

Supervision that Speaks: Understanding Feedback Practices during School Internship

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Abstract

The school internship in teacher education acts as a crucial bridge between theoretical coursework and actual classroom practice. Central to this transitional phase, the role of supervisory feedback significantly influences the professional development of student teachers. The present study, therefore, sought to investigate the nature and frequency of interactions between university supervisors and student teachers before, during, and after classroom teaching sessions, examine how student teachers implement supervisory feedback into their practice, identify challenges faced in the feedback process, and ultimately offer suggestions to make feedback practices more effective during the school internship through a mixed method research design. The quantitative data were collected through questionnaires, which were administered to student teachers, while qualitative insights were gathered through semi-structured interviews with a smaller sample of student teachers from the two-year B.Ed. programme of Tezpur University, Assam. The findings of the study indicate that although an important developmental role is played by the supervisory feedback, its effectiveness is largely dependent on its clarity, timeliness, relevance, and the nature of the interaction between the supervisor and the student teachers. Significant barriers to feedback implementation that emerged during the analysis were unclear and delayed feedback and lack of follow-up. The need for more collaborative, specific, and reflective feedback, supported by modelling suggestions and consistent mentoring, was therefore emphasized by the student teachers. The study calls for more structured, empathetic, and responsive feedback practices that align with the developmental needs of student teachers and foster their growth as reflective and competent educators.

Keywords: *Supervisory feedback, Student teachers, Supervisor, School internship.*

Introduction

The National Curriculum Framework for School Education (NCFSE) 2023 aims to provide meaningful classroom experiences and value-based instruction to the students, which marks the importance of recognizing that need of qualified and competent teachers enough to fulfil the needs of today's students. So, here comes the need of teacher education. It has been documented that teacher education and professional development programmes play a crucial role in tailoring the future

of education by contributing extensively to the changes in teachers' knowledge, practice, skills, and competencies required to navigate the complexities of the classroom environment (van Driel, 2014). Today, in the field of teacher education, there is a greater focus on the importance of teaching practicum as a learning environment for student teachers (Mantle-Bromley, 2003; Smith, 2003). Hamalik (2005) proclaims that 'school internship' is a series of activities that is programmed for the student teachers, comprising learning to teach or learning outside the teaching activity itself, which

provides a chance to develop the professional competencies required by the work field of teachers or other educational personnel. School internship is, therefore, a pivotal professional development component which considerably influences the knowledge and practice of the student teachers (Hodges & Hodge, 2017; Lawson et al., 2015; Wilson et al., 2001; Koşar, 2022). This is because school internship is the melting pot, where all the knowledge and skills obtained by the student teachers during training are integrated into the classroom environment. Through school internship the developmental journey from being novice teachers to becoming experts in a real classroom setting is commenced by the student teachers. Afolabi (1999) & Darling-Hammond (2010) argued that school internship prepares the student teachers to orient with the practical knowledge of teaching and learning processes comprising lesson plan preparation, presentation, class management, communication skills, evaluation, as well as the required personality of professional teachers. School internship occurs in a social context; other than the university supervisor, the cooperating teacher, school administration, and students are also among the social agents that make the practicum experience a positive one (Omilani & Ogbonna, 2023). The NCTE, through its 2016 guidelines, has also emphasized the significance of school internship in the preparation of competent and reflective educators. According to NCTE (2016), the 'school internship' is an essential component of teacher education programme, requiring a minimum of 20 weeks of engagement in a school setting, intended to provide the student teachers with hands-on experience, enabling them to integrate and apply their theoretical knowledge in real-world classroom environments, and to foster a gradual transition from learners to teachers, allowing them to gain confidence and proficiency under the supervision of experienced educators. Supervision is a necessary and vital component of the teaching practice (Mohanty, 1987; Lindstrom et al., 2022; Wainman, 2011; Hunn, 2009).

The concept of supervision is based on the assumption that the student teacher is a novice, and he/she requires guidance and feedback from an expert, i.e., a supervisor; generally, a staff member from a teacher education institution (Mohanty, 1987). It is based on a collaborative relationship between the faculty supervisor and the student teachers, which fosters the development of professional competencies and identity (Cooper et al., 2010) and it encompasses a range of activities aimed at enhancing teaching effectiveness through observation, feedback, and reflection on practice (Burns et al., 2016b). The faculty supervisors provide student teachers with guidance as well as constructive feedback to enhance knowledge and confidence in teaching (Baeten & Simons, 2016; Al-Mekhlafi & Naji, 2013).

Supervisory Feedback

The practice-based curriculum during school internship provides the student teachers with myriad possibilities to draw insights about teaching practice (Amador, 2017; Davis et al., 2017; Dotger et al., 2018; Wang et al., 2019). In such a curriculum, feedback from supervisors is integral for enriching student teachers' learning as well as for modelling what they will have to do as practising teachers (Hattie & Clarke, 2018; Sayeski et al., 2019; Torres et al., 2020; Adalberon, 2021). The inclusion of feedback on practical performance promotes precise development of the pedagogical skills. In these cases, the feedback must be specific and associated to student teachers' performance in each assessment task, breaking down the practice into components for targeted feedback (Sayeski et al., 2019; Bien et al., 2018; Adalberon, 2021). The supervisor, therefore, must create an optimal classroom climate and have a deep understanding of the content being taught (Hattie & Timperley, 2007). In a profession dedicated to teaching, the experience of receiving reliable and appreciative feedback not only promotes learning but also boosts engagement (Rodger et al., 2011). According

to Omilani & Ogbonna (2023), the supervisor is expected to give immediate oral as well as written feedback to student teachers. The written feedback is noted in the student teachers' internship lesson notebook, and the oral feedback given by the supervisor provides a detailed explanation on the written feedback. Morton and Kurtz (1980) asserted that during supervision, the feedback provided is a form of instruction showing the supervisee's deficit resulting from a lack of teaching knowledge or skills based on the supervisor's observation. Therefore, the judgement of the supervisors concerning the internship performance of the student teachers determines the adjustments they make to their knowledge and practice during internship, among other things. Thus, the supervisor plays a lead role in professional development compared to the other social agents involved (Omilani & Ogbonna, 2023). Feedback is one of the most powerful instructional interventions educators can use to help student teachers increase their knowledge and skills (Hattie, 2009). Smith (2010) stressed that student teachers generally wanted feedback on the overall quality of their lessons and practical recommendations on how to refine their performance. Similarly, Akkuzu (2014) has pointed out that feedback is a vital informative practice allowing student teachers to view their teaching performance critically and as a means of enhancing their own teaching performance and style of presentation. Numerous reviews and meta-analyses have indicated that feedback has the potential to enhance student teachers' performance and learning (Black & Wiliam, 1998; Kluger & DeNisi, 1996; Hattie & Timperley, 2007; Shute, 2008; Evans, 2013; Li & DeLuca, 2014; Winstone et al., 2017; Wisniewski et al., 2020).

Literature Review

The interaction between student teachers and their supervisors plays a vital role in shaping the practicum experience. White (2007), found that student teachers engaged

in multiple feedback interactions – after classroom observation, mid-placement, during debriefs, and after assignments – revealing that regular and staged feedback remarkably supports professional learning. These sessions were found to be more fruitful by the student teachers when the feedbacks were specific, spoken, and aligned with their teaching practices. According to White (2007) and Kushwaha (2014), clear, prescriptive, and practical feedback is the most beneficial for future teachers. Al-Malki et al. (2020) stated that inconsistent feedback practices across institutions in Oman, made student teachers desire greater uniformity and agency in feedback interactions. Similarly, Yuan et al. (2024) investigated about how student teachers deal with the negative feedback they receive during practicum. Guiding the study with the feedback literacy framework, the researchers revealed that while feedback often provoked emotional discomfort among the student teachers, many of them developed internal coping mechanisms like emotional regulation and reflective acceptance, illustrating how complex a feedback experience might be. Omilani & Ogbonna (2023) found that written supervisory feedback in science education is often provided in a general way and lacks subject-specific direction. Majority of the comments pointed towards the use of general pedagogical knowledge rather than pedagogical content knowledge (PCK), limiting its usefulness in refining discipline-specific teaching practices. Hence, the absence of specificity in feedback resulted in missed opportunities for learning among student teachers. Whereas existing studies have examined various aspects of feedback during pre-service teacher education such as the forms, perceptions, and effects of feedback; there remains a lack of comprehensive understanding on how supervisor-student teacher interactions takes place specifically before, during, and after the classroom teaching, along with exploring how student teachers implement feedback after receiving it from their supervisors into their teaching practices. The challenges faced by the student

teachers in understanding and implementing feedback are often mentioned in literatures but not explored in detail. In addition, practical, evidence-based recommendations for increasing the effectiveness of feedback during school internships remain scattered and underdeveloped in the literatures. This study, therefore, seeks to address these gaps by providing a holistic examination of the feedback practices, their implementation, associated challenges and suggestions for improvement in the context of school internship programmes.

Hence, this paper attempts to address the primary research question: 'How do supervisory feedback practices shape the experiences and teaching practices of student teachers during the school internship?'

For answering the above question, the following objectives have been framed:

1. To examine the frequency of interaction between supervisors and student teachers before, during and after classroom teaching sessions during the school internship.

2. To assess how the student teachers implement the feedback into their teaching practices during the school internship.
3. To identify the challenges faced by the student teachers regarding the feedback they receive from supervisors during the school internship.
4. To provide suggestions for making feedback practices more effective during the school internship.

Research Methodology

Research Design: In the present study, the mixed method (QUAN + QUAL) research design was employed. The convergent parallel research design where both quantitative data (through questionnaires) and qualitative data (through semi-structured interviews) were collected simultaneously to acquire a clearer picture for the study in question. The figure below shows the research design adopted for the present study.

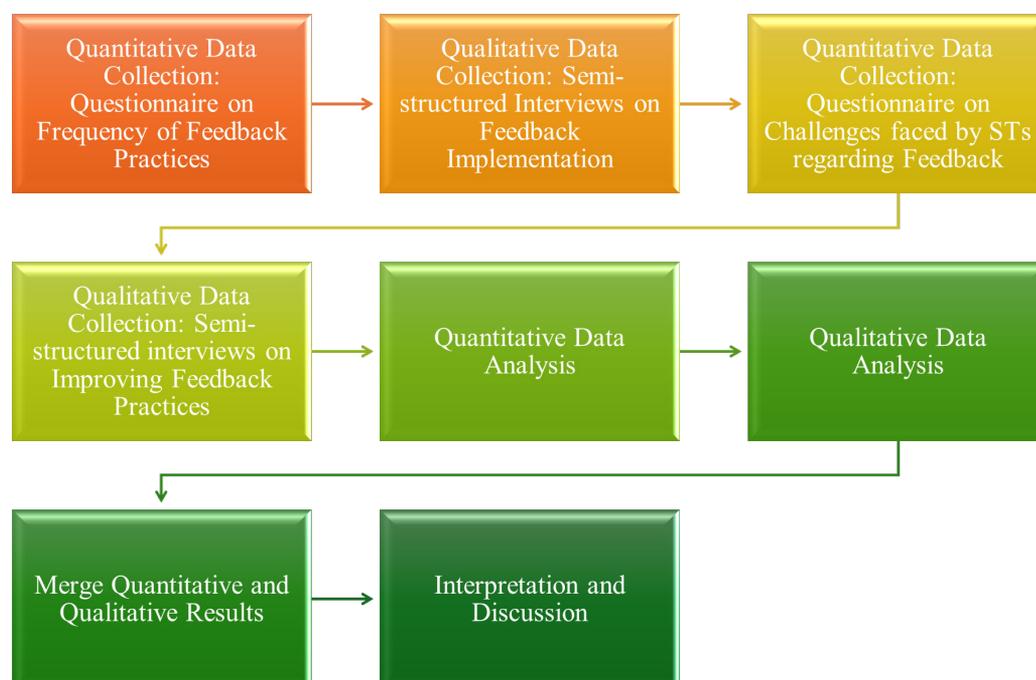


Fig 1: Convergent Parallel Mixed-Method Research Design

Sample: For the quantitative phase, the study targeted the entire cohort of 63 student teachers enrolled in the class of the two-year B.Ed. programme of Tezpur University who have completed their internship during the academic year 2024-25, adopting a total population sampling approach. Since participation was voluntary, out of 63 only 50 student teachers responded in completing the questionnaire. Therefore, the final sample reflects a voluntary response form of non-probability sampling, as only those who chose to participate were included as the respondents (sample). Additionally, for the

qualitative phase, a total of 10 student teachers were purposively selected from the quantitative group.

Analysis

Objective 1: To examine the frequency of interaction between supervisors and student teachers before, during and after classroom teaching sessions during the school internship.

Table 1 highlights the emerging themes that turned up from the analysis of the data being collected through questionnaires from the student teachers (N=50).

Table 1: Interaction between supervisors and student teachers before classroom teaching session

Occurrence of Pre-Observation Interaction			
Statement	Percentage of Respondents		Interpretation
Whether student teachers had any interaction with supervisors before their classroom observation?	Yes	64%	Findings indicate that pre-observation interactions with supervisors were experienced by the majority of student teachers. However, a significant minority of student teachers lacked such interactions, which illuminates a space for more consistent supervisory engagement.
	No	36%	
Aspects discussed during the Pre-Observation Interaction			
Aspects	Percentage of Respondents		Interpretation
Expectations for the class	21.8%		The respondents who interacted with the supervisors prior to the classroom observations were asked about the aspects they discussed. Key elements of the discussion included the expectations for the class, lesson planning, emotional support and a continuum of feedback, suggesting that both the cognitive and emotional needs of student teachers were addressed by the supervisors.
Lesson planning	21.8%		
Emotional support or motivation	31.4%		
Feedback on previous class	25%		
Communication style of supervisors during Pre-Observation Interaction			
Communication Styles	Percentage of Respondents		Interpretation
Collaborative	68.8%		The recurring communication style for the supervisors during pre-observation interactions was found to be collaborative, focusing primarily on shared decision-making, joint problem solving and mutual feedback between the supervisor and the student teachers.
Directive	25%		
Non-Directive	6.2%		

Influence on Class Preparation due to the Pre-Observation Interaction		
<i>Influence on Class Preparation</i>	<i>Percentage of Respondents</i>	<i>Interpretation</i>
Boosted confidence and preparation	20 out of 32 respondents involved in pre-observation interaction (62.5%)	A close relationship between pre-observation interaction and improvements in emotional and classroom readiness is demonstrated by the findings. Also, it was found that the absence of pre-observation interaction negatively affected the student teachers preparation for the class.
No guidance led to anxiety and uncertainty	18 respondents with no pre-observation interaction (36%)	

The findings, therefore, illuminate the fundamental role of interactions between the supervisors and student teachers before classroom teaching sessions, aiding student teachers' preparedness and confidence during school internship. While most student teachers stated about being benefited from such interactions, the absence of it revealed inconsistencies in supervisory practices. Where interactions took place, supervisors not only guided lesson planning and clarified expectations but also offered emotional

reassurance, exhibiting that supervision extended beyond technical aspects to address affective needs. Additionally, the collaborative style of communication emerged as a supportive supervisory approach that fostered trust and professional growth. Hence, it is believed that interactions before classroom teaching sessions remarkably enhance both the emotional readiness as well as classroom performance of student teachers, while its absence can make the student teachers feeling less prepared and confident.

Table 2: Interaction between supervisors and student teachers during classroom teaching session

Supervisory involvement during Class Observation			
<i>Supervisory involvement during Class Observation</i>	<i>Percentage of Respondents</i>		<i>Interpretation</i>
Very attentive (watching, taking notes)	80%		Supervisory involvement during classroom observations was substantial as indicated by the findings. This suggests that most supervisors pursued observational roles seriously and visibly, whereas a minority of student teachers still experienced limited engagement on the part of the supervisor during their class observations.
Observed sometimes (took notes occasionally)	4%		
Not very involved	16%		
Support Offered by Supervisors during the Class Observation			
<i>Statement</i>	<i>Percentage of Respondents</i>		<i>Interpretation</i>
Did your supervisor offer any support during the class observation?	Yes	(66%)	From the analysis, it is believed that 66% of the student teachers received some form of support while 34% of the student teachers lacked any such support from their supervisor during their class observation.
	No	(34%)	

Forms of Support Offered by Supervisors during the Class Observation		
<i>Forms of Support Offered during the Class Observation</i>	<i>Percentage of Respondents</i>	<i>Interpretation</i>
Direct Support (Helped with teaching methods, managing the class, etc.)	63.7%	It appears that majority of the student teachers indicated about receiving some form of support from their supervisors during their class observation. However, the differences in type and intensity of the support can be observed: from live intervention to subtle encouragement.
Emotional Encouragement	36.3%	
Effect of supervisor's presence on student teachers		
<i>Effect of supervisor's presence on student teachers</i>	<i>Percentage of respondents</i>	<i>Interpretation</i>
Confidence Building	64%	A strong convergence in supervisor's presence and confidence building is revealed by the findings, with supervisor's presence acting as a positive psychological support, increasing a sense of confidence and certainty in teaching among the student teachers.
Initial Nervousness	24%	
Focused or detached	12%	

The results thus explains that supervisors were quite active and engaged during classroom observations, reinforcing their role as both evaluators as well as supporters of student teachers. Whereas a majority of student teachers benefited from supervisory support, a notable minority reported limited or no engagement, denoting inconsistencies in supervisory practice. Among those who did receive support, its nature and intensity varied, ranging from immediate interventions

during teaching to subtle encouragement and reassurance. Importantly, the results underscore the psychological value of supervisor presence, which was strongly linked with greater confidence and certainty in teaching among student teachers. Therefore, it is believed that beyond technical feedback, the symbolic and affective dimensions of supervision; like being present as well as supportive can play an essential role in tailoring student teachers' classroom experiences.

Table 3: Interaction between supervisors and student teachers after Classroom teaching session

Supervisory involvement during Class Observation		
<i>Timing of the Feedback</i>	<i>Percentage of Respondents</i>	<i>Interpretation</i>
Immediately after class	48%	The findings pointed out that the majority of student teachers received feedback immediately after their class observations or during weekly meetings with their supervisors.
Weekly review meetings	28%	
Periodic scheduled meetings	24%	
Modes of Feedback as received by the student teachers		
<i>Modes of Feedback</i>	<i>Percentage of Respondents</i>	<i>Interpretation</i>
Verbal	16%	A strong convergence of responses is revealed by the findings, showing that multi-modal feedback (both verbal and written) was generally preferred by supervisors for providing feedback.
Written	40%	
Both	44%	

Content of Feedback as received by the student teachers		
Content of Feedback	<i>Percentage of Respondents</i>	<i>Interpretation</i>
Constructive criticism	60%	The analysis revealed that while most of the feedback received by student teachers were constructive in nature, there was a balance of criticism and encouragement in it.
Actionable suggestions	24%	
Positive reinforcement	16%	
Focus Areas of the Feedback as received by the student teachers		
Focus Areas of Feedback	<i>Percentage of Respondents</i>	<i>Interpretation</i>
Classroom management	44%	The findings reveal that classroom management and instructional strategies were key concerns in the feedback as pointed out by the supervisors. Student engagement and clarity of content were also frequently emphasized.
Content delivery	28%	
Student engagement	36%	
Instructional techniques	32%	

The result underscores that timeliness as well as modality of feedback were primary attributes of supervisory practice. Majority of the student teachers stated about receiving feedback either immediately after classroom observations or during scheduled weekly meetings, assuring its relevance and applicability. The supervisors mostly employed a multi-modal approach, integrating both verbal and written feedback, that enhanced communication and supported better reflection by student teachers. The feedback was predominantly constructive, maintaining a balance between critical observations and encouragement, accordingly, fostering both professional improvement and confidence. The dominant areas addressed included classroom management, instructional strategies, student engagement, and content clarity, all of which are believed to be the core dimensions of effective teaching.

Objective 2: To assess how the student teachers implement the feedback into their teaching practices during the school internship.

The major views that emerged from the discussion with ten student teachers about

how they implemented the feedback into their teaching practices during the school internship are listed below:

Theme 1: Characteristics of the Most Useful Feedback

R1 stated: “When she pointed out specific areas like ‘you need to give more wait time after asking a question,’ I could directly apply it.”

Another respondent, R7 mentioned: “Feedback on voice modulation and student questioning was very helpful.”

Thus, the precise suggestions given by the supervisors were mostly valued by the student teachers, such as using more waiting time after questioning, improving blackboard usage, and voice modulation in delivering lessons (R1, R2, R3, R5, R7, R10). Such suggestions allowed them to apply the changes in classroom practice directly, creating a sense of direction as well as professional growth.

R8 stated: “Feedback on using student names and making eye contact helped.”

Likewise, feedback pointing out interaction techniques, such as eye contact and student engagement (R4, R6, R8) were appreciated by some student teachers. This reveals that

student teachers valued feedback that helped in improving their classroom presence and student interaction, which are essential for promoting a positive learning environment.

R9 stated: “I found it helpful when they told me what went well before giving suggestions.”

Fewer respondents also found it helpful when feedback highlighted their strengths before addressing weaknesses (R9). It is believed that these kinds of feedback not only promoted good practice among student teachers but also helped in building their confidence and their understanding of constructive criticism.

The above responses, therefore, underscore that feedback is most useful when it is clear, context-specific, and delivered in a supportive manner. Such feedbacks help student teachers understand what needs to be improved and how to be improved in a better way, eventually contributing to more reflective and effective teaching practices.

Theme 2: Efforts Made by student teachers in the Implementation of the Feedback

R7 mentioned: “I tried to apply the points in the very next class to check if it works.”

Another respondent, R9 shared: “Yes, I implemented almost all the feedback given by my supervisor, and I felt proud and motivated when they noticed improvement.” Majority of the participants thus made efforts to apply feedback promptly, even incorporating it into lesson planning (R1, R2, R4, R5, R7, R9).

R3 shared: “I did implement a few things, like using diagrams more frequently in my classes.”

Likewise, some of the respondents implemented feedback partially; focusing on areas they found manageable and relevant (R3, R6, R8, and R10).

The above responses, therefore, suggests that the effective implementation of feedback depends entirely on the quality of the feedback provided by the supervisors as well as the motivation, planning and adaptability of the student teachers. It highlights the importance of equipping student teachers

with the confidence and autonomy to apply the feedback in a thoughtful way that fosters their continued growth.

Theme 3: Factors Influencing Student Teachers’ Response to Implement the Feedback

R2 stated: “I implemented feedback that were short and direct, like ‘using larger handwriting on the board’ or ‘checking if all students are following when I’m delivering a lesson.’

Another respondent, R3 mentioned: “Feedback with specific tools or examples worked best for me. Like during a lesson, my supervisor said, ‘use a chart here,’ I could directly follow it.”

Similarly, the feedback that were concise and clearly explained by the supervisors were easiest to be implemented by the student teachers (R1, R2, R3). Such forms of feedback involving actionable guidance helped them translate theory into practice in an efficient manner.

R5 shared: “I liked the feedback that was kindly delivered and explained with proper examples. I felt encouraged to improve my teaching.”

Similarly, a kind, constructive and polite tone in providing feedback encouraged the student teachers to implement the feedback (R5, R7, R9).

R8 recalled: “Feedback with demonstrations; like my supervisor once showed me the techniques of questioning to increase student engagement, because he noticed that I mostly asked yes or no questions in my class. So, that was one of the easiest feedback to apply that has helped me in improving my classroom interaction skills.”

As such, those supervisors who provided demonstration-based feedback including modelling or showing ‘how to’ implement the feedback were found to be more helpful by the student teachers (R8).

R4 described: “Feedback that matched what I myself felt about the class, those I implemented more easily.”

Also, feedback that resonated with the student teacher's own perception of teaching was more likely to be applied by them (R4).

R10 highlighted: "I would've implemented feedback better if it was more detailed and related to my lesson plan."

Conversely, a respondent stated that the lack of detail, vagueness, and absence of subject-context feedback given by the supervisors hindered their motivation to implement the feedback (R10).

As the responses above show, the effectiveness of feedback is not only based on its content, but also on how it is communicated, contextualized and received by student

teachers. For feedback to be directed toward meaningful instructional change, it must be clear, kind, relevant, as well as, wherever possible, demonstrative.

Objective 3: To identify the challenges faced by the student teachers regarding the feedback they receive from supervisors during the school internship.

The figure and the table below highlight the valuable insights obtained from the student teachers (N=50) through questionnaires, regarding the varied challenges they faced while receiving feedback from their supervisors during school internship.

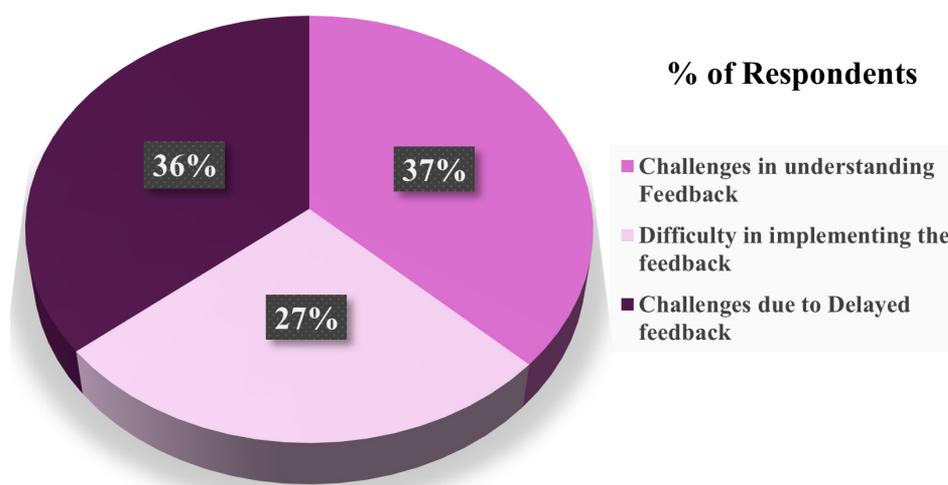


Fig 2: Percentage of student teachers with the challenges faced by them regarding the feedback they received from supervisors

Table 4: Challenges faced by the student teachers regarding the feedback they received from supervisors

Sl. No.	Challenges	% of Respondents
1.	Challenges in understanding the feedback	74%
2.	Difficulty in implementing the feedback	54%
3.	Challenges due to delayed feedback	71.7%

Interpretation: About 74% of the student teachers highlighted difficulties in understanding feedback. Under which, 30% noted the feedback language to be quite difficult, suggesting that using excessive

technical terminology have created confusion; 18% recalled contradictory feedback, which created uncertainty and lack of clarity regarding the supervisors expectations; 12% experienced feedback lacking concrete

examples and suggestions, indicating a need for more actionable guidance; 10% described the feedback not being specific to their teaching performance, which reduced its perceived relevance; and 4% felt the feedback being too vague, indicating that general comments without detailed explanation were not helpful. Additionally, 54% of the student teachers reported about facing significant challenges in implementing feedback: 22% noted time constraints as a major barrier, indicating that the demanding schedule of the internship limited their opportunities for implementing change in their teaching practices; 18% highlighted impractical feedback, suggesting that they concentrated on technical corrections rather than feasible classroom strategies; and 14% reported that the feedback was not specific enough to be implemented, reinforcing the need for more detailed and actionable input. Moreover, about one-third of the student teachers (71.7%) faced challenges due to delayed feedback,

involving 20.3% of the student teachers who could not make timely improvements due to delays; 17.1% experienced delayed feedback reducing its relevance and effectiveness, displaying a missed opportunity for real-time improvement; 15.6% forgot the specific lesson or context by the time feedback was given; 10.9% felt uncertain about their progress, indicating a psychological impact of not receiving timely guidance; and 7.8% reported continuing with the same mistakes, highlighting the practical consequences of untimely feedback. However, 28.3% reported no delayed feedback.

Objective 4: To provide suggestions for making feedback practices more effective during the school internship.

For providing suggestions to make feedback practices more effective during the school internship, ten student teachers were interviewed. The major suggestions that were put forward by them are listed in the figure and table below.

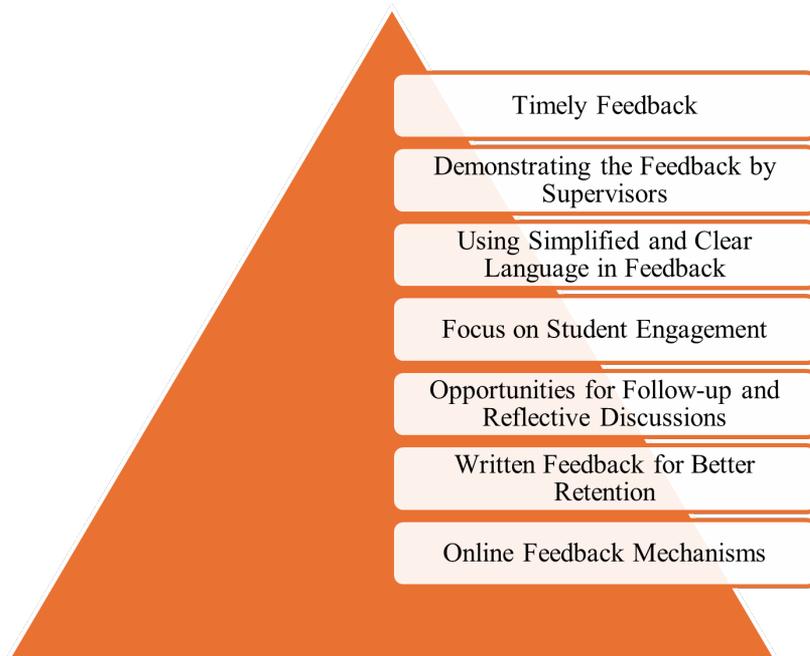


Fig 3: Effective Feedback Practices

Table 5: Suggestions put forwarded by student teachers to make feedback practices more effective during the school internship

Suggestions	Interview Transcript
Timely Feedback	“Feedback should be immediately provided after the class, be specific, and include examples on how to improve in the next class. This can definitely help in our growth as aspiring teachers.” (R3) “Feedback should be timely. Delays affected my motivation and clarity.” (R7)
Using Simplified and Clear Language in Feedback	“Feedback should be in simpler language and include concrete examples from my teaching.” (R1)
Demonstrating the suggestions by Supervisors	“It would be better if supervisors could model the suggestions once or give a demo, so that we could understand exactly what and how the mistakes could be improved.” (R5)
Opportunities for Follow-up and Reflective Discussions	“It was helpful. Still, I feel follow-up discussions with supervisor would make it more meaningful.” (R4) “To make the feedback process more effective, it could include timely follow-ups, and two-way discussions allowing me to ask questions and reflect deeply on the suggestions.” (R8)
Focus on Student Engagement	“The feedback was consistent; however, I think more emphasis on student engagement strategies would help.” (R9)
Written Feedback for Better Retention	“Clearer feedback and written comments would definitely help me retain the suggestions better.” (R6) “I used to forget most of the feedback provided by my supervisor, because she provided them verbally. I feel if they were in the written form, I could’ve kept a track of them and improved my teaching accordingly.” (R10)
Online Feedback Mechanism	“Online feedback mechanisms could somehow help to provide feedback timely and keep a track of communication with the supervisors.” (R2)

Interpretation: The findings illustrate that the most common suggestions were related to the timeliness of feedback. Also, a significant number of student teachers emphasized the need for follow-up interactions, demonstrations by supervisors, and clear communication of feedback. Similarly, a few student teachers highlighted the importance of written, reflective and technology-based feedback mechanisms. The analysis reveals that student teachers value feedback that is timely, actionable, and delivered through an interactive and supportive process. Improving these aspects will definitely lead to better motivation, and teaching outcomes among the student teachers.

Major Findings and Discussion

The descriptive and thematic analyses of the study were triangulated and discussed as below:

Descriptive analysis showed that 64% of student teachers had interaction before class; 62.5% of them reported increased confidence. Aspects included emotional support, planning, feedback, and expectations. Thematic analysis further indicated that student teachers appreciated pre-class communication as it gave clarity and boosted confidence. Lack of such interaction led to anxiety. When the findings were triangulated, both strands confirm the value of interaction before classroom

observation in boosting preparedness and emotional readiness. These findings are in line with the study by Cooper et al. (2010), who highlighted the importance of mentoring prior to observation of lessons in developing professional identity. In addition, White (2007) indicated that student teachers' confidence and clarity were enhanced through frequent pre-learning feedback. While interaction during classroom observation, 68.8% of supervisors used a collaborative style, enhancing student teachers' confidence and reflection. Student teachers valued feedback that was interactive and reflective, not one-sided. Collaborative communication is strongly preferred by student teachers and leads to greater trust and learning outcomes, which was highlighted in thematic analysis as well. According to Burns et al. (2016b) and Baeten & Simons (2016), collaborative supervision is significant in shaping effective teaching practices and professional identity of the student teachers. In support of these findings, Rodger et al. (2011) associated collaborative supervision in enhancing emotional outcomes. Moreover, 80% found supervisors very attentive during class; 66% received support. Among these, 63.7% got direct help, and 36.3% received emotional support. Thematic analysis also noted that student teachers found supervisor's presence helped in boosting their confidence but also caused initial nervousness. Emotional and practical support helped them manage classroom delivery better. The findings from both the analyses reveal that supervisor presence is psychologically and pedagogically significant for the student teachers during the observation. In line with these, Darling-Hammond (2010) & Hamalik (2005) underscored the value of in-situ support for emotional and instructional development. Omilani & Ogbonna (2023) also noted that supervisor engagement influences intern perceptions and effectiveness. Descriptive analysis of interaction after classroom observation, it was reported that 48% of the student teachers received feedback immediately, 28% during weekly reviews.

While asking about challenges, 71.7% reported about receiving delayed feedback. Thematic analysis, therefore, revealed timely feedback was most commonly suggested improvement, as student teachers stressed that immediate feedback was more useful, easier to implement. When the findings were triangulated, it was revealed that delays in feedback reduced its effectiveness. The results showed clear consensus on the importance of timely feedback to ensure its utility and reduce stress. These findings align with Sayeski et al. (2019); Hattie & Timperley (2007); White (2007) that emphasized timely feedback is critical for reflection and improvement. In support of these findings, Matsumoto-Royo et al. (2023) linked delayed feedback to emotional disconnection and reduced learning outcomes. Moreover, 40% of the student teachers reported about receiving both verbal and written feedback while 44% of the student teachers received only written feedback. Verbal-only feedback was rare (16%), pointing out written feedback was preferred for better retention and future references. Thematic analysis revealed that student teachers wanted a combination of multi-modal feedback (written + verbal), which is ideal both for clarity and reinforcement. In line with these, Adalberon (2021); Gibson (2006) advocated combining written and verbal feedback. Also, Morton & Kurtz (1980) stressed the complementary role of oral and written modes in instructive supervision. The feedback received mostly after classroom observation included constructive criticism (60%), with focus on classroom management (44%), engagement (36%), instructional technique (32%), and content delivery (28%). Additionally, student teachers valued actionable, specific, and example-based feedback, because they appreciated suggestions that focused on their behaviour and wanted practical, context-sensitive insights. Triangulated findings reveal that feedback should be constructive, actionable, and personalized, addressing real classroom challenges. Aligning with the findings, Hattie (2009); Smith (2010);

Akkuzu (2014) illustrated the relevance of specific, constructive, example-based feedback. While asked about challenges, 74% of student teachers reported difficulty in understanding feedback due to technical language (30%), vagueness (4%), lack of examples (12%), or conflicting messages (18%). Student teachers demanded simple and clearly stated feedback. Overly technical or vague inputs were hard for them to interpret and implement. When the findings were triangulated, it was revealed that clarity in feedback language is essential. Both datasets emphasize the need to simplify and specify feedback for better understanding and application. According to Abdelhalim & Alsahil (2025), clarity in the language of feedback in ELT is given great emphasis. Supporting the findings, Wisniewski et al. (2020) also focused on that clarity and form to determine the feedback's educational value for the professional development of student teachers. Moreover, 54% student teachers found it difficult to implement feedback due to impracticality (18%), lack of specificity (14%), and time constraints (22%). Thematic analysis reported that student teachers implemented feedback based on relevance, clarity, tone, and supervisor support. They stated that demonstrations helped them the most. Feedback aligning with their own perception was more likely to be used. Triangulated findings reveal that implementation of feedback is tied to clarity, feasibility, and relevance. Feedback must be realistic, specific, and accompanied by support or modelling to be effectively applied. Supporting the findings, Kushwaha (2014); Hattie & Clarke (2018) believed that the feedback that is implementable by the student teachers should be provided in such a way that they are tied to their visible teaching behaviours. Discussing about suggestions, student teachers highlighted the need for follow-up discussions, more regular supervision, and consistent involvement from supervisors throughout the internship. Student teachers want consistent mentoring, not one-time interaction, which can only be

achieved through follow-up meetings with supervisors that will ensure student teachers accountability and growth. According to Wainman (2011); Hunn (2009); Cooper et al. (2010) supervision must include ongoing, staged interactions between the supervisors and the student teachers. Aligning with these findings, Maes et al. (2022) stressed on providing formative feedback to the student teachers and organizing follow-ups as they are critical for long-term skill internalization.

Conclusion

School internships are not just practicums; they are a transitional space where student teachers begin to incorporate the identity, responsibilities, and nuances of being a professional educator. The present study, therefore, reaffirms that feedback is one of the crucial aspects for this transformation, when it is meaningful, timely, and dialogic. Beyond correcting instructional errors, feedback serves as an anchor for confidence, reflection, and pedagogical growth among the student teachers. Its impact lies not just in what is said by the supervisors, along with how, when and why it is said. The nature of the supervisory relationship, the tone of communication and the continuum of engagement – all these aspects shape how student teachers receive, interpret, and act on the feedback. Thus, effective supervision must move beyond evaluation to follow-up and mentorship, responsiveness, and trust. In recognizing the emotional and intellectual labour invested by the student teachers during internships, this study calls for a more humane and purposeful feedback culture, one that listens as much as suggests and supports as much as it evaluates. Only then can school internships fulfil their full purpose: not only to prepare teachers, but to empower them as well. These insights, therefore, have important implications for the policy frameworks guiding teacher education programmes, supervisor training, and school internships.

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