

Building and applying a scale of educational supervision patterns for physical education supervisors in the Diyala Education Directorate

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ABSTRACT

The aim of this study was to build and apply a scale of educational supervision patterns for supervisors in the Directorate of Education in Diyala, as well as to identify the level of educational supervision patterns of supervisors. As for the study methodology, the researchers used the descriptive approach in the survey method. The research community was represented by the educational supervisors (N = 80) of the Directorate of Education in Diyala, for the academic year 2021/2022. As for the main application sample, 67 supervisors with a percentage of 83.75% were chosen randomly, 3 supervisors with a percentage of 3.75% were chosen randomly for the pilot experiment sample, and 10 supervisors with a percentage of 12.5% were chosen for the application sample. The data were processed through the Statistical Package for the Social Sciences (SPSS). Our study results showed that the educational supervisors had a good level of educational supervision patterns. The current scale was considered as an important tool for detecting the level of educational supervision patterns in all its aspects. Based on our study results, we recommend that this scale is used in all education directorates in Iraq and that similar studies are conducted on this scale in other countries.

KEYWORDS

Patterns of Educational Supervision; Supervisors; Scale.

1. INTRODUCTION

The educational development movement in Iraq is modern and its organizers are keen to be comprehensive and scientific. All the elements and devices related to the educational process are organized to provide the best educational services. Modern educational supervision is a collaborative

process that requires trust and mutual appreciation between the supervisor and the teacher, enabling them to reach common concepts on issues of interest to them to work together as cooperating colleagues in reaching a decision. It is direction in which they can use the intelligence of the students to drive the growth of each student, directing them to the richest, most intelligent and effective contribution to society and the world in which they live (Al-Mahdi, 2019).

Educational supervision is a specialized educational service that aims to develop the quality of education by providing the best conditions that help teachers to perform their roles effectively. Educational supervision gives great importance to the educational situation. The educational supervisor looks after the teachers, the students, the curricula, the teaching method, the activities, exams and the school's relations with the local community, etc. This implies that supervision plays an important role in contributing to the achievement of its objectives, and in order for educational supervisors to perform their work well, they need to be aware of their role and fields of work. The fields of work of the educational supervisor include planning, curricula, education, professional growth, evaluation, administration, training, educational activities, and the relationship with the local community. The educational supervisor exercises his/her role in various ways of supervision. The supervisory method is a cooperative, coordinated and organized activity related to the nature of the educational situation. It cannot be said that one of the supervisory methods is the best method for teachers in all situations, because educational supervision changes with the change of different educational goals and various situations. Also, educational supervision is a human process that aims to recognize the value of the individual as a human being with his/her own value and entity, and is necessary to build bridges of mutual trust between the supervisor and the teacher, to identify the energies that are present in him/her, and to invest them the best way according to the different human relations, through the different supervisory patterns used by educational supervisors. These patterns include the following: diagnostic supervision and supervision of results and improvement of outputs, diversified supervision and multi-directional scientific supervision and others, as the importance of the research lies in knowing the patterns of educational supervision of supervisors in Diyala Education Directorate.

In order for educational supervisors to perform their role, they should develop supervisory patterns that are acceptable to the teachers they supervise them. Since the supervisory pattern that the teacher envisions determines the way he/she responds to the supervisor's instructions and programs in order to develop the teacher's professional performance, the supervisory patterns of supervisors must be known as perceived by teachers in Diyala Governorate, given the importance of the role of

the educational supervisor and his/her impact on teachers and perhaps the lack of supervisory experiences among educational supervisors in that province. The study problem is determined by the following main question: What are the supervisory patterns practised by educational supervisors in Diyala Governorate from the teachers' perspective?

The research objectives were to build and apply a scale of educational supervision patterns for supervisors in Diyala Education Directorate, and to identify the level of educational supervision patterns of supervisors in Diyala Education Directorate.

2. METHODS

2.1. Study Design and Participants

The two researchers adopted the descriptive approach in the survey style, which is defined as “the approach that describes a phenomenon according to a specific research plan that includes describing the phenomena, collecting facts and information about them, evaluating these phenomena under of what they should be, and in under the agreed criteria, and suggesting the steps that must be upon it” (Al-Mahdi, 2019). The research community was represented by the educational supervisors (N = 80) of the Directorate of Education in Diyala for the academic year 2021/2022. As for the main sample, 67 supervisors with a percentage of 83.75% were chosen randomly, 3 supervisors with a percentage of 3.75% were chosen randomly for the pilot experiment sample, and 10 supervisors with a percentage of 12.5% were chosen randomly for the application sample.

2.2. Scale Building Procedures

Since the current study aimed to build a scale of educational supervision patterns and then apply it to a sample of Diyala education supervisors in Diyala governorate, there were several steps that the two researchers followed in order to build the scale on correct scientific foundations.

2.2.1. Preparation of the initial version of the scale

The two researchers developed a set of phrases, each of which is related to the objective to be measured, with the aim of reviewing them and revising their formulation and arrangement according to unity of the topic. After the mentioned conditions were taken into account, the two researchers prepared 83 paragraphs with five closed alternatives (always agree, often agree, sometimes agree, rarely agree, disagree).

The two researchers formulated the scale paragraphs in a clear and understandable manner and in the first person for each of the supervisors of Diyala Education (the research sample). It is based on the phenomenon’s literature as well as education sources and previous studies related to the two topics of the study. It is also based on the use of the Likert method in building measurements as it is a widely used method and is distinguished from other methods of construction and correction, does not require a large number of arbitrators and the answer is accurate due to multiple alternatives (Waheeb, 2006).

2.2.2. Presentation of the initial version of the scale to the arbitrators

After preparing the scale in its initial form and after formulating the paragraphs through the relevant sources and references, educational supervision and teaching method, the paragraphs of the scale were formulated in an appropriate and easy-to-understand language for the research sample, since preparing the paragraphs of the scale in its initial form is an essential step in building standards. When preparing the initial formula for the scale for each area of the scale in order to cover all aspects, the researchers took into account that the validity of the paragraphs placed in each of the scales, must have scientific steps to enjoy the required acceptance to start applying it. Two researchers presented the scale to a group of experts and specialists for each of them to express their opinion and observations on each A paragraph valid for evaluating the educational supervision patterns scale, which consists of (74) paragraphs. After the arbitrators gave their answers, the paragraphs were analyzed statistically. The invalid paragraphs (7, 15, 19, 26, 30, 34, 41, 43) were deleted, and the scale consisted of 66 items distributed over 11 axes (Table 1).

Table 1. Experts opinion on the items of the Educational Supervision Scale

Educational supervision patterns scale									
First: Diagnostic supervision									
No.	No. of experts		X ²	p value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
1	13	0	13	0.000	5	13	0	13	0.000
2	13	0	13	0.000	6	13	0	13	0.000
3	13	0	13	0.000	7	6	7	0.077	0.080
4	13	0	13	0.000	8	13	0	13	0.000
Second: Supervising the results and improving the outputs									
No.	No. of experts		X ²	p value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		

9	13	0	13	0.000	13	13	0	13	0.000
10	13	0	13	0.000	14	13	0	13	0.000
11	13	0	13	0.000	15	5	8	0.6 92	0.090
12	13	0	13	0.000	16	13	0	13	0.000

Third: Diversity supervision

No.	No. of experts		X ²	P value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
17	13	0	13	0.000	20	13	0	13	0.000
17	13	0	13	0.000	21	13	0	13	0.000
18	13	0	13	0.000	22	13	0	13	0.000
19	6	7	0.077	0.080	23	13	0	13	0.000

Fourth: Multi-directional scientific supervision

No.	No. of experts		X ²	P value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
24	13	0	13	0.000	28	13	0	13	0.000
25	13	0	13	0.000	29	13	0	13	0.000
26	6	7	0.077	0.080	30	6	7	0.077	0.080
27	13	0	13	0.000					

Fifth: Innovative supervision

No.	No. of experts		X ²	P value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
31	13	0	13	0.000	35	13	0	13	0.000
32	13	0	13	0.000	36	13	0	13	0.000
33	13	0	13	0.000	37	13	0	13	0.000
34	5	8	0.692	0.090					

Sixth: Precautionary supervision

No.	No. of experts		X ²	P value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
38	13	0	13	0.000	42	13	0	13	0.000
39	13	0	13	0.000	43	5	8	0.692	0.090
40	13	0	13	0.000	44	13	0	13	0.000
41	5	8	0.692	0.090					

Seventh: Electronic supervision

No.	No. of experts		X ²	P value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
45	12	1	9,3	0.001	48	12	1	9,3	0.000

46	12	1	9,3	0.001	49	13	0	13	0.000
46	13	0	13	0.000	50	13	0	13	0.000
47	13	0	13	0.000					

Eighth: Cooperative supervision

No.	No. of experts		X ²	p value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
51	12	1	9,3	0.001	56	12	1	9,3	0.001
52	12	1	9,3	0.001	57	13	0	13	0.000
53	13	0	13	0.000	58	13	0	13	0.000
54	13	0	13	0.000	59	12	1	9,3	0.001
55	12	1	9,3	0.001					

Ninth: Informal supervision

No.	No. of experts		X ²	p value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
60	12	1	9,3	0.001	64	12	1	9,3	0.001
61	12	1	9,3	0.001	65	13	0	13	0.000
62	13	0	13	0.000	66	13	0	13	0.000
63	13	0	13	0.000					

Tenth: Directional supervision and problem solving

No.	No. of experts		X ²	p value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
67	12	1	9,3	0.001	70	12	1	9,3	0.001
68	12	1	9,3	0.001	71	13	0	13	0.000
69	13	0	13	0.000					

Eleventh: Calendar supervision

No.	No. of experts		X ²	p value	No.	No. of experts		X ²	p value
	Valid	Invalid				Valid	Invalid		
72	12	1	9,3	0,001	74	12	1	9,3	0,001
73	12	1	9,3	0,001					

NOTE: X² = chi square; p value = probability value; p ≤ 0.05 = statistically significant

2.2.3. Method for correcting paragraphs

The items of the scale were formulated, and the weights of the items were determined from (1-5) degrees for each of their items. Therefore, five alternatives and graded responses were developed for obtaining the total score for each member of the sample.

The highest degree of the educational supervision patterns scale reached 330 degrees and the lowest was 66 degrees, as shown in Table 2.

Table 2. The weights of the alternatives of the questionnaire items and the scale in the positive direction

Scale of appreciation		Always agree	Often agree	Sometimes agree	Rarely agree	Disagree
Educational supervision patterns scale	Positive	5	4	3	2	1

2.3. Exploratory Experience

The two researchers applied the scale in its initial form to 3 educational supervisors in the Diyala Education Directorate, Diyala Governorate, on 2/6/2022. Through this experiment, we noticed that all the paragraphs are clear to the research sample, and it became clear the extent of the clarity of the paragraphs for the research sample and the definition of the assistant team in the way of explaining the paragraphs, also the difficulties that the researchers face to avoid them when applying the main experiment.

2.4. Presentation of the Scale to the Sample

The scale was presented to the sample consisting of 67 supervisors from the Diyala Education Directorate, Diyala Governorate for the academic year 2021/2022, from 02/13/2022 until 2/28/2022. They were asked to read and answer the paragraphs carefully. The forms were then collected and the answers checked in order to ensure the correctness of the answers to all the specific paragraphs of the scale. In total, 65 forms were accurately retrieved from the supervisors' answers to the scale form.

2.5. Internal Consistency

We used the correlation coefficient of the paragraph's degree to the total degree of the scale because this method assumes that the total degree is a criterion for the validity of the scale. The paragraph is thus dropped if its degree of relationship to the total degree is low, on the basis that the paragraph does not measure the phenomenon measured by the scale.

Pearson's correlation coefficient was used to extract the internal consistency of the paragraphs of the scale (Al-Samarrai & Al-Baldawi, 1987). After statistical processing, one paragraph of the (e-learning) scale is deleted, leaving (6, 17, 48, 51, 57, 59) and remain (60), and the

correlation between the total score of the scale and the degree of each of the scale’s paragraphs is extracted using the method of internal consistency (Table 3).

2.6. Scientific Basis of the Scale

Validity is one of the necessary characteristics in constructing scales, as it refers to the scale’s ability to measure the characteristic that was set for its measurement. To ensure the scale’s validity, the two researchers used two indicators of validity. Construction sincerity, both Cronbach’s alpha and Mill, indicate that determining the structural or structural validity of the scale means examining the theoretical background of the scale, or in other words, specifying the psychological meaning of the degree given by the scale and determining it. The two researchers verified the validity of the construction in the current scale by using the internal consistency coefficient between the total score of the scale and the degree of each paragraph of the scale as shown in Table 3.

Table 3. The degree of correlation of the paragraph with the total score of the pattern scale of educational supervision

No.	<i>r</i>	P value	No.	<i>r</i>	P value	No.	<i>r</i>	p value
1	0.977	0.00	23	0.914	0.00	46	0.901	0.000
2	0.654	0.010	24	0.661	0.009	47	0.540	0.014
3	0.879	0.00	25	0.772	0.006	48	0.168	0.913
4	0.945	0.000	26	0.664	0.009	49	0.886	0.00
5	0.786	0.00	27	0.890	0.00	50	0.317	0.000
6	0.172	0.872	28	0.914	0.00	51	0.171	0.871
7	0.696	0.008	29	0.357	0.000	52	0.169	0.001
8	0.612	0.010	30	0.398	0.000	53	0.151	0.003
9	0.776	0.006	31	0.286	0.000	54	0.228	0.000
10	0.796	0.002	32	0.341	0.000	55	0.247	0.000
11	0.873	0.002	33	0.884	0.00	56	0.324	0.000
12	0.833	0.003	34	0.540	0.014	57	0.177	0.860
13	0.911	0.00	35	0.924	0.00	58	0.676	0.009
14	0.787	0.005	36	0.941	0.00	59	0.167	0.914
15	0.540	0.014	37	0.324	0.000	60	0.565	0.010
16	0.924	0.00	38	0.208	0.000	61	0.328	0.000

17	0.150	0.952	39	0.283	0.000	62	0.281	0.000
18	0.922	0.00	40	0.335	0.000	63	0.430	0.000
19	0.722	0.007	41	0.375	0.000	64	0.317	0.000
20	0.775	0.006	42	0.248	0.000	65	0.343	0.000
21	0.580	0.011	43	0.298	0.000	66	0.258	0.000
22	0.902	0.00	44	0.340	0.000			

NOTE: *r* = Pearson Correlation; *p* value = Probability Value; $p \leq 0.05$ = Statistically Significant

Cronbach’s alpha Coefficient

In order to calculate the stability of the scale using the Cronbach’s alpha coefficient, the two researchers relied on the data of the sample. The value of the Cronbach’s alpha coefficient of the scale (Educational Supervision Patterns) was 0.837. The results showed that the scale is the significance of the correlation and this indicates the degree of stability of the students’ answers on the scale.

Standards and Grades

Therefore, the two researchers used the normal Gauss distribution, which depends on obtaining the average distribution curve for the data on the nature of the sample, its number and the appropriateness of the tests for this sample. Table 4 shows the levels, the modified normative and raw scores for the scale.

Table 4. The levels, modified standard scores, and raw scores of the Educational Supervision patterns scale.

Levels	Modified Standard Score	Raw grade	Count	Percentage
Very well	59.57-65.76	253 -300	5	7.69%
Good	53.24 -59.43	205 – 252	13	20%
Middle	46.92 – 53.11	157 – 204	24	36.92%
Acceptable	40.59 – 46.78	109 –156	12	18.46%
Weak	34.14 – 40.46	60 – 108	6	9.23%

2.7. Main Experience

After the two researchers completed the process of building a scale of educational supervision patterns consisting of 60 items, the highest score for the scale was 30 and the lowest score was 60, and it was presented to the application sample on 3/6/2022.

2.8. Statistical Analysis

The search data were processed through the Statistical Package for the Social Sciences (SPSS) version 25. The analytical methods used in this study were descriptive statistics, correlations, t-tests, the chi-square (x2) test, the Gaussian distribution and the Cronbach’s alpha coefficient. For all statistical tests, a p-value of <0.05 was considered statistically significant.

3. RESULTS AND DISCUSSION

The following table shows the statistical parameters of the educational supervision patterns scale with the hypothetical mean of the scale. The arithmetic mean ($M = 207.2$) of the educational supervision patterns scale, with a standard deviation of 53.24, is higher than the hypothetical mean of 150. So, there is a statistical significant difference between the two means and in favor of the arithmetic mean ($t = 3.52, p = 0.006$) (Table 5).

Table 5. The statistical parameters of the educational supervision patterns scale with the hypothetical mean of the scale.

Number of paragraphs	Overall score of the scale	Hypothetical mean	Arithmetic mean	Standard deviation	t value	p value
60	300	150	207.2	53.24	3.52	0.006

NOTE: $p \leq 0.05 =$ Statistically Significant

Our results show that the educational supervisors had a good level of educational supervision patterns. The two researchers attribute that the educational supervisor controls everything related to work, draws the policy and the work plan, issues orders and instructions and supervises their implementation. The supervisor does not interrupt the physical education teacher during the implementation of a class. This to ensure that the students do not feel that there is a technical error on the part of the teacher during the implementation of the lesson, and in this way the teacher’s image remains the ideal image of the serious teacher who is keen on his profession (Sisalem et al., 2006).

Educational supervision in educational circles is developing to take a more comprehensive and broader meaning, in order to meet the needs of the comprehensive view of the elements of the educational learning process. Educational supervision has evolved from a position of concern for the teacher, the improvement of his performance and the modification of his educational behavior, to an attention to the educational situation as a whole, and the modification and change of his educational

behavior. To pay attention to the educational and learning situation as a whole and to bring about the desired positive modification and change in its various elements, namely: the teacher, the learner, the curriculum, the environment, school facilities and classroom management (Tafesh, 1988).

4. CONCLUSIONS

In conclusion, the current scale is a valid and reliable tool for detecting the level of educational supervision patterns in all its aspects. Based on our study results, we recommend that this scale is used in all education directorates in Iraq and that similar studies are conducted on this scale in other countries.

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APPENDIX

Baghdad University

Faculty of Physical Education and Sports Sciences for Women

Dear

Supervisor.....

At the College of..... University of Baghdad.

1- Each of the following statements has five answers (alternatives), each of which represents your opinion about its content.

2- Your answers are for scientific research purposes only and will be strictly confidential.

3- Please do not answer the statements with more than one option in the specified paragraph.

4- Please do not neglect to answer any of the items, as this will negatively affect your opinions.

No.	Items	Always agree	Agree often	Agree sometimes	Agree rarely	Do not agree
1	The supervisor seeks to transfer teachers to the highest level of performance					
2	The supervisor works on developing learners' scientific thinking as a primary goal of teaching various sciences					
3	The supervisor suggests an effective method for changing the classroom teaching behavior patterns of teachers					
4	The supervisor has the qualifications to analyze the learning process, which makes the relationship between him and the teacher that of a coach with a trainee					
5	The supervisor has the necessary skills to carry out supervision, particularly the ability to analyze and diagnose					
6	The supervisor enhances confidence in the teacher by involving him in planning and analysis, class situation and evaluation					
7	The supervisor is concerned with evaluating the classroom situation rather than focusing on the personality of the teacher					
8	The supervisor analyzes the lesson in an objective and comprehensive manner					
9	The supervisor establishes a positive working relationship between himself and the teacher					
10	The supervisor unites the efforts of teachers and organizes them with high efficiency					
11	The supervisor supports the professional development of the teacher by correcting weaknesses and enhancing strengths					

12	The supervisor assigns roles to all teachers involved in the educational process					
13	The supervisor integrates the results and improvement of the teacher's personal or individual outcomes with the school's overall results					
14	The supervisor stresses the importance of self-control and self-discipline in developing performance and improving results					
15	The supervisor clarifies the levels of achievement and sets clear criteria for evaluation					
16	Supervision of results and improvement of outputs is based on the principle of participation in improving outputs and determining results					
17	The supervisor focuses on the technical and skill side of teachers					
18	The supervisor gives the teacher the freedom to decide the style according to his abilities and skills					
19	The supervisor applies supervisory methods in a group manner between him, the manager and the teacher					
20	The supervisor contributes to supporting teamwork among teachers					
21	The supervisor works on a balance between the administrative and technical departments in the educational supervision process					
22	The supervisor varies the levels of scientific activities to suit the different levels of learners					
23	The supervisor provides the opportunity for teachers to carry out simple laboratory activities					
24	The supervisor directs the students to develop activities from the local environment					
25	The supervisor uses supervisory methods that take into account individual differences between teachers					
26	The supervisor varies in the methods of supervision in					

	line with the nature of scientific concepts					
27	The supervisor links the new science with the student's scientific life					
28	The supervisor applies the method of experimentation and scientific presentation according to the nature of the situation and the available capabilities					
29	The supervisor engages the teachers in developing a plan for the learning and teaching process					
30	The supervisor pays attention to the personal and professional differences between teachers					
31	The supervisor encourages modern teaching methods that stimulate the thinking of learners					
32	The supervisor creates new ideas and innovative methods that contribute to the development of the educational process					
33	The supervisor stays away from opportunism and opportunities for his opinion over others					
34	The supervisor provides moral support to teachers					
35	The supervisor is interested in human relations and the desire to learn from others and benefit from their experiences					
36	The supervisor encourages teachers to free the mind and release energy to benefit from their abilities and talents					
37	The supervisor is characterized by many qualities such as patience, tact, flexibility, confidence and clear vision					
38	The supervisor is concerned with spreading the spirit of democracy					
39	The supervisor anticipates the troubles that occur to the teachers, prevents their occurrence and minimizes their effects					
40	The supervisor achieves psychological security for teachers and seeks to build bridges of love and tranquility					

41	The supervisor understands the reasons behind the trouble teachers experience when visiting them					
42	The supervisor draws up appropriate plans for the teachers					
43	The supervisor takes the appropriate methods for each situation, bearing in mind the personality of the teacher, the extent of his strength and self-confidence					
44	The supervisor supports the teacher's confidence, especially when facing problems					
45	The supervisor takes the exchange of visits and a basket to help the teachers in facing the expected difficulties					
46	The educational supervisor is keen to pay attention to electronic supervision					
47	The supervisor relies on the use of electronic media in communication between him and the teachers					
48	The supervisor addresses many of the problems that many teachers face					
49	The supervisor seeks to implement all administrative and technical processes set forth by the Ministry					
50	The supervisor enables active interaction between teachers					
51	The supervisor uses modern means of communication to communicate with teachers					
52	The supervisor uses electronic technologies for teachers and provides new methods that open horizons for self-learning					
53	The supervisor relies on the participation of all concerned parties, including educational supervisors, teachers, and students, in achieving its goals					
54	The supervisor focuses on achieving the goals of improving the quality of learning					
55	The supervisor aims to understand and diagnose problems, identify their causes, and build the appropriate remedial program to support the efforts of					

	teachers					
56	The supervisor has the language of dialogue with teachers to agree on the criteria for student assessment					
57	The supervisor is distinguished by continuous cooperation and a spirit of openness between him and the teachers					
58	The supervisor undertakes effective planning on the part of the teachers to renew the behavioral objectives					
59	The supervisor is considered to be highly efficient in teaching, as he is an example and a model for teachers					
60	The supervisor interacts in a positive way between the human resources (students - supervisors - managers)					

AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research received no external funding.

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