

**Internal and External School Supervision:  
Issues, Challenges and Wayforward****Emmanuel O. Adu<sup>\*</sup>, Gbadegesin M. Akinloye<sup>2</sup> and Olabisi F. Olaoye<sup>1#</sup>***<sup>1</sup>University of Fort Hare, East London, South Africa 5200  
E-mail: <sup>\*</sup><eadu@ufh.ac.za>, <sup>#</sup><olabisiolaoye@yahoo.com>**<sup>2</sup>University of Ibadan, Ibadan, Nigeria  
E-mail: gbadegesinakinloye@yahoo.co.uk***KEYWORDS** Education Goals and Objectives. Human Relation Principles. Educational Administration

**ABSTRACT** It is important in educational administration to ascertain that educational activities are carried out in accordance with the laid down educational goals and objectives. Hence, supervision, whether it is internal or external should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institutions. The paper, therefore, focused on the purpose, basic principles, classification, task areas of supervision; skills, ability required of supervisor, and problems of supervision. At the end of the paper, it was recommended that successful supervision depends considerably on the supervisors' ability to forge a cohesive working group among his subordinates through the five principles of Human Relations School of thought which are the humility, responsibility, human dignity, confidentiality, and changeability assumptions.