

Unlocking Creative Supervision: Insights from Arabic Language Teachers

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ABSTRACT

This study identified the degree to which 'lead-teachers' practice creative supervision from the perspective of Arabic language teachers. The study employed descriptive analytical methods by collecting quantitative data. To achieve this objective, a questionnaire consisting of four dimensions was used: Human Relations, Personal Traits, Planning, Supervisory Practices. Each dimension included a set of items. This questionnaire was administered to the study sample, which comprised (120) Arabic language teachers in the Sultanate of Oman. To determine this degree, the descriptive statistics, means and standard deviations, of the responses to the four dimensions of the questionnaire were calculated. The results showed that the degree of practice for all four dimensions was very high. The mean for the Human Relations dimension was (4.69 - 0.43), while the mean for the items for the Personal Traits dimension ranged between (4.66 - 0.44). The mean for the Planning dimension was (4.56 - 0.6), and the mean for the Supervisory Practices dimension was (4.54 - 0.6). Furthermore, the overall arithmetic mean was (4.06 - 0.50), which is a very high degree. In light of these findings, the study recommends documenting and sharing best practices of creative supervision across schools to inspire consistency and innovation. It is also of high importance to develop continuous training programs through specialized centers that focus on creative supervision aligned with 21st -century learning skills.

Keywords: Practice, Creative Supervision, Lead-Teachers', Arabic Language

INTRODUCTION

Educational supervision is an important element in the educational system, and it is responsible for developing teaching and learning processes. It is a fundamental variable in improving and developing teacher performance, and it also contributes to developing the skills of teachers and 'lead teachers' (Adeoye, 2023; Ategwu, 2024; Suryanto et al., 2025). The concept of supervision and its practices may develop significantly, and it has been freed from mere inspection and monitoring to support, assistance, and directing teachers to lead and supervise their work (Ategwu, 2024; Buro, 2025). Educational supervision is defined as a comprehensive organized interactive process that seeks to bring about desirable changes in teachers' behavior, practices, and attitudes to deepen the school's mission, improve its performance, and enable it to achieve its goals (Al-Otaibi et

al., 2024). Additionally, supervision in educational setting is referred to as “a form of non-specific professional development that deepens understanding of complex pedagogical situations and, through that, strengthens the ability of (self) reflection, emotional regulation, communication and cooperation with other teachers” (Brémová & Smetáčková, 2024, p. 29). Another definition by Nasef (2025) states that educational supervision is a technical process that takes place through continuous communication between the supervisor and the teacher with the aim of improving teachers’ technical and professional skills, to enhance the teachers’ professional performance and contribute to improving the educational process.

Based on its consequences, educational supervision is divided into four sections: corrective, preventive, constructive and creative (Ategwu, 2024; Gheisari & Chaghazardi, 2023; Sembiring & Tijow, 2025). Creative supervision activates teachers’ capabilities because the supervisor motivates and supports the teachers to enable them to perform their roles effectively and efficiently (Al-Bawat, 2022; Ategwu, 2024). It is worth noting that global developments in all aspects of life including education require a focus on creative supervision, as it is one of the most effective types of supervision that invests teachers’ latent energies and directs them towards creative and authentic thought (Al-Bawat, 2022). Tafesh (2004) defines creativity as “the ability to predict difficulties and problems that may arise while dealing with life issues, and to find solutions to them and ways out of them by adopting scientific methods based on deep, innovative ideas, which result in new discoveries and distinctive works that bring about development and improvement in society” (p. 17).

Creative supervision is the type of supervision that is not limited to simply creating the best and providing the highest type of group activity but rather sharpens morale and stimulates the creative abilities of the supervisor (Ategwu, 2024; Badawd, 2010; Al-Bawat, 2022). Creative educational supervision is considered the best type of modern educational supervision because it helps teachers to be in a constant state of innovative creativity and gives them professional motivation. It goes beyond implementing established procedures or drawn-up supervisory programs to open horizons for innovating supervisory methods and programs practiced by the supervisor or ‘lead teacher’ in the professional development of the teachers and stimulating their thinking for creativity. Al-Mazidi and Al-Lawatiya (2021) stated that creative supervision is constantly evolving due to its connection to the results of research studies.

Creative supervision has main stages summarized by Al-Shaqirat (2004): planning, implementation, evaluation, and development. The first stage, which is planning, includes setting goals, and appropriate methods for creative supervision while the second stage, which is implementation, is concerned about implementing this prepared plan and creating innovative and qualitative methods for supervisory methods. The third stage is evaluation, which is concerned with reviewing supervisory practices and analyzing their results and then the last stage, which is the development stage, relates to improving supervisory practices and methods based on feedback.

Any leader can be creative through a number of roles, including (Al-Juhani, 2012):

- Getting to know individuals and developing their creativity.
- Contributing to stimulating creative work.
- Forming teams that entail diverse talents.
- Giving teachers space to express their thoughts and feelings.
- Providing teachers with the personal space they need to be more creative.
- Caring for a cultural environment that highlights their creative power.

This type of supervision is specifically used with skilled teachers, and its goal is to raise the level of these teachers so that they reach the highest levels of mastery, benefit from their creative abilities, and invest their new, unconventional capabilities in educational situations (Walid, et al., 2024), so they invent new methods, effectively utilize modern techniques, and implement more effective procedures that lead to raising the level of teacher performance (Altınok, 2024). Bradley et al. (2024) believe that freedom and giving space for free thinking are among the most successful ways to develop thinking skills, and when teachers are given confidence and freedom, they will most probably invest their efforts and creativity in innovating new teaching and evaluation methods.

To achieve this creative energy in teachers, it is important for their supervisors to be able to provide them with these skills by first possessing these creative skills that help them to be a creative supervisor. These skills have varied in educational literature. For instance, Gonsalvez et al. (2023) believe that the creative educational supervisor is characterized by flexibility of thinking, the ability to absorb different situations, tact in dealing, in addition to humility and confidence in his professional abilities. Qaradi and Al-Hajry (2023) point out that creative supervision skills include: flexibility in planning, the ability to carry out action research, possessing higher levels of thinking, and the ability to transform educational problems into opportunities for learning and professional growth.

In general, there are qualities that a creative supervisor should possess, which are: patience, resilience of thinking, confidence in his/her professional abilities, humility, intelligence, endurance to deal with challenges, the desire to learn from others, and belief and trust in the ability of the team (Habibi et al., 2022). Added to that, a

creative supervisor should be aware of the comprehensive vision of the educational goals of the institution, have the ability to solve problems, the desire for development and renewal and maintain high scientific competence, wide knowledge, and good behavior (Al-Ajmi, 2016; Altinok, 2024). Furthermore, Abu Azzam (2020) states that there are key skills that a creative supervisor must possess: effective communication, problem solving, and the ability to lead educational changes. One can argue that obtaining all or some of these skills will enable the educational supervisor to practice his profession creatively and therefore maintain impactful influence on their supervisees. In the same context, Al-Sabil (2013) believes that creative supervision requires skills that motivate teachers to think systematically and express themselves creatively, in addition to providing an environment that encourages initiative and calculated risk-taking. By presenting the various skills included in creative supervision, it is noted that the most common creative supervision skills are tactful dealing, flexible planning, problem solving, and high-level thinking, and these skills can be divided into areas as followed by this current study.

A number of studies examined the practices of creative supervision in the school environment, including Al-Marzouqi's (2021) study which aimed to explore the reality of creative educational supervision from the perspective of educational supervisors in Dammam region on a sample of (42) male and female supervisors of the Arabic language at the secondary level. The researcher designed a questionnaire to obtain the study data, and the study findings indicated that educational supervisors provide a creative educational work environment that keeps pace with contemporary educational trends and works to transfer the experiences and expertise of others with creative additions. However, the findings also revealed that there are some critical concerns relating to the absence of financial support allocated to research related to educational supervision, the weaknesses of the educational supervision budget compared to the educational reality allocated to qualifying educational specialists, and the lack of financial incentives allocated to the educational specialist. Concerning gender as a variable, the results showed that there were no statistically significant differences between the average responses of the study sample members to the obstacles facing educational supervisors of the Arabic language specialization in the city of Dammam in light of the Kingdom's Vision (2030) between male and female supervisors. The study recommended increasing the means necessary to monitor the activities of difficult increases, supplying school libraires with relevant and recent resources and references, and encouraging the use of various supervisory methods, benefiting from the results of educational research.

A study by Al-Mazidi and Al-Lawati (2021) investigated the perspectives of science 'lead teachers' of the preventive and creative educational supervision utilized by science educational supervisors. The study sample consisted of 'lead teachers' from Al-Dakhiliyah and North Al-Batinah governorates in the Sultanate of Oman, 41 of them were males and 31 were females. To collect the study data, the researchers designed a questionnaire specific to the field of preventive and creative supervision. The findings indicated that educational science supervisors practice preventive and creative supervision at a high level in both governorates. There are no statistically significant differences between science supervisors' practice of preventive supervision and creative supervision based on gender and teaching experience. Al-Dihani's study (2020) showed that the degree of practicing creative supervision among educational supervisors was moderate and stressed the importance of training them and empowering them with creative supervision skills.

In light of the above discussion that has shed light on the importance of creative supervision and its role in investing energies by improving 'lead teachers' creative thinking, enabling them to carry out their supervisory roles in a creative manner, elevating the teachers' skills, and developing the students' academic achievement, the present study examines the degree to which 'lead teachers' practice creative supervision from the perspective of Arabic language teachers. Thus, the study aims to determine appropriate supervisory practices for the 'lead teachers' included in creative supervision and to uncover the degree to which 'lead teachers' practice creative supervision from the point of view of Arabic language teachers. More specifically, the study will answer the following research questions:

RQ1: To what extent do 'lead teachers' practice creative supervision from the perspectives of Arabic teachers?

RQ2: What are the key supervisory practices used by 'lead teachers' in creative supervision as perceived by Arabic language teachers?

The researchers of the present study believe that conducting this research carries significant value. First, it sheds light on a type of modern supervision that aligns with the demands of the current era. This is important because current educational institutions should go beyond traditional inspections, focusing instead on innovation, collaboration and creativity. Second, the study contributes by developing a questionnaire that specifically measures supervisory practices related to creative supervision. This questionnaire will provide a validated research instrument that can be used in future studies by educators. Third, it is hoped that the findings of this research support future insights into supervisory practices currently employed within the Ministry of Education. Finally, the research opens up prospects for conducting further studies on various types of educational supervision which can result in more understanding of how different supervisory models impact teacher performance, and student outcomes.

RESEARCH METHODS

This section outlines the methodological procedures employed to achieve the objectives of the study. It describes the overall research design, the instrument used for data collection, and the steps taken to ensure validity and reliability. It also provides information about the study population and sample, as well as the methods of data analysis employed. By presenting these procedures, the study ensures transparency and allows other researchers to replicate or build upon its findings.

Research Design

The present descriptive analytical study utilized a questionnaire as its primary data collection instrument. This research design is well-suited to capture the current practices of educational supervision. It allows the researcher to describe the phenomena in reality without employing any intervention, and they enable deeper interpretation and insight into the practices under investigation. It must be noted that while there are various types of educational supervision, this research is investigating one type of educational supervision which is creative supervision, known as a modern approach, that emphasizes innovation, collaboration, and professional growth, aligning with the evolving demands of contemporary education.

Data Collection Instrument

The questionnaire was developed in light of reviewing pertinent studies and it was validated by a panel of experts in the field of education and educational supervision. The questionnaire has four dimensions: Personal traits, planning, human relationships, and supervisory practices. The data collection took place during the second semester of the academic year 2023/2024.

Validity and Reliability

The construct validity of the study instrument was established by calculating the Pearson correlation coefficient between the score of each item in the questionnaire and the total score of the relevant dimension to which it belongs. Table (1) shows the values of the correlation coefficients.

Table 1. Pearson Correlation Coefficients Between Each Item Score and the Total Score of Its Corresponding Dimension

Dimension	Item No.	Correlation Coefficient
Personal Traits	1	0.68
	2	0.76
	3	0.76
	4	0.82
	5	0.85
Human Relations	6	0.81
	7	0.79
	8	0.82
	9	0.74
	10	0.71
	11	0.83
Planning	12	0.81
	13	0.91
	14	0.87
	15	0.9
	16	0.91
Supervisory Practices	17	0.88
	18	0.86
	19	0.93
	20	0.93
	21	0.91
	22	0.91
	23	0.76

	24	0.88
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Table (1) shows that the Pearson correlation coefficients between the item scores and their corresponding dimensions ranged from (0.68 to 0.93). All these correlations are positive and statistically significant at a significance level of ($\alpha \leq 0.05$) based on p-values computed from the sample, indicating that the items contribute to measuring the dimension they were designed to assess. Accordingly, it can be concluded that the study instrument possesses construct validity.

The questionnaire was initially distributed to a number of teachers for pilot testing. The reliability of the study instrument was verified by calculating the Cronbach's alpha coefficient for each dimension and for the instrument as a whole. Table 2 shows the values of Cronbach Alpha coefficient.

Table 2. Cronbach's Alpha Reliability Coefficients for the Dimensions of the Study Instrument

Questionnaire Dimensions	Number of Items	Cronbach's Alpha Coefficient
Personal Traits	5	0.83
Human Relations	6	0.87
Planning	5	0.92
Supervisory Practices	8	0.96
The Instrument as a Whole	24	0.97

Table (2) shows that the Cronbach's Alpha reliability coefficients for the dimensions of the study instrument ranged between (0.83–0.96), with an overall reliability of (0.97). All these values are considered high, indicating that the study instrument demonstrates strong reliability.

Study Sample

While the study population consisted of all Arabic teachers in the governorate of North Batinah in the Sultanate of Oman, the study sample included 120 Arabic language teachers from different towns in the governorate.

Analysis of Findings

To judge the responses of the sample members to the study tool in all its paragraphs and axes, a criterion was established to judge the categories of means that were determined according to the following equation: Category length = range \div number of categories required and the range was calculated = (highest value in responses (5) – lowest value in responses (1) = 4, and by applying the previous equation, extract category length = $4 \div 5 = 0.80$, In light of this, the minimum and maximum limits for each category of means shown in Table (3) are determined.

Table 3. Criterion for Judging the Responses of the Sample Based on the Mean Score

Mean Score Range	Level of Practice
1 – Less than 1.80	Very Low
1.80 – Less than 2.60	Low
2.60 – Less than 3.40	Moderate
3.40 – Less than 4.20	High
4.20 – 5	Very High

To answer the research questions, means and standard deviations were calculated for all the questionnaire items, for each dimension and for the total.

Research Question1: What is the degree to which the first female teachers practice creative supervision from the point of view of Arabic language teachers?

To answer the question, the statistical means and standard deviations of the participants' responses on the instrument dimensions were calculated and Table (4) shows these results.

Table 4. Means and Standard Deviations of the Sample's Responses to the Dimensions of the Questionnaire

No.	Rank	Questionnaire Dimensions	Mean	SD	Level of Practice
2	1	Human Relations	4.69	0.43	Very High

1	2	Personal Traits	4.66	0.44	Very High
3	3	Planning	4.56	0.61	Very High
4	4	Supervisory Practices	4.54	0.62	Very High
		Overall Mean	4.6	0.5	Very High

It is clear from Table (4) that the means of the participants' responses to the dimension of practicing creative leadership ranged between (4.54– 4.69), the highest of which was the dimension of human relations with a mean of (4.69) which is considered as a very high degree of practice. The personal traits dimension came in second place with a mean of (4.66) and a very high score, the planning dimension came in third place with a mean of (4.56) and a very high score, and the supervisory practices dimension came in last place with a mean of (4.54) and a very high score. The overall mean is (4.60), which indicates that the degree to which the 'lead teachers' practice creative supervision is very high from the point of view of Arabic language teachers.

To learn more in detail about the participants' views of the practices of the 'lead teachers' of creative supervision, the means and standard deviations for all items were extracted. The following tables illustrate their results according to each dimension.

Research Question 2: What are the key supervisory practices used by 'lead teachers' in creative supervision as perceived by Arabic language teachers?

Dimension 1: Personal Traits

Table 5. Means and Standard Deviations of the Items in the Personal Traits Dimension

Item No.	Rank	Item	Mean	SD	Level of Practice
1	1	She trusts her professional abilities.	4.75	0.43	Very High
3	2	She takes responsibility for her supervisory tasks.	4.74	0.49	Very High
2	3	She demonstrates patience and good conduct.	4.7	0.58	Very High
5	4	Her thinking is characterized by originality.	4.56	0.6	Very High
4	5	She proposes a variety of creative ideas.	4.52	0.7	Very High
		Overall Mean	4.66	0.44	Very High

Table (5) shows that the mean scores of the items in the Personal Traits dimension ranged between (4.52– 4.75). The highest was item (1), "She trusts her professional abilities", with a mean score of (4.75) and a very high level of practice. Item (3), "She takes responsibility for her supervisory tasks", ranked second with a mean score of (4.74), also at a very high level. All other items also received a very high level of practice, with item (4), "She proposes a variety of creative ideas", ranking last with a mean score of (4.52). The overall mean score for the dimension was (4.66), indicating that the level of personal traits is very high among lead female teachers from the perspective of the teachers.

Dimension 2: Human Relations

Table 6. Means and Standard Deviations of the Items in the Human Relations Dimension

Item No.	Rank	Item Statement	Mean	SD	Level of Practice
9	1	She encourages her teachers to express their ideas freely.	4.77	0.46	Very High
6	2	She cooperates with her teachers.	4.72	0.51	Very High
8	3	She respects and accepts her teachers' viewpoints.	4.7	0.53	Very High
10	4	She builds human relationships with the school's students.	4.69	0.48	Very High
11	5	She encourages her teachers to build strong relationships with their supervisors.	4.63	0.59	Very High
7	6	She forms cooperative teams from her teachers.	4.62	0.69	Very High
		Overall Mean	4.69	0.43	Very High

It is clear from Table (6) that the means for the items of the Human Relations dimension ranged between (4.62 -4.77), as item (9), which reads: "encourages her teachers to present their ideas freely", was the highest with a mean of (4.77) and a very high degree of practice. It is also clear that all the items of this dimension came with

a very high degree of practice, as item (7) came in last place, which states, “she forms cooperative teams from her teachers”, with a mean of (4.62) and a very high degree of practice. The mean of the dimension as a whole was (4.69), and this value indicates that the degree of human relations practice is very high among the lead female teachers from the teachers’ point of view.

Dimension 3: Planning

Table 7. Means and Standard Deviations of the Items in the Planning Dimension

Item No.	Rank	Item Statement	Mean	SD	Level of Practice
12	1	She collaborates with her teachers in preparing lesson plans.	4.61	0.64	Very High
13	2	She involves her teachers in creating a training plan that suits their needs.	4.6	0.62	Very High
15	3	Her supervisory plan is characterized by flexibility and innovation.	4.55	0.67	Very High
16	4	She helps her teachers design learning activities that consider students’ individual differences.	4.51	0.74	Very High
14	5	She suggests creative ideas to discover her teachers’ talents.	4.49	0.81	Very High
Overall Mean			4.56	0.61	Very High

Table (7) shows that the mean scores of the items in the planning dimension ranged between (4.49–4.61). The highest was item (12), “She collaborates with her teachers in preparing lesson plans”, with a mean score of (4.61) and a very high level of practice. It was followed by item (13), “She involves her teachers in creating a training plan that suits their needs”, also with a mean score of (4.61) and a very high level of practice. All items were rated at a very high level, with item (14), “She suggests creative ideas to discover her teachers’ talents”, ranking last with a mean score of (4.49). The overall mean score for this dimension was (4.56), indicating that the level of planning practice is very high among lead female teachers from the perspective of the teachers.

Dimension 4: Supervisory Practices

Table 8.

Item No.	Rank	Item Statement	Mean	SD	Level of Practice
23	1	She encourages the teachers to try creative instructional strategies and methods.	4.66	0.61	Very High
18	2	She encourages her teachers to unleash their potential.	4.62	0.65	Very High
24	3	She performs tasks using a team-based approach.	4.61	0.66	Very High
19	4	She applies creative solutions to problems faced with her teachers.	4.57	0.63	Very High
17	5	She diversifies supervisory methods (e.g., action research, supervisory bulletins, guided reading, etc.).	4.54	0.7	Very High
20	6	She presents innovative suggestions during post-class visit discussions.	4.45	0.77	Very High
22	7	She reflects on ideas that differ from her own.	4.45	0.75	Very High
21	8	She provides her teachers with new experiences based on educational research findings.	4.39	0.81	Very High
Overall Mean			4.54	0.62	Very High

Table (8) shows that the mean scores for the items under the supervisory practices dimension ranged between (4.39–4.66). This indicates that all items received a very high level of practice. Ranked first was item (23), “She encourages teachers to try creative instructional strategies and methods”, with a mean score of (4.66) and a very high level of practice. It was followed by item (18), “She encourages her teachers to unleash their potential”, with a mean of (4.62). All other items also showed a very high level of practice, with item (21), “She provides her teachers with new experiences based on educational research findings”, ranked last with a mean score of (4.39). The overall mean for the dimension was (4.54), indicating that the level of supervisory practices is very high among lead female teachers from the teachers’ perspective.

DISCUSSION OF FINDINGS

The present research study investigated to what extent ‘lead teachers’ practice creative supervision from the perspectives of 120 Arabic teachers. The findings revealed a high degree of creative supervision practices across the four dimensions. Overall, the findings may be attributed to the supervisory methods employed by the Arabic Language Unit in the respective educational governorate, North Al-Batinah, to train ‘lead teachers’ on creative supervision practices. These include teacher exchange programs, training workshops, interactive activities, and guided readings. These practices have contributed to the development of supervision into a more creative form, aiming to move away from traditional supervisory models and toward the generation of unconventional and innovative ideas.

Another contributing factor could be the training conducted by the Specialized Centre for Professional Teacher Training in Sultanate of Oman, which is the official body responsible for qualifying in-service teachers. It focuses on enhancing both teaching and supervisory skills among ‘lead teachers’. The center assigns individual and group tasks to develop creative and critical thinking skills through intensive training programs. According to Schuck (2011), working in groups can foster creative thinking and broaden individuals’ perspectives.

These results can also be attributed to the methodology of the supervisory teams of North Al Batinah Governorate Education Department. Supervisory teams are organizational units within the department of educational supervision, and they are responsible for monitoring and developing a group of schools. They conduct field visits to diagnose the school situation and provide the necessary support and assistance to improve the educational process and enhance the performance of teachers and school administration, in accordance with specific supervisory plans based on school performance indicators. They focus on four areas: student achievement, teaching, evaluation, students’ personal growth and care, and school leadership and administration. These supervisory teams focus on developing critical and creative higher thinking skills among teachers in the field of teaching and evaluation and for students in the field of student achievement, personal development and care.

In light of the findings revealed by this study, the results are consistent with Al-Marzouqi (2021), who explored the implementations of creative supervisory models of Arabic language educational supervisors, found that creative educational supervision practices are practiced in various facets including the provision of creative instructional environment that aligns with contemporary educational approaches. Similarly, Al-Khathami and Al-Alfi (2020) indicated that school leaders practice creative supervisions to a high extent but there were no statistically significant differences attributable to the variables of experience and educational qualifications. The findings of Al-Sulami’s (2022) study showed that the level of creative abilities of educational supervisors and the practice of supervisory methods that develop the skills of social studies teachers are highly emphasized. Al-Hajri and Al-Dhaani’s study (2023) indicated that the general practice of creative supervision was also high according to the teachers’ point of view, and there were no statistically significant differences based on gender and academic qualification in the level of practicing creative supervision in all areas of the questionnaire. However, the findings of the present study differ from the results of Al-Dihani (2022) and Fariwan (2022) whose results were moderate in practicing creative supervision from the point of view of the target sample.

CONCLUSION AND RECOMMENDATIONS

This study investigated the extent to which ‘lead teachers’ practice creative educational supervision from the perspective of Arabic language teachers in the Sultanate of Oman. The findings explicitly showed that ‘lead teachers’ implement creative supervisory practices to a great extent across all four dimensions—personal traits, human relations, planning, and supervisory practices. More specifically, human relations ranked highest, reflecting the importance of respect, encouragement and collaboration in fostering creativity. Personal traits such as originality, confidence and patience were also apparently present which highlight the professional and personal qualities that empower ‘lead teachers’ and assist them to guide other teachers effectively. The high degree of planning and supervisory practices further indicates that ‘lead teachers’ are not only committed to supporting teachers in lesson planning and professional growth but also actively promote innovative instructional strategies, problem-solving approaches, and reflective practices. In light of these findings, the study underscores the significance of continuing to strengthen creative supervision practices through structured training, collaborative initiatives, and innovative supervisory models. By doing so, the educational system can ensure that teachers are consistently empowered to adopt effective, and forward-looking practices that meet the evolving demands of education in the 21st century. The study recommends conducting an internal program across schools within each governorate to observe the practices and approaches of the resident supervisor. Based on that, educational supervisors collect and compile the creative initiatives and programs implemented in schools and produce a booklet that will be distributed across schools in order to share best supervisory practices. Future research

studies can focus on firstly carrying out quasi-experimental studies on the effectiveness of creative supervision in developing teachers' instructional skills and secondly on conducting descriptive and analytical studies to the extent to which educational supervisors practice creative supervision.

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