of educational supervision.
- Planning of educational supervision.
- Organizing of educational supervision.
- Educational supervisor regarding (selecting, preparing, and competence).

The field study is limited sample of supervisors and principals of Kindergarten in a number of governorates of Arab Republic of Egypt.

The research aimed at :

1. Analyzing trends of educational supervision in stage of Kindergarten.
2. Evaluating the Actual fact of educational supervision at the stage of Kindergarten.
3. Putting suggested procedures for the development of educational supervision at the stage of Kindergarten.

The Research Method:

The research depends on the descriptive method which can be summarized in important steps as follows:

- (A) Collecting data and information which is related to educational trends supervision with their qualities and the qualities and them to roles in the light of contemporary administrative thought, besides the experiences of some of foreign countries.
- (B) Analyzing knowledge which related to the educational supervision and classifying it to know any factors affecting negative by or positively the educational supervision.
- (C) Studying the reality of educational Supervision and analyzing in the light of strengths and different cultural factors to evaluate them it in the light of contemporary administrative thought and experiences of some foreign countries.
- (D) Deducing some results research and suggesting the procedures to developing educational supervision.

The Research Plan:

The research include five chapters as follows:

Chapter I: The general frame work of the research.

Chapter II: Educational supervision in Kindergarten in the light of contemporary administrative thought.

Chapter III: Educational supervision at the stage of Kindergarten in the Arab Republic of Egypt (a Analyzing study).

Chapter IV: The field study to actual of fact educational supervision at stage of Kindergarten (field study).

Chapter V: Evaluating educational supervision at the stage of Kindergarten in the Arab Republic of Egypt

Chapter VI: A Suggested procedures to develop educational supervision of kindergarten at Arab Republic of Egypt .

The important results of the research as following:

(A) Aspects of positives :

The research revealed some results which include:

- 1- Training programs are interested in earning educational supervisors the necessary technical skills for educational supervision at Kindergarten.
- 2- A warness of educational supervisors of Modern educational tools and appropriate teaching methods at stage of kindergarten.
- 3- Educational supervisors have been interested in solving problems which face teachers at stage of Kindergarten.
- 4- Choosing educational supervisors depends on their experience and passing some qualification training programs.
- 5- Supporting human relation through satisfying needs of teachers and answering their requests.
- 6- Educational supervisors are with Modern educational innovation at the stage of Kindergarten.
- 7- The ability of educational supervisors to promote performance standards of teachers in class room management at stage of Kindergarten.

(B) The Aspects of Negatives:

1. The Educational supervisors of educational supervision at stage of Kindergarten as a result of their reduced conception of the psychology and growth needs at this stage of kindergarten in addition to their disability of composing the aims from a suggested image and the possible estimation.
2. Weak ability of the educational supervisors to the performance functions of educational supervision efficiently as a result in disconnections with nature of their responsibility and don't give them enough facilities to perform their supervisory roles.
3. A weakness of the organizing supervisory process with a flexible shaping and agreeable modulation in the light of the needs of educational situation in addition a weak coordination between educational supervisors and principals of Kindergarten in relation of the specialization of tasks.
4. Reduced planning of supervisory process at Kindergarten according to specific steps which can be practiced by regular image result in central planning and non-central execution in addition not allowing to supervisors participation of high authorities of drawing supervisory plan at Kindergarten.
5. Non-Taking the principle of specification in the choice of educational supervisors of Kindergarten as result in disjustice standards put by the Ministry of education .
6. Weaknes programs of preparation of educational supervisors at Kindergarten as result a program neglect earning them skills of supervisory job in addition to disbundant corollary of

physical and human resources and discoordination between training centers in the implementation of training programs.

7. The educational supervisors do not possess corollary competence to perform their responsibilities results of non selecting them in the light of their efficiency.

Suggested procedures to development of supervision in the Kindergarten.

Includes the following:

- (1) Assignment aims of educational supervision.
- (2) Changing organizational culture
- (3) Assignment functions of educational supervision.
- (4) Planning supervision process.
- (5) Time management.
- (6) Organization supervision process.
- (7) Working through a spiritual team through:
 - Delegation of quality supervision circles through self management.
 - Participation in decision making through participation management
- (8) Total evaluation for quality supervision.
- (9) Continues training.
- (10) Re engineering process of educational supervision .
- (11) Changing management.
- (12) Continues improvement.
- (13) Comparative assessment of the best performance.
- (14) Control quality supervision.
- (15) Review quality subversion.
- (16) Accountability.
- (17) Reforming of selecting of educational supervision in kindergarten.
- (18) Development systems of preparing educational supervision in Kindergarten.
- (19) Improvement competence of educational supervision through training programs.