



## Impact of supervisors 'feedback on development of pedagogical skills among prospective teachers during teaching practicum

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### Abstract

*The study examined the Impact of supervisors' feedback on development of prospective teachers' pedagogical skills during teaching practicum. for achieving this purpose. The researcher selected the prospective teachers as population of the study. he drew the 416 prospective teachers as sample for the research. He used cluster sampling for the sample selection. The instrument for the study was a closed-ended questionnaire based on five-point Likert scale. The researcher used quantitative approach for carrying out the research. He collected numerical data. He analyzed the data by using one-sample-t-test. He employed the SPSS for analyzing the data. The findings showed that the study's alternative hypotheses were accepted, indicating that supervisors' feedback have an impact on the development of pedagogical skills among the prospective teachers during their teaching practicum. Prospective teachers perceived that their skill of setting expectations from students, skill of aligning the lessons with already set objectives, and skill of framing questions for teaching had been significantly improved because of timely feedback. The study's findings provide valuable insights into the use of supervisors' feedback for developing prospective teachers' pedagogical skills during teaching practicum.*

**Keywords:** Feedback, Pedagogical Skills, Prospective Teachers, Teaching Practicum



## **Introduction**

Teacher education is a vital part of education with its unique streams of programs of teachers' professional development. Teaching practice refers to the range of experiences to which student teachers are exposed when they work in classrooms and schools (Marais & Meier, 2004:221). The teacher education program has been intended to prepare prospective teachers through giving knowledge and practicing skills to develop their pedagogical skills and to create positive attitudes towards the teaching profession. The program contains formal policies, activities and experiences to enable prospective teachers for upcoming teaching profession.

Teaching practicum is the central program of teacher education. The core of teacher education program is hidden in teaching practice, currently known as a practicum. Ngidi and Sibaya (2003) focused on the prospective teacher's experience of availing supervisor's feedback during teaching practice. Teaching practicum offers prospective teachers with chance to apply teaching theories in practice for developing their pedagogical characteristics during teaching practicum. Prospective teachers teach and join in several, multifaceted and real experiences which are vital for effective teaching.

Barry and King (2002) note that "Teaching practice (Practicum) provides the opportunity to apply the principles of teaching and learning that have been studied, during coursework". The major purpose behind the teaching practicum is brought pedagogical knowledge into practice. Prospective teachers apply all skills such as aligning the lesson with the set objective, framing questions, applying teaching method, implementing classroom management and setting expectation to their students. These pedagogical skills are very helpful in real classroom settings for creating teaching and learning environment to get objectives to be a trained teacher.

Lamm (2004) says Supervisors' feedback provides prospective teachers with valued information into their teaching practicum, point out strengths and weak areas for improvement. Positive supervisors' feedback encourages prospective teachers to evaluate critically own instructional strategies through reflective practice.

Effective supervisors' feedback enables the refinement of pedagogical skills, such as Lesson planning, framing questions, instructional delivery and classroom management. Precise supervisors' feedback suitable to individual requirements enables prospective teachers to overcome their weaknesses and build on strengths in teaching. Supervisors' continuing guidance and support during teaching practicum enables prospective teachers to develop their pedagogical skills and adapt to create learning environment. Inside this background supervisors' feedback plays a key role in developing pedagogical skills of prospective teachers during teaching practicum.



### **Statement of the Problem**

Supervisor's feedback is the core component of the teaching practicum, it keeps the prospective teachers' work at right track, monitors their performance, makes sure the adoption of the appropriate strategies and techniques at right place, above all of them it fosters the teachers' confidence of using the teaching methods for obtaining the maximum outcomes professionally. The study intends to examine the impact of the supervisors' feedback on the prospective teachers' practices in order to develop their pedagogical skills essential for being a professional teacher. The study is required to authenticate the usefulness of supervisors' feedback in the teaching practicum empirically using data obtained inductively from the real life situations of the practices during the teaching practicum.

### **Significance of the study**

The research on the impact of Supervisor's feedback on development of pedagogical skills among the prospective teachers intends to confirm the assumption empirically by using data obtained inductively from the real life situations of the practices during the teaching practicum. It helps in determining the effectiveness of the feedback practices for producing good professional teacher. The findings give the true evidences of the supervisors' feedback practices that is required for making decisions of improving it as such researches are essential for keeping the core components like supervisors' feedback useful and progressive

### **Objectives of the study**

- To assess the effectiveness of supervisor's feedback in order to develop pedagogical skills of prospective teachers during the teaching practicum.

### **Research Questions**

- Do supervisors' feedback Impact the development of prospective teachers' pedagogical skills during the teaching practicum?

### **Hypotheses**

- i. Supervisors' feedback significantly impacts teachers' skill of setting expectations to their students for the classroom teaching during teaching Practicum
- ii. Supervisors' feedback significantly impacts teachers' skill of aligning the lesson with the set objectives for the classroom teaching during teaching Practicum
- iii. Supervisors' feedback significantly impacts teachers' skill of framing question for the classroom teaching during teaching Practicum
- iv. Supervisors' feedback significantly impacts in developing pedagogical skills of prospective teachers during teaching Practicum



## **Literature Review**

Teaching practicum occupies a crucial position in the teacher education program and it is the common occupational component in the training of prospective teachers (Kiggundu & Nayimuli, 2009), since it (Teaching Practicum) serves as the prospective teacher's beginning into the real-life working in the school (Ngidi & Sibaya, 2003). It also empowers prospective teachers to put the theories into practice what they have learned in their theory classes. During teaching practicum, prospective teachers are observed by College or university supervisors where observations given by supervisors deliver opinion on the strengths and weaknesses of the prospective teacher and the several pedagogical areas that essential for development.

A supervisor should be able to provide appropriate and positive feedback to their prospective teachers in professional skill. To do this, supervisors need to analyse both; on one hand their own supervising practices, while on other hand the practices of prospective teachers whom they are supervising in the teaching practicum (Hudson & Hudson, 2010).

In accordance of White (2007) in result of the oral and written supervisors' feedback, prospective teachers are expected to reflect their teaching practices and learn lesson from them. for different kind of feedback from their supervisor, they considered them utmost beneficial in effecting constructive changes to their teaching practical expertise. In B.Ed. programs the hands-on experience gained in teaching practicum is one basis of prospective teachers' skill development in addition to the theoretic information that was presented in formal classroom sessions.

The input and particularly critical opinion by which supervisors make platforms for prospective teachers to converse the reasons original their classroom actions and replacements to these actions are likely to support this teaching experience. This kind of input and critical opinion usually displays itself in the communication that takes place between the supervisor and the prospective teacher in the post-lesson feedback meeting which stands great significance in terms of prospective teachers' development of pedagogical skills and the quality of their upcoming teaching profession.

According to Chu (2020) during teaching practicum, supervisors' feedback progresses the most of the processes of teaching and rectify ambiguities in the mind of the prospective teachers. it is needed that supervisors express prospective teachers what to do when they feel necessary. For example, once prospective teachers need help to formulate a lesson plan or manage a classroom in addition, supervisors' feedback always guides future teachers in aligning the lesson plan, delivering effective lesson, managing classroom and measuring learning outcome

Allen et al. (2014) describe that teacher education programs in all fields have vital roles in training skilled prospective teachers for the schooling of upcoming generations. Keep this in mind; training of a prospective teacher is not simple as it is supposed. It is extremely complicated that it has many facets to be presented for prospective teachers' theoretical



knowledge into practical in real classroom teaching experiences needed for meeting the theory with practice.

Clarke et al. (2014) explains that the experiences at teaching practicum empower prospective teachers for reflecting their own practices in the real classroom setting and evaluate their own development with the help of hand on experiences. By this way prospective teachers find opportunities of real working as well as to see where they are in terms of accomplishment of their skills in their teaching profession.

Therefore, giving supervisors' feedback to prospective teachers is of vital importance for their development of pedagogical skills. By this way, prospective teachers can be aware of their merits and demerits in their teaching practicum experiences.

## **Research Methodology**

### **Research Design**

Researcher adopted survey research design for examining the phenomena of supervisors' feedback on prospective teachers' development of pedagogical skills. The Researcher used the surveys as a tool to gain a greater understanding about the perception, experience and learning of the prospective teachers with regard to the selected variables during their teaching practicum.

### **Population**

Population of the study was Prospective teachers who were enrolled in B. Ed. (Hons) 4 years elementary program and they have completed either third, fourth, seventh or eighth semester.

### **Sampling and sample size**

Adopted sampling technique was cluster sampling consist of two steps at first step institutions were selected randomly as cluster. At second step respondents were selected using simple random sampling technique for each cluster separately. The sample size for the study was 416

### **Research Instrument**

the instrument was drawn from literature using the concept of supervisors' feedback and development of pedagogical skills of prospective teachers during the teaching practicum in B.Ed. (Hons) 4 years' elementary program for quantitative data collection. The instrument contained twelve items on different functions of supervisors' feedback to the prospective teachers during the teaching practicum. The instrument is close-ended questionnaire based on five-point likert scale



### **Validity and Reliability**

The developed research instrument was got checked by the two experts of the field. They examined the items of the tools to ensure content validity of the tool. Their valuable advice was used to finalize version of the instrument in which the items compliance to the objectives of the research as well as the suitability of the instruments` items in explaining the intentions of the research.

For measuring the internal consistency of the research instrument researcher used Cronbach's alpha reliability. The obtained coefficient of reliability was 0.795. that determines the items in the survey questionnaire are measuring the same construct consistently.

### **Data collection procedure**

The researcher scheduled the visits to clusters of Teacher Education Institutes (TEIs). To initiate this, he held meetings with the principals of education colleges and heads of teacher education departments in public universities. He submitted the formal requests for seeking permission for the research. He obtained formally consent from the prospective teachers in the clusters, invited them to participate the study. He distributed the questionnaire among prospective teachers to gather data on the problem. He gave them time to fill in the questionnaire and give back to the researcher.

### **Discussion and Analysis**

The researcher obtained the numerical data for examining the impact of the supervisors' feedback. He analysed the data using inferential statistics, he employed the one sample t test to compare the obtained mean with the giving criteria. He framed the three hypotheses of impact of sub variable of the supervisors' feedback on the prospective teachers' development of pedagogical skills while a comprehensive hypothesis composite of all three skills of feedback was tested to explain the effectiveness of supervisors' feedback on the development of pedagogical skills of the trainee teachers. He analysed the data with the help of SPSS. Findings of the analysis is given below.

### **Findings**

#### **Hypothesis 1**

Supervisors 'feedback significantly impacts teachers' skill of setting expectations to their students for the classroom teaching during teaching Practicum



Table 1  
 One-Sample Statistics

<i>One-Sample Statistics</i>				
	N	Mean	Std. Deviation	Std. Error Mean
Supervisors' feedback significantly impacts teachers' skill of setting expectations to their students for the classroom teaching during teaching Practicum	416	17.85	1.942	.101

The table 1 Describes the hypothesis in column 1. column 2 contains N= 416 as the sample size of the study. column 3 depicts the Found Mean 17.85. column4 shows the SD=1.942. column 5 shows .101 as SEM.

Table 2  
 Hypothesis Analysis 1

<i>One-Sample Test</i>						
Test Value = 16						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Supervisors' feedback significantly impacts teachers' skill of setting expectations to their students for the classroom teaching during teaching Practicum	11.233	415	.000	1.845	1.34	1.98

The table 2 describes the hypothesis in column 1.the table contains the Hypothesized value 16 at the top of the columns. the table shows the positive mean difference that illustrates the found mean is larger than postulated mean. Obtaining larger mean from the data leads to accepting the alternative hypothesis. column 1 shows the Positive t-value. The positive value also determines the acceptance of alternative hypothesis. the findings' significance is determined by the lowest p-value that is 0.00. therefore, instead of null hypothesis alternative hypothesis is accepted *Supervisors' feedback significantly impacts teachers' skill of setting expectations to their students for the classroom teaching during teaching Practicum.* The findings show that *Supervisors' feedback significantly impacts on prospective teachers' skills of setting expectation*



to their student in developing their pedagogical skills in order to make them the part of global teaching community

### Hypothesis 2

Supervisors ‘feedback significantly impacts teachers’ skill of aligning the lesson with the set objectives for the classroom teaching during teaching Practicum

Table 3  
 One-Sample Statistics

<i>One-Sample Statistics</i>				
	N	Mean	Std. Deviation	Std. Error Mean
Supervisors ‘feedback significantly impacts teachers’ skill of aligning the lesson with the set objectives for the classroom teaching during teaching Practicum	416	18.587	1.59	.082

The table3 Describes the hypothesis in column 1. column 2 contains N= 416 as the sample size of the study. column 3 depicts the Found Mean 18.587. column4 shows the SD=1.59. column 5 shows .082as SEM.

Table 4  
 Hypothesis Analysis 2

<i>One-Sample Test</i>						
Test Value = 16						
	t	df	Sig. (2-tailed)	Mean Difference e	95% Confidence Interval of the Difference	
					Lower	Upper
Supervisors’ feedback significantly impacts teachers’ skill of aligning the lesson with the set objectives for the classroom teaching during teaching Practicum	12.467	415	.000	2.587	2.24	2.48

The table 4 describes the hypothesis in column 1.the table contains the Hypothesized value 16 at the top of the columns. the table shows the positive mean difference that illustrates the found mean is larger than postulated mean. Obtaining larger mean from the data leads to accepting the alternative hypothesis. column 1 shows the Positive t-value. The positive value also determines the acceptance of alternative hypothesis. the findings’ significance is determined by the lowest p-





value that is 0.00. therefore, instead of null hypothesis alternative hypothesis is accepted  
*Supervisors 'feedback significantly impacts teachers' skill of aligning the lesson with the set objectives for the classroom teaching during teaching Practicum.* The findings show that Supervisors' feedback significantly impacts on prospective teachers' skill of aligning the lesson with the set objectives for their classroom teaching in developing their pedagogical skills in order to make them the part of global teaching community.

### Hypothesis 3

Supervisors 'feedback significantly impacts teachers 'skill of framing question for the classroom teaching during teaching Practicum.

Table 5  
 One-Sample Statistics

<i>One-Sample Statistics</i>				
	N	Mean	Std. Deviation	Std. Error Mean
Supervisors 'feedback significantly impacts teachers 'skill of framing question for the classroom teaching during teaching Practicum	416	18.63	1.97	.103

The table5 Describes the hypothesis in column 1. column 2 contains N= 416 as the sample size of the study. column 3 depicts the Found Mean 18.63. column4 shows the SD=1.97. column 5 shows .103 as SEM.

Table 6  
 Hypothesis Analysis 3

<i>One-Sample Test</i>						
Test Value = 16						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Supervisors 'feedback significantly impacts teachers 'skill of framing question for the classroom teaching during teaching Practicum	12.453	415	.000	2.631	1.85	1.97

The table 6 describes the hypothesis in column 1.the table contains the Hypothesized value 16 at the top of the columns. the table shows the positive mean difference that illustrates the found mean is larger than postulated mean. Obtaining larger mean from the data leads to accepting the



alternative hypothesis. column 1 shows the Positive t-value. The positive value also determines the acceptance of alternative hypothesis. the findings’ significance is determined by the lowest p-value that is 0.00. therefore, instead of null hypothesis alternative hypothesis is accepted *Supervisors ‘feedback significantly impacts teachers’ skill of framing question for the classroom teaching during teaching Practicum.* The findings show that Supervisors’ feedback significantly impacts on prospective teachers’ skill of framing question for the classroom teaching in developing their pedagogical skills in order to make them the part of global teaching community.

**Hypothesis 4**

Supervisors’ feedback significantly impacts in developing pedagogical skills of prospective teachers during teaching Practicum.

Table 7  
 One-Sample Statistics

<i>One-Sample Statistics</i>				
	N	Mean	Std. Deviation	Std. Error Mean
Supervisors ‘feedback significantly impacts in developing pedagogical skills of prospective teachers during teaching Practicum	416	55.063	2.041	.95

The table7 Describes the hypothesis in column 1. column 2 contains N= 416 as the sample size of the study. column 3 depicts the Found Mean 55.063. column4 shows the SD=2.041. column 5 shows .95 as SEM.

Table 8  
 Hypothesis Analysis 4

<i>One-Sample Test</i>						
Test Value = 48						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				e	Lower	Upper
Supervisors ‘feedback significantly impacts in developing pedagogical skills of prospective teachers during teaching Practicum	13.427	415	.000	7.063	2.04	2.34



The table 8 describes the hypothesis in column 1. the table contains the Hypothesized value 16 at the top of the columns. the table shows the positive mean difference that illustrates the found mean is larger than postulated mean. Obtaining larger mean from the data leads to accepting the alternative hypothesis. column 1 shows the Positive t-value. The positive value also determines the acceptance of alternative hypothesis. the findings' significance is determined by the lowest p-value that is 0.00. therefore, instead of null hypothesis alternative hypothesis is accepted *Supervisors' feedback significantly impacts in developing pedagogical skills of prospective teachers during teaching Practicum* The findings show that *Supervisors' feedback significantly impacts* on prospective teachers 'development of pedagogical skill in order to make them the part of global teaching community

Researcher intends to assess the effectiveness of supervisor's feedback in order to develop pedagogical skills of prospective teachers in the teaching practicum. Prospective teachers were the population. Sampling technique was the cluster sampling technique. Sample size was the 416. He selected three sub variables of the feedback such as skill of setting expectations, skill of aligning the lesson with the set objectives of the lesson, and skill of framing question for the classroom teaching. He developed a close-ended questionnaire as research instrument based on 5 point likert scale that consist of twelve items; four items for one hypothesis. He framed three hypotheses to study the impact of independent variables on the dependent variable. He collected the data from the already selected sample and analysed it quantitatively. he achieved the set objective of assessing the impact of supervisors' feedback on the development of prospective teachers' pedagogical skills during their teaching practicum. In the analysis of data all four alternative hypotheses were accepted and determined that the supervisors' feedback practices have significant impact on prospective teachers' development of pedagogical skills.

### **Conclusion and Recommendation**

Teaching practicum is an approach that is used to enable the prospective teachers for using the learned techniques and methods in the class and get command over using the skills. It is done under the guidance and supervision of the teacher educator. The process is taken place as guided learning of the skills of using methods According to Miller et al. (2001), The purpose of the teaching practice is to prepare prospective teachers for their upcoming profession by offering the experience to gain knowledge of how teachers go about the many and complex tasks



involved in actual classroom practice cannot be expected to develop into expert professionals during the practicum, it is important to assess their skills, “both in order to track and support their development, as well as to be able to certify that their competencies reach acceptable standards” (Jönsson & Mattsson, 2011, p. 169). Supervisors’ feedback is considering significantly useful in Teaching Practicum it plays an important role in the preparation of professional teachers who teaches effectively with great confidence. According to Brown & Brown (1990) it is the supervisors’ feedback that ensures the effectiveness of teaching practicum as well as fosters the prospective teachers’ confidence of using teaching methods in the real classroom teaching. The study found that supervisors’ feedback have an impact on the over teaching practices conducted in the school for being a professional teacher. Supervisor feedback plays a role in keeping them on right track of adopting teaching methods and techniques instead of teaching the class without adopting any relevant method. It is observed that effectiveness of supervisory practices determines the effectiveness of overall teaching practicum. The findings of the study recommended that supervisors had to perform creative tasks like for giving prospective teachers input such as they help the in setting expectations from the student, skill of aligning the lessons with the set objectives and skill of framing the questions. For performing such tasks. He should a proficient teacher educator so that he fosters the prospective teachers such skills those are required in classroom teaching. in this regard he should be provided ample of trainings in diverse dimensions of teaching practices. He should be connected with the international teacher educators so that he can be the part of community of horizontal learning. he also be aware of supervisory practices those ware adopted globally. While remaining in any kind of community fosters the individual motivation for doing work hard as well as in adopting new trends. It is also important for teacher education institutions; they should strengthen supervisory practices in order to make teaching practice more effective the TEI also take benefits from the supervisors’ feedback for removing flaws from their teaching practices as well as making their classroom teaching effective in developing the professional teachers. Lastly, the government should focus more, and give more importance to the training of teachers. It is in more favor of the nation.



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