

# Preception of Supervisor in Practice Teaching

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## Abstract

*The purpose of the present study is to find out the perception of supervisors, namely, campus supervisor, school (internal) supervisor and student-teacher, towards the supervision in practice teaching in a three-year Bachelor of Education (B. Ed.) programme in Tribhuvan University (TU), Nepal. This is based on qualitative and quantitative tools of research. The primary data collected from the field survey, in 2073 B.S., is the base for the estimation of the result of the study. As a whole, the student-teachers and the teacher supervisors (campus supervisor and school supervisor) have a positive attitude towards supervision in the practice teaching programme. However, it has been a common experience as well as a realization among the respondents that they need to be much richer about conducting supervision in the practice teaching programme. The supervisors pay little attention to the student-teacher's behavior in the whole process of practice teaching. All in all, practice teaching has been considered by the stakeholders "as a formality" only.*

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**Keywords:** *Practice teaching, Perception, Supervisor, Student-teacher*

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## Introduction

Supervision is a Latin word, super means 'from the above' and vision means 'to see'. In the ordinary sense of the term, supervision means overseeing the activities of others. In management, supervision means "overseeing the subordinates at work with authority and guiding the employees, if he/she is doing wrong." Instructional supervision is a process of improving instruction for the benefit of students (Glickman, 1990). Supervisors should consider the teacher's level of knowledge and experience, issues related to responsibility and accountability, and the teacher's motivation in deciding which approach to use. Supervision could be classified as non-evaluative and evaluative (Oliva, 1989). The non-evaluative supervision consists of helping teachers improve instruction by giving feedback from classroom observations from consultative or formative reviews. Supervision with evaluation includes administrative assessments to make personnel decisions and determine contract renewal, merit pay, assignments, and placements on career ladders.

Effective teaching that meets the needs of all students engages students in learning, and builds students' confidence in learning remains the most important strategy for preparing students for success. Thorndike (1906) defined teaching as the methods used to

help students achieve the learning goals valued by society. Gage (1978) defined teaching as any activity on the part of one person intended to facilitate learning by another.

Teaching practice (also called practice teaching) plays a key role in the professional development and preparation of initial pre-service teachers. Throughout the teaching practice duration, supervisors and school-based mentor teachers strive to enhance the development of student-teachers by assisting, and ensuring that students receive effective supervision. Literature suggests that an effective supervisor typically assists the pre-service teachers' progress by providing feedback in written form and in line with the institution's criteria for evaluation, whilst at the same time encouraging student-teacher self-reflection (Snow-Gerono, 2008).

In practice teaching, the campus allocates supervisors for the school where the students are practicing their teaching tasks. It is expected that supervisors supervise whole classes of student-teachers and will provide suggestions for improvement of their teaching. However, from the reviewed research, outcomes showed that the performance of trained teachers is poor. This weakness is due to the deficiency of proper supervision and different perceptions about the supervision of its major stakeholders in practice teaching.

This study seeks to investigate supervisors' and student teachers' perceptions of the supervision of practice teaching. It seeks to establish the views student-teachers hold about the use of different methods in constructing new knowledge and skills. The views held by these teachers help to explain the presence or absence of supervision in all classes. Keeping these facts in mind, the researcher feels that there can be specific challenges affecting the supervision by the instructional supervisor in practice teaching, which has not been well identified at least in the Nepalese context in general. This study directs the determination of supervision in practice teaching (in on-campus and on-school programs). How to prepare an effective supervision program for practice teaching? The study helps to improve the practice of teaching supervisors to realize their duties and responsibilities at the time. It aware him own duties and responsibilities at the time. This awareness helps to produce effective teachers for the country. This study is also significant in showing the reality of learners in secondary schools. The students would be able to understand the implications of concepts in their daily activities, which impacts changing their negative attitude towards the subject. In the future, effective supervision will enhance it by making the subject more concrete and leading to a better understanding of the concepts.

### **Objectives of the study**

The objective of this study is to find out the perception of supervisors towards supervision in practice teaching.

### **Tools and Techniques**

This study has been limited in the supervision of practice teaching, both on campus and in school programs at the B. Ed. level. The study has been confined to the constituent

education campus of Tribhuvan University Nepal. That is, the then three-year B. Ed. programme conducted in Mahendra Ratna Multiple Campus (MRMC), Ilam has been taken for the study area. The findings of the study are restricted to the information received from the questionnaire and discussion of the respondent and document study of practice teaching. The study has been affected by constraints like time, resources and area of study.

The primary data collected from the field survey is the basis for the estimation of the results of the study. The study adopted qualitative and quantitative tools of research. The supervisor's workload and repetition of supervision have been collected and expressed in quantity. However, the information about the perceptions on the issue and its solutions that the student-teacher and supervisor faced in practice teaching are obtained from the informants is verbal. Therefore, the research design of this study is mixed in nature.

The constituent campus, MRMC, Ilam of Tribhuvan University (TU), Nepal has been purposefully selected for the study. This campus has about four and a half decades experience of in education faculty programme. It runs about a dozen specialization subjects at the B. Ed. level. For the sake of convenience of the study MRMC, Ilam has been selected. Thus, the study area of this research has been confined to MRMC, Ilam as a case study for this research. The information collected from the campus chief, head of the practice teaching department, all teachers in the education faculty, and all student-teachers of this campus has been considered. The population of the study included all head teachers and all internal supervisors and student-teachers of the concerned schools in the study area where the practice teaching has been conducted should be taken for the study.

The researcher selected eighteen campus supervisors (teachers) out of thirty-one campus supervisors. The number of thirty student-teachers out of one hundred and sixty-three student-teachers is selected using the random sampling method. The number of six head teachers and six internal supervisors is selected by random sampling method from the practice teaching running eleven schools. All these prospective respondents made it into the sample as it was felt that the number was very manageable and to get a clearer perspective of the B. Ed. program.

The tools for the data collection are a questionnaire and a discussion schedule are used. The questionnaire seeks information on the supervision in practice teaching, the perception of the supervisor, problems in supervision and possible solutions to the challenges of these problems. The discussion schedule is used for all respondents to collect information and cross-check about the supervision of practice teaching. The researcher himself visited the school and met the head of the institution.

The pre-tested questionnaire has been used to reach a large number of subjects who can read and write independently. The questionnaire enabled the researcher to solicit information on the training status of supervisors, the extent of use of supervision resources, problems faced in supervision and possible solutions to its effectiveness. The use of a discussion schedule as an instrument allows for more objectivity in the study.

## **Result and Analysis**

### **Study Site**

MRMC, Ilam is a TU constituent campus located in Ilam, a beautiful district in the Koshi Province, Nepal. It is established in the year 2017 B. S., six decades ago. This campus conducts Humanities and Social Sciences (B.A. and M.A.), Education (B.Ed. and M.Ed.), and Management (B.B.S. and B.B.A.) Faculties and Horticulture (B.Sc.) under the Institute of Agriculture and Animal Sciences. This campus has around 2,500 students from different districts, especially the Ilam, Jhapa, Panchthar, Taplejung and Tehrathum districts. As a constituent campus of TU, the campus has extended its academic perspective by introducing new programs under the autonomy scheme in education. It is the first Quality Assurance and Accreditation (QAA) certified constituent campus of TU. However, the campus has come across many challenges in the course of its journey toward achieving its vision, mission, goals and activities. There are 60 teaching staff and 30 non-teaching staff involved in this campus.

### **Practice teaching provision under the Faculty of Education (FoE), TU**

To complete the requirements and to get the degree, the practice teaching or teaching practice or student teaching or practicum is the mandatory requirement in the faculty of education under TU. In each academic degree level, that is, B.Ed. and M.Ed.; the students are required to carry out this task at the end of their course work of the particular level of the academic degree. This programme equips the student's teachers through real classroom experience in teaching so that they can develop the required knowledge, skills and attitude for their classroom teaching later after graduation. The duration of teaching practice is normally 6 weeks for each B.Ed. and M.Ed. To carry out this programme, schools and colleges located in the vicinity of the campuses are requested to provide their classes and the student-teachers from the campuses are assigned to teach in them. Each student-teacher has to teach at least one class per day with all the preparation of required materials and s/he is expected to practice the skills in his/her classroom that s/he learned in the courses. The internal supervisors (of the campus and respective schools) are assigned to supervise student-teacher performance and provide them feedback to sharpen their teaching skills. The final evaluation is carried out jointly by the external and internal examiner appointed by the Dean's Office, Faculty of Education (FoE), TU at the end of the practice teaching. In addition to this, the student-teachers are also expected to do some internship work in the department that includes the preparation of a case study of a student, evaluation of the course materials, preparation of school reports, conducting extracurricular activities and maintaining daily log book his/her works.

Nowadays, the teaching practice has been just like a formality in TU, Nepal. There are complaints from the head teacher, respective teachers and society that the student-teachers come to school just for custom and they do not take this practice teaching very seriously. The teachers teaching on the campuses also say that the practice teaching has



not been very useful for the student-teachers as it is not being carried out as it should be. If this is true, this will have a very adverse effect not only on the school teaching system but also hurt the future career life of the student-teachers. The practice of teaching is essential for a profession like teaching, training and research. The training (practice teaching) to the students is required as a preparation to meet the entry qualification of the teaching profession and as continuous education for the professional development of teachers. It provides an outline of principles that describes the knowledge, skills, attitudes and values inherent in the teaching profession.

The main aims of the student practice teaching are stated below (Bhargava, 2009).

- To identify the values, knowledge and skills that are distinctive to the teaching career.
- To inspire a shared vision for the teaching profession.
- To guide the professional judgment and actions of the teaching occupation.

In brief, for the teaching profession, the practice of teaching is an important part of schooling and learning territory. It is the strong foundation for real teaching. It helps the trainee teachers (student-teachers) to gain the basic skills of teaching-learning activities. The internal supervisors of the campus and schools are responsible (mainly) for supervising the student-teachers during their practice teaching. The supervision is to provide feedback to the student-teachers and to reform their teaching skill. Therefore, the frequency of supervision in the tenure of teaching practice is the major element in this regard.

### **The perception of teachers about the supervision in practice teaching**

Perception of teachers refers to the cognitive, emotional, and attitudinal perspectives and beliefs held by educators regarding various aspects of their professional roles, the teaching and learning process, and the educational environment. These perceptions are subjective and can influence teaching practices, decision-making, and interactions with students, colleagues, and administrators.

According to prevailing directives and its practice in practice teaching; the campus supervisor, monitoring committee of the campus, head teacher and school supervisor are supervisors in practice teaching.

### **The perception of university teachers about the supervision in practice teaching**

There are two categories of internal supervisors in practice teaching. They are: campus supervisor and internal school supervisors. We conducted group discussions with the campus supervisors as well as we observed the feedback given by them in the lesson plan of the student-teacher. The findings are presented in Table 1.

**Table 1**

*Perception of campus supervisor about the supervision in practice teaching.*

S.N.	Descriptions	Accept	Reject	% of Acceptance
1.	Practice teaching is formality	2	16	12
2.	Diligent to duty	15	3	83
3.	Punctuality in work	9	9	50
4.	Obedient and respect to campus authority	9	9	50
5.	It helps instructional improvement	2	16	12
6.	Good relationship with teachers and students	14	4	78
7.	Good coordination between schools and campus	16	2	89
8.	Students think just to time pass	4	14	22
9.	Unnecessary burden	6	12	34
10.	Support to school at time of need	6	12	34
11.	Promote professional development	6	12	34

*Source:* Field survey, 2073

From Table 1 it is evident that the campus supervisors do not acknowledge the prescribed duty of supervision in practice teaching. They do not perceive it seriously. It has been taken as a formality. But some opined that it is a duty and it should be performed for professional development.

### **Perception of school supervisors towards practice teaching**

The school supervisors' perception of practice teaching denotes the thoughts or mental images that school supervisors have about their professional activities and their students, which are shaped by their background knowledge and life experiences, and influence their professional behavior.

The school supervisors have diverse opinions on the propositions that have been sorted for them. Their responses regarding the parameters of their perception of the practice teaching have been illustrated and categorized. To examine the perception of school supervisors toward student-teachers we used a discussion schedule to collect information. Then analyzing data, percentage has been used as a main basis. Generally, there was 50 percent and above expressed a positive response. So, below 50 percent was considered to be negative attitude. Based on responses of school teachers about the student-teachers in the school, their attitude towards student-teacher has been summarized as 2.

**Table: 2**

*Perception of school supervisor about the supervision in practice teaching.*

S.N.	Indicators	Accept	Reject	% of Acceptance
1.	Practice teaching is formality	2	4	34
2.	Diligent to duty	3	3	50
3.	Punctuality in work	3	3	50
4.	Obedient and respect to school authority	5	1	83
5.	It helps instructional improvement	5	1	83
6.	Good relationship with teachers and students	4	2	67
7.	Good coordination between schools and campus	6	0	100
8.	Students think just to time pass	2	4	34
9.	Unnecessary burden	3	3	50
10.	Support to school at time of need	3	3	50
11.	Promote professional development	4	2	67

*Source:* Field survey, 2073

The study reveals that the school supervisors have mixed responses to the overall behavior of the student-teachers during the practice teaching period. Numerically, they are negative to the practitioner (student-teacher) but in summary, they are positive in many respects. Such as, in diligence to duty, obedience and respect to school authority and good relationships with teachers and students, teachers are positive.

### **Perception of student-teachers towards practice teaching**

As we know student-teachers' perception towards practice teaching refers to how they perceive and interpret their experiences and observations in the learning process. It is influenced by their senses and feelings, and it shapes their understanding and behavior in the classroom. Their perception can be positive or negative, depending on factors such as the mode of learning and the obstacles they face during speaking activities. In this study, we conducted a discussion with student-teachers. Then it quantified and presented their perception in practice teaching in Table 3.

**Table: 3**

*Perception of student-teacher about the supervision in practice teaching.*

S.N.	Particulars	Accept	Reject	% of Acceptance
1.	Practice teaching is formality	10	20	34
2.	Diligent to duty	10	20	34
3.	Punctuality in work	25	5	84

4.	Obedient and respect to campus authority	25	5	84
5.	It helps instructional improvement	15	15	50
6.	Good relationship with teachers and students	25	5	84
7.	Good coordination between schools and campus	25	5	84
8.	Students think just to time pass	15	15	50
9.	Unnecessary burden	10	20	34
10.	Support to school at time of need	20	10	66
11.	Promote professional development	14	16	47
12.	Problems in class management	25	5	84
13.	Responsibility to the programme	15	15	50

**Source:** Field survey, 2073

Table 3 depicts that teachers are not negative towards the programme. Around two-thirds of the respondents' view that practice teaching is necessary and it helps to promote professional development in teaching.

## Discussion

Based on the results of the analysis of interviews and observations on the campus supervisor's perception of practice teaching, it was found that the results of the supervision cannot achieve the target because the campus supervisors and the student-teachers are not well established. After teaching performance campus supervisor must inform the student-teacher regarding his success or lack in teaching in forms of reinforcement, criticism, motivation, and enlightenment as a self-reminder for the teacher in the future. However, in the present study, the campus supervisors perceive "practice teaching is the formality only". This result validates the study of Purwanto (2016).

Along with all the above-mentioned items that affect supervision, time itself is a major factor. Many different duties are assigned to school teachers (who act here as school supervisors) in the study area; as a result, evaluation and supervision are usually not their highest priority. In the result section, it has been marked that 50 percent of the school supervisors opined that practice teaching is an "unnecessary burden". According to Nolan and Hoover (2008), proper evaluation of student-teachers should ensure adequate instruction, document the quality of teaching, and improve instruction. However, two-thirds of the school supervisors pointed out that "practice teaching is formality" only. Therefore, the supervision procedure should be done mandatorily by the school supervisors as a regular process using a checklist and criteria for judging a student-teacher's effectiveness.

The student-teacher perceives to development of good relationships between teacher and student as well as good coordination between schools and campus. However, there is

an inconsistency between the documents that the university expects and what is actually in the schools. For example, in the development of learning (lesson) plans, the university is very clear in specifying learning outcomes that are specific, measurable and clear but the school supervisor doesn't always match this. During the study, it was found that some school supervisors were not up to the level needed for effective mentoring and didn't know how to evaluate the process of practice teaching then to increase student-teacher efficacy in the classroom. The school allocates the supervisor as per their convenience. Such a problem would lead to unstable situations.

One student-teacher said, We don't have the dedicated school supervisor, so sometimes halfway through the practice teaching, we have to change. The schools assign the supervisor at their convenience and we can take it or leave it. This makes me worry about them and makes my job a bit stressful.

Therefore, the student-teacher feels a problem in class management. On the other hand, the lesson plan of the student-teachers in practice teaching is prepared under the guidance of supervisors and school head teachers in an effort to improve the quality of learning. The student-teacher wants to build good cooperation between the school and campus. This is in line with the statement put forward by Glickman et al. (2010), where the purpose of academic supervision activities is to help teachers develop the ability to achieve learning goals that have been designed for their students. To be effective, supervisors need to have a certain set of skills as prerequisites for effective supervision. The skills needed include knowledge, interpersonal skills, and technical skills as the basis for competence in supervision.

## **Conclusion**

The first function of supervision in practice teaching is the inspection, scanning and reviewing teaching-learning activities to correct the errors of the student-teacher. Based on this study, it can be said that the supervision system in the structure of today is far from realizing its aim and work. Therefore, the orientation of the supervisors should be conducted before the practice teaching to make uniformity and to eliminate problems and confusion. Internal supervisors should sincerely and honestly observe the assigned student-teachers. Supervisors should supervise properly. The school supervisors should be qualified and dedicated. There should be a published teaching practice handbook for the students to have a uniform method of writing lesson notes and daily lesson plans. The related rules and regulations of practice teaching must also be specified in the handbook.

It is expected that the supervisors should supervise the entire period of the classes of student-teacher and give them feedback for their improvement in teaching. However, from the observation, there seemed to be challenges that the attitude of supervisors in this regard is poor. The supervisors pay little attention to the student-teacher's behavior in the whole process of practice teaching. All in all, practice teaching has been considered by the stakeholders "as a formality" only.



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