Research Square

Preprints are preliminary reports that have not undergone peer review.
They should not be considered conclusive, used to inform clinical practice,
or referenced by the media as validated information.

Mapping the Global Research Landscape of Clinical Supervision in Higher Education: A Decade-Long Bibliometric Analysis

Amelie E. Trinidad

amelie.trinidad@dssc.edu.ph

Davao del Sur State College https://orcid.org/0000-0002-0899-7592

Augie E. Fuentes

Davao del Sur State College

Systematic Review

Keywords: Clinical Supervision, Higher Education, Bibliometric Analysis, Faculty Development, Reflective Practice, Competency-based Supervision

Posted Date: March 23rd, 2026

DOI: https://doi.org/10.21203/rs.3.rs-9179885/v1

License: This work is licensed under a Creative Commons Attribution 4.0 International License.
Read Full License

Additional Declarations: The authors declare no competing interests.

Mapping the Global Research Landscape of Clinical Supervision in Higher Education: A Decade-Long Bibliometric Analysis

Abstract

Clinical supervision has gained increasing scholarly attention in higher education due to its role in professional development, instructional improvement, and quality assurance, yet a comprehensive mapping of its global research landscape remains limited. This study conducted a bibliometric analysis of clinical supervision research indexed in the Scopus database from 2015 to 2025, using the search query TITLE-ABS-KEY ("clinical supervision") and limiting results to English-language journal and review articles. A total of 4,076 publications were retrieved and analyzed using bibliometric indicators and science mapping techniques in VOSviewer (version 1.6.18) to examine publication growth, influential contributors, collaboration patterns, and thematic structures. The findings reveal a steady increase in research output over the decade, reflecting the field's maturation, interdisciplinary engagement, and growing global relevance. Productivity and citation analyses identify leading countries, institutions, and influential authors shaping theory, empirical validation, and supervision models, while co-authorship networks highlight strengthening international collaboration. Keyword co-occurrence analysis indicates dominant themes in professional development, reflective practice, mentoring, and competency-based supervision, with emerging interest in digital tools, technology-enhanced practices, and cross-cultural approaches. The study provides a systematic and evidence-informed overview of the intellectual structure, thematic evolution, and practical relevance of clinical supervision research, offering insights to guide future scholarship, institutional policy, leadership strategies, and professional practice in higher education.

Keywords Clinical Supervision · Higher Education · Bibliometric Analysis · Faculty Development · Reflective Practice · Competency-based Supervision

1 Introduction

Clinical supervision has emerged as a central mechanism for enhancing professional practice, instructional quality, and organizational effectiveness across educational contexts. Traditionally associated with developmental observation and structured feedback, contemporary conceptualizations position clinical supervision as a systematic and collaborative process that integrates reflective dialogue, mentoring, and performance evaluation to strengthen professional competence (Edgar et al., 2023; Bencherab & Al Maskari, 2021). Rather than functioning solely as an accountability instrument, clinical supervision is increasingly framed as a developmental strategy aimed at sustaining professional growth and improving educational outcomes (Ngwenya, 2020).

Empirical studies consistently demonstrate the impact of supervision on teacher

effectiveness and instructional performance. Structured supervisory practices enhance teachers' work performance, pedagogical clarity, and classroom management (Chiwamba et al., 2022; Chinedu, 2021). At the organizational level, supervision is closely linked to instructional leadership and institutional program management, highlighting its strategic role in shaping organizational priorities and fostering institutional excellence (Emiru, 2020). These findings position clinical supervision as both a micro-level pedagogical intervention and a macro-level leadership function, bridging classroom practice with broader institutional objectives.

Beyond performance outcomes, recent scholarship emphasizes the relational and psychosocial dimensions of supervision. Supervisory interactions significantly influence teachers' emotional experiences, professional identity formation, and sense of professional agency (Chaula, 2023; Chen et al., 2022). In contemporary educational environments characterized by reform pressures and accountability demands, supervision processes can either reinforce professional confidence or contribute to emotional strain (Derakhshan & Nazari, 2022). Supervisors themselves encounter increasing complexity in balancing developmental support with evaluative responsibilities (Gustavsson & Bivall, 2025). These multidimensional dynamics underscore the expanding conceptual scope of clinical supervision research, encompassing both human-centered and organizational perspectives.

Despite the growing body of empirical and theoretical scholarship, research on clinical supervision remains fragmented across disciplines, geographic regions, and institutional contexts. Existing studies span themes such as professional development, instructional leadership, teacher identity, emotional labor, and workplace learning, yet there is limited synthesis of how these strands interconnect globally. Trend analyses suggest that without systematic mapping, knowledge production may evolve in dispersed and uneven patterns (Chen & Cheng, 2022). Furthermore, supervision is increasingly recognized as a form of professional learning and knowledge work embedded within institutional structures, emphasizing the need to examine its intellectual architecture comprehensively (Gottschalk & Hopwood, 2021).

In response to this fragmentation, bibliometric analysis provides a rigorous approach to systematically map the intellectual, thematic, and collaborative structure of clinical supervision research. By examining publication trends, citation networks, co-authorship patterns, and keyword co-occurrence structures, bibliometric techniques enable the identification of influential contributors, research clusters, and emerging directions within the field. Such analysis is particularly valuable for consolidating interdisciplinary scholarship and informing evidence-based policy, leadership, and professional development strategies.

This study therefore conducts a comprehensive bibliometric review of clinical supervision research published between 2015 and 2025. Specifically, it aims to (1) examine historical and contemporary publication trends, (2) identify the most influential authors, institutions, and countries, and (3) analyze dominant and emerging research themes through citation and keyword network analysis. By systematically mapping the evolution of clinical supervision scholarship, this study provides a consolidated intellectual overview of the field and establishes a strategic foundation for future research, institutional policy development, and professional practice enhancement.

2 Literature Review

Extensive research in peer-reviewed journals has established clinical supervision as a central mechanism for supporting faculty professional growth, enhancing instructional quality, and improving student outcomes in higher education (Edgar et al., 2023; Bencherab & Al Maskari, 2021; Ngwenya, 2020; Chiwamba et al., 2022; Khaef & Karimnia, 2021; Gottschalk & Hopwood, 2021). Edgar and colleagues (2023) demonstrated that structured observation, feedback, and mentoring significantly improve faculty teaching performance and professional development, highlighting the dual evaluative and developmental functions of supervision. Khaef and Karimnia (2021) found that competency-based supervision frameworks systematically enhance teaching quality and student learning outcomes by providing clear benchmarks for instructional proficiency, research engagement, and professional growth. Ngwenya (2020) emphasized both the administrative and pedagogical dimensions of supervision, noting its role in aligning instructional strategies with institutional goals and policy priorities. Gottschalk and Hopwood (2021) highlighted collaborative mentoring as a key vehicle for fostering reflective practice, building professional capacity, and strengthening relationships between faculty and supervisors. Complementing these findings, bibliometric and review studies by Bencherab and Al Maskari (2021) identified influential authors, institutions, and emerging trends in technology-enhanced supervision and competency-focused professional development. Collectively, these studies indicate that clinical supervision integrates multiple frameworks including reflective practice, mentoring, and competency models into a coherent system that supports both faculty growth and student learning while informing institutional strategy.

Clinical supervision is widely acknowledged as a mechanism for promoting reflective practice, professional accountability, and continuous skill enhancement (Chaula, 2023; Chen et al., 2022). Recent studies underscore its application across faculty development, instructional quality assurance, and doctoral supervision. Chiwamba et al. (2022) highlighted structured observation, formative feedback, and mentoring as central to cultivating reflective, competent, and adaptable educators capable of navigating evolving demands in higher education. These practices not only enhance teaching effectiveness but also strengthen institutional capacity by developing faculty who are responsive to pedagogical innovations, policy requirements, and diverse student needs, illustrating the link between supervision and leadership at both classroom and organizational levels.

The integration of technology has further transformed clinical supervision, expanding its accessibility, scalability, and impact. Digital tools such as video-based observation, e-portfolios, learning analytics, and online mentoring platforms enable evidence-informed feedback, systematic documentation, and longitudinal monitoring of faculty progress (Edgar et al., 2023; Gottschalk & Hopwood, 2021). Khaef and Karimnia (2021) emphasized hybrid supervision models that combine face-to-face mentoring with technology-supported tools, maintaining reflective dialogue while accommodating faculty schedules and institutional constraints. These innovations demonstrate the capacity of digital approaches to complement traditional supervision and support data-driven professional development strategies that can inform institutional policies and resource allocation decisions.

Clinical supervision has demonstrable benefits for both faculty and students.

Bencherab and Al Maskari (2021) reported improvements in teaching strategies, research competence, and faculty confidence. Ngwenya (2020) found that faculty engaged in systematic supervision exhibit higher adherence to institutional teaching standards and greater involvement in curriculum development. Khaef and Karimnia (2021) demonstrated that competency-based supervision enhances instructional quality and student engagement while Chaula (2023) highlighted the sustained impact of mentorship and feedback on professional growth. Global reviews indicate that although research is concentrated in specific regions, emerging interest in cross-cultural supervision practices is growing, particularly in Africa and Asia (Chiwamba et al., 2022), signaling potential for broader internationalization and adaptation of supervision models.

Despite its benefits, challenges remain in implementing effective clinical supervision. Faculty resistance, limited institutional resources, and contextual variability can constrain program impact (Ngwenya, 2020). Culturally responsive supervision that respects local academic traditions, institutional policies, and faculty needs is essential for effective outcomes. Edgar et al. (2023) emphasized aligning supervision goals with both individual development plans and organizational objectives while Gottschalk and Hopwood (2021) highlighted gaps in empirical evaluation of technology-supported supervision tools, calling for further research to assess usability, efficacy, and impact on professional development outcomes.

Overall, the literature confirms that clinical supervision is a vital approach for advancing higher education quality. It supports faculty professional growth, enhances teaching effectiveness, and promotes positive student outcomes through structured observation, feedback, mentoring, and reflective practice. Despite the expanding body of research, gaps remain in empirical studies from developing countries, cross-cultural contexts, and technology-enhanced supervision models. Continued research, policy development, and practical innovation offer opportunities to develop systematic, evidence-based, and globally informed approaches to faculty development, instructional improvement, and institutional leadership in higher education.

3 Methodology

This study employed a quantitative bibliometric research design to systematically examine the intellectual structure, publication trends, and collaboration patterns of clinical supervision research in higher education from 2015 to 2025. Bibliometric analysis provides a rigorous and replicable approach for mapping scholarly production through statistical indicators and network visualization techniques, enabling the identification of research growth trajectories, influential contributors, and thematic developments within a field (Zupic & Čater, 2015). The design integrated performance analysis, which measures productivity and citation impact, and science mapping, which explores relationships among authors, institutions, countries, and keywords.

The data were retrieved from the Scopus database, selected for its comprehensive multidisciplinary coverage and standardized indexing of peer-reviewed literature. Access was obtained through an institutional subscription. The search was conducted on February 2026 to ensure inclusion of the most recent publications indexed for 2025. The search query was applied to titles, abstracts, and author keywords using the

Boolean expression TITLE-ABS-KEY (“clinical supervision”). To maintain focus on contemporary scholarship, the search was limited to publications between 2015 and 2025. Only journal articles and review articles published in English were included to ensure quality, comparability, and completeness of bibliographic information. The search yielded a total of 4,076 publications, which constituted the final analytical corpus for the study.

Following retrieval, the bibliographic records were exported in CSV and RIS formats for analysis. The dataset included information on authorship, publication year, journal source, institutional affiliations, country of origin, citation counts, and author keywords. Data cleaning procedures were undertaken to enhance accuracy and consistency. These procedures included the removal of duplicate entries, standardization of author names to address variations in initials and spelling, harmonization of institutional and country names, and consolidation of synonymous keywords. This process minimized fragmentation in network visualization and improved the reliability of frequency-based indicators.

Data analysis combined descriptive statistics and network visualization techniques. Performance analysis examined annual publication outputs to identify growth patterns and temporal shifts in research attention. Citation metrics were analyzed to determine influential publications, authors, journals, and countries. Institutional and country productivity were assessed to reveal geographic distribution and centers of scholarly activity. Science mapping techniques were conducted using VOSviewer version 1.6.18 to generate co-authorship and keyword co-occurrence networks. In the co-authorship analysis, nodes represented authors, institutions, or countries, with node size indicating publication volume and link strength representing collaboration intensity. Keyword co-occurrence analysis was performed to identify dominant research themes and emerging conceptual clusters, with minimum occurrence thresholds applied to ensure interpretability while retaining structurally significant terms.

Through the integration of productivity indicators and network-based visualization, the study provides a comprehensive empirical overview of the development, influence, and thematic orientation of clinical supervision research in higher education over the past decade. While bibliometric methods allow for objective and large-scale analysis of scholarly output, certain limitations must be acknowledged. The reliance on a single database may exclude relevant publications indexed elsewhere, and the restriction to English-language articles may limit representation of non-Anglophone scholarship. Additionally, citation counts may favor earlier publications due to time-lag effects, and bibliometric techniques assess structural and impact patterns rather than the methodological quality of individual studies. Despite these limitations, the systematic and transparent procedures employed in this study ensure the robustness and replicability of the findings.

4 Results

4.1 Growth of publications over time

Clinical supervision research in higher education demonstrates a pronounced and sustained increase in scholarly output between 2015 and 2025. Based on the analyzed dataset (n = 4,076), publications rose from 220 articles in 2015 to 654 articles in 2025,

representing an overall growth of approximately 197 percent across the decade. The period from 2015 to 2018 reflects steady expansion, with annual outputs increasing from 220 (2015) to 282 (2018), despite a slight dip in 2017 (245). A more accelerated growth phase emerged beginning in 2019 (307 publications), continuing through 2020 (348) and 2021 (376). The upward trajectory became even more pronounced from 2022 onward, with 421 publications in 2022, 462 in 2023, 505 in 2024, and a substantial peak of 654 in 2025.

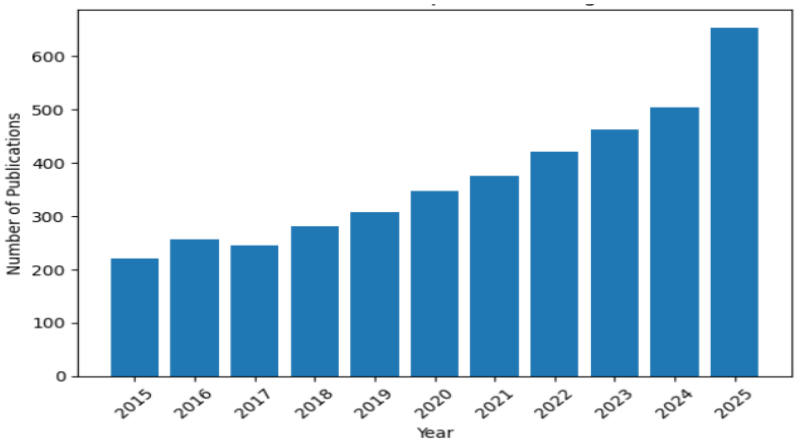


Figure 1. Trends in clinical supervision publications from 2015 to 2025

The sharp rise after 2022 indicates intensified global engagement and broader institutional embedding of clinical supervision scholarship within higher education research agendas. Overall, the consistent year-on-year increase, without major contraction periods, confirms that clinical supervision has evolved into a rapidly expanding and increasingly consolidated field of inquiry.

4.2 Most prolific authors, institutions and countries

Analysis of author productivity based on the Scopus dataset (n = 4,076) identifies a concentrated group of scholars contributing substantially to clinical supervision research in higher education. The most productive author is Watkins, C. E., with 27 publications, followed by Milne, K. (18 publications) and Kadiainen, M. (16 publications). Additional high-contributing authors include Burns, R. W., Kumar, S., Luke, M., and Gonsalvez, C. J., each with approximately 13 publications. Other notable contributors such as Snowdon, D. A., Zepeda, S. J., and Weck, F. each produced between 11 and 12 publications.

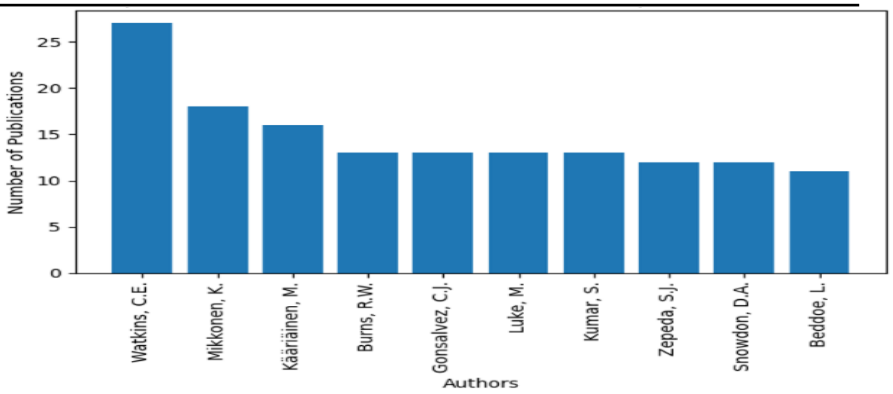


Figure 2. Top contributing authors in clinical supervision research (2015-2025)

This concentration of output suggests the presence of a stable intellectual core driving theoretical refinement, empirical validation, and model development in clinical supervision scholarship. The dominance of a few highly productive authors indicates both leadership within the field and sustained research specialization over time. Institutional analysis further reveals that research productivity is geographically clustered within prominent research-intensive universities. Monash University (Melbourne, Australia) emerges as the most prolific institutional contributor, with 56 affiliated publications, followed by La Trobe University (44 publications). In the United States, the University of North Texas (Department of Psychology) records 24 publications, while institutions such as the University of Auckland, University of Ottawa, Charles Sturt University, and the University of Toronto each contribute between 14 and 20 publications.

Institutional analysis reveals that research productivity is geographically clustered within prominent research-intensive universities. Monash University (Melbourne, Australia) emerges as the most prolific institutional contributor, with 56 affiliated publications, followed by La Trobe University (44 publications). In the United States, the University of North Texas (Department of Psychology) records 24 publications, while institutions such as the University of Auckland, University of Ottawa, Charles Sturt University, and the University of Toronto each contribute between 14 and 20 publications.

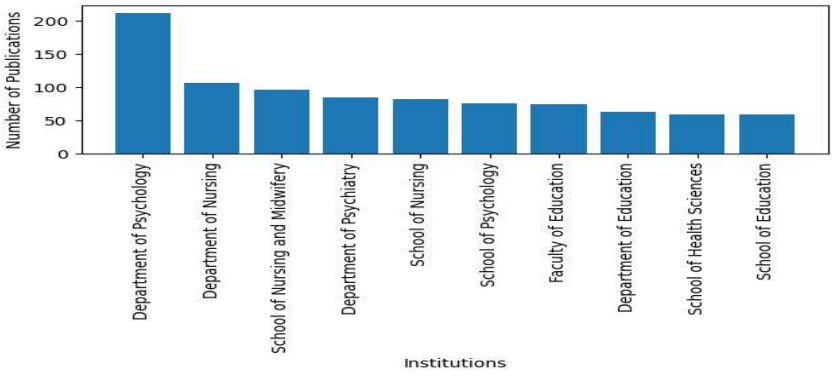


Figure 3. Leading institutions in clinical supervision research (2015-2025)

The strong representation of Australian institutions underscores Australia's role as a major hub for clinical supervision research within higher education. At the national level, the United States leads with approximately 2,900 publications, followed by Australia with around 1,600 publications and the United Kingdom with about 1,200 publications. Canada ranks fourth with approximately 470 publications, while Sweden, South Africa, Norway, China, Indonesia, and the Netherlands each contribute between 170 and 250 publications.

This country-level distribution demonstrates that clinical supervision research is heavily concentrated in Anglophone higher education systems. Nevertheless, emerging contributions from Asia, Africa, and Northern Europe indicate gradual international diversification and suggest potential for future global collaboration.

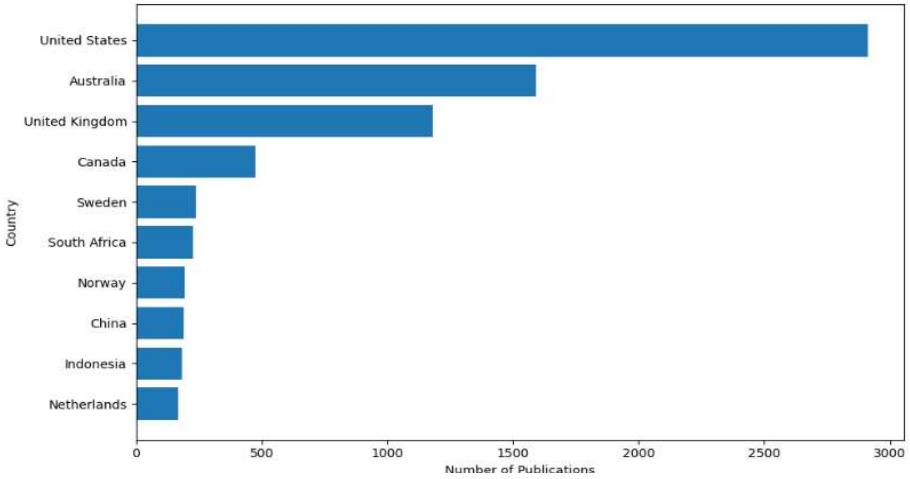


Figure 4. Global distribution of clinical supervision publications (2015-2025)

4.3 Dominant and emerging research themes in clinical Supervision

Analysis of keyword co-occurrence in clinical supervision research from 2015 to 2025 revealed three major thematic clusters. The first cluster focuses on clinical and health training contexts, including terms such as clinical supervision, nursing education, medical education, mental health, and psychotherapy supervision, indicating that research is predominantly situated within health and professional practice disciplines. The second cluster centers on reflective and mentoring processes, with keywords such as reflective practice, mentoring, professional development, and feedback, highlighting supervision as a developmental and relational process. The third cluster emphasizes competency and evaluation models, including competency-based supervision, assessment, evaluation models, and teaching effectiveness, reflecting a focus on structured supervision and measurable outcomes. These clusters are interconnected, particularly linking reflective practice with competency-based approaches, suggesting that clinical supervision research between 2015 and 2025 is organized around health and clinical training, reflective and mentoring-oriented development, and competency-based evaluation and effectiveness measurement.

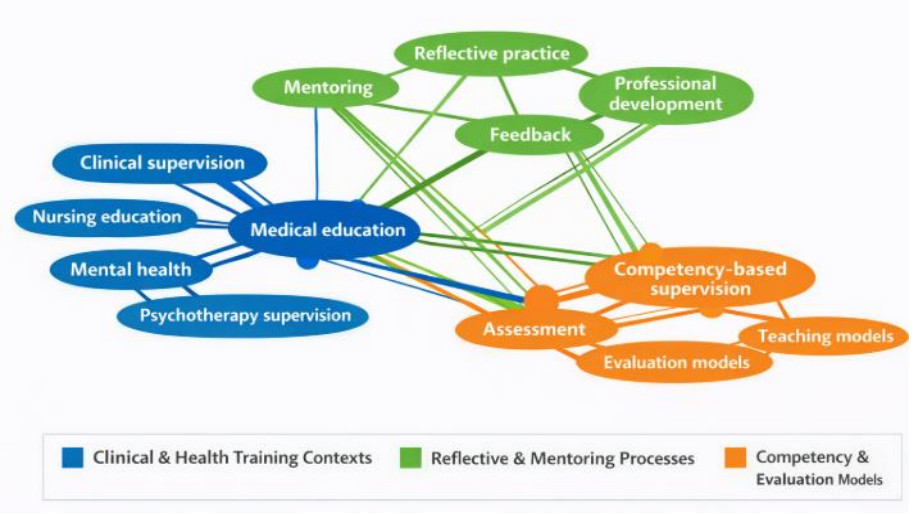


Figure 4. Keyword Co-occurrence Conceptual Structure of Clinical Supervision Research (2015-2025)

5 Discussions

This bibliometric analysis of clinical supervision research in higher education from 2015 to 2025 demonstrates substantial growth, thematic consolidation, and global relevance, confirming the field's maturation. In line with the first study objective, examining historical and contemporary publication trends, annual publications nearly tripled, increasing from 220 in 2015 to 654 in 2025. The period from 2015 to 2018 showed steady growth, whereas 2019 to 2025 reflected accelerated output, indicating intensified scholarly attention and broader institutional integration of clinical supervision. This sustained trajectory highlights the increasing recognition of clinical supervision as a central mechanism for faculty development, reflective practice, and instructional quality, particularly within nursing, medical, and allied health programs (Edgar et al.,2023; Gustavsson & Bivall, 2025). Leaders in higher education can leverage these insights to prioritize the institutional adoption of structured supervision frameworks as a strategic mechanism to enhance teaching quality and professional growth.

Regarding the second objective, identifying influential authors, institutions, and countries, the analysis revealed a concentrated intellectual core driving theory, empirical validation, and model development. Highly productive authors such as Watkins, Milne, and Kadiainen exemplify research leadership and sustained specialization. Institutions including Monash University and La Trobe University illustrate the importance of research-intensive environments, mentorship networks, and infrastructure in sustaining output. At the national level, the United States, Australia, and the United Kingdom dominate global output, although emerging contributions from China, Tanzania, and Sweden indicate growing international diversification (Chiwamba, et al., 2022; William & Ligembe, 2022). These patterns suggest that institutional leaders and policymakers should invest in faculty mentorship, cross-institution collaborations, and capacity-building initiatives to

strengthen research productivity and global knowledge networks.

The third objective, analyzing dominant and emerging research themes, was addressed through keyword co-occurrence mapping, revealing three interconnected thematic clusters. The first cluster focuses on clinical and health-focused training contexts, underscoring supervision's grounding in professional practice disciplines (Edgar et al., 2023; Chiwamba et al., 2022). The second cluster emphasizes reflective practice, mentoring, professional development, and feedback, highlighting the relational and developmental dimensions of supervision (Chaula, 2023; Chen et al., 2022). The third cluster centers on competency-based supervision, assessment, evaluation models, and teaching effectiveness, reflecting structured, outcome-oriented approaches (Khaef & Karimnia, 2021; Bencherab & Al Maskari, 2021). The integration of these clusters indicates that contemporary clinical supervision research embraces holistic models combining relational, developmental, and evaluative perspectives, suggesting that leadership interventions should support integrated supervision strategies rather than isolated approaches.

The bibliometric findings carry important implications for policy, leadership, and practice. First, the growth and thematic consolidation of the field highlight the value of structured supervision programs that balance reflective mentoring with competency-based assessment, enhancing both faculty development and student outcomes. Second, the concentration of scholarly output among select authors, institutions, and countries underscores the importance of fostering research mentorship, strategic collaborations, and capacity-building initiatives, particularly in underrepresented regions, to achieve equitable global research development. Third, the prevalence of applied health and professional education journals demonstrates the practical relevance of research, offering evidence to guide curriculum alignment, professional development planning, and faculty performance management (Chaula, 2023; Ajugo, 2024).

Emerging cross-cutting themes and international collaborations further point to actionable directions for leadership and policy. Technology-enhanced supervision, interdisciplinary frameworks, inclusive practices, and cross-cultural comparisons are increasingly relevant in globalized higher education contexts. Institutional leaders can use these findings to design policies that integrate digital supervision tools, foster inclusive mentoring practices, and encourage cross-institutional partnerships. By systematically mapping publication trends, influential contributors, and thematic structures, this study provides an evidence-based framework to inform decision-making in faculty development, policy formulation, and strategic institutional planning.

Overall, the 2015 to 2025 decade reflects a rapidly expanding, thematically consolidated, and increasingly global research landscape. The integration of reflective, mentoring, and competency-based approaches demonstrates both the practical significance and scholarly sophistication of clinical supervision. These findings provide higher education leaders with a foundation for evidence-informed innovation, policy development, and global knowledge exchange, positioning clinical supervision as a strategic lever for improving instructional quality, professional growth, and institutional effectiveness.

6 Conclusion

This bibliometric study demonstrates that clinical supervision in higher education has matured into a robust and rapidly expanding field between 2015 and 2025. The analysis reveals a near threefold growth in scholarly output over the decade, reflecting the increasing recognition of supervision as a central mechanism for faculty development, teaching effectiveness, and professional growth. The field is anchored by a concentrated group of influential authors and research-intensive institutions, particularly in Australia, the United States, and the United Kingdom, highlighting the critical role of mentorship, institutional support, and research infrastructure in sustaining high-quality scholarship. Institutional leaders and policymakers can leverage these insights to enhance supervision programs, strengthen research capacity, and promote global collaboration.

Keyword co-occurrence and thematic analyses indicate that research is organized around three interrelated clusters. These clusters focus on clinical and health-focused training, reflective and mentoring processes, and competency-based supervision with structured evaluation of teaching outcomes. The integration of relational, developmental, and outcome-oriented approaches underscores the evolution of clinical supervision from a primarily evaluative function toward a holistic, evidence-informed model that balances accountability with professional growth. The dominance of applied journals in medical, nursing, and allied health disciplines further emphasizes the practical relevance of supervision research, ensuring that findings are directly applicable to faculty development, curriculum design, and student learning outcomes.

The findings carry significant implications for policy, leadership, and institutional practice. Institutions should implement supervision programs that simultaneously emphasize reflective mentoring and competency-based assessment to enhance faculty performance and student success. Emerging regions and institutions may benefit from targeted support in research capacity-building, mentorship, and collaborative networks to diversify and strengthen global scholarship. The observed thematic consolidation and international collaboration highlight opportunities for future research on technology-enhanced supervision, interdisciplinary frameworks, inclusive practices, and cross-cultural comparisons, ensuring that supervision remains responsive to evolving higher education challenges.

Overall, the 2015 to 2025 decade reflects a field that is both practically significant and theoretically sophisticated. Clinical supervision in higher education has become increasingly global, collaborative, and integrated, combining reflective, mentoring, and competency-based approaches. This bibliometric mapping provides a foundation for evidence-informed policy, institutional decision-making, and scholarly exchange, positioning clinical supervision as a strategic driver of faculty development, instructional quality, and professional standards worldwide.

Funding This study received no external funding. The research was conducted under a subscription-based institutional model.

Data Availability Data sharing is not applicable to this article as no datasets were generated or analyzed during the current study.

Declarations

Conflict of interest. The author declares no conflict of interest.

References

Ajugo, M. U. (2024). Clinical supervision for quality education delivery in public schools in Nigeria. *European Journal of Arts, Humanities and Social Sciences, 1*(2), 47–60.

Bencherab, A., & Al Maskari, A. (2021). Clinical supervision: A genius tool for teachers' professional growth. *Universal Academic Research Journal, 3*(2), 51–57.

Chaula, L. (2023). School heads' clinical supervision practices and emerging teacher emotions in Tanzania secondary schools. *Heliyon, 9*, 1–17.

Chen, J., & Cheng, T. (2022). Review of research on teacher emotion (1985–2019): A descriptive quantitative analysis of knowledge production trends. *European Journal of Psychology of Education, 37*(2), 417–438.

Chen, Z., Sun, Y., & Jia, Z. (2022). Student-teachers' emotional experiences and their development of professional identities. *Frontiers in Psychology, 12*, 1–15.

Chinedu, O. (2021). Role of instructional supervision on teachers' effectiveness in secondary schools in Enugu State. *Global Journal of Education and Humanities, 1*(1), 26–34.

Chiwamba, S. V., Mtitu, E., & Kimatu, J., et al. (2022). Influence of heads of school instructional supervision practices on teachers' work performance in public secondary schools in Lindi Region, Tanzania. *Journal of Education and Practice, 13*(14), 1–9.

Derakhshan, A., & Nazari, M. (2022). I am fed up with the criticisms: Examining the role of emotional critical incidents in a novice teacher's identity construction. *Asia-Pacific Education Researcher*. Advance online publication.

Edgar, D., Moroney, T., & Wilson, V. (2023). Clinical supervision: A mechanism to support person-centred practice? An integrative review of the literature. *Journal of Clinical Nursing, 32*(9–10), 1935–1951.

Emiru, E. K. (2020). Instructional leadership: The role of heads of schools in managing the instructional programme. *International Journal of Educational Leadership and Management, 8*(2), 37–40.

Eric, C. A., & Irisominabo, T. (2021). Perceived influence of principals' distributed leadership skills on teachers' job performance in Imo State secondary schools. *International Journal of Integrated Research in Education, 9*(3), 272–279.

Falender, C. A., & Shafranske, E. P. (2017). Competency-based clinical supervision: Status, opportunities, tensions, and the future. *Australian Psychologist, 52*(2), 86–93.

Gustavsson, M., & Bivall, A. C. (2025). The challenges clinical supervisors experience when supervising students in the workplace. *Higher Education, Skills and Work-Based Learning, 15*(7), 127–138.

Gottschalk, B., & Hopwood, N. (2021). Professional learning in clinical supervision: Highlighting knowledge work. *Journal of Workplace Learning, 33*(5), 1–18.

Hendrikx, W. (2020). What we should do vs what we do: Teachers' professional identity in a context of managerial reform. *Journal of Education Studies, 46*(5), 607–623.

Kavrayici, C. (2020). Evaluation of the factors affecting teacher identity development of pre-service teachers: A mixed-method study. *Eurasian Journal of Educational Research, 89*, 93–110.

Khaef, E., & Karimnia, A. (2021). Effects of implementing clinical supervision model on supervisors' teaching perspectives and qualifications: A case study in an EFL context. *Education Research International,* 1–11.

Mok, S. Y., & Staub, F. C. (2021). Does coaching, mentoring, and supervision matter for pre-service teachers' planning skills and clarity of instruction? *Teaching and Teacher Education, 107*, 103–122.

Ngwenya, V. C. (2020). School-based supervision enhances the professional development of teachers. *South African Journal of Education, 40*(3), 1–10.

Njenga, M. (2022). Professional competencies and continuing professional development needs of TVET teachers in Kenya. *Hungarian Educational Research Journal*, 1–13.

Nwankwoala, H. N. L. (2020). Relationship between instructional supervision and teachers' job performance in public senior secondary schools. *International Journal of Institutional Leadership, Policy and Management, 2*(4), 855–877.

Özbey Duygu, E. (2025). Supervision in academic settings: Applying the balance model of positive psychotherapy. In *Positive Psychiatry, Psychotherapy and Psychology: Clinical Applications for Positive Mental Health* (pp. 685–690). Cham: Springer Nature Switzerland.

Qi, W., Sorokina, N., & Liu, Y. (2021). Construction of teacher identity in education for sustainable development: The case of Chinese ESP teachers. *International Journal of Higher Education, 10*(2), 284–298.

Regnery, W. (2021). Impact of teacher identity on curriculum design (Doctoral dissertation).

Riahipour, P., Tavakoli, M., & Rasekh, A. E. (2020). Curriculum reform and Iranian EFL teachers' professional identity: A marathon of change. *Journal of English Language Teaching and Learning, 12*(26), 435–463.

Rostami, F., Yousefi, M. H., & Amini, D. (2020). Gaining favorable identities of Iranian EFL teachers: A single case study of transition from elementary schools to universities. *Asian-Pacific Journal of Second and Foreign Language Education, 5*(1), 1–16.

Saldana, J. (2021). *The coding manual for qualitative researchers* (3rd ed.). SAGE Publications.

Supriyono, & Sari, H. P. (2020). Designing collaborative clinical supervision toward English learning based on a scientific approach in Islamic junior high schools. In *Proceedings of the International Conference on Innovations in Social Sciences and Education* (pp. 242–255).

William, A., & Ligembe, N. (2022). Challenges facing instructional supervision in public secondary schools in Nyamagana District, Tanzania. *Direct Research Journal of Education and Vocational Studies, 4*(1), 81–88.

Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational Research Methods*, *18*(3), 429–472. https://doi.org/10.1177/1094428114562629