

Influence of Supervision on Student-Teachers in Practical Physical Education Lessons

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Abstract:

The objective of the study was to examine supervisors in assessing student teachers 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 also revealed that clinical supervision produces a self-teacher who analysis and seek solutions to his or her own teaching problems with the help of another professional. It was also concluded that clinical supervision emphasizes teacher growth in that the supervisor talks with the teacher as a colleague to identify and clarify problems and observes the teacher in a classroom situation to solve the problems identified. It is recommended that 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 to enable them to provide useful feedback.

Keywords:

Supervision, Physical Education, Teacher-Trainees

1. Introduction

Good physical education experiences contribute to social, psychological, and mental development. Without an effective physical education program along with other academic subjects, it is impossible for students to achieve the well-rounded development they need. Physical wellbeing of students has a direct impact on their

ability to achieve academically [1]. Physical education is the only subject in the school curriculum which provides the opportunity for all children and youth to develop lifetime health, fitness, coordination skills, and movement experiences. A physical education instruction program should enable all youth to realize, acquire, and maintain knowledge of why health related fitness and movement are essential to their present and future well-being [2]. Physical Education instruction is essential for all students, from kindergarten to the university level. To profit from the benefits of exercise and movement and to develop essential skills in physical activities suitable for life long participation, time should be scheduled daily at all levels. The daily instructional period for elementary school pupils should be at least thirty minutes. The daily instructional period for secondary students should be a standard class period [2]. This implies that physical education instruction and supervision should have positive impact on students.

The impacts of teaching practice supervision on student-teachers another focus of this study was to find out the effects of teaching practice supervision on student-teachers. With this objective in mind, a focus group discussion was conducted with student-teachers to illicit responses from them concerning the said objective. Under this, issues such as how the teaching practice supervision improve student-teachers' performance, how student-teachers were influenced by supervision and the over-all gain teaching practice supervision had on student-teachers were examined. Information gathered under this section shows that the teaching practice supervision to a large extent influenced the History student-teachers during their field experience and presently. According to them (History student-teachers), the teaching practice supervision improved their performance level, instilled a level of discipline in them and lastly, others also said the teaching practice supervision imbibed in them fear and hatred. With regard to whether teaching practice supervision improved the performance of student-teachers, respondents' views were indifferent. Respondents' views were that the teaching practice supervision developed their teaching skills and also boosted their confidence as teachers. The comments of the discussants are demonstrated on this issue, "it helped me improve my methods of teaching and in the selection and use of teaching and learning resources (TLRs) ... in my first lesson I committed some mistakes but when these mistakes were pointed out to me I factored them in my subsequent lessons. This enabled me to do much better in my subsequent supervisions. Another respondent asserted that,... to talk about the supervision itself I will say it has given me some kind of confidence because it is like being in a school where you have the head going round checking on teachers... so now I do not fear being in a school where district supervisors may visit to look at what am doing because I have gotten that boldness and confidence...". This shows that teaching practice supervision enhanced student-teachers lesson delivery. Aside that it also made student-teachers assertive wherever they find themselves. Student-teachers is the improvement in performance in their subsequent lesson. Regarding the issue of teaching practice supervision instilling discipline in student-teachers, majority of the participants professed to the fact that supervision made them discipline. They indicated that the teaching practice supervision always made them prepared. As a probe to find out why they think the supervision made them always prepared, they indicated that since most of the supervisors came unannounced [3].

The respondents' words further clarify this assertion: "Supervision influenced my preparation for teaching in that I always sort for appropriate methods of teaching and preparation of my lesson notes. Gradually, it became my habit because in my school

for instance we had surprise supervision. Supervision helped me to become punctual...I was always focused, well prepared and organized... it was good in the sense that once I enter into the teaching profession after school, I may not know when the district and regional directors will be coming to my class". The enumerated benefits of the teaching practice supervision stated above are confirmed by the study that supervision made student-teachers alert and prepared them for their subsequent lesson since most supervisors came impromptu [4]. The supervision had massive impact on student-teachers as found in the another study that student-teachers are motivated to remain vigilant at all times as a result of fear of getting unannounced supervision. In addition, some History student-teachers stated that they wanted to please their supervisors so they adopted the attitude of getting all the resources needed during instructional time. This implies that whether good or bad, the teaching practice supervision had a significant impact on History student-teachers. History student-teachers were able to put on the attitude of a professional teacher who even in the absence of district or regional directors are always prepared to meet and address any challenge before them. There were other respondents who expressed the opinion that they did not benefit from the teaching practice supervision. Some of the opinions expressed include:"it had a negative impact on me. I have developed some kind of hatred for the supervisor who said common people I cannot spell. I get angry anytime I see him on campus." "It made me nervous and uncomfortable." The root of their submission was as a result of getting unannounced supervision and also supervisors who were quick to pass comments on their delivery without finding out from them (History student-teachers) why they acted or wrote that in their lesson notes [3]. This in a way imbibed in them fear and hatred. This confirms the findings in a study that the primary impact of the supervision in student-teachers is the production of fear [5]. It is established that, in spite of the fear and hatred developed in History student-teachers, the teaching practice supervision had tremendous impact on student-teachers as it is evidenced in their responses. It improved the performance level of the student-teachers and also developed in them a level of discipline wherever they found themselves [3].

However, the mode of supervision during teaching practice has been a key figure in identifying the knowledge that teachers need for effective teaching. A study identified seven knowledge bases:

- Content knowledge
- General Pedagogical Knowledge (GPK)
- Curriculum knowledge
- Pedagogical Content Knowledge (PCK)
- Knowledge of teachers and their characteristics
- Knowledge of educational contexts
- Knowledge of educational ends, purpose, values and philosophical and historical influences [6].

The student's theoretical content knowledge base in physical education is expanded, strengthened and consolidated in his first and second semester studies. Courses such as foundation, philosophical and historical background of physical education are learned. The intent of these courses is to make students grasp the origin, focus and purpose of the discipline as it is likely that some of them may have beliefs which may

not fall within the context of physical education. Researchers opined that pre-service physical education teachers enter teacher preparation programmes with a broad spectrum of beliefs about physical education, and change little overtime [7,8,9]. A research revealed that that “the dominant view of new recruits is that they perceive physical education as being primary skill-oriented” [10]. Another study which explored the beliefs held by students from two universities regarding the elements of the teacher education programmes indicated that pre-service teachers believe the practicum experiences were more valuable aspects of the teacher education programme [11].

A scientific study on positive influence of one university physical education programme on the practices and perspectives of a beginning teacher with a strong teaching orientation revealed that the physical education programme influence was mediated by the teacher’s biography and entry into the workforce. The study also indicated that the physical education programme and teacher’s biography influenced his pedagogical philosophy and practices to a great extent [12]. In the third and fourth semester when the student gets a good grounding in content knowledge, pedagogical courses are taught. Course outlined for these semesters include peer-teaching, on-campus teaching, off-campus teaching which are skewed systematically to give the students pedagogical skills. A number of students have validated the effectiveness of using peers in physical education using various arrangements such as; class wide peer tutoring [13]. A major problem that teachers encounter is finding adequate time to monitor and to provide feedback and reinforcement for students in their classes. Peer Assisted Learning (PAL) strategies are very effective ways to allow students to receive instruction, feedback and reinforcement from group members much more frequently than a teacher could provide [14]. In physical education, variations of peer tutoring have produced and increased results in academic learning time (ALT-P.E), opportunity to respond Classwide Peer-Tutoring (CWPT) and a derivative version of CWPT, called Peer-Mediated Accountability (PMA) [13,15,16,17].

Evidence from research on teacher improvement shows that teachers can begin to acquire teaching skills and strategies during their pre-service preparation programmes and continue to develop them during their initial years of teaching through both specific staff development programmes and reflection on their own teaching [18,19]. Lesson planning and presentation are key elements of teacher training. The student – teacher is therefore taught how to plan developmentally appropriate exercises to satisfy all kinds of student conditions and not to marginalize any student. The P.E student therefore keeps in mind the following steps when planning to teach:

what instructional methods should be used to meet the various learning styles and multiple intelligence of a diverse class of students’ abilities and disabilities;

how much class time should be devoted to providing instruction, allowing for practice, giving feedback, dealing with discipline problems, managing equipment distribution and checking attendance and

What type of grouping, homogenous or heterogeneous or both should be used to increase students’ learning? [18,19]

A researcher stated that the long term process of inclusion of pupils with special needs (SEN) and disabilities in mainstream education has increased especially rapidly over the last half century or so. Children with disabilities fall into six categories; visually impaired, physically or other health impaired, mentally challenged,

behaviourally challenged, hearing impaired or multiple handicapped [20]. P.E students in the Colleges are trained to plan their lesson noting the varying level of disabilities of their pupils. This is because evidence has shown that proper physical exercise can help some of the physically challenged pupils recover from their disability. The greatest challenge for most physical education programmes rest with inadequate resources. During tight economic times the so-called non-essential subjects such as physical education and art are reduced if not eliminated. Courses targeted at equipping students of the P.E departments with creativity and resourcefulness are offered. This is to equip the P.E teacher to improvise relevant but unavailable teaching materials/equipment. The departments also make it convenience for students to offer courses from the departments of Art and Home Economics Education to sharpen their skills and become more innovative and crafty. The Home Economics courses expose student- teachers to nutritional demands of ectomorph, endomorph and mesomorph [20].

Physical education activities are not confined to the classroom alone. It includes outdoor or adventure activities as well. A study makes a case for adventure-based learning in the secondary physical education curriculum and states that students who have participated in outdoor adventure activities as part of the school curriculum may continue to participate in such activities throughout life and therefore keep them active [21]. In the light of the nature of activities in the senior high schools, tutors in the P.E departments teach the students how to successfully organize and execute outdoor activities. Students are also oriented towards adopting militating measures against possible failures and disappointments. The need to adopt all programmes against strength, weakness, opportunities and threats (SWOT) analysis is emphasized. Towards the end of the 4th semester the student offers a course in sports psychology which deals with how to handle sports and its related issue including hooliganism, vandalism and other adolescence explosive crowd behaviours. The student goes out to teaching practice in the 5th and 6th semesters. What does it take to become an effective teacher? First, you must want to do it. Then you need to get plenty of perfect practices. You need to practise the relevant teaching skills such as developing class routines, implementing guided practice sessions, supervising independent practice sessions and keeping class momentum moving toward briskly. When you have the opportunity to practise these skills, you will also benefit from supervision that provides sufficiently specific feedback for you to improve [22].

Teaching practice in schools has been considered the most important part of the teacher education programme and for that matter this field experience needs to be supported by stake holders [23]. These stakeholders include the College Supervisor, School Principal and Co-operating teachers who at point play crucial roles of preparing the student-teacher to perform the duties and responsibilities of the formal teacher [24]. In Ghana, teacher education also appears not to be bad at all. The preparation of the student-teacher is under the guidance of supervisors or co-operating teachers who facilitate and monitor the growth of the student-teacher. However, just as those supervisors perform their duties during teaching practice, they come under some criticism. Teaching practice occupies a key position in the programme of teacher education in Ghana. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession [25]. The objective of teaching practice is to assist student teachers to develop appropriate teaching skills, techniques and dispositions to teaching. The purpose of this study was to examine the supervision of student teachers during practical physical

education lessons at the colleges of education to know whether the supervisor will have impact in their program of study. The study sought to answer these research questions – (1) What is the impact of supervision on student teachers during teaching practice? (2) How do student teachers perceive the mode of supervision during teaching practice?

2. Materials and Methods

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 Foso 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 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

3.1. Results

This section of the study presents results and discussion on the impact and mode of supervision on student teachers during teaching practice.

Table 1. The impact of supervision on student teachers during teaching practice.

What is the impact of supervision on student teachers during teaching practice?	SA	A	D	SD
1. Supervision serves as Training and Guidance.	8 (16%)	35 (70%)	4 (8%)	3 (6%)
2. Supervision helps develop managerial and instructional strategies of teaching.	19 (38%)	12 (24%)	6 (12%)	13 (26%)
3. Supervision helps student teachers to prepare adequate lesson notes	22 (44%)	15 (30%)	5 (10%)	8 (16%)
4. Supervision enables student- teachers to acquire teaching skills.	16 (3%)	26 (52%)	4 (8%)	4 (8%)
5. Supervision is focus on how student- teachers improve pupils' performance.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
TOTAL	85 (34%)	110 (44%)	25 (10%)	30 (12%)

Table 1, *Statement 1* above indicated that 70% out of a total number of 50 respondents responded Strongly Agreed, 16% Agreed, while 8% of the total number responded Disagreed and 6% responded Strongly Disagreed. Since the total percentages of Strongly Agreed and Agreed are greater than Strongly Disagreed, and Disagreed, it was concluded that supervision serves training and guidance to student-teachers. Report from *statement 2* states that 38% of total number of respondent strongly agreed, 24% of Respondents Agreed, while 26% of total number of respondents Strongly Disagreed and 12% of Respondents Disagreed. *Statement 3* above indicated that 44% out of the total number of 50 respondents Strongly Agreed, 30% of the respondents Agreed, while 16% of total number of respondents Strongly Disagreed, and 10% Strongly Disagreed respectively. Information from *statement 4* indicates that 32% Strongly Agreed, 52% Agreed, while 8% Strongly Disagreed that

supervision enables student-teacher acquire supervisory skills during teaching practice. At this wavelength details from *Statement 5* depicts 40% strongly agreed, 44% agreed, 12% disagreed and 4% strongly disagreed that supervision is focus on how student-teachers improve pupils' performance.

Table 2. *The mode of supervision during teaching practice.*

How do student teachers perceive the mode of supervision during teaching practice?	SA	A	D	SD
1. Rules and principles of teaching should rigidly be enforced in schools of practice during supervision.	1 (2%)	6 (12%)	35 (70%)	8 (16%)
2. Supervision should not be undertaken throughout the three terms of the academic year	19 (38%)	12 (24%)	6 (12%)	13 (26%)
3. Supervision should be done only by various subject tutors.	3 (6%)	5 (10%)	20 (40%)	22 (44%)
4. Supervisors should show concern only on learning task instead of school activities during supervision.	2 (4%)	5 (10%)	28 (56%)	15 (30%)
5. Supervisors should not hold conference meetings with Interns before and aft supervision.	20 (40%)	22 (44%)	6 (12%)	2 (4%)
TOTAL	45 (18%)	50 (20%)	95 (38%)	60 (24%)

The results of analysis in *statement 1* on respondents' opinion on rules and principles should rigidly be enforced in schools of practice during supervision showed that 70% Disagreed and 16% Strongly Disagreed as it was perceived by student-teachers during teaching practice, while 12%Agreed and 4% Strongly Agreed that rules and principles of teaching should not rigidly be enforced in school of practice during supervision. Table 2 *statement 2* showed that out of the total of 50 respondents, 38% Strongly Agreed and 12 respondents 24% Agreed that supervision should not be undertaken throughout the three academic terms of the academic year, while 26% Strongly Disagreed, and six of the total respondents, 12% Disagreed. *Statement 3* indicated that out of the total number of 50 respondents, 44% Strongly Disagreed, (40%) of respondents Disagreed, 6% strongly agreed, and 10% Agreed to the statement that supervision should be done only by various subject tutors. Information from *statement 4* shows that 56% Disagreed, 30% strongly disagreed, while 10%Agreed, and 4% Strongly Agreed that supervisors should show concern on only learning task instead of school activities during supervision. Report from *statement 5* stated that 44% of the total number of respondents Strongly Agreed, 40% of the respondents agreed, while 12% of total number of respondents Disagreed, and 4% Strongly Agreed. Since the total percentages of Strongly Agreed and Agreed are greater than strongly disagreed, and agreed.

3.2. Discussion

The Impact of Supervision on Student-Teachers During Teaching Practice:

In line with the above finding in table 1 *statement 1* (Gywnn, 1961) opined that this type of supervision is the process whereby continuing education is given to the teacher to improve upon his teaching. He insists that though this approach was a departure from the coercive type of supervision whereby the teacher was forced to follow prescribed methods, it was still assumed that there was a best known method of teaching, and it was the supervisor who knew best how to teach and that the teacher was to improve this teaching in line with the prescription of the supervisor. Thus, supervision was focused on the teacher. Report from *statement 2* reveals that respondents Disagreed. Since the percentages of Strongly and Disagreed are less than

Strongly Agreed and Agreed it was concluded that supervision helps to developed managerial and instructional strategies and broaden their horizon of teaching and also make them effective teachers in the future. They claimed that managerial strategies are the procedures that the teacher adapts to create an environment where instruction and learning can occur. Effective teaching is strongly and highly related to the organization of students learning environment, good instructional strategies and student achievement. Since the percentages of Strongly Agreed and Agreed are more than Strongly Disagreed and Disagreed, it therefore meant that supervision helps student-teachers to prepare adequate lesson notes which helped them improved upon their methodology when teaching. This was made possible through the comments and criticisms from their supervisors which actually prepared them well to teach in future, since lesson notes preparing is one of the requirements as having passed or failed at the end the internship program. Information from *statement 4* indicated. This goes a long way to say that supervision is not only to correct student-teachers' mistakes but also helps them to acquire supervisory skills.

The finding of the study was supported by previous studies that a supervisor should be equipped with the following skills: technical, human and conceptual skills. Technical skills refer to the ability to apply knowledge, methods, techniques, experience and equipment to perform specific tasks effectively. Even though supervisors need not be the best among employees, they must not be the worst and that supervisors need to have enough technical knowledge so as to pass sound judgments, and offer technical assistance to other employees in his department [26,27]. Human skills refer to interpersonal or interactive skills. Supervisors/managers should be capable of working with and through people by applying motivational and behaviourist techniques to get the best out of them. Human relations skills help supervisors to act both officially and humanely

This involves the ability to acquire, analyse and interpret information in a logical manner. The supervisor/manager should be capable of understanding the intricacies of the organization as a whole, and act in accordance with its objectives, rather than pursuing a parochial or personal interest. The results of analysis on respondents' opinion on *Statement 5* has shown that 44% of the total number of respondents Agreed, 40% of respondents Strongly Agreed, while 2% of total number of respondents Disagreed and 4% of respondents Strongly Disagreed. Since the percentages values of Strongly Agreed and Agreed are greater than the values of Strongly Disagreed and Disagreed values. It implies that supervision improves pupil performance. Supervision, either in the classical or modern sense, is to improve teaching and learning. How this would be achieved depends on the method applied in supervision. Classical supervisory methods were teacher-focused or school-system centred [28,29].

Student-Teachers' Perception on the Mode of Supervision During Teaching Practice:

The above findings under table 2 *statement 1* was collaborated with a study that effective method of supervision leads to pretences of dictated behaviour which is destructive of good human relationship [30]. In any case, this practice would be justifiable in schools where a greater number of the teachers are not professionally trained and therefore needed to be told what to do (Private schools). This is because it is believed that there must be autonomy as against bureaucratic rigidity and control. In order words it is believed that when the organization is dealing with professionals

then they should be given enough room to operate and not rigidly controlled. *Statement 2* shows that supervision should be undertaken throughout the three academic terms of the academic year. The implication is that student-teachers had not settled down with the benefits of supervision to be carried out for the three terms. In spite of this expectation, past criticisms still remain that teaching is irrelevant to the “real world” and ineffective supervision fails to concentrate on the practical expectations of teaching [31]. They further argue that there is a gap between theory that is taught in the Colleges and teaching practice that is linked to the classroom. *Statement 3* implies that the average scores will be fair, just, and equitable to use comments from subject tutors (supervisors) to grade the performance of student-teachers on teaching practice. The mentee believe that subject teachers will be more effective in supervising students in their subject area than those from other subject areas. Information from *statement 4* showed that supervisors should show concern on only learning task instead of school activities during supervision. Anyway, education aims at the holistic development of the child, therefore effective supervision should not be judged by only examination results or good academic performance but also participation and good performance in the co-curricular activities. The above finding was in line with earlier studies that effective supervision should focus on the general organization of the school which is not be limited to pupils’ performance, it is therefore concluded that supervisors should not hold conference with mentees before and after supervision [28,32]. Report from *statement 5* also collaborated with a previous study that clinical supervision produces a self-teacher who analysis and seek solutions to his or her own teaching problems with the help of another professional. Clinical supervision emphasizes teacher growth in that the supervisor talks with the teacher as a colleague to identify and clarify problems and observes the teacher in a classroom situation to solve the problems identified [30].

4. Conclusions and Recommendations

The study indicated that supervision improves pupil performance. Supervision, either in the classical or modern sense, improves teaching and learning. Classical supervisory methods were teacher-focused or school-system centred. The study also revealed that clinical supervision produces a self-teacher who analysis and seek solutions to his or her own teaching problems with the help of another professional. It was also concluded that clinical supervision emphasizes teacher growth in that the supervisor talks with the teacher as a colleague to identify and clarify problems and observes the teacher in a classroom situation to solve the problems identified

It is recommended that 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 to enable them to provide useful feedback. It is also recommended that the Ghana Association of Colleges of Education principals and Health, Physical Education Recreation, Dance and Sports (GAHPERDS)’, formerly known as Physical Education Association of Ghana (PEAG), representative in the Ghana should collaborate with Ghana Education Service to organise workshops and seminars for headmasters/ headmistress and teacher on the basic benefits physical education in school curriculum.

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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