



Supervision of Student-Teachers on Teaching Practice and Quality Education Delivery in Public Universities in Rivers State, Nigeria

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Abstract

The study investigated supervision of student-teachers on teaching practice and quality education delivery in public universities in Rivers State, Nigeria. Three research questions and hypotheses guided the study. The study adopted correlation design. The population was 3402 students from public universities in Rivers State. The sample size of 340 was drawn using simple random sampling technique. The instruments for data collection were titled: Supervision of Student-teachers on Teaching Practice Questionnaire and Quality Education Delivery Questionnaire. In all, the instruments have 50 items structured on a four –points modified Likert type rating scale. The reliability coefficients are: supervision of student-teachers on teaching practice was .83 and quality education delivery was .81 using Cronbach method. Simple regression was used to answer all the research questions while t-test associated with simple regression was used to test hypotheses at 0.05 level of significance. The findings of the study among others revealed that classroom management contributed to quality education delivery by 37.1% and hypothesis revealed that classroom management significantly contributed to quality education delivery in public universities in Rivers State. The study concluded that supervision of student-teachers on teaching practice contributes to quality education delivery in public universities in Rivers State.

Keywords: Supervision; Quality; Education; Delivery; Teaching.

1. Introduction

Teaching practice supervision is a fundamental role in ensuring the quality of education delivery. It serves as a bridge between theoretical learning and practical application, allowing student-teachers to develop the necessary skills, competencies, and confidence required in real classroom settings. The effectiveness of this supervision is crucial in determining how well these student-teachers are prepared to handle the complexities of teaching. Studies indicated that proper guidance, mentorship, and assessment during teaching practice significantly enhance the professional development of student-teachers, ultimately leading to improved learning outcomes for students (Zeichner, 2022).

The role of the supervisor in teaching practice is multidimensional, involving mentorship, assessment, and feedback. Effective supervision requires a structured framework where student-teachers receive constructive criticism, motivation, and clear guidance on pedagogical strategies. According to Darling-Hammond (2017), supervision should not only focus on evaluating lesson delivery but also on fostering reflective practices that help student-teachers develop critical thinking and problem-solving skills. When this is done effectively, the supervision helps novice teachers to identify their strengths and weaknesses which allow necessary adjustments in their instructional approaches.

1.1. Quality Education Delivery

Quality education delivery therefore depends heavily on how well student-teachers are trained during their formative years while inadequate supervision can lead to poor teaching practices, which will negatively impact students' learning experiences. Studies suggested that when supervisors engage in collaborative and supportive supervision, student-teachers feel more confident and are more likely to implement innovative teaching strategies (Schwille *et al.*, 2021). A lack of proper supervision can result in student-teachers who are ill-prepared, unable to manage classrooms effectively, and incapable of adapting to diverse learning needs.

One critical factor in effective supervision is the availability of well-trained and experienced supervisors. Research indicates that supervisors who are knowledgeable about contemporary teaching methodologies and classroom management techniques provide better guidance to student-teachers (Kiggundu and Nayimuli, 2021). Supervisors could be well-versed in mentorship strategies that might encourage self-reflection and professional growth. Without proper training, supervisors may focus excessively on administrative evaluations rather than providing meaningful feedback that fosters growth.

1.2. Supervision of Student-Teachers-

The efficiency of supervision is also influenced by its frequency and method. Frequent supervision meetings guarantee that student-teachers' difficulties are immediately resolved. Research has demonstrated that ongoing evaluation via feedback conversations, one-on-one mentoring sessions, and observations greatly enhances teacher readiness (Hudson, 2021). Additionally, teachers are encouraged to concentrate on improvement rather than just achieving criteria when they use a formative assessment strategy instead of a summative one.

The quality of feedback offered to student-teachers is a critical component of supervision; Hattie and Timperley (2021) believe that feedback is most successful when it is clear, relevant, and actionable. When supervisors provide students with feedback that is overly critical or unclear, they run the risk of demotivating them and preventing them from advancing professionally. Good feedback should be timely, specific, and constructive, enabling student teachers to reflect on their teaching practices and make the necessary adjustments (Hattie and Timperley (2021)).

Challenges in teaching practice supervision can hinder its effectiveness. One common challenge is the high supervisor-to-student ratio, which limits the amount of individual attention each pre-service teacher receives. In some cases, supervisors are responsible for overseeing a large number of student teachers, making it difficult to provide detailed feedback and mentorship. Additionally, logistical constraints, such as limited funding and lack of transportation for supervisors to visit schools, can negatively impact the supervision process (Marais and Meier, 2022).

Continuous research and policy improvements are necessary to refine the teaching practice supervision process. Policymakers and education stakeholders should regularly review supervision practices to identify areas for improvement. Engaging in longitudinal studies that track the impact of supervision on teacher effectiveness and student learning outcomes can provide valuable insights into best practices. Furthermore, involving student-teachers in feedback surveys about their supervision experiences can help institutions tailor their programs to better meet the needs of future educators (Wang & Odell, 2002).

For high-quality education to be delivered, supervision of teaching practices must be effective. Student-teachers' professional growth is improved by a helpful and well-organized supervision process, which gives them the tools and self-assurance they need to succeed in the classroom. Technology integration, prompt and helpful feedback, knowledgeable and experienced mentors, and institutional support are all necessary for effective supervision. Strategic interventions, such as training programs, established frameworks, and cultivating a good supervision culture, are necessary to address issues like high supervisor-to-student ratios and reluctance to supervision. The education sector can guarantee that teaching practice continues to be a potent instrument for preparing aspiring teachers for the demands of the profession by consistently improving supervision procedures through research and policy changes.

1.3. Student-Teachers' Perception and Quality Education Delivery

Student-teachers are essential to raising the standard of instruction. Their perspectives and experiences offer important insights into the difficulties encountered in the educational environment as well as the efficacy of instructional approaches. Augustine and Ezeoguine (2022), study looked as how student-teachers felt about online education during the COVID-19 epidemic. The results showed that these student-teachers were highly motivated to participate in online learning. Distractions during online learning sessions and professors' incapacity to create online courses were noted as major obstacles, nevertheless. The student-teachers' department and year of study had a substantial impact on these difficulties, although gender differences were negligible.

Collectively, these studies highlight how critical it is to address the environmental and technological elements that affect student-teachers' capacity to provide high-quality instruction. The Public universities in Rivers State can increase the efficacy of its student-teachers and improve educational outcomes by offering sufficient training in online course building, incorporating technology into teaching methods, and creating a positive work atmosphere.

1.4. Classroom Management and Quality Education Delivery

Student-teachers' classroom management abilities are greatly influenced by the supervision of their teaching practices, especially at universities in Rivers State. Good supervision ensures that student-teachers are prepared to effectively manage classrooms and support the delivery of education by acting as a link between theoretical knowledge and real-world application. Student-teachers' confidence and skill in managing actual classroom

circumstances are continuously improved by supervised teaching practice, according to research (Okoli and Nwosu, 2019). Supervisors assist student-teachers in developing vital abilities like time management, student engagement, and behavioral control techniques through regular evaluations, mentorship, and constructive criticism.

Effective classroom management is essential to teaching since it has a direct impact on both the learning environment and teachers' capacity to present material. According to Adewale and Ogunyemi (2020), student-teachers who receive sufficient supervision are better equipped to carry out a variety of classroom management techniques, such as setting clear guidelines, upholding student discipline, and creating a supportive learning environment. Supervisors assist student-teachers in using these tactics in authentic classroom environments, enabling them to adjust to the various requirements and learning preferences of their students. In order to improve these abilities and produce future teachers who are more competent and self-assured, the feedback loop between supervisors and student instructors is crucial.

Additionally, supervision promotes reflective practice, which enables student-teachers to evaluate their own methods of classroom management and instruction delivery. Student-teachers can pinpoint their strengths and weaknesses through reflection, which promotes ongoing development (Eze and Ihedioha, 2021). Supervisors frequently lead this reflection process, offering expert advice that enables student instructors to modify their approaches for improved learning results.

Supervisors do more than just observe; they guide student teachers by providing ideas for resolving problems in the classroom and by demonstrating good teaching techniques. The ability of student-teachers to establish orderly and encouraging learning environments both essential for sustaining student interest and encouraging active learning can be greatly enhanced by this mentorship (Nwachukwu and Obi, 2018). Additionally, supervisors frequently help student-teachers incorporate contemporary teaching resources and technologies into their lesson plans, which improves their capacity to engage students and present material more successfully.

Supervision during teaching practice also helps in developing student-teachers' problem-solving skills, particularly in managing disruptive behavior and ensuring smooth lesson transitions. Effective classroom management, under the guidance of experienced supervisors, leads to better instructional delivery as student-teachers learn to minimize disruptions and maximize instructional time (Ibe and Okwu, 2020). This practical experience is essential in preparing student-teachers for the realities of full-time teaching after graduation.

Teaching practice supervision has a tremendous impact on the classroom management abilities of student-teachers in public universities in Rivers State. Through mentorship, criticism, and reflective practice, supervision develops the instructional competency of student-teachers, ensuring they are better prepared for real-world teaching issues. Effective supervision has been shown to have a direct impact on better classroom management abilities, which are essential for providing high-quality education and creating a supportive learning environment.

1.5. Frequency of Supervision and Quality Education Delivery

The frequency of supervision during teaching practice has a big impact on how well student teachers teach. Student-teachers receive ongoing direction, criticism, and support through regular and consistent supervision, all of which are critical for improving their professional competence and teaching abilities. According to research, regular supervision enhances teaching efficiency by enabling supervisors to keep a close eye on student development, offer prompt interventions, and reinforce effective teaching techniques (Okoro and Eze, 2020). Student teachers are more likely to improve their teaching methods, adjust to changing classroom conditions, and quickly address instructional deficiencies when they receive regular feedback.

Lesson planning, subject delivery, classroom management, and student involvement are just a few of the components that go into effective teaching. Regular supervision guarantees that student-teachers continuously consider these factors and make the required corrections. Research indicates that student-teachers who receive regular supervision exhibit enhanced instructional delivery, better lesson planning, and clearer communication as compared to those who receive little supervision (Akinwale and Nwachukwu, 2019). Student-teachers gain the ability and self-assurance needed to handle difficulties in the classroom and carry out successful teaching techniques thanks to this ongoing observation.

Regular supervision has an effect on encouraging student-teachers to engage in reflective practices. Better instructional outcomes result from regular monitoring because it encourages student-teachers to evaluate their techniques and make necessary adjustments (Obi and Chukwu, 2021). Supervisors play a critical role in encouraging this reflective process by delivering constructive criticism that emphasizes areas of strength and chances for progress. By making student-teachers more conscious of their teaching strategies and classroom relationships, this continuous reflection bolstered by regular supervision improves the effectiveness of instruction.

Regular supervision gives supervisors the chance to guide student instructors in utilizing cutting-edge teaching techniques and incorporating contemporary educational technology. Regular interactions with supervisors enable student-teachers to stay updated on best practices in pedagogy and classroom management, contributing to more effective teaching (Ibe and Okafor, 2020). This continual engagement allows supervisors to provide prompt remedial feedback, preventing the reinforcement of poor teaching patterns and supporting the development of high-quality instructional skills.

The frequency of supervision plays a crucial role in improving the teaching effectiveness of student-teachers at the public universities in Rivers State. Frequent supervision offers continuous support, fosters reflective practice, and helps student-teachers develop effective instructional and classroom management skills. Studies have suggested that regular supervision helps student-teachers adjust their instructional techniques to accommodate different learning styles, fostering a more inclusive and engaging learning atmosphere (Chinedu and Nwafor, 2018). Frequent supervision is especially valuable in helping them adapt their teaching methods to various student needs and learning

environments. As demonstrated by research, student-teachers who receive frequent supervision are more suited to give quality instruction, manage diverse classes, and adopt creative teaching practices, eventually contributing to their professional development and readiness for future teaching jobs.

1.6. Aim and Objectives of the Study

The aim of the study investigated supervision of student-teachers on teaching practice and quality education delivery in public universities in Rivers State, Nigeria. Specifically, the objectives sought to:

- find out the extent student-teachers’ perception contribute to quality education delivery in public universities in Rivers State.
- determine the extent classroom management contribute to quality education delivery in public universities in Rivers State.
- examine the extent frequency of supervision contribute to quality education delivery in public universities in Rivers State.

Research Questions

The following questions guided the study

- To what extent does student-teachers’ perception contribute to quality education delivery in public universities in Rivers State?
- To what extent does classroom management contribute to quality education delivery in public universities in Rivers State?
- To what extent does frequency of supervision contribute to quality education delivery in public universities in Rivers State?

Hypotheses

The following hypotheses tested at 0.05 level of significant guided the study.

- Student-teachers’ perception does not significantly contribute to quality education delivery in public universities in Rivers State.
- Classroom management does not significantly contribute to quality education delivery in public universities in Rivers State.
- Frequency of supervision does not significantly contribute to quality education delivery in public universities in Rivers State.

3. Methodology

This study adopted a correlational research design. The population of this study comprised 3402 students in 200 and 300 levels from students from public universities in Rivers State. The sample size of 340 which represented 10% of the population was drawn using simple random sampling technique. The instrument for data collection were titled: Supervision of Student-teachers on Teaching Practice Questionnaire (SSTPQ) and Quality Education Delivery Questionnaire (QEDQ). The Supervision of Student-teachers on Teaching Practice Questionnaire was guided by 30 items with 10 items for each variable, while Quality Education Delivery Questionnaire has 20 items. In all, there are 50 items structured on a four –points modified Likert type rating scale of Very High Extent -4 points, High Extent -3, Low Extent -2 and Very Low Extent -1 point respectively. The reliability coefficients are: Supervision of Student-teachers on Teaching Practice was .83 and Quality Education Delivery was .81 while Student-teachers’ perception was .85, Classroom management was .83 and Frequency of supervision was .81 respectively using Cronbach method. Out of 340 copies of the instrument administered, 326 were properly filled and retrieved. This represented 96% success and was found usable. Simple regression was used to answer all the research questions while t-test associated with simple regression was used to test hypotheses at 0.05 level of significance using SPSS.

4. Results

Research Question 1: To what extent does student-teachers’ perception contribute to quality education delivery in public universities in Rivers State?

Table-1. Simple regression analysis on the extent student-teachers’ perception contribute to quality education delivery in public universities in Rivers State

Model	R	R Square	Adjusted R Square	Remark
1	.553 ^a	.306	.303	30.5%

Table 1 revealed that the regression coefficient R was calculated to be .553 while the regression squared value was computed to be .306 while adjusted R was .303 respectively. This shows that there is a contribution between student-teachers’ perception and quality education delivery in public universities in Rivers State. Judging by the coefficient of determinism, it shows that student-teachers’ perception contributed to quality education delivery by 30.5% while the remaining 69.5% was accounted by other variables.

Research Question 2: To what extent does classroom management contribute to quality education delivery in public universities in Rivers State?

Table-2. Simple regression analysis on the extent classroom management contribute to quality education delivery in public universities in Rivers State

Model	R	R Square	Adjusted R Square	Remark
1	.609 ^a	.371	.368	37.1%

Table 2 revealed that the regression coefficient R was calculated to be .609 while the regression squared value was computed to be .371 while adjusted R was .369 respectively. This shows that there is a contribution between classroom management and quality education delivery in public universities in Rivers State. Judging by the coefficient of determinism, it shows that classroom management contributed to quality education delivery by 37.1% while the remaining 62.9% was accounted by other variables.

Research Question 3: To what extent does frequency of supervision contribute to quality education delivery in public universities in Rivers State?

Table-3. Simple regression analysis on the extent frequency of supervision contribute to quality education delivery in public universities in Rivers State

Model	R	R Square	Adjusted R Square	Remark
1	.667 ^a	.445	.443	44.5

Table 3 revealed that the regression coefficient R was calculated to be .669 while the regression squared value was computed to be .445 while adjusted R was .443 respectively. This shows that there is a contribution between frequency of supervision and quality education delivery in public universities in Rivers State. Judging by the coefficient of determinism, it shows that frequency of supervision contributed to quality education delivery by 44.5% while the remaining 55.5% was accounted by other variables.

Hypotheses

Hypothesis 1: Student-teachers’ perception does not significantly contribute to quality education delivery in public universities in Rivers State.

Table-4. t-test associated with simple regression on extent Student-teachers’ perception does not significantly contribute to quality education delivery in public universities in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
1	(Constant)	4.917	.177		27.808	.000
	Student-teachers’ perception	-.612	.059	-.553	-10.452	.000

Table 4 revealed that student-teachers’ perception contributed to quality education delivery in public universities by .553. The t-test value 27.808 associated with simple regression was statistically significant at .000 when subjected to 0.05 alpha level of significance. By implication, there is a significant contribution between student-teachers’ perception and quality education delivery in public universities in Rivers State.

Hypothesis 2: Classroom management does not significantly contribute to quality education delivery in public universities in Rivers State.

Table-5. t-test associated with simple regression on extent Classroom management does not significantly contribute to quality education delivery in public universities in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.914	.153		32.083	.000
	Classroom management	-.636	.053	-.609	-12.082	.000

Table 5 revealed that classroom management contributed to quality education delivery in public universities by .609. The t-test value 32.083 associated with simple regression was statistically significant at .000 when subjected to 0.05 alpha level of significance. By implication, there is a significant contribution between Classroom management and quality education delivery in public universities in Rivers State.

Hypothesis 3: Frequency of supervision does not significantly contribute to quality education delivery in public universities in Rivers State.

Table-6. t-test associated with simple regression on extent frequency of supervision does not significantly contribute to quality education delivery in public universities in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.923	.132		37.197	.000
	Frequency of Supervision	-.647	.046	-.667	-14.099	.000

Table 6 revealed that frequency of supervision contributed to quality education delivery in public universities by .667. The t-test value 37.197 associated with simple regression was statistically significant at .000 when subjected to 0.05 alpha level of significance. By implication, there is a significant contribution between frequency of supervision and quality education delivery in public universities in Rivers State.

5. Summary of Findings

- Student-teachers' perception contributed to quality education delivery by 30.5% while the remaining 69.5% was accounted by other variables.
- Classroom management contributed to quality education delivery by 37.1% while the remaining 62.9% was accounted by other variables.
- Frequency of supervision contributed to quality education delivery by 44.5% while the remaining 55.5% was accounted by other variables
- Student-teachers' perception significantly contributed to quality education delivery in public universities in Rivers State
- Classroom management significantly contributed to quality education delivery in public universities in Rivers State.
- Frequency of supervision significantly contributed to quality education delivery in public universities in Rivers State.

Discussion of Findings

Student-Teachers' Perception and Quality Education Delivery

The first finding of the study revealed that student-teachers' perception contributed to quality education delivery by 30.5% while the remaining 69.5% was accounted by other variables. This showed that student-teachers' perception to an extent contributed to quality education delivery in public universities in Rivers State. In line with the findings of this study, student-teachers' perceptions of teaching practice supervision vary widely, influenced by factors such as the quality of feedback, availability of mentors, institutional policies, and individual expectations. Research indicates that when student-teachers perceive supervision as supportive and constructive, they develop a more positive attitude towards teaching, leading to improved instructional effectiveness (Ogonor and Badmus, 2022).

Conversely, when supervision is perceived as overly critical, inconsistent, or lacking in depth, student-teachers often experience anxiety, reduced confidence, and diminished motivation (Kiggundu and Nayimuli, 2021). The effectiveness of supervision is, therefore, contingent upon the extent to which supervisors engage in mentoring rather than mere evaluation, ensuring that student-teachers receive guidance that is both developmental and non-threatening. Therefore, Student-teachers' perception significantly contributed to quality education delivery in public universities in Rivers State

Classroom Management and Quality Education Delivery

The second finding of the study revealed that classroom management contributed to quality education delivery by 37.1% while the remaining 62.9% was accounted by other variables. This showed that classroom management to an extent contributed to quality education delivery in public universities in Rivers State. In line with the findings of this study, classroom management plays a crucial role in showing the professional competencies of student-teachers, skills, confidence and overall effectiveness in delivering quality education. Several studies have explored student-teachers' perceptions of teaching practice supervision, with findings suggesting that the quality, frequency, and nature of supervision significantly impact their growth and preparedness for the teaching profession (Komba and Kira, 2021).

One of the key issues in teaching practice supervision is the quality of feedback provided to student-teachers. Constructive feedback, which is specific, timely, and actionable, enables student-teachers to reflect on their teaching experiences and make meaningful improvements (Caires and Almeida, 2021). Studies suggest that student-teachers value feedback that acknowledges their strengths while highlighting areas for improvement in a manner that fosters professional growth rather than discouragement (Adeosun, 2021). However, challenges such as large student-teacher populations, limited time for detailed supervision, and varying supervisory competencies often result in generic or superficial feedback, limiting the developmental potential of teaching practice (Marais and Meier, 2022). Institutions must therefore ensure that supervisors are adequately trained to provide high-quality feedback that meets the developmental needs of student-teachers. Therefore, classroom management significantly contributed to quality education delivery in public universities in Rivers State.

Frequency of Supervision and Quality Education Delivery

The third finding of the study revealed that frequency of supervision contributed to quality education delivery by 44.5% while the remaining 55.5% was accounted by other variables. This showed that frequency of supervise to an extent contributed to quality education delivery in public universities in Rivers State. In line with the findings of this study, frequency and consistency of supervision also play a significant role in shaping student-teachers' perceptions and effectiveness. Regular supervision, characterized by continuous engagement, classroom observations, and follow-up discussions, helps student-teachers develop confidence and resilience in handling classroom challenges (Azeem, 2021).

On the other hand, irregular or sporadic supervision creates uncertainty and deprives student-teachers of the opportunity to receive ongoing guidance and professional support. Studies indicate that institutions with well-structured supervision programs that include pre-observation conferences, lesson observations, and post-observation reflections produce student-teachers who are more competent and better prepared for professional teaching (Nwanekezi *et al.*, 2021). To enhance the effectiveness of teaching practice supervision, it is imperative to establish clear supervision policies that ensure regular and meaningful engagement between student-teachers and their supervisors. Frequency of supervision significantly contributed to quality education delivery in public universities in Rivers State

Conclusion

The study addressed supervision of student-teachers on teaching practice and quality education delivery in public universities in Rivers State. The researcher has in the process investigated three aspects of supervision of student-teachers on teaching practice which involved student-teachers' perception, classroom management and frequency of supervision and quality education delivery in public universities in Rivers State. The argument is that if the elements of the study are contributing to quality education delivery in public universities in Rivers State, then there is need for lecturers to wake up to responsibilities as regard to supervision of student-teachers on teaching practice.

Recommendations

- Lecturers should pay more attention to student-teachers' perception so as to improve quality education delivery in public universities.
- Lecturers should develop in the students classroom management skills that will facilitate quality education delivery in public universities.
- Lecturers should supervise the students on a frequent bases to contribute to quality education delivery in public universities.

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