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Challenges facing the educational supervision methods of the Ministry of Education in light of Saudi Vision 2030

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ABSTRACT
Educational supervision is one of the most important pillars of the educational system and teacher professional development. There are three factors to measure the efficiency of educational supervision in educational institutions, which are teaching, learning, training, professional development, and thinking about developing human skills and capabilities. The current study sought to identify the challenges facing educational supervisors in the Saudi Ministry of Education, including financial, administrative, environmental, personal, and the challenges resulting from the teacher and principals. The study relied on the design of quantitative data using a questionnaire distributed in September 2022. The supervisors were randomly selected, and the sample consisted of (249) supervisors from the Ministry of Education in the Kingdom. Saudi Arabia. The results of this study indicate that personal challenges are among the most challenges facing educational supervisors, so the Ministry of Education must pay more attention in this aspect by holding more training courses and conferences to enable supervisors to provide guidance aimed at teachers to reach the highest levels of education.

Keywords: Educational supervision methods, Vision 2030, Saudi Arabia

1. INTRODUCTION

The scientific and educational changes that the world is going through today, which includes most aspects and regulations, including the educational system and the supervisory process, and this is what prompted educators to study education systems and focus on the teacher as the cornerstone of that system (L& Xue,2021). Educational supervision is an integral part of educational management and is one of the important parameters of the educational system, including learning and teaching. Education is an essential part of the educational process and part of the educational system and aims to enhance the educational process in all its forms (binti Ismail,2018).

Personality, administrative supervision, academic supervision, educational evaluation, and research and development are all good indicators of a supervisor's effectiveness (Adnan et al.,2022). All supervisors, internal and external, now face a difficulty as a result of these obligations. The supervisor is seen as the motivator for teachers to maintain their health, safety, and ability to perform under any conditions (Glanz& Heimann,2019)

In order for education to keep pace with knowledge in today's society and to develop qualified professionals, the curricula must be constantly improved to incorporate more content so that it contains the well-established principles of learning sciences to design and deliver content towards this goal by providing updated guidance by qualified supervisors who are able to provide guidance to reach this goal. , and for the continuing education of subjects, and also to facilitate the solution of new and contemporary problems (Wahyu, 2020).

In the education system, the way in which the activities that appear in the teaching and learning process are carried out is ensured. The verification of whether its objectives have been achieved or not is carried out through inspection and also thanks to audit activities to be able to prevent and eliminate potential problems in the educational process (Heining, 2020). Monitoring the activities of the school staff, discovering deficiencies and removing them in the educational process, and introducing new innovations to increase the efficiency of education. All this is done through the educational supervisors performing their tasks (Tomczyk & Walker,2021)

Educational supervision is the process of involving teachers in the educational environment to improve teaching and increase student success. It is an element of controlling and improving the educational process (Amon & Bustami,2021). This is done through the inclusion of educational activities and checking the degree of achievement of the educational institution's objectives to take the necessary measures to obtain better results for education and improve the educational process and take the necessary measures to reduce and remove obstacles

in front of the educational supervisors and identify the challenges facing them and work to confront them and find solutions (FEDAİ, 2021)

Putting the Saudi Economic Vision 2030 (or Vision 2030) into practice, the Kingdom of Saudi Arabia must reform its education system The paper attempts to shed light on the identifying the challenges facing educational supervision methods in the Ministry of Education in the Kingdom of Saudi Arabia to keep pace with the vision of 2030 and working to find solutions to reduce these challenges and increase the efficiency of education and the educational process in the schools of the Kingdom of Saudi Arabia

As well as the extent of the importance of this process and its implications for the behavior and attitudes of its employees, and therefore it is important to know the opinions of supervisors, teachers and principals also about the evaluations of the supervisors' work and finding the challenges they face in Saudi Arabian schools

The importance of this study lies in its attempt to provide decision makers in the Saudi Ministry of Education with results based on field research, which may contribute to the development of job performance evaluation systems for educational supervisors in the Saudi Ministry of Education. Especially the tools used for this

In addition to identifying the position of teachers and school administrators, which in turn can be useful in providing feedback to the performance development centers of the Saudi directorates of education in light of the review of the work mechanisms of performance appraisal systems. The results of the study may be useful in knowing the positive and negative aspects of the supervisory performance appraisal system in education and education, which helps in avoiding future challenges and addressing weaknesses in the supervisory system to raise the efficiency of education and address weaknesses of teachers as well

In this research, the challenges facing educational supervisors will be identified in terms of the following divisions: financial and economic challenges, administrative / institutional obstacles, Educational / professional / technical obstacle, personal / subjective obstacles, Supervisory problems related to the educational supervisor himself Social/Environmental obstacles, and supervisory problems related to the teacher and school principals of the Saudi Ministry of Education

2. LITERATURE REVIEW

Mayudho & Imron (2021) conducted research on the importance of use of educational supervision to promote efficient teacher and education. The search was conducted using the literature search method, and a variety of sources - scientific and non-scientific - were collected and reviewed in order to perform data analysis. To explore the relationship with educational supervision in enhancing teacher professionalism, articles and books will be useful as sources of information, and research findings will add insight and concepts. The results are summarized in the fact that supervision enables teachers to carry out their responsibilities in the best possible way in order to understand the goals to be achieved later. Mastery of the various duties that teachers perform, including teaching, teaching, skills and recognition, i.e. necessary to support the success of their learning process for pre-established learning objectives.

Çevik & Zepeda (2020) conducted a study on the role of educational supervision in promoting social principles in K12 schools of the United States. The results of this study were that educational supervision enhances reflexive practices, supports relationship building, creates opportunities to improve teacher ability, and focuses effort and time to create momentum for teachers to become more social - just They also interact with their students. And that educational supervision must have social, cultural and political principles, and that without these principles, supervision, professional learning, and evaluation will remain secret administrative functions that do not focus on the needs of teachers while they are on the move throughout their careers.

Tesema (2014) research to the methods used for school monitoring in Kamashi district public secondary schools. The various supervision techniques utilized by the supervisors at these schools, the methods for secondary school classroom monitoring, the degree to which school supervisors fulfill their duties, and the difficulties in putting school supervision into practice. The manner of the survey was descriptive. Five schools were chosen at random to serve as model schools. Using the intentional sample method, 5 principals and 30 school supervisors were included as respondents. The major tool for gathering data was the questionnaire. The study's findings showed that teachers lack awareness of and guidance regarding the activities and significance of school supervision, that supervisory practices do not effectively match teachers' developmental levels, and that supervisors are unable to correctly implement the required procedures for classroom supervision. On the other hand, a lack of pertinent training programs for supervisors, a dearth of supervisors with experience in school supervision activities, a lack of supervision guides in schools, and a lack of funding for supervisory activities are some of the factors that have an impact on school supervision. Finally, it is advised that supervisors be given relevant in-service training to improve their supervision activities, necessary tools such supervision guides, and sufficient funding for this training in order to eliminate school supervision issues in secondary schools.

To achieve total quality management (TQM) in educational institutions, Saihu (2020) conducted a study on the role of educational supervision in improving the quality of teachers in educational institutions through theoretical concepts, objectives, principles, planning and techniques in the implementation and follow-up of educational supervision through reviewing books, using bibliographic methods, and using qualitative research

methodologies. With the applied research, the results of this study were summarized to the effect that real academic supervision can improve the efficiency of the teacher in an educational institution. With careful planning, as well as the correct techniques in its implementation, its results will be reflected in improvements in the efficiency and quality of teachers and education in schools.

A study focused on educational supervision on teachers and school administrators to improve the performance of teachers and raise the efficiency of education and the educational process, as well as oversight and the development of preventive measures to prevent teachers from committing violations and being more careful in performing their work as teachers. This will help in implementing community service and revealing supervision activities that are implemented in school. The results of this study are expected to help in solving educational problems that teachers face during learning and can provide motivation for teachers to always increase their knowledge to become teachers (Suchyadi et al., 2019)

Kristiawan et al (2019) discussed supervision as a grant from the principal to carry out the evaluation and overseeing the technical aspects of teaching and administration in the form of providing instructions and examples on the implementation of teaching by teachers to improve and improve the performance of the teacher in carrying out the main task and to know the shortcomings or education errors that must be fixed. In order to apply their knowledge and skills to better assist parents, students, and schools, instructors and supervisors must go through a process called supervision. The principal and the teacher must comply to the directives of the educational supervisor in addition to making the school a better and more productive society

Terra & Berhanu (2019) completes a study evaluating the procedures and difficulties associated with educational supervision in public secondary schools in the Wallita District. and choose the degree to which educational supervisors support trained professionals at the professional level; How educational? Supervisors are skilled in their jobs and are aware of the main difficulties encountered while carrying out educational monitoring. Use a descriptive survey design. A questionnaire was used to collect quantitative data. In-depth interviews were used to collect qualitative data. According to the study's findings, there are educational supervisors. It did not offer instructors consistent and sufficient assistance for curriculum development and professional growth. Neither in educational matters nor in the significance of educational monitoring did they provide training for teachers. They spend their time working on administrative activities rather than providing greater support for academic tasks. On the other hand, educational supervisors encountered a number of difficulties that hindered the efficient application of supervision. the difficulty in choosing and appointing qualified individuals to serve as instructional supervisors, the absence of supervision handbooks.

Malunda et al (2016) investigated the impact of educational oversight by school officials on the pedagogical methods used by teachers in Uganda's public secondary schools. Research in this area has tended to be more technical in nature in the country than it has been on how teachers react to supervision. A descriptive cross-sectional survey design was employed in the study. Participants in the study included 934 teachers who were chosen at random. The study's findings demonstrated that school administrations were not providing adequate educational monitoring, which allowed instructors to employ inefficient pedagogical techniques. The study came to the conclusion that, regardless of other variables, how teachers are supervised affects their instructional methods. Therefore, the Directorate of Education Standards should inspect schools more frequently and senior teachers and subject heads should receive regular in-service training on how to conduct portfolio supervision and class observations in schools in order to improve the pedagogical practices of teachers.

Haris et al (2018) and others have investigated viewpoints, behaviors. The importance of school supervision in the Indonesian educational system is discussed, along with some of the major difficulties faced by school supervisors, as well as prospects for school supervision in Indonesia and future steps for improving educational effectiveness. He listed the following difficulties among them: Financial difficulties brought on by a lack of financial incentives and adequate and operational funding for school administrators. By securing a larger salary from instructors, school administrators can improve their professionalism and establish a more respectable reputation while also failing to secure enough operating funding for things like office supplies, reporting, travel expenses, and research. In addition to the administrative difficulties, such as the administrative burdens on teachers and educational supervisors, the lack of cooperation between the educational supervisor and the school director, the failure to appoint qualified supervisors but on the basis of seniority, the failure to fully support the duties of school supervisors with an appropriate infrastructure, facilities, and resources for the success of the supervision process, and other difficulties

A descriptive survey methodology and the use of a multi-stage sample technique from school administrators and teachers were employed in a study by Assefa Ekyaw (2014) examining educational supervision methods and problems in Asosa Primary Schools. T, along with 13 cluster managers. The primary method used in this study to collect data was a questionnaire. The primary findings of this study are: Educational supervisors' attempts to pinpoint the advantages and disadvantages of instructors in the classroom in order to create a useful intervention were unimportant. Additionally, educational supervisors' efforts to assist teachers in overcoming their limits and their reliance on their assistance in enhancing their teaching abilities fell short. The efforts of education supervisors to work with schools/groups with other organizations, community groups, and other interests on

issues impacting education quality have also fallen short. The main difficulties that primary education supervisors encountered when putting educational oversight into practice were several. They are weighed down by additional assignments, receive the same credit as other teachers, struggle to accept recommendations, and lack funding.

In order to improve the effectiveness of the role of critical supervisors, Goldring et al (2020) conducted a study aimed at developing the role of supervisors through their training and development to provide academic support to teachers and increase the effectiveness of academic content and teaching methods for teachers, which in turn increases the academic achievement of students by improving the quality of teaching, and by eliminating all the challenges they face. Challenges have been eliminated through training and development, and support and development effective principles more effectively. The educational purpose was achieved by giving supervisors less authority over principals and few other tasks that would divert them from working with school leaders and making them focus more on teaching during school visits, providing customized training for key supervisors and focusing on meeting times, and for professional learning and continuous skills development

Mirfani & Mirfani (2019) worked on studying the challenges facing educational supervisors and their relationship with school administrators with the technological development of education in schools affiliated to Indonesia. The supervisors are required to reorient their roles in line with the demands of change, whether in the dynamic learning and school management. School principals must understand the supervisor's job and cooperate with him to keep pace with technology to increase the efficiency of education. Increase coordination between the supervisor and the principal. He also mentioned that the educational supervisor must make the education leadership global and commensurate with global systems in the light of the era of technology development

Hernandez (2019) researched the relationship between the principal and the educational supervisor. Teamwork and training played a key role in raising the efficiency of teaching and learning new teaching methods and practices that support foundational beliefs about how students learn and improve the educational process and how the school principal can make the educational supervisor an educational leader who carries education to its highest degree from During the provision of support and guidance to teachers, and teachers adhere to the advice of supervisors

3. METHODOLOGY

The current research has interested to adopt a research approach of cross-sectional method with selecting the quantitative method research to achieve research objectives. The research was conducted and targeted those participants through a personal contact after getting an approval from all participants through a consent form to ensure voluntarily participation in this study after explaining the study objectives. A self-administered survey questionnaire was designed and developed based on the relevant literature similarly addressed the same current study concepts and variables. The key parts of this instrument included demographics of the sample e.g gender, age, and experience. Through numerous adapted measuring items, the study edited them in order to measure the factors involving in this study e.g obstacles that are facing the educational supervision methods in the Ministry of Education in the Kingdom of Saudi Arabia e.g financial, administrative, technical, environmental obstacles. A total of valid 249 responses of the educational supervisors in the Ministry of Education in the Kingdom of Saudi Arabia were considered for further analysis with a response rate of 77% of the actual distributed questionnaires (323 copies), and the sample represented different places in the kingdom due to get different perspective to enrich the research findings.

Importantly, the research measurements were validated through a panel of experts and professionals in the research field, and they were reviewed by senior researchers and educational experts to ensure they can measure better the study variables. Further, the study instrument of questionnaire was written and edited in both Arabic and English to make it more understandable for those with poor English. All statements were ranked with Five-Likert Scale of strongly disagree =1 to strongly agree =5 as the most common scale used in this type of studies and easy to categorize the responses. The study used several important statistical analyses procedures such as the frequency of the sample demographics, descriptive statistics of the items, and factor's reliability. All analyses were conducted by using Statistical Package for the Social Science SPSS version 21 to achieve research objectives and answer the research question. A consent form was also attached with the questionnaire, and only who gave consent to use the data were involved in the analysis. The incomplete responses, missing information, not filling appropriately the statements or even double-answer questions were excluded from the analysis to avoid illogical results that might influence the research findings and implications.

4. RESULTS

The research results are provided and presented by using and running the descriptive statistics by SPSS software. The demographics profile of the study participants as given in Table 1 included their gender, age, and experience. The findings revealed that the majority of the study participants were male about 78.7% of the overall study participants, meanwhile the female participants were only 21.3%. It could conclude from this

result the position of the education supervision at the Ministry of Education in the Kingdom of Saudi Arabia is occupied by the males which require places movements and visit far away many different schools to make a field supervision of these schools compared to females which thy prefer office works. In terms of the age of the sample, the results were categorized the sample into five age groups, the majority of the sample was aged between 31-39 (45.4%) years old which explain the moderate aging of the staff working in the education supervision. And the group that ranged between 40-45 years old comes at the second rank with a percentage of (30.5%) which indicate the younger age groups of the sample of this research. The results of the experience demographic showed about (32.9%) of the sample had 11–20-year experience and followed by those of 6–10-year experience about (28.9%).

Table 1: Profile of Demographics

	Frequency	Percent	Valid Percent
Gender			
Male	196	78.7	78.7
Female	53	21.3	21.3
Age			
<30 years old	32	12.9	12.9
31-39 years old	113	45.4	45.4
40-45 years old	76	30.5	30.5
46-55 years old	28	11.2	11.2
Experience			
0-5 years	50	20.1	20.1
6-10 years	72	28.9	28.9
11-20 years	82	32.9	32.9
> 20 years	45	18.1	18.1

The study also showed an interest to identify the challenges that are facing the educational supervision methods applied in the Ministry of Education in the Kingdom of Saudi Arabia based on the kingdom vision of 2030 as well it asked the participants about their experiences and perceptions as an educational supervisor. To know about the point of view of the sample and evaluate the key constraints or factors that are influencing the educational supervisors in the Ministry of Education in the Saudi Arabia, the study categorized these factors into financial obstacles, administrative obstacles, technical obstacles, environmental obstacles, personal barriers, and Teacher/school principal Obstacles.

The variable of financial obstacles were measured by using five items, and the results showed high relative importance for all these items with a mean and standard deviation ranged (3.90-4.02) and (1.04-1.11) respectively with a mean of (3.95) for the whole factor as stated in Table 2 which indicate greater agreement of the sample about the role of these obstacles as a key challenging factor encounter the educational supervision methods in the Ministry of Education in Saudi Arabia. Moreover, the respective results revealed mostly all belonging items of this construct have positively and significantly correlated with the factor and ranged between (0.817-0.862) which supported the importance of the measurements while measuring this variable. Regarding the reliability scale of this variable, the study performed this test using Cronbach alpha, and the presented results in Table 8 showed a great reliable result about (89%) which this also confirmed the ability of the associated items to represent this construct.

Table 2: Descriptive Statistics for financial obstacles

NO	Items	Mean	SD
FO1	Lack of educational aids necessary for the learning and teaching process	3.92	1.11
FO2	Lack of material incentives for supervisors and teachers, and low monthly salary	4.02	1.04
FO3	The lack of libraries, books and references in schools that specialize in increasing the behavioral achievement of teachers	3.94	1.11
FO4	Lack of funds to purchase some modern equipment and technologies to implement some supervisory activities	3.98	1.10
FO5	The lack of internet services for many educational supervisors	3.90	1.11
Overall Financial obstacles		**3.95**	**0.915**

The variable of administrative obstacles were measured by using ten items, and the results showed high relative importance for all these items with a mean and standard deviation ranged (2.94-4.07) and (1.00-1.55) respectively with a mean of (3.57) for the whole factor as given in Table 3 which indicate greater agreement of the sample about the role of these obstacles as a key challenging factor encounter the educational supervision methods in the Ministry of Education in Saudi Arabia. Moreover, the respective results revealed mostly all belonging items of this construct have positively and significantly correlated with the factor and ranged between (0.592-0.738) which supported the importance of the measurements while measuring this variable. Regarding the reliability scale of this variable, the study performed this test using Cronbach alpha, and the given results in Table 8 showed a great reliable result about (85%) which this also confirmed the ability of the associated items to represent this construct.

Table 3: Descriptive Statistics for administrative obstacles

NO	Items	Mean	SD
AO1	Administrative burdens on the educational supervisor and the teacher	4.11	1.06
AO2	Lack of training courses for educational supervisors and teachers	4.07	1.00
AO3	Weakness of school principals' ability to exercise educational supervision	4.06	1.05
AO4	Lack of awareness of the responsibility of work among some educational supervisors, principals and teachers	3.97	1.09
AO5	Lack of criteria for selecting qualified teachers	4.04	1.03
AO6	Unavailability of places to hold meetings and programs	3.03	1.55
AO7	Failure to provide schools with aids for educational supervision	3.07	1.51
AO8	Lack of cooperation between the educational supervisor and the school principal	2.94	1.53
AO9	Merge educational and administrative supervision	3.31	1.28
AO10	Inadequate means to monitor the activities of classroom visits	3.13	1.31
Overall Administrative obstacles		**3.57**	**0.827**

The variable of technical obstacles were measured by using seven items, and the results showed high relative importance for all these items with a mean and standard deviation ranged (2.94-4.04) and (1.03-1.55) respectively with a mean of (3.35) for the whole factor as presented in Table 4 which indicate greater agreement of the sample about the role of these obstacles as a key challenging factor encounter the educational supervision methods in the Ministry of Education in Saudi Arabia. Moreover, the respective results revealed mostly all belonging items of this construct have positively and significantly correlated with the factor and ranged between (0.471-0.801) which supported the importance of the measurements while measuring this variable. Regarding the reliability scale of this variable, the study performed this test using Cronbach alpha, and the given results in Table 8 showed a great reliable result about (82%) which this also confirmed the ability of the associated items to represent this construct.

Table 4: Descriptive Statistics for technical obstacles

NO	Items	Mean	SD
TO1	Some teachers did not implement the instructions of the educational supervisor.	3.97	1.09
TO2	Poor adequacy of some educational supervisors	4.04	1.03
TO3	The resistance of many teachers to change and renewal	3.03	1.55
TO4	The weak affiliation of the teacher to the profession, and their negative view of the teaching profession	3.07	1.51
TO5	Teachers' lack of participation in educational planning for the learning and teaching processes	2.94	1.53
TO6	Unavailability of a specialized supervisory library	3.31	1.28
TO7	Poor teacher professional development	3.13	1.31
Overall Technical obstacles		**3.35**	**0.942**

The variable of environmental obstacles were measured by using four items, and the results showed high relative importance for all these items with a mean and standard deviation ranged (3.92-4.02) and (1.04-1.11) respectively with a mean of (3.96) for the whole factor as stated in Table 5 which indicate greater agreement of the sample about the role of these obstacles as a key challenging factor encounter the educational supervision methods in the Ministry of Education in Saudi Arabia. Moreover, the respective results revealed mostly all belonging items of this construct have positively and significantly correlated with the factor and ranged between (0.821-0.856) which supported the importance of the measurements while measuring this variable. Regarding

the reliability scale of this variable, the study performed this test using Cronbach alpha, and the provided results in Table 8 showed a great reliable result about (85%) which this also confirmed the ability of the associated items to represent this construct.

Table 5: Descriptive Statistics for environmental obstacles

NO	Items	Mean	SD
EO1	Unstable family relationships	3.92	1.11
EO2	Uncomfortable working conditions for the supervisor	4.02	1.04
EO3	Lack of incentives offered to the supervisor	3.94	1.11
EO4	The difference in the gender of the supervisor and the teacher or teacher	3.98	1.10
Overall Environmental obstacles		**3.96**	**0.915**

The variable of personal barriers were measured by using five items, and the results showed high relative importance for all these items with a mean and standard deviation ranged (3.90-4.11) and (1.00-1.11) respectively with a mean of (4.02) for the whole factor as provided in Table 6 which indicate greater agreement of the sample about the role of these barriers as a key challenging factor encounter the educational supervision methods in the Ministry of Education in Saudi Arabia. Moreover, the respective results revealed mostly all belonging items of this construct have positively and significantly correlated with the factor and ranged between (0.800-0.864) which supported the importance of the measurements while measuring this variable. Regarding the reliability scale of this variable, the study performed this test using Cronbach alpha, and the presented results in Table 8 showed a great reliable result about (88%) which this also confirmed the ability of the associated items to represent this construct.

Table 6: Descriptive Statistics for personal barriers

NO	Items	Mean	SD
PB1	Weak competencies of the educational supervisor in the academic fields	3.90	1.11
PB2	The supervisor's failure to follow up on developments in his field of specialization	4.11	1.06
PB3	Inability of the supervisor to design and implement training programs	4.07	1.00
PB4	Inability of the supervisor to carry out his duties for health and psychological reasons	4.06	1.05
PB5	Lack of confidence in the supervisor	3.97	1.09
Overall Personal barriers		4.02	0.884

The variable of teacher/school principal obstacles were measured by using ten items, and the results showed high relative importance for all these items with a mean and standard deviation ranged (3.03-4.04) and (1.03-1.55) respectively with a mean of (3.46) for the whole factor as given in Table 7 which indicate greater agreement of the sample about the role of these obstacles as a key challenging factor encounter the educational supervision methods in the Ministry of Education in Saudi Arabia. Moreover, the respective results revealed mostly all belonging items of this construct have positively and significantly correlated with the factor and ranged between (0.582-0.760) which supported the importance of the measurements while measuring this variable. Regarding the reliability scale of this variable, the study performed this test using Cronbach alpha, and the presented results in Table 8 showed a great reliable result about (86%) which this also confirmed the ability of the associated items to represent this construct.

Table 7: Descriptive Statistics for teacher/school principal obstacles

NO	Items	Mean	SD
SO1	Neglect of some teachers in implementing the instructions of the educational supervisor	4.04	1.03
SO2	Poor academic and behavioral achievement of some teachers	3.03	1.55
SO3	Some teachers do not trust educational supervisors and look at them as swords hanging on their necks	3.07	1.51
SO4	Some teachers' frustration with students due to their neglect and lack of proper home education	2.94	1.53
SO5	Some school principals lack technical follow-up to their teachers	3.31	1.28

SO6	Failure of the school principal to cooperate with the educational supervisor	3.13	1.31
SO7	Appointment of some incompetent supervisors	3.34	1.36
SO8	The absence of a specialized supervisor responsible for each educational stage	3.92	1.11
SO9	Lack of coordination between the supervisor, his directorate, the school and the teacher	3.94	1.10
SO10	Lack of interest by some officials in the report of the educational supervisor	3.93	1.16
Overall Teacher/principal obstacles		3.46	0.885

Table 8: Reliability Results

Construct	No of items	Reliability	Result
Financial obstacles	5	0.89	Reliable
Administrative obstacles	10	0.85	Reliable
Technical obstacles	7	0.82	Reliable
Environmental obstacles	4	0.85	Reliable
Personal barriers	5	0.88	Reliable
Teacher/principal obstacles	10	0.86	Reliable
Overall scale	41	0.96	Reliable

4. DISCUSSION

Based on the vision of the Kingdom of Saudi Arabia 2030, the study aims to shed light on the difficulties faced by the educational supervision methods used in the Ministry of Education. It also inquired of the participants about their opinions and experiences with the method as a teaching method for supervision. The study divided these factors into four categories, namely, financial obstacles, administrative obstacles, technical obstacles, and environmental obstacles to determine the sample's point of view and assess the obstacles or primary factors that affect educational supervisors in the Ministry of Education in the Kingdom of Saudi Arabia. and individual challenges that the teacher or manager must overcome.

With regard to the challenges facing the educational supervision methods of the Ministry of Education in the Kingdom of Saudi Arabia to keep pace with the vision of 2030, the results of the study showed that the supervisors' participants had financial obstacles such as the lack of financial incentives for the supervisors to motivate them to do their jobs to the fullest, and in fact the supervisors' achievements are overlooked Educators and not giving them any incentives to make the supervision process a success with the low monthly salary, and this does not give them the incentive to develop the supervision function, which requires the education administration to pay attention to studying financial matters, especially those related to material incentives for educational supervisors through the enactment of more legislation and laws so that they are accurate and specific for incentives. This was confirmed by the study of Haris et al. (2018), which indicated the need to provide financial incentives to support supervisors and push them to carry out supervisory operations and provide instructions to teachers to develop the educational process and become more efficient. In addition to the results of the study conducted by Tesema, (2014), in which he emphasized the need to provide supervisors with appropriate in-service training to improve their supervisory activities to develop their supervisory expertise, the necessary tools such as supervisory guides, and adequate funding for this training in order to eliminate supervision problems.

The results showed that with regard to administrative challenges and the increase in administrative burdens on the educational supervisor and the teacher, the increase in the functional burdens placed on the educational supervisor and always demanding its implementation on time constitute an additional burden on the supervisors and make them deviate from the basic function of supervision, which is to provide instructions to teachers and help teachers solve problems that It relates to students and student education and because the educational supervision process is complex. An intertwined and multifaceted process. It takes time, effort, and dedication. In spite of this, the educational supervisor is assigned to visit a large number of teachers that exceed the specified legal quorum, and sometimes even double it. However, he is charged with an administrative work that limits his field activity and may cut his plan for this, which affects his giving and his activity in preparing bulletins, seminars, training programs and the actual follow-up of his basic tasks. to implement and take advantage of it. This was confirmed by the study (Cevik & Zepeda (2020) Goldring et al (2020)), which emphasized the need for cooperation between school principals and teachers with educational supervisors to be able to conduct the Ashrafieh process efficiently and reduce administrative burdens on a supervisor and provide all possibilities to carry out class visits and increase cooperation between teachers and supervisors. In addition to what was indicated in the study (Haris et al (2018), which emphasized the need to reduce the administrative burden on the

educational supervisor, cooperate with school principals and teachers, and adhere to the instructions of the educational supervisor to reduce the administrative burden. The administrative burden on him and not assigning the supervisor more supervisory work that may require great time and effort, which is the matter that he entrusts to the supervisor on his supervisory job and work on it to the fullest.

As for the results related to technological challenges, especially those related to the inadequacy of some educational supervisors, there are some supervisors who do not have the skills of supervision. It is necessary to appoint supervisors who hold educational qualifications that qualify them for the supervision process, and to work on holding more specialized training courses in the field of supervision because the situations faced by each of them change and move. Because it works for humans. Without training, the information dwindles and disappears, and the teacher has to follow one method in teaching his students, and impress them on one character, and the same is the case for the educational supervisor. And also, it is necessary to hold scientific conferences specialized in the areas of supervision, and this requires the administration of education directorates to pay more attention to the issue of the efficiency of educational supervisors by involving them in supervisory training courses and joining them in international supervisory conferences to gain more skills and experience in the field of teaching methods and methods of supervision, and this What was confirmed by the study (Goldring et al (2020)), which indicated the need to develop the role of supervisors through training and development to provide academic support to teachers and increase the effectiveness of academic content and teaching methods, as well as the need to provide dedicated training for key supervisors and focus on meeting times, and for professional learning and continuous development Supervisory skills to advance the global educational process. In addition to what was indicated by the study (Saihu (2020)), which confirmed that improving the quality of supervision in the educational field through training and development, reviewing international books and books, monitoring methods and holding conferences to exchange experiences and learn about everything new in the field of supervision and everything new regarding methods of dealing with the students and present it to the teachers so that they can apply it in their classes.

On the other hand, the results related to environmental obstacles showed that most of the participants suffered from uncomfortable working conditions for the supervisor as a result of the lack of relations with school principals and teachers, as well as partnership and cooperation relations between schools and civil society institutions to provide support to schools, as well as the supervisors giving guidance and educational advice to parents and orientation Towards social sustainability wherever possible, to benefit from the experiences of the local community in promoting the school's adoption of the concept of sustainability in education, supervision, and environmental and social fields. This is confirmed by the study (Çevik & Zepeda (2020)), which indicated the importance of jointly building relationships between students, teachers and supervisors in the school and the local community, and supporting relationship building to provide advice and educational and supervisory guidance and benefit from the services of retired educators to create opportunities to improve the ability of the teacher, and focuses Effort and time create momentum for teachers to become more social and also interact with their students. Because educational supervision has social, cultural and political principles, and without these principles learning and professional assessment will remain secret administrative functions that do not focus on the needs of teachers as they move through their careers. In addition to the study (Sushiyadi et al., 2019) which indicated the necessity of communicating with the local community because it will help in carrying out community service and revealing the supervision activities that are implemented in the school, which are ready to solve the educational problems faced by teachers while learning and can provide an incentive for teachers to increase their knowledge Always to be admins.

The results also showed that most of the participants' answers regarding personal challenges was the paragraph related to the supervisor's failure to follow up on developments in his field of specialization, the highest percentage. On the design and implementation of training programs, and increase his self-confidence as a supervisor, and thus affect his activity in preparing bulletins, seminars, training programs and the actual follow-up of his basic tasks. . This was confirmed by the study (Hernandez (2019), which emphasized the need for the supervisor to follow developments in his specialty, which play a major role in raising the efficiency of teaching and learning new teaching methods and practices that support basic beliefs. On how students learn and improve the educational process, in addition to what was mentioned in the study (Mirvani and Merfani, (2019)), which emphasized the need for the supervisor to follow up and keep abreast of technology in all supervision processes and to follow up on everything new in this field in order to catch up with developments with teachers and thus raise the efficiency of education and the educational process through learning new teaching methods.

The results also showed that the responses of the study members to the challenges posed by the teacher and the principal, especially the neglect of some teachers in implementing the instructions of the educational supervisor. The subject of teachers' follow-up to the supervisors' instructions and commitment is inevitable, and the supervisor must develop from himself and from the training programs, and teachers must abide by the supervisor's instructions and work with them so that we take over supervision. The lack of authority to punish teachers who do not adhere to teaching procedures, transportation problems, low number of inspectors and poor budget make school inspection fruitless process. This requires the Saudi Education Administration to pay more

attention to the issue of the necessity of teachers' commitment to follow the instructions of the supervisors and to hold each teacher accountable so that the supervision process does not decline. This was confirmed in the study by Kristiawan, et al. (2019), which stressed the need for the teacher to abide by the instructions of the supervisor to improve the teacher's performance in carrying out the main task and to know educational shortcomings or errors that must be fixed while following the instructions of the educational supervisor. In addition to what was stated in the study (Mayudho & Imron (2021), which emphasized the need for teachers to adhere to the instructions of supervisors for the tasks that guidance achieves, namely that it enables teachers to carry out their responsibilities in the best possible way to understand the goals that will be achieved later. Mastering the various tasks performed Teachers, including teaching, learning, skills and recognition, which are essential to support the success of the teaching process. In addition to Malunda et al., (2016) who emphasized that school districts should inspect schools frequently and that senior teachers and subject heads should receive regular in-service training on how to conduct portfolio supervision and classroom observations in schools in order to improve teachers' pedagogical practices.

When we compare all the problems, we find that the supervisors' personal challenges—which include the educational supervisor's subpar academic competencies—are the most frequently mentioned. The supervisor's lack of attention to advancements in his area of expertise. The supervisor's incapacity to create and carry out training initiatives Due to physical and mental limitations, as well as a lack of trust in the supervisor, he is unable to perform his obligations. As a result, the Saudi Ministry of Education must focus more on the supervisor's personality to ensure that it is strong and that he has self-confidence in order to be able to firmly deliver educational instructions to teachers, and it must offer more training courses and educational programs to develop the guidance personality. and be able to develop and design training programs for guidance to advance the educational process in the Kingdom of Saudi Arabia to the global level in light of keeping pace with technology

6.CONCLUSION

In short, this work provided insightful implications that could be useful for future studies and practitioners concerned with the topic of assessing the challenges facing educational supervisors. The Saudi Ministry of Education, as important educational institutions, has recently realized the importance of studying the challenges facing educational supervisors within the Kingdom's schools to keep pace with Vision 2030 to ensure better performance results in education. and educational process. This study explored the fundamental emerging aspect of modern organizations that has received increased attention from executives and researchers. Through the results presented in this study, the significant impact of the challenges facing educational supervision and the vital role of the administrator during the design of educational standards and educational supervision will appear. Since the sample of this study was one of the educational supervisors in the Ministry of Education in the Kingdom of Saudi Arabia, it is possible to benefit from these results to generalize them to other similar organizations, taking into account other differences related to the internal structures and environments of the education directorates affiliated to them and the nature of interdependence between teachers, school principals and supervisors. The limitations of this work can be limited to the limited small size of the sample and the specific sector within the Directorate of Education of the Kingdom of Saudi Arabia, which affects the chances of generalizing these results in other different sectors such as the supervisors of universities that focus mainly on the nature of the relationship between the supervisor and university students to measure performance. Moreover, the factors and dimensions used in this study to measure the supervisory performance process should be expanded in future research with the inclusion of various new variables using modern statistical analysis procedures. For example, a conceptual framework with intermediate factors affecting supervisory performance such as bonuses, financial and non-financial regulations, and the holding of more international supervisory courses and meetings to share educational and supervisory experiences around the world can be proposed

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