

# An Appraisal of Student Teachers on Practical Physical Education Lessons in the Colleges of Education in Ghana: the Role of Supervisors

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## Abstract:

The purpose of the study was to examine student teachers on supervisors' role in practical physical education lessons in the Colleges of Education in Ghana. Quantitatively the study adopted descriptive survey as research design. The population of the study consisted of 1,180, respondents selected from OLA College of Education, Wiawso College of Education, Wesley College of Education, Enchi College of Education, Komenda College of Education and Fosu Colleges of Education which comprised 613 men, and 567 women. Purposive sampling technique was used to select the colleges and students' teachers. The main instrument for data collection was a questionnaire. The test-retest and face validity techniques were used to establish the validation and reliability of the instrument. Data for this study was analysed based on frequencies and percentages. The study revealed that, the teaching practice unit should see to it that the right strategies for supervision were to be used by supervisors. It was also indicated that the issue of being supervised by non-subject-specialists, the teaching practice unit should ensure that supervisors who are sent for supervisions have enough knowledge of the subject-matter of the field of study. It is recommended that the teaching practice unit should see to it that right strategies for supervision are used by supervisors. It is also recommended that issue of being supervised by non-subject specialists, the teaching practice unit should ensure that supervisors who are sent for supervision have enough knowledge of the subject-matter of the field of study.

## Keywords:

Supervisors, Assessment, Physical Education, Colleges of Education

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## 1. Introduction

Supervision may be seen as a 'protected' relationship that aims to develop the mentee from apprenticeship to independence. It places particular emphasis on being

friendly and approachable in order to build rapport and encourage reflection from the mentee. It emphasizes the importance of listening actively and questioning appropriately, whilst offering the right amount of challenge and support to the mentee [1]. Supervision as “a working alliance between a supervisor and (supervisee) in which the (supervisee) can offer an account or recording of their work; reflect on it; receive feedbacks, and appropriate guidance. The objective of this alliance is to enable the (supervisee) to gain in ethical competence, confidence and creativity so as to give their best possible service to their clients.” [2]. Researchers offer an interesting and concise definition of how they see the role of the supervisors and discuss the fact that part of the role is to encourage trainees to challenge assumptions. In education, supervision is a complex, multidimensional process of guiding, teaching, influencing and supporting student teachers. Supervising in teacher education involves complex personal interactions. Although the above skills and aptitudes are essential for supervisors, so too is the importance of subject knowledge. Several authors have considered the role of the subject Specialist supervisors and their significance to mentee [3].

Perceptions of student-teachers on teaching practice supervision Studies on student-teachers’ perceptions on Teaching Practice Supervision (TPS) are limited. However, few literatures have made some contribution on the term supervision [4]. Thus, to Hawkins and Shohet student-teachers viewed the teaching practice supervision as an avenue not only to demonstrate the theory into practice in the presence of a supervisor but also to seek for clarification and guidance from either the college supervisor or co-operating teacher [5]. Yaman in his study carefully examined the perception of student-teachers on teacher education in general. He posited that, student-teachers saw teaching practices supervision as:

- helping pre-service teachers in the process of practicum,
- directing teaching experiences,
- sharing ideas on the whole teaching process,
- finding solutions to difficulties encountered while teaching,
- observing student-teachers while teaching,
- providing feedback on the teaching and,
- evaluating student-teachers.

Thus these student-teachers saw teaching practice supervision from the constructivist perspective. To them the supervision serves as an avenue for facilitating student-teachers on learning how to teach [6].

Further studies done by educational scholars on supervision revealed that, supervision always made student-teachers alert and prepared them for any subsequent supervision [7,8]. Thus student-teachers who were exposed to unannounced supervisory visits were always on the guard for supervision with their various resources during supervision at their disposal. For instance, these student-teachers always prepared their lesson in order to please their supervisor as much as possible. A study also revealed that one impact teaching practice supervision had on student-teachers was the improvement in performance by student-teachers in their subsequent lesson [9]. A research supports this assertion by stating that the purpose of teaching practice is to develop several competencies in the student-teacher which include; interpersonal, pedagogical, intercultural and psychological competencies [10].

However, despite the thorough preparation, student-teachers go through during teaching practice, student-teachers face some challenges which significantly affects their ability to derive maximum benefits from the teaching practice programme [11].

Another scientific study admits the study of Rajan by saying that the main challenges faced by student-teachers during teaching practice supervision were the short duration for supervision, and the poor relations between student-teachers and supervisors. Thus there were poor relations among student-teachers and supervisors. Supervisors by their roles are to be guide, counsel and be friends to the student-teacher. However, as a result of the unfriendly nature of supervisors to student-teachers, the student-teachers feel uncomfortable when teaching in their presence. Hence, student-teachers saw the lack of teaching materials and the unfriendly nature of supervisors as challenge during the teaching practice supervision [12]. Student-teachers main challenge on teaching practice supervision was the differences in methodology or strategies meted out to them during their practicum [13]. Some student-teachers saw the teaching practice supervision as an opportunity to have their teaching evaluated and constructively criticized [14]. However, the supervisors who were to supervise them according to the findings of a study done by Gautam were inconsistent in their supervision in term of appearance.

Knowledge of curriculum supervision to include the provision of teacher support and logistical resources that greatly enhance curriculum supervision. Both curriculum leaders and teachers support services being the concern of curriculum supervisors and that the development of thought patterns of teachers being the focus of curriculum supervision. Supervision is meant to be the act of watching over the work or tasks of another who may lack full knowledge of the concept at hand. Curriculum supervision is rarely applied to the inexperienced teacher and approaches to curriculum supervision should follow stipulated rules. Besides, the selective curriculum supervision process should be applied in relation to the individual teacher's needs/challenges. Hence, limiting curriculum supervision to class interactions alone is a narrow viewed approach. [16]. This implies that effective curriculum supervision thrives on both supervisors and supervisees keeping records of all formal, as well as informal supervision sessions and providing immediate feedback. Feedback is necessary in curriculum supervision it should always be at the personal level so that individual teachers can attach maximum attention to them [17].

A study on *Functions and practices of curriculum supervision in senior high schools in the Assin North Municipality of Ghana* published in the *American Journal of Social Sciences*, concluded that the major purposes of curriculum supervision include monitoring performance, sharing information and solving problems. With regard to curriculum supervision practices it can be concluded that:

- Curriculum supervision schedules should be planned together by both the leader and the led.
- The procedure to be used by the supervisor should be discussed with, and agreed upon by the supervisee.
- Curriculum supervision should involve unannounced classroom visits so that real practices in the classroom would be revealed.
- The curriculum supervisor should appear more visible, thus reducing the isolation that most teachers feel.

- Informal observations should be frequent and numerous in curriculum supervision, without
  - Necessarily interrupting lessons.
  - Supervisors should be given orientation on what they should supervise and how to supervise those aspects of the curriculum.
  - Supervisors have to develop better interpersonal relationships with those they serve, helping them to see that problem solving can only work well in a friendly and trusted school environment. [18].

The supervision is done mostly by tutors who have knowledge of physical education than the student- teachers. In many cases the tutors on supervision have little or no knowledge of the subject matter content. It has been observed or realized by many educators that this mode of supervision failed to prepare student – teachers (mentees) to exhibit effective skills, technique and right disposition towards teaching resulting in poor student performance in schools as well as covering the confidence level of student teachers. Physical education is an important subject in Colleges of Education curriculum; however, the issues associated with the acquisition of skill by physical education teachers from Colleges of Education makes it imperative to examine the challenges existing in the physical education programme at this level and the need to streamline the supervision process during the internship programme so as to eliminate the deficiencies observed in the teaching of physical education at the basic education level. The purpose of the study was to examine Student Teachers on Supervisors role in Practical Physical Education Lessons in the Colleges of Education in Ghana. The study was guided by the research question - How do student teachers view supervisory practice during teaching practice?

## 2. Materials and Methods

Quantitatively the study adopted descriptive survey as research design. descriptive survey is concerned with the conditions or relationship that exists, such as determining the nature of prevailing conditions, practice and attitudes, opinions that are held, processes that are going on or trends that have developed. it is concerned with how ‘what is’ or ‘what exist ‘is related to some preceding event that has influence or affected a present condition or event [19]. The population of the study consisted of 1,180, respondents selected from OLA College of Education, Wiawso College of Education, Wesley College of Education, Enchi College of Education, Komenda College of Education and Fosu Colleges of Education which comprised 613 men, and 567 women. Purposive sampling technique was used to select the colleges and students’ teachers. The main instrument for data collection was a questionnaire The researchers tried as much as possible to administer the questionnaire in a conducive classroom atmosphere to avoid disruptions and interactions. The test-retest and face validity techniques were used since they are more practical approach to establishment of the validation and reliability. Data for this study was analysed based on frequencies and percentages.

## 3. Results and Discussions

This section presents the results and discussions of the quantitative analysis of the data collected for the study.

### 3.1. Results on Student Teachers View Supervisory Practice During Teaching Practice

*Table 1. Student teachers view supervisory practice during teaching practice.*

How do student teachers view supervisory practice during teaching practice?	SA	A	D	SD
1. Specialist supervisors supervise well because they are well skilled to help improve teaching and correct mistakes	41 (82%)	5 (10%)	3 (6%)	1 (2%)
2. I see supervision as a bother, or worry, or means of punishing student teachers.	9 (18%)	13 (26%)	20 (40%)	8 (16%)
3. Supervision does not prepare student -teachers to become effective teachers in future.	34 (68%)	12 (24%)	3 (6%)	1 (2%)
4. Supervision is just a requirement for certification and therefore not beneficial to student teachers.	2 (4%)	3 (6%)	30 (60%)	15 (30%)
5. Supervision is characterized by threats of discipline.	5 (10%)	7 (14%)	28 (56%)	10 (20%)
6. Supervision assumes that supervisors are superior to student- teachers.	14 (28%)	8 (16%)	24 (48%)	4 (8%)
7. Supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods.	11 (22%)	16 (32%)	19 (38%)	4 (8%)
8. Supervision is a chance to abuse and intimidate student- teachers.	18 (36%)	8 (16%)	14 (28%)	10 (20%)
9. Supervision is a form of evaluation, since it is used to certify students pass or fail at the end of training.	4 (8%)	35 (70%)	8 (16%)	3 (6%)
10. Supervisors are viewed as people who come to criticize student-teachers.	6 (12%)	12 (24%)	19 (38%)	13 (26%)
11. Supervision should be done by supervisors of school of practice only.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
12. Supervision is a means of settling of old scores.	2 (4%)	5 (10%)	25 (50%)	18 (36%)
13. Supervision is not a means of checking of Student-teachers' attendance.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
14. Supervision restricts student- teachers from doing their Own work.	2 (4%)	7 (14%)	22 (44%)	19 (38%)
15. Supervision is finding faults with student-teachers.	22 (44%)	10 (20%)	8 (16%)	10 (20%)
<b>TOTAL</b>	<b>210 (28%)</b>	<b>195 (26%)</b>	<b>225 (30%)</b>	<b>120 (16%)</b>

Table 1 statement 1 Contains responses from student- teachers on their views to research question one which indicates that 82% of the respondents Strongly Agreed, 10% of the total respondents Agreed while, 6% of the respondents Disagreed and 2% Strongly Disagreed respectively that supervision from tutors help improve teaching and correcting of mistakes. Supervision, either in the classical or modern sense, is to improve teaching and learning. Information from statement 2 showed that 40% and 8% of total respondents Disagreed and Strongly Disagreed that Supervision is a bother or worry to student-teachers. However, 26% Agreed while, 8% strongly Disagreed respectively. Statement 3 indicates that 68% out of the total number of 50 respondents Strongly Agreed, 20% of respondents Agreed, while 6% of the total number of respondents Disagreed, and 2 % Strongly Disagreed respectively. Statement 4 above indicates that 60% and 30% of population Disagreed and Strongly

Disagreed respectively that supervision is just a requirement for certification and therefore not beneficial to student teachers, while 6% Agreed, and 4% Strongly Agreed. Information from statement 5 shows that 56% Disagreed, 20% Strongly Disagreed while, 14% Agreed, and 10% Strongly Agreed respectively.

Report from statement 6 states that, 48% of the total respondents Disagreed, 8% of the respondents Strongly Disagreed, while 28% of the total respondents Strongly Agreed, and 16% of respondents Agreed. Statement 7 indicated that supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods, hence, 38% Disagreed, 8% out of the total number of 50 respondents Strongly Disagreed. However, 32% Agreed, while 22% Strongly Agreed respectively. Statement 8 spells out that supervision is a chance to abuse and intimidate student- teachers. Information gathered indicated, 36% Strongly Agreed, 16% Agreed while, 28% Disagreed, and 20% Strongly Disagreed that supervision gives chance to supervisors to abuse and intimidate student teachers. Statement 9, Supervision is a form of evaluation, since it is used to certify students pass or fail at the end of training. Responding to the issue indicates that out of the total of 50 respondents 70% Agreed, 8% Strongly Agreed and 16% Disagreed and 6% Strongly Disagreed. Reports from Statement 10 stated that 38% out of the total number of respondents Disagreed, 26% of respondents Strongly Disagreed, while 24% of total number of respondents Agreed and 12% of respondents Strongly Agreed.

Statement 11 indicated 44% and 40% of the sample Strongly Agreed and Agreed respectively that supervision should be done by mentors of school of practice only. However, 12% Disagreed, while 8% of the respondents Strongly Disagreed respectively. Statement 12 reveals that, out of the fifty (50) student-teachers selected from the six colleges of Education in Ghana, 50% of the total respondents Disagreed, 36% Strongly Disagreed, 10% Agreed and 4% of the total respondents Strongly Agreed. Statement 13 Supervision is not a means of checking of student-teachers' attendance. The information gathered shows that out of the 50 respondents selected for the study, 44% Agreed, and 40% Strongly Agreed, while 12% Disagree and 4% Strongly Disagreed. The statement revealed that those who responded for Strongly Agreed and Agreed weigh higher percentage values than those who responded for Strongly Disagreed and Disagreed, and it is accepted. Statement 14, Supervision restricts student- teachers from doing their own work. Information gathered indicated that, 44% and 38% of the population Disagreed and Strongly Disagreed respectively that supervision is not used to restrict student- teachers from doing their own work during teaching practice. However, 14% Agreed, while 4% Strongly Agreed. Information from *statement 15* showed that 44%, Strongly Agreed, 20% of the population Agreed, while 20% strongly Disagreed and 16% Disagreed respectively. The table revealed that the Strongly Agreed and Agreed values are greater than those of Strongly Disagreed and Disagreed values, it is accepted that supervision is used as a tool to find fault with student- teachers during teaching practice.

### **3.2. Discussion on Student Teachers View Supervisory Practice During Teaching Practice**

The discussion of this research question (*How do student teachers view supervisory practice during teaching practice?*) was based on the results from the study. Table 1 statement 1 Specialist supervisors supervise well because they are well skilled to help improve teaching and correct mistakes. How this would be achieved depends on the method applied in supervision. Classical supervisory methods were teacher-focused or

school-system centered [20]. Since the percentage values for Disagreed and Strongly Disagreed are greater than Agreed and Strongly Agreed percentage values, it is accepted that student-teachers see supervision as a bother or worry to them. It can be concluded that students- teachers do not see supervision as preparing them to become effective teachers in future. A study stressed that supervision provides support for teachers so that they could attain excellence [21]. And support the statement because supervision helps them to be equipped with the necessary skills of teaching and also remove the misconception they have about it during teaching practice.

Since the percentage values for Disagreed and Strongly Disagreed are greater than Strongly Agreed and Agreed, it is accepted that supervision is being characterized by threats of discipline.

The above finding is also collaborated with the submission of a study that inspection was usually conducted by one person called the Inspector who alone inspected the school compound, and all school records including the accounts in addition to classroom work, and those styles of supervision were the use of threats of discipline, firing and closing down of schools to instil fear into teachers and pupils. Since the calculated percentage values for Disagreed and Agreed are greater than those of Strongly Agreed and Agreed, under statement 6, it is concluded that supervisors are not being superior to student-teachers during supervision [20]. This assumption has been discouraged by Drake who observed that the supervisor should not think that his position makes him an expert, so he should solve professional problems with his teachers as colleagues and not in a master-servant relation [22].

Statement 7 indicated that supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods. The table also revealed that the percentage values for Strongly Agreed and Agreed are greater than those of Strongly Disagreed and Disagreed and it is concluded that supervision does not stress strict adherence to and implementation of policies, syllabus and specific teaching methods. However, this would be achieved depending on the methods applied in supervision. Classical supervisory methods were teacher-focused or school system centered [23]. Statement 8 spells out that supervision is a chance to abuse and intimidate student- teachers. Information, however from the responses it was revealed that 14% and 10% of the total respondents Disagreed and Strongly Disagreed to the fact that supervision does not give chance for supervisors to abuse and intimidate student- teachers during teaching practice but rather to provide support for teachers so that they attain excellence. Statement 9, Supervision is a form of evaluation, since it is used to certify students pass or fail at the end of training The statement revealed that the percentage values for those Strongly Agreed and Agreed were greater than those of Strongly Disagreed and Disagreed, it is therefore accepted that supervision is a form of evaluation since it is used to certify students pass or fail at the end of training. This implies that without teaching practice, trainees will lack the skills and methods of teaching. However, a researcher maintain that supervision is not to correct student mistakes but also point out their strength [24].

Reports from Statement 10 From the above submission, it was realized that supervisors are seen as people who come to schools of practice during supervision to criticize and not to encourage student –teachers as it was accepted by respondents for Strongly Disagreed and Disagreed with the greatest percentage values. The calculated percentage values for Strongly Agree and Agreed are greater than Strongly Disagreed and Disagreed under statement 11 which shows that supervision should be done by

mentors of schools of practice only. This is because of the devil triangle between the college supervisor, mentor and Interns. The calculated percentages value under statement 12 indicates that supervision should not be seen as a means of settling scores but assisting the pre-teacher to improve upon his teaching skills and a form of evaluation since it is used to certify students pass or fail at the end of training.

Statement 13 reveals that Supervision is not a means of checking of student-teachers' attendance. The evidence of supervision in teaching practice agrees with the notion shared by researchers that supervision improve instruction and declare that, "behind every successful school is an effective supervision program" [25]. They consider supervision as glue or adhesive that pulls together organizational goals and teacher and provides for improved learning. Supervision is related to instructing pupils through helping teachers with instructions [25]. Under statement 14 indicate that Since the calculated percentage values for Disagreed and Strongly Disagreed are greater than Strongly Agreed and Agreed, it is accepted that supervisors focus on supervision is not to restrict student- teachers from doing their work. The above finding is in line with a study that Inspection is characterized by fears among teachers as well as hatred by teachers for the inspectors since the later (inspector) tries to find faults with the former (teacher) [20]. Based on statement 15 showed that Strongly Agreed and Agreed values are greater than those of Strongly Disagreed and Disagreed values, it is accepted that supervision is used as a tool to find fault with student-teachers during teaching practice. The traditional perception of supervision held by teachers and supervisors suggest that, that might be the practice in the schools today. Unfortunately, such restrictive and intimidating methods of supervision do not promote effective teaching and learning. Supervisors should therefore be made to understand that modern function of supervision is a co-operative effort in which both the supervisor and the supervisee work together to achieve a common purpose.

#### **4. Conclusions and Recommendation**

The study revealed that the teaching practice unit should see to it that the right strategies for supervision were to be used by supervisors. It was also indicated that issue of being supervised by non-subject-specialists, the teaching practice unit should ensure that supervisors who are sent for supervisions have enough knowledge of the subject-matter of the field of study. It is recommended that the teaching practice unit should see to it that right strategies for supervision are used by supervisors. It is also recommended that issue of being supervised by non-subject specialists, the teaching practice unit should ensure that supervisors who are sent for supervisions have enough knowledge of the subject- matter of the field of study.

#### **Conflicts of Interest**

The authors declare that there is no conflict of interest regarding the publication of this article.

#### **Data Availability Statement**

Data is available on request from the corresponding author.

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