

# How Quality of Supervision Moderates the Relationship between Student Teachers' Preparation for and Performance in School Practice

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**Abstract** This quantitative cross-sectional survey examined the moderation effect of the quality of supervision on the adequacy of preparation for SP - performance in SP among 184 (98 second year and 84 third year) student teachers at Busitema University. Findings revealed high adequacy of preparation ( $M = 103.02$ ,  $SD = 13.17$ ), high quality of supervision ( $M = 37.13$ ,  $SD = 6.19$ ), and high level of performance ( $M = 43.16$ ,  $SD = 4.75$ ) in SP. The quality of supervision was a significant moderator of the preparation—performance link,  $R^2 = .0136$ ,  $F(7, 176) = 3.767$ ,  $b = .006$ ,  $t(176) = -1.941$ ,  $p = .05$ . The findings imply need for tagging SP preparation and supervision to student teachers' performance.

**Keywords:** school practice, quality of teaching, instructional supervision, moderation effect, teacher trainee

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## 1. Introduction

The education system of a given society is arguably the most significant as well as most effective social institution that influences a human being to act in a certain way [1]. Durkheim [2] asserts that the education system works as a "methodological socialization of the younger generation." Education in the twenty-first century is expected to prepare learners to address the challenges of the rapid pace of economic, social, environmental, and technological change being experienced in the world. Kjellin and colleagues assert that it is through the education system a human being learns, acquires and communicates the norms, values, attitudes, skills, and knowledge necessary to work and function in a social context.

Education systems and educators therefore have a responsibility to adapt and assist learners to face these challenges by incorporating a broad range of skills and competencies necessary for learners to successfully navigate the changing global landscape. The learners need to be taught to use and apply the knowledge and skills they gain from the school system to become productive and integral members of society. In this respect, the traditional approaches to teaching and learning being perpetrated by old-fashioned teacher education approaches

need to be replaced by 'modern' approaches; the kind that foster a holistic learning environment and aids learners to address real life challenges.

Teacher education institutions thus need to foster competencies, skills, values and practices such as critical thinking, creativity, communication, respect for diversity, adaptability, entrepreneurship and innovation in the training and supervision of upcoming teachers. As noted by Education for All [3], teacher education is a critical factor in the achievement of Education for All (EFA) which emphasizes the acquisition of the 'transversal competencies' or 'twenty-first century skills' also referred to as 'non-cognitive skills' and 'non-academic skills'. Schools are now situated in rapidly changing contexts of multiculturalism, higher levels of moral pluralism than ever before, and yet increasing individuality, which raises questions of authenticity and hence relevance of the trainings based on own historical experiences [1].

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes, especially through shaping learners' learning environments and influencing learner motivation and achievement. Therefore, the teacher education process, particularly school practice (SP), plays a central role in the preparation/formation of pre-service teachers. One to qualify and be registered as a teacher must inevitably demonstrate a favorable performance in school practice. Traditionally, the supervisor of teacher trainees during