



RESEARCH ARTICLE

Administrative Schools and Their Relationship to Educational Supervision

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ARTICLE INFO	ABSTRACT
Received: Oct 13, 2024 Accepted: Dec 28, 2024	The study aimed to explore the relationship between administrative schools and methods of educational supervision, focusing on how modern supervisory approaches influence the development and enhancement of educational performance in schools. The study adopted a comparative descriptive methodology, comparing various administrative models (such as the traditional school, the humanistic school, and the cognitive school) and examining their applications in educational supervision. The findings revealed an interwoven relationship between supervisory methods and different administrative models. They also highlighted that educational leadership, which emphasizes teacher development and support, fosters a positive educational environment that enhances student performance. Moreover, employing supervisory methods that consider teachers' individual differences and needs contributes to improving the overall quality of education. Regarding recommendations, the study emphasized the importance of training educational supervisors to use modern leadership techniques that combine analytical and interactive methods with teachers in diverse educational scenarios, thus effectively achieving educational goals. It also recommended adopting flexible supervisory models that are based on continuous analysis and evaluation of teachers' performance. Furthermore, it advocated for the development of training programs encompassing all aspects of the educational process and aligning with technological advancements in the field of education..
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INTRODUCTION

The development of educational systems and achieving quality in their outcomes require continuous interaction among foundational factors, foremost among them being educational administration and supervision. Educational administration serves as the cornerstone that organizes the educational process and defines its features, while educational supervision is the critical element that translates administrative policies into tangible realities, aiming to enhance educational performance, develop teacher professionalism, and guide them toward delivering their best.

However, this interaction between administration and supervision does not emerge in a vacuum but is the result of diverse administrative theories known as administrative schools. These schools have introduced various concepts and methods for managing educational institutions and are considered fundamental references for understanding how work is organized, individuals are motivated, and institutional goals are achieved. Each school has its unique philosophy that dictates a specific type of leadership and supervision. Therefore, it is natural for the relationship between administrative schools and educational supervision to be intricate and closely tied, as administrative schools determine how supervision is carried out in the educational process—whether through strict centralized management or flexible, interactive management. This ultimately reflects on the school work environment and the performance of teachers and students (Al-Dardasawi, 2022).

Understanding the relationship between administrative schools and methods of educational supervision reveals various challenges and opportunities. While some administrative schools offer solutions rooted in traditional and centralized management, others emphasize the importance of human interaction and collaboration between teachers and administration to achieve educational goals. In this context, educational supervision becomes an indispensable tool for achieving these objectives. In some administrative models, the educational supervisor is merely an observer, while in others, they are an active partner in driving change and achieving sustainable professional development (Suchyadi, et al., 2023).

Thus, educational supervision cannot be viewed in isolation from the administrative schools that guide educational institutions. Instead, they should be seen as interconnected entities that cannot be separated. Administrative schools provide the framework within which the role of educational supervision is defined, while educational supervision serves as an indicator of the success or failure of these schools in achieving their educational goals. Therefore, studying the relationship between administrative schools and educational supervision holds special significance, as it represents the compass guiding continuous development in the educational field (Nwabueze, et al., 2015).

Several studies have addressed the topic of administrative schools and their relationship to educational supervision. For instance, Al-Tuwayri's (2018) study aimed to define the concept of educational supervision, its scope, nature, and types, while reviewing its evolution in Kuwait across multiple stages—from inspection to technical guidance and eventually to supervision as a comprehensive and democratic scientific process. The study employed an analytical methodology to examine key types of educational supervision, such as participatory, clinical, corrective, preventive, constructive, developmental, creative, and motivational supervision. It also focused on modern models, such as remote and electronic supervision, and explored the roles of educational supervisors in enhancing the professional growth of teachers, students, and curricula, in addition to the skills and professional capacities that supervisors must possess.

The study also examined various supervisory methods, such as classroom visits, supervisory deliberations, and practical lessons, highlighting challenges faced in supervision, whether internal or external to the educational system. It concluded with recommendations to strengthen the role of educational supervision in improving the educational process by preparing the educational field to embrace positive change as a foundational basis for development and responsiveness.

Al-Zahrani's Study (2017)

Al-Zahrani's study aimed to review the educational supervision system in Singapore, which is considered among the best globally in skills and academic achievement. Using an analytical methodology, the study examined the evolution of Singapore's educational system, starting with the "Thinking Schools, Learning Nation" initiative in 1997, which focused on improving teachers and granting greater autonomy to schools. It also discussed the "Teach Less, Learn More" initiative in 2005, which gave teachers and schools more control. The study analyzed the structure of schools and teachers in Singapore, emphasizing the careful selection and training of teachers to become educational leaders. The study concluded that supervision in Singapore differs from other systems and recommended enhancing school autonomy and training teachers to achieve educational quality.

Serhan's Study (2016)

This study evaluated the extent to which public secondary school principals in Jordan practice administrative transparency, examining the effects of factors such as gender, educational background, and years of experience. The study included all public secondary school principals in the Zarqa First Education Directorate during the 2015-2016 academic year, with a randomly selected sample of 263 teachers. A 22-item questionnaire was developed and analyzed using appropriate statistical methods. Results indicated that the level of administrative transparency was moderate in the areas of information clarity and administrative accountability but low in participation. Based on

these findings, the study recommended raising awareness among school principals about the importance of promoting administrative transparency across all its aspects.

Qaralleh's Study (2020)

Qaralleh's research explored the role of school administration in providing an attractive and safe environment for students as one of the requirements of achieving Vision 2030 in public schools in Al-Kharj. A random sample representing 16% of the study population was chosen, with a questionnaire distributed to all participants. Key findings included significantly higher responses regarding the role of school administration in creating an attractive and safe school environment. There were also statistically significant differences in responses based on educational stage, favoring elementary and secondary stages. Gender-based differences were noted, with higher responses from females. Recommendations included improving student development to foster creativity, encouraging educational initiatives that contribute to a safe and engaging school environment, and motivating community organizations to support schools and promote students' psychological, cognitive, and physical health.

Arabiyat's Study (2016)

Arabiyat's study investigated the role of school administration in fostering a sense of national belonging among students and its impact on the level of national belonging among secondary school students in Jordan. A sample of 417 students from various secondary schools in Jordan was surveyed using a questionnaire designed based on previous studies. Results showed a high level of school administration's role in enhancing national belonging and a high level of national belonging among students. The study also identified a statistically significant impact of school administration's role in deepening students' sense of national belonging. Recommendations included promoting school activities and courses that focus on citizenship and belonging and clarifying various national and political concepts and terminologies to students.

Saleh's Study (2020)

Saleh's study explored how school administration and educational supervision can contribute to improving educational quality and increasing the effectiveness of the educational process. The study, conducted in a specific region, used a descriptive analytical methodology and collected data through questionnaires and interviews with school principals, teachers, and educational supervisors. Results indicated that effective school administration and continuous educational supervision significantly enhance teacher-student interaction, improving academic achievement. Moreover, a clear developmental plan and close monitoring of educational activities by administrators and supervisors increase teacher commitment and improve educational outcomes. The study recommended continuous training for administrators and educational supervisors, activating their role in collaboratively planning and implementing educational activities, and enhancing communication among all stakeholders in the educational process to ensure the best outcomes.

Building on the reviewed studies about the role of school administration and educational supervision in improving the educational process, it is evident that the relationship between administrative schools and educational supervision is characterized by mutual integration and interaction. School administration is fundamental in organizing the educational environment, providing necessary resources, and setting educational policies that ensure the effective progress of the educational process. On the other hand, educational supervision complements this role by monitoring and evaluating teacher performance, offering technical support, and providing guidance to improve teaching methods.

A strong and effective school administration is directly associated with the success of educational supervision in achieving the goals of the educational process. Therefore, developing the administrative model in schools cannot be separated from improving educational supervision methods. Instead, these efforts must be coordinated and integrated to ensure the required quality of education, which this study aims to address comprehensively.

Problem Statement

The research problem lies in examining the impact of administrative systems, known as administrative schools, on the effectiveness of educational supervision in schools amidst the rapid transformations occurring in educational systems. These transformations adopt innovative administrative methods aimed at improving organizational performance and enhancing administrative efficiency. There is a growing need to understand how these systems influence the role of educational supervision in teacher development and improving the educational environment.

While modern administrative systems contribute to fostering coordination and collaboration between teachers and administrators—resulting in enhanced academic performance and improved education quality—they also pose several challenges. These challenges include increased administrative routines and a lack of coordination between supervision and administration, potentially limiting supervisors' ability to effectively monitor teachers, as highlighted in Delhem's study (2020). Additionally, changes in administrative structures can affect supervisory mechanisms, either by enhancing support and guidance for teachers or by redirecting supervisors to administrative tasks that detract from their focus on pedagogical aspects.

Accordingly, the research problem is centered on analyzing the impact of modern administrative systems on the effectiveness of educational supervision. The study aims to examine how these systems influence teacher development and the improvement of the educational environment in light of the rapid changes in educational systems. These systems adopt innovative administrative approaches designed to enhance administrative efficiency and improve organizational performance.

The research seeks to explore how these systems affect the role of educational supervision in improving education quality. It also aims to identify challenges that may arise due to these systems, such as increased administrative routines or weakened coordination between supervision and administration, and how these challenges could adversely affect supervisors' ability to monitor teachers effectively.

Simultaneously, the study aims to pinpoint areas for improvement that can be achieved through effective coordination between school administration and educational supervision and to determine ways to enhance students' academic performance amidst these changes. This exploration is conducted by drawing on the intellectual contributions that allow for comparing modern administrative methods in schools and the role of educational supervision, analyzing how these administrative systems impact the effectiveness of educational supervision.

Research Questions

To achieve its objectives, the study poses a set of questions that facilitate comparisons across the following axes:

1. What are the key administrative schools that have contributed to shaping the general philosophy of educational supervision?
2. How have the theories of administrative schools influenced the approach to educational supervision?
3. What is the relationship between administrative schools and the role of the educational supervisor in the educational context?
4. What is the ideal administrative school model required for educational supervision?

Importance of the study

The significance of this study lies in exploring the relationship between modern administrative systems and educational supervision in schools, as well as the impact of this relationship on improving education quality. The study aims to understand how administrative structures influence the effectiveness of educational supervision and the role of supervisors in supporting and guiding

teachers. It also sheds light on challenges that may arise due to the complexity of administrative systems, such as excessive routines or weak coordination between administration and supervision.

The study further examines strategies for improving this relationship to enhance students' academic performance and elevate the overall quality of the educational environment.

Research Methodology

The study employs the comparative descriptive method, a research approach aimed at studying and analyzing phenomena systematically and accurately, with a focus on comparing two or more phenomena or variables to identify similarities and differences. This method relies on collecting quantitative and qualitative data about the subjects under study through observation, questionnaires, or documents, followed by analyzing the data to draw conclusions about the compared phenomena.

In educational research, the comparative descriptive method is used to study differences between educational systems or pedagogical strategies or to compare educational philosophies to determine their impacts and effectiveness. This approach enables researchers to evaluate how practices or policies vary across different contexts and the resulting outcomes.

By systematically examining the similarities and differences among various ideas or systems, this method helps in providing evidence-based recommendations to improve educational practices (Kabeesh, et al., 2023).

Key Administrative Schools Contributing to the General Philosophy of Educational Supervision

1. The Classical (Traditional) School

The classical school is based on principles of organization and administrative structure to achieve efficiency and productivity. Its core foundations include division of labor and clearly defined responsibilities, which help improve performance. It also emphasizes a hierarchical structure within the administrative framework to ensure orderly decision-making. Rules and standardized procedures are integral to this school, aiming to unify administrative operations to maintain discipline and stability (Badrari, 2022).

The classical school underscores the importance of strong administrative leadership that consistently engages in planning, organizing, and monitoring. Its primary goal is to enhance the organization's overall efficiency by promoting teamwork and minimizing overlap in responsibilities (Makhloufi, 2021).

This school laid the groundwork for the concept of educational supervision by introducing a clear organizational structure that ensures fair task and responsibility distribution. Its principles have improved educational quality by focusing on planning, organization, and oversight within educational institutions, effectively achieving educational objectives (Bashir, 2019).

2. The Behavioral School

The behavioral school prioritizes the human element within organizations, recognizing that interpersonal relationships and individual motivations play a key role in improving performance. Its main principles include fostering a positive work environment that meets individuals' needs and provides appropriate incentives. It emphasizes understanding human behavior through scientific studies that demonstrate the impact of the social environment on productivity. Effective communication between employees and management is another focus, aiming to enhance belonging and performance. Participatory decision-making is a cornerstone of this school, encouraging individuals to express their opinions (Jawad, 2016).

The behavioral school contributed to educational supervision by emphasizing human relationships between supervisors and teachers, thereby fostering a collaborative educational environment. It also introduced the concept of addressing the psychological and social needs of employees in educational institutions, enhancing job satisfaction and performance (Hammoud, 2010).

3. The Social Systems School

The social systems school views organizations as cooperative systems composed of interconnected elements, including human, material, and social resources. A key principle is perceiving the organization as an integrated unit whose components interact to achieve shared goals. This school stresses the balance between individual and collective objectives to ensure sustained cooperation. It also focuses on understanding the relationship between the organization and its external environment, emphasizing the impact of environmental factors on organizational performance. Achieving harmony among individuals within the organization is deemed essential for success (Tutorialspoint, 2024).

This school influenced supervisory thought by introducing the concept of comprehensive collaboration among workers to achieve educational goals. It enhanced integration among various elements of the educational process, contributing to improved efficiency in educational institutions (Al-Duwaik, 1998).

4. The Contingency School

The contingency school asserts that effective management relies on analyzing various situations and selecting the appropriate approach for each case. Its key principles include flexibility in addressing administrative challenges and adapting to changing circumstances. This school emphasizes understanding the internal and external variables that impact the organization and developing administrative strategies tailored to specific needs. This adaptability enhances the organization's ability to manage complexities. The school posits that administrative success is not achieved by adhering to a single approach but by employing diverse methods suited to the situation (Referenceforbusiness, 2024).

In supervisory thought, the contingency school introduced flexibility in selecting supervisory methods that align with changing educational circumstances. It improved supervisors' efficiency by training them to adapt effectively to each situation's requirements (Al-Duwaik, 1998).

5. The Total Quality Management (TQM) School

The TQM school focuses on improving processes and products by adhering to principles of continuous quality enhancement. It involves all members of the organization in improving performance and meeting client needs. This school emphasizes performance measurement and benchmarking against global standards to achieve continuous development. Its core principles include creating a work environment that fosters innovation and encourages collaboration among employees. The participation of employees in decision-making related to quality improvement is integral to this school (Al-Shbool, 2022).

The TQM school contributed to supervisory thought by developing tools to monitor education quality and encouraging supervisors and teachers to innovate. It introduced the principle of continuous improvement in the supervisory process to ensure the highest standards of educational performance (Al-Omari, 2003).

6. The Learning Organization School

The learning organization school is built on the principle of continuous learning for all members of an organization, focusing on the constant development of knowledge and skills. It emphasizes the importance of teamwork and problem-solving through collaborative groups and encourages transparent information sharing to foster innovation and progress. This school views learning as a

continuous process encompassing all organizational levels, enhancing the organization's ability to adapt to changes and achieve its goals (Qaddouri, 2019).

In educational supervision, this school has strengthened the principle of continuous learning among supervisors and teachers. It has helped build a cooperative educational environment that focuses on skill development and collective problem-solving, thereby improving the quality of education (Weerakoon, 2017).

The Reflection of Administrative Theories on Educational Supervision

Scientific Management Theory

Frederick Taylor's scientific management theory (1911–1921) is one of the most influential contributions in the field of management. It focused on improving productivity through precise scientific methods for organizing and analyzing work. Taylor conducted field experiments in factories and concluded that the absence of fixed standards and the lack of a correlation between wages and productivity led to resource waste. He advocated for organizing work based on scientific principles, such as time and motion studies, setting standard production rates, and scientifically selecting workers.

While his contributions significantly enhanced productivity, the theory faced criticism for emphasizing material aspects and neglecting the human and social dimensions of work (Azam Khan et al., 2013).

Administrative Division Theory

Henri Fayol, a prominent figure in the classical school of management, introduced a comprehensive system in his book *General and Industrial Management* (1916), outlining the core functions of management: planning, organizing, commanding, coordinating, and controlling. He categorized institutional activities into areas such as technical, financial, commercial, and administrative. Fayol emphasized managerial principles like the division of labor to enhance efficiency, unity of command for coordination, and linking authority with responsibility to ensure discipline. His theory aimed to establish a scientific approach to management applicable across various fields (Byjus, 2022).

Fayol's theory improved understanding of managerial roles and their significance in institutions. It enhanced organizational efficiency by providing a unified framework for analyzing resources and making informed decisions. Additionally, it focused on coordinating efforts across different departments to achieve organizational objectives effectively. However, his theory faced criticism for its limited applicability in dynamic contexts, though it remains a foundational study in modern management (Ornstein, 2021).

Bureaucratic Model

The bureaucratic model, introduced by German sociologist Max Weber, is a pioneering administrative theory that shaped institutional work organization. Weber emphasized "rational-legal authority" as the foundation for management, where tasks and responsibilities are assigned based on individual qualifications and professional competencies rather than personal or traditional attributes (Justin, 2015).

This model is characterized by a clear hierarchical structure, standardized rules, and procedures to organize workflow. Bureaucracy aims to promote transparency and fairness in task allocation, ensuring clarity and precision in performance. Employment in this model is merit-based, contributing to enhanced efficiency and productivity within organizations (Al-Ghanem, 2022).

Despite its advantages, bureaucracy has faced significant criticism, including excessive routines that may lead to administrative stagnation and limited flexibility in decision-making, hindering innovation. Additionally, strict adherence to rules can complicate daily operations. Nevertheless, this

model remains an essential organizational reference, supporting institutional stability and ensuring systematic and effective operations (Al-Muneef, 2017).

The Relationship Between Administrative Schools and the Role of the Educational Supervisor in the Educational Context

The Ministry of Education aims to enhance the quality of education through various strategies, including empowering school leaders by granting them greater authority to make decisions aligned with their schools' needs. This empowerment fosters the development of an effective and integrated educational environment (Al-Juaidi, 2019). Educational supervision also focuses on visiting underperforming schools and providing direct support to improve performance. Additionally, data is meticulously analyzed to share insights about school performance and guide educational policies based on clear evidence. These efforts include periodic school evaluations to monitor continuous progress and address academic and administrative gaps (Jeetu, 2019).

Furthermore, the Ministry works on curriculum development through an independent national center and intensifies comprehensive training programs for teachers and school leaders to enhance their skills and improve educational performance (Mahdawi, 2023). The Ministry also adopts institutional transformation by restructuring administrative frameworks and delegating operational tasks to development companies, ensuring focus on strategic aspects. These initiatives are supported by an integrated digital system that facilitates data sharing and swift decision-making while enhancing accountability and incentives to improve performance and achieve educational system goals effectively (Al-Sobhi, 2019).

The relationship between administrative schools and the role of the educational supervisor in the educational context is evident in the interaction between theoretical aspects of administration and practical applications of educational supervision (Al-Ghanem, 2022). Administrative schools, such as Frederick Taylor's scientific management or Henri Fayol's administrative division, emphasize efficiency and effectiveness. This reflects in the work of educational supervisors, who meticulously plan educational activities and monitor teachers' performance to ensure effective curriculum implementation. Supervisors identify optimal procedures and analyze time and motion within the educational context, contributing to enhanced educational performance and an improved school environment (Azam Khan et al., 2013).

Under Max Weber's bureaucratic model, the role of the educational supervisor is seen in organizing work within the educational environment based on specific rules and procedures. The supervisor acts as a liaison between school administration and teachers, monitoring the implementation of educational policies and ensuring tasks are distributed objectively based on competence and merit. This role strives to achieve transparency and fairness, enhancing clarity of roles and improving the educational environment by minimizing disorder and administrative improvisation (Al-Ghanem, 2022).

Finally, the importance of the educational supervisor's role in the educational context is reflected in the democratic supervision model, which advocates for encouraging participation among teachers and students in educational decision-making. This approach contributes to creating a more interactive educational environment by motivating teachers to adopt innovative teaching methods and fostering teamwork among students. Supervisors provide necessary support and guide educational processes to achieve curriculum objectives and improve the quality of education (Al-Khattab, 2014).

Comparison of Administrative Schools and the Supervisor's Role

- **In Classical Schools:** Teachers are viewed as order executors, with a focus on discipline and compliance (Shoutmore, 2023). In contrast, modern schools consider teachers as partners, providing ongoing support and training.

- **Regarding Students:** The traditional approach perceives students as passive recipients of information, while modern schools emphasize skill development and critical thinking.
- **In Curriculum Design:** Classical schools adopt rigid, unmodifiable curricula, whereas modern schools adapt curricula based on students' needs (Maliki, 2015).
- **In the Educational Context:** The classical approach relies on rote learning, while modern schools emphasize interaction and technology.
- **In School Administration:** Classical schools follow a centralized approach focusing on control, whereas modern schools prioritize consultation and strategic planning involving all stakeholders (Al-Juwaifel, 2023).

Educational Supervision Methods

Educational supervision relies on a set of methods designed to achieve supervisory objectives and improve educational performance. One of the most prominent methods is the "classroom visit," which is widely used in educational supervision. In this method, the supervisor visits the teacher in their classroom, either with prior planning or unexpectedly, to observe lessons and assess student performance. According to Dehioum (2019), classroom visits are an effective tool that enables supervisors to evaluate educational performance in real time. These visits help identify the strengths and weaknesses of both teachers and students, assess the impact of professional training programs, and ensure the application of appropriate pedagogical methods and effective classroom management according to the educational stage. Additionally, they allow supervisors to evaluate the integration of technology into education and propose ways to optimize its use for student benefit (Al-Zamil, 2022).

The Interrelation of Administrative Schools and Educational Supervision

The relationship between administrative schools and educational supervision is complementary, with both aiming to enhance educational and administrative performance in educational institutions. Administrative schools emphasize concepts such as leadership, organization, and flexible decision-making. Meanwhile, educational supervision plays a role in overseeing, organizing, and supporting teachers to adapt to modern curriculum developments and teaching methods. Supervisors act as strategic partners, integrating administrative and educational objectives to improve the quality of education and overall institutional performance (Al-Sobhi, 2019).

This relationship is rooted in cooperation to achieve educational goals. Supervisors apply modern administrative principles such as planning, data analysis, and performance measurement while involving teachers and administrators in setting priorities and goals. This approach fosters transparency, improves the work environment, and helps schools address challenges and achieve sustainable progress in educational and administrative performance (Dehioum, 2019).

Modern administrative schools emphasize dynamic interaction between supervisors and teachers, perceiving the supervisor as a mentor and supporter for teachers. This perspective enhances collaboration to achieve educational goals. These schools adopt transformative leadership, focusing on continuous professional development, innovative teaching methods, and technology use. They also account for individual differences among teachers, encouraging skill development, which ultimately enhances overall educational performance (Saleh, 2018).

Challenges in Traditional Models and Modern Approaches

In classical administrative schools, supervisors are often seen as administrative authorities tasked with monitoring compliance with official regulations. This model typically focuses on discipline and control rather than collaboration with teachers. Supervisory methods emphasize instructions and compliance, reducing interaction between supervisors and teachers and limiting innovation in teaching methods. Additionally, these models often lack ongoing interaction and professional training to enhance educational performance holistically (Saleh, 2018).

In contrast, modern administrative schools adopt a partnership approach, supporting teachers with innovative strategies such as transformative leadership and technology integration (Al-Sobhi, 2019). While traditional schools focus on monitoring and discipline, modern schools emphasize flexibility, professional development, and collaborative planning, which enhances innovation and educational outcomes.

The Ideal Administrative Model for Educational Supervision

A flexible supervisory foundation can be established in some administrative schools, such as the social systems school and the contingency school. These schools emphasize adaptability to changes and responsiveness to emergencies. However, a single administrative model may not suit all scenarios, as diverse challenges require varied supervisory approaches (Shahatah, 2020).

Most administrative schools concentrate on specific principles. By integrating these principles and combining appropriate approaches, it is possible to create a flexible and adaptable supervisory model that accommodates diverse circumstances.

Educational supervision has evolved through several stages, beginning with teacher performance inspection, progressing to support and motivation, and culminating in a focus on achieving general educational goals. In recent stages, efforts have been integrated through increased collaboration between supervisors and teachers to address educational challenges (Salem, 2011).

Ongoing Challenges in Educational Supervision

Despite its importance, educational supervision faces significant challenges, including:

- Excessive focus on compliance rather than educational development.
- Ineffectiveness of frequent supervisory visits.
- Lack of continuous training for supervisors.

These challenges adversely affect the quality of supervision and limit its ability to bring about substantial improvements (Al-Zahrani, 2023). A notable challenge is the absence of targeted training programs for supervisors and the lack of a standardized classification system for schools (Al-Saida, et al., 2023). Furthermore, inadequate organizational links between departments weaken coordination and reduce the efficiency of the supervisory system, necessitating fundamental reforms to achieve educational goals (Alazzam, et al., 2022; Bjørndal, et al., 2024).

Arab Context

In the Arab context, administrative model implementation varies widely. Some countries and large institutions, especially in modern business sectors, have begun adopting advanced administrative methods such as total quality management, performance management, and participatory leadership. These approaches focus on continuous improvement and effective participation by all stakeholders. However, the transition to these modern models remains slow in some regions, requiring advanced training and cultural shifts in management (Badran, 2016).

Traditional classical administrative models remain dominant in many Arab institutions, especially in government bodies and small businesses. These models rely on strict hierarchical structures, with authority centralized at the top and direct supervision to maintain order and discipline. This approach reflects a preference for hierarchy and strict oversight, limiting flexibility and reducing creative interaction among employees (Al-Zaabi, 2009).

CONCLUSION

Classical administrative schools, such as the bureaucratic school and time management principles, laid the foundational framework for traditional educational supervision systems. These systems heavily relied on strict structures and meticulous oversight, as highlighted by Atwi (2019). In

contrast, modern administrative schools, like the social systems school and total quality management, introduced more flexible and interactive perspectives on educational supervision. These modern schools emphasize collaboration between supervisors and teachers, fostering an educational environment that supports partnership and encourages teachers to enhance their performance through continuous training and analytical tools for monitoring performance. As a result, the supervision model has shifted its focus toward improving the educational process through cooperation and partnership, rather than strict control and monitoring.

The differences between classical and modern administrative schools are evident in the fundamental shift in the role of the educational supervisor. In classical schools, the supervisor's role was limited to inspection and centralized oversight, focusing on monitoring and directing teachers in a top-down manner. However, in modern schools, the supervisor has become an active partner in the educational process, with their role revolving around guidance and support. This shift aims to enhance teachers' educational skills and assist them in overcoming educational challenges. Consequently, the supervisor's role has expanded to include tracking educational and pedagogical progress alongside teachers, fostering mutual interaction and motivating teachers to improve their performance, ultimately reflecting positively on the quality of education and school performance.

Although modern administrative schools have introduced advanced methods that enhance educational supervision, their implementation in some educational systems may face significant challenges, particularly in systems that heavily depend on traditional bureaucratic approaches. Transitioning from the old model to a modern one requires cultural and administrative changes, necessitating continuous training for supervisors and teachers on how to apply new methods. At the same time, these modern schools offer great opportunities for improving educational supervision by encouraging teamwork, fostering innovation, and allowing schools to design innovative solutions tailored to their specific needs. These opportunities enhance integration between supervisors and schools, leading to improved educational performance and raising the overall quality of education.

Under modern administrative schools, the role of the educational supervisor has become more complex and significant. Supervisors are no longer merely observers of performance; they have become central to improving the educational environment comprehensively. Today, a supervisor must be a knowledge leader and an academic mentor capable of employing flexible supervisory methods, such as continuous evaluation and the use of modern educational technologies. Supervisors collaborate with teachers to identify educational challenges and develop appropriate solutions. By doing so, they motivate teachers and enhance their performance by adopting methods that support skill development and achieve optimal outcomes in the educational process.

The relationship between administrative schools and educational supervision underscores the necessity of integrating modern administrative thought with the supervisory practices used in educational institutions. Modern administrative schools advocate for strengthening the role of educational supervision so that it extends beyond monitoring teachers to include continuous motivation and guidance, as well as developing collaborative practices between supervisors and teachers. This integration contributes to improving the quality of education by adopting more flexible and innovative methods, emphasizing continuous professional training, and analyzing data related to teacher performance. These practices ensure long-term educational improvement and the achievement of educational objectives aligned with the aspirations of the educational system over time.

In conclusion, the relationship between administrative schools and educational supervision highlights the importance of transitioning from traditional methods to more interactive and flexible models. Supervision focuses on collaboration and continuous guidance to enhance the quality of education. This transformation strengthens the role of supervisors as active partners in improving educational performance and achieving educational goals.

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