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PERCEIVED ROLE OF ASSESSMENT ON PRE-SERVICE TEACHERS' CLASSROOM PROFESSIONAL PRACTICES DURING PRACTICUM

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ABSTRACT

Teaching practicum assessment plays an important role in improving the professional competence of pre-service teachers, yet concerns persist regarding the effectiveness of supervisors' assessment in enhancing classroom professional practices during practicum. This study examined the role of assessment in pre-service teachers' classroom practices in terms of their perception of assessment during practicum. In the study, a descriptive survey research design was used. The population consisted of 1283 pre service teachers of Faculty of Education, Federal University Oye-Ekiti. Simple random sampling used as sampling technique, and the number of samples obtained was 305. The tool used to collect data was Assessment and Professional Practice Questionnaire (APPQ) having a reliability of 0.81. Data were analyzed using mean and standard deviation. The results showed that supervisors' assessment positively improved instructional delivery, classroom management, confidence, and professional teaching practices among pre-service teachers during practicum. The study concluded that supervisory assessment significantly enhances classroom professional practices during practicum. Among other things, the study recommended that supervisors should provide constructive and supportive feedback to improve teaching competence among pre-service teachers.

Keywords: Supervisors' assessment, pre-service teachers, classroom, professional practices, practicum, instructional delivery, classroom management, professional development

Background to the Study

Teaching practicum is an important component of teacher education because it provides pre-service teachers with the opportunity to translate theoretical knowledge into practical classroom experience (Yin, 2019). During practicum, pre-service teachers are exposed to real classroom situations where they learn instructional delivery, classroom management, communication skills, and professional conduct (Alamri, 2018). This

experience helps them develop competence, confidence, and self-efficacy needed for effective teaching (Martin & Mulvihill, 2019). In most teacher education programmes, supervisors are assigned to observe, guide, and assess the performance of pre-service teachers during practicum exercises (Allen & Wright, 2014). Through assessment, supervisors provide ratings, comments, corrections, and professional feedback intended to improve the teaching practices of student-teachers (Kyaruzi & Abdi, 2025). However, there is still limited understanding regarding how pre-service teachers perceive the role of supervisors' assessment in shaping their classroom professional practices during practicum (Xu & He, 2019)

The assessment process is very important to enhance the professional development of pre-service teachers during teaching practice (Kilic & Saglam, 2023). Rather than assessment, supervisors tend to be more concerned with lesson planning, instructional practices, classteering, use of teaching materials, communication, and classroom behavior of the teacher (Zepeda, 2013). These assessment activities should enable pre-service teachers to recognize their own advantages and disadvantages, and motivate them to improve their professional skills (Kilic & Saglam 2023). Effective assessment can also help build student-teachers' confidence and assurance as they slowly acculturate to the profession of teaching (Sikhwari, 2025). Moreover, feedback from teachers' supervisors can encourage pre-service teachers to use more effective teaching methods and better engage with students (Renko et al., 2022). In spite of these expectations, some pre-service teachers experience supervision and assessment as stressful activities instead of opportunities for development, thus resulting in a lack of certainty about the role played by assessment during practicum (Asregid, 2025).

Classroom professional practices are behaviours, skills, attitudes and instructional competencies exhibited by pre-service teachers in the classroom (Asare & Amo, 2023). They cover effective lesson presentation, classroom control, communication ability, time management, the use of instructional materials and professional relationship with learners and school personnel (Burden, 2025). The quality of such practices is crucial as they help to equip pre-service teachers with the necessary skills and competencies for their future teaching roles (Mpate et al., 2023). Hence it is expected that student-teachers' professional practices would be strengthened and positively guided during their assessment by their supervisors during the practicum (Galana et al., 2023). However, some host schools have reported that many pre-service teachers still exhibit poor classroom management, an inadequate level of teaching skills, lack of confidence and poor professional behavior when teaching in school (Nketsia & Carroll, 2023). This situation indicates that the developmental goals of assessment may not be realised in

pre-service teachers' assessments (Christodoulou & Papanikolaou, 2023).

Several studies have examined teaching practicum, supervision, and assessment in teacher education programmes across different educational settings (Palacios Mena & Reedy, 2022). Existing studies have largely focused on practicum challenges, supervisory roles, teaching competence, and attitudes of pre-service teachers toward supervision (Masood et al., 2022). Other studies have also investigated the relationship between assessment and academic performance among student-teachers (Sankalaite et al., 2023). However, little attention has been given to the perceived role of supervisors' assessment specifically on pre-service teachers' classroom professional practices during practicum, especially from the perspective of the pre-service teachers themselves (Maharani & Fithriani, 2023). In addition, there appears to be inadequate empirical evidence explaining how supervisory assessment contributes to student-teachers' confidence, classroom management, instructional delivery, and professional behaviour during practicum (Asregid, 2025). It is this identified gap that the present study seeks to address.

Statement of the Problem

Pre-service teachers' classroom professional practices during practicum are important because they reflect the level of preparedness, confidence, instructional competence, and professional behaviour required for effective teaching (Altarawneh et al., 2023). During practicum, supervisors are expected to assess, guide, and provide feedback that will help student-teachers improve their classroom practices and professional growth (Asregid, 2025). Through such assessment, pre-service teachers are expected to develop better instructional delivery skills, classroom management techniques, communication abilities, and self-assurance needed for successful teaching experiences (Iqbal & Ali, 2024).

However, despite the important role of supervisors' assessment during practicum, reports from some host schools indicate that many pre-service teachers still demonstrate poor classroom management, inadequate confidence, weak instructional delivery, and low professional competence during teaching practice (Nketsia & Carroll, 2023). This situation raises concern about the extent to which supervisors' assessment actually contributes to improving classroom professional practices among pre-service teachers during practicum (Altarawneh et al., 2023). Although previous studies have examined teaching practicum and supervision, there is still inadequate empirical evidence on how pre-service teachers perceive the role of supervisors' assessment in shaping their classroom professional practices during practicum (Asregid, 2025). It is against this background that this study examines the perceived role of assessment on pre-service teachers' classroom professional practices during practicum.

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Objectives of the Study

The main objective of this study is to examine the perceived role of assessment on pre-service teachers' classroom professional practices during practicum.

Specifically, the study seeks to:

1. examine the extent to which supervisors' assessment improves instructional delivery among pre-service teachers during practicum;
2. determine the extent to which supervisors' assessment enhances classroom management practices among pre-service teachers during practicum;
3. assess the role of supervisors' assessment in developing confidence and self-assurance among pre-service teachers during practicum;
4. examine the influence of supervisors' feedback on the professional teaching practices of pre-service teachers during practicum.

Research Questions

The following research questions guided the study:

1. To what extent does supervisors' assessment improve instructional delivery among pre-service teachers during practicum?
2. To what extent does supervisors' assessment enhance classroom management practices among pre-service teachers during practicum?
3. What role does supervisors' assessment play in developing confidence and self-assurance among pre-service teachers during practicum?
4. How does supervisors' feedback influence the professional teaching practices of pre-service teachers during practicum?

Literature Review

Concept of Supervisors' Assessment during Practicum

According to Prastikawati et al., (2025), the assessment by supervisors in practicum is the systematic observation, evaluation, and feedback that is given to pre-service teachers in a classroom during classroom teaching activities. It is a key aspect of teacher training as it allows supervisors to observe the competence of student teachers, their behaviour, instructional delivery and professional conduct in the classroom during the practical training (Petro et al., 2025). The preparedness of pre-service teachers for the teaching profession is typically evaluated by supervisors through the evaluation of lesson planning, communication skills, classroom management, use of instructional materials and interaction with learners (Mpate et al., 2023). Supervisors are expected to come up with areas of strength and weakness, and give student-teachers guidance for correcting them as a means of promoting their professional growth through these assessment activities (Sikhwari, 2025).

The practicum assessment process is also a link between theoretical learning in higher education institutions and hands-on learning in schools (Thinh, 2025). In supervision, the

comments, suggestions and professional support provided to pre-service teachers enable them to improve their teaching methodology and classroom practice (Abdullah et al., 2024). Effective assessment should encourage student-teachers to consider their teaching practices and refine them for improved student learning (Opdenakker, 2023). Practicum observation in teacher education programmes is traditionally carried out by supervisors, who often rely on observation schedules, rating scales, checklists and oral feedback to evaluate how well pre-service teachers perform in their teaching. The aim of these assessment procedures is to make sure that pre-service teachers have the competencies needed for good classroom practice and effective professional teaching practice (Hoang et al., 2025).

Although supervisor evaluation is key during a practicum experience, there are concerns about the effectiveness and consistency of evaluation practices in teacher education institutions (TEIs) (Palacios Mena & Reedy, 2022). Supervisory assessment is viewed by some pre-service teachers as stressful, fault-finding and not supportive and developmental (Kinyua et al., 2025). In some situations, supervisors seem to be more interested in marking and the rating process than in coaching and providing feedback that will enhance their teaching competence (Atkinson et al., 2022). These experiences can impact the self-esteem and professional development of pre-service teachers in their practicum experience (Altarawneh et al., 2023). As a result, there is growing interest on the need to ensure supportive, reflective and developmental assessment practices that foster pre-service teachers' enhancement of classroom professional practices and teaching confidence during practicum (Li, 2025).

Classroom Professional Practices of Pre-Service Teachers

Classroom professional practices refer to the teaching behaviours, instructional competencies, attitudes, and professional conduct demonstrated by pre-service teachers during classroom engagement (Asare & Amo, 2023). These practices are developed during teaching practicum where student-teachers are exposed to real classroom situations and teaching responsibilities (Kakazu & Kobayashi, 2023). Classroom professional practices include lesson preparation, instructional delivery, communication skills, classroom management, time management, learner engagement, and professional interaction with students and school staff (Akulue et al., 2025). The effectiveness of these practices determines the readiness of pre-service teachers for future teaching responsibilities and contributes significantly to the quality of teaching and learning in schools (Lekhu, 2023).

Instructional delivery is one of the major aspects of classroom professional practices among pre-service teachers (Schmid et al., 2023). Effective instructional delivery involves the ability to present lessons clearly,

use appropriate teaching methods, organize learning activities, and communicate subject content effectively to learners (Haque, 2025). Pre-service teachers are expected to apply the pedagogical knowledge acquired during training to practical classroom teaching situations during practicum (Sathasivam et al., 2024). The use of suitable teaching aids, questioning techniques, learner participation strategies, and evaluation methods also forms part of effective classroom instructional practice (Himmele & Himmele, 2026). When these instructional skills are properly developed, pre-service teachers become more competent and confident in handling classroom teaching activities (Gorospe, 2022).

Classroom management is another essential component of professional classroom practice during practicum (Alam & Hasan, 2025). Pre-service teachers are expected to maintain discipline, organize classroom activities, manage learners' behaviour, and create an environment that supports effective learning (Sohil et al., 2023). Effective classroom management enables student-teachers to sustain learners' attention and ensure smooth lesson delivery during classroom instruction (Bonna, 2023). However, many pre-service teachers often experience challenges related to classroom control, student behaviour, confidence, and communication during practicum (Masood et al., 2022). These challenges may affect their teaching effectiveness and overall professional development if not properly addressed through supportive supervision and assessment (Desrianti & Asmendri, 2024).

Professional conduct and self-confidence also constitute important aspects of classroom professional practices among pre-service teachers (Teoh et al., 2023). Professional practices involve punctuality, appropriate dressing, respectful interaction, ethical behaviour, preparedness, and commitment to teaching responsibilities during practicum (Guria, 2025). Self-confidence and self-assurance enable pre-service teachers to perform classroom activities effectively without fear or anxiety (Istiqomah et al., 2025). Positive supervisory feedback and assessment are believed to contribute significantly to the development of professional confidence and teaching competence among student-teachers (Petro et al., 2025). Therefore, improving classroom professional practices remains a major objective of teaching practicum programmes in teacher education institutions (Palacios Mena & Reedy, 2022).

Assessment and Professional Development during Practicum

Assessment in the practica is a critical process in the professional development of pre-service teachers as it offers them opportunities to learn, reflect, and improve (Li, 2025). Assessment activities allow supervisors to assess the teaching competence and performance of student-teachers, and guide professional development. Supervisors can assess students' teaching competence and classroom

performance and give guidance for professional development during the assessment activities. Constructive assessment allows pre-service teachers to identify their strengths and weaknesses in their instructional delivery, classroom management, communication, and lesson planning (Almutawa, 2025). Assessment is therefore seen as a strategy that can improve the effectiveness of teaching and training pre-service teachers for their future duties (Kilic & Saglam, 2023).

Professional development during practicum is when pre-service teachers get feedback and mentoring from their supervisors and more experienced teachers in the host schools (Asregid, 2025). During the assessments, feedback is given to the student-teachers, enabling them to reflect on their practice and make changes if necessary (Sikhwari, 2025). This process can foster ongoing learning, build confidence, and enhance teaching skills (Muslikah et al., 2025). Besides, reflective teaching is encouraged through effective supervisory assessment as pre-service teachers are made more aware of their teaching behaviors, students' reactions and professional attitudes during teaching practice (Li, 2025). As a result, the assessment is not just an evaluation process, but also a developmental tool to enhance teaching practices by the professionals (Samundeeswari et al., 2024).

Even though assessment is designed for professional development, there are still some pre-service teachers who face difficulties to maximize the benefits of supervisory feedback during practicum (Kong et al., 2022). However, in some cases assessment practices are more on the aspect of grading than mentoring and professional support (Prastikawati et al., 2024). The assessment of practicum may not be effective in fostering professional learning due to lack of detailed feedback, inconsistent supervision, and limited interaction between supervisor and student-teacher (Galana et al., 2023). This has raised concerns among teachers and researchers about the need to develop alternative assessment methods that are developmentally and supportive of teaching and learning, and these can enhance self-confidence in pre-service teachers while on practicum (Altarawneh et al., 2023).

Theoretical Framework

This study is based on the Self-Efficacy theory (Bandura, 1997). The theory describes the processes by which a person's self-efficacy expectations are formed with regard to his or her capability to execute a specific task successfully (Bandura, 2023). The theory states that self-efficacy affects people's motivation, confidence, persistence and performance in various learning and work environments (Schunk & DiBenedetto, 2022). For teacher education, self-efficacy is defined as the teachers' self-confidence in the ability to deal with the classroom, present lessons and engage in professional interaction with the learner while on practicum (Altarawneh et al., 2023). Bandura's theory is based on the idea that people do better when they think they can and

have experiences that build their confidence (Gottlieb et al., 2022).

Self-efficacy is a product of four factors: mastery experiences, social persuasion, observation, and emotional states (Bandura, 2023). The confidence and professional behaviour of pre-service teachers may be positively or negatively affected by the assessment and feedback from the supervisors during practicum (Abdelhalim & Alsahil, 2025). As supervisors offer constructive feedback, encouragement and guidance, student-teachers will have increased confidence in their teaching abilities and enhance their classroom practices (Petro et al., 2025). The other hand, negative feedback, lack of supervision, or negative criticism can lower the self-confidence of pre-service teachers which can impact their performance during the practicum process (Fitri, 2025).

The theory is relevant to this study because supervisors' assessment is expected to influence the teaching confidence, classroom management skills, instructional delivery, and professional conduct of pre-service teachers during practicum (Altarawneh et al., 2023). Through supportive supervision and constructive assessment, pre-service teachers can develop stronger beliefs in their teaching competence and become more effective in classroom engagement (Huang & Huang, 2025). Self-Efficacy Theory therefore provides an explanation for how assessment experiences during practicum contribute to the professional growth and behavioural development of student-teachers in classroom settings (Altarawneh et al., 2023).

The application of Self-Efficacy Theory to this study suggests that positive and developmental assessment practices can improve the classroom professional practices of pre-service teachers during practicum (Mena et al 2023). The theory supports the idea that feedback, encouragement, and supervisory guidance are essential in helping student-teachers overcome anxiety and improve their teaching competence (Petro et al., 2025). Since the study focuses on the perceived role of assessment on classroom professional practices, the theory provides an appropriate framework for understanding how supervisory assessment contributes to the development of confidence, instructional skills, classroom management, and professional behaviour among pre-service teachers during practicum (Dumayas, 2026).

Empirical Review

Ortlipp and Nuttall (2011) examined supervision and assessment of the early childhood practicum among pre-service teachers who speak English as a second language and their supervising teachers. The study adopted a qualitative research design. The population for the study consisted of pre-service teachers from culturally and linguistically diverse backgrounds and their supervising teachers in early childhood settings. The instrument for data collection was interview guides. Data collected were analyzed using discourse analysis. The findings revealed that supervising teachers

attempted to support pre-service teachers despite challenges associated with language and cultural diversity during practicum assessment. The study further showed that supervision and assessment significantly influenced the professional adjustment and learning experiences of student-teachers during teaching practice. The researchers concluded that practicum assessment should recognize the diversity and learning needs of pre-service teachers. However, the study focused mainly on culturally diverse student-teachers rather than classroom professional practices during practicum which is the focus of the present study.

Choy, Wong, Goh, and Low (2014) examined pre-service teachers' self-perception of professional growth during practicum experience. The study utilized a survey research design. The population for the study consisted of undergraduate pre-service teachers undergoing practicum attachments. The instrument for data collection was a questionnaire. The study used questionnaires administered to 76 undergraduate pre-service teachers after different practicum attachments. Data collected were analyzed using repeated measures ANOVA and pairwise t-test comparisons. The findings showed significant differences in pre-service teachers' perceptions across the practicum periods. The study further revealed that practicum experiences contributed positively to the professional growth and classroom competencies of pre-service teachers. The researchers emphasized that practicum components help bridge the gap between theoretical knowledge and classroom practice while improving professional competencies among student-teachers. However, the study concentrated mainly on professional growth generally without specific emphasis on supervisory assessment practices. This gap has been addressed by this study.

Allen and Wright (2014) studied theory/practice integration in pre-service teacher education practicum. This study used a mixed methods method of research. The participants of this study were student-teachers enrolled in a Masters degree focused on teaching in an Australian university. Data collection tools used consisted of questionnaires and interview schedules. Both qualitative and quantitative methods were used to analyze the data. The results showed that the participants appreciated the theoretical and practical components of their teacher training programme in practice. The study also revealed opportunities for blending theory and practice to be different depending on the level of responsibility clarity of stakeholders. The researchers found that the integrated model of assessment and its connection to the practicum activities may enhance teacher's professional learning and could better connect theory and practice in teacher education. The present study's emphasis, however, was on the perceived role of supervisory assessment on classroom professional practices as opposed to the theory-practice integration that was the focus of the above study.

To explore the changes in pre-service teachers' conceptions of assessment in the context of practicum and their implications for teacher assessment literacy, Xu and He (2019) conducted this study. The study employed multiple case study research design. The subjects of the study were pre-service teachers who were doing practica in primary schools in China. Data collection instrument consisted of interviews and observation records. Qualitative analysis was used to analyze the data collected. The results showed that the pre-service teachers gained more comprehensive understanding of assessment, such as fairness, feedback, the involvement of learners in assessment, and the purpose of assessment in their practicum. The study also revealed that mentoring, classroom experiences, and school assessment culture were related to the change in pre-service teachers' conceptions of assessment. The researchers found that practicum experiences are significant to teacher assessment literacy and teacher professional development for pre-service teachers. However, the study was largely concerned with the assessment literacy rather than classroom practices during practicum that could be applied to the present study.

Methodology

Research Design

The study adopted a descriptive survey research design to examine the perceived role of supervisors' assessment on pre-service teachers' classroom professional practices during practicum. The design was considered appropriate because it enabled the collection of data from respondents systematically.

Population and Sample

The population for the study comprised all pre-service teachers undergoing teaching practicum in the Faculty of Education, Federal University Oye-Ekiti. The population included student-teachers across all departments participating in classroom teaching practice during the academic session, numbering 1,283. This figure was obtained from the Teaching Practice Office of the Faculty of Education. The sample size for the study consisted of 305 pre-service teachers selected using Taro Yamane formula at 0.05 level of significance. The sample was selected through simple random sampling technique to ensure equal representation of respondents across departments in the Faculty of Education.

Instrument for Data Collection

The instrument used for data collection was a researcher-designed questionnaire titled *Assessment and Professional Practice Questionnaire (APPQ).* The questionnaire consisted of two sections, namely Section A and Section B, with a total of 24 items. Section A contained 4 items designed to collect demographic information of respondents such as gender, age, level, and department. Section B contained 7 items on instructional delivery practices. Sample item included: *"Supervisors' assessment helps me improve my lesson presentation during practicum."* Section C contained 5 items on classroom management practices. Sample

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item included: *"Feedback from supervisors improves my ability to control the classroom."* Section D contained 6 items on confidence and self-assurance. Sample item included: *"Supervisors' assessment increases my confidence during teaching practice."* Section E contained 8 items on professional teaching practices. Sample item included: *"Assessment from supervisors improves my professional conduct during practicum."* The questionnaire was used and consisted of four-point Likert type scale: Strongly Agree (SA) and Agree (A) were given weight of 4 and 3 respectively; Disagree (D) was given weight of 2 and Strongly Disagree (SD) was given weight of 1. The criterion mean of 2.50 was used for decision making. The mean scores of 2.50 or higher were considered "agreement" and the mean scores lower than 2.50 were considered "disagreement".

Method of Data Analysis

Descriptive Statistics were used for the analysis of Data gathered for the research. The data were analysed in response to the research questions and presented by means and standard deviation. The criterion mean was used as the standard for decision making of 2.50.

Results

Results

Table 1: Sociodemographic Characteristics of the Participants (N = 305)

Variable	Category	Frequency	Percentage (%)
Gender	Male	138	45.2
	Female	167	54.8
Age	18–22 years	121	39.7
	23–27 years	149	48.9
	28 years and above	35	11.5
Level	300 Level	127	41.6
	400 Level	178	58.4
Department	Science Education	64	21.0
	Human Kinetics Education	36	11.8
	Health Education	41	13.4
	Guidance and Counselling Education	48	15.7
	Educational Foundations	37	12.1
	Educational Management	44	14.4
	Adult Education	35	11.5
	Total	**305**	**100.0**

Table 1 indicates that the gender of the majority of the respondents was female students (54.8%) and male students (45.2%). The age group of most respondents was between 23-27 years, while participation of 400 level students was more. The distribution of the responses to the departments showed that the respondents were distributed well

among the departments that were sampled, with Science Education having the highest number of responses among the sampled respondents when compared to the other departments in the Faculty of Education.

Table 2: Extent to Which Supervisors' Assessment Improves Instructional Delivery among Pre-Service Teachers during Practicum

S/N	Items	Mean	SD	Decision
1	Supervisors' assessment improves my lesson presentation skills.	3.32	0.71	Agree
2	Assessment from supervisors helps me use appropriate teaching methods.	3.18	0.76	Agree
3	Supervisors' feedback improves my communication with learners.	3.27	0.69	Agree
4	Supervisory assessment enhances my use of instructional materials.	3.10	0.81	Agree
5	Assessment during practicum improves my classroom instructional effectiveness.	3.35	0.66	Agree
	Grand Mean	**3.24**	**0.73**	**Agree**

The results shown in the Table 2 show that the assessment by supervisors has a positive effect on instructional delivery in the pre-service teachers' practicum. The mean scores recorded for all the items are above the criterion mean score of 2.50 and the grand mean is 3.24. This implies that the participants felt that the evaluation of the supervisors was useful in the improvement of lesson presentation, communication skills, teaching methods and teaching effectiveness during teaching practice.

Table 3: Extent to Which Supervisors' Assessment Enhances Classroom Management Practices among Pre-Service Teachers during Practicum

S/N	Items	Mean	SD	Decision
1	Supervisors' feedback helps me maintain classroom discipline.	3.20	0.74	Agree
2	Assessment improves my classroom organization skills.	3.14	0.79	Agree
3	Supervisory comments help me manage learners effectively.	3.29	0.68	Agree
4	Assessment during practicum improves my time management skills.	3.11	0.82	Agree
5	Supervisors' assessment helps me create a better learning environment.	3.26	0.70	Agree
	Grand Mean	**3.20**	**0.75**	**Agree**

The results presented in Table 3 reveal that supervisors' assessment enhances classroom management practices among pre-service teachers during practicum. All the items had mean values above the benchmark mean of 2.50, with an overall grand mean of 3.20. The findings imply that supervisors' assessment contributes positively to classroom discipline, learner management, classroom organization, and the creation of conducive learning environments among student-teachers.

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Role of Supervisors' Assessment in Developing Confidence and Self-Assurance among Pre-Service Teachers during Practicum

S/N	Items	Mean	SD	Decision
1	Supervisors' assessment increases my confidence during teaching practice.	3.31	0.67	Agree
2	Feedback from supervisors reduces my fear during classroom teaching.	3.08	0.83	Agree
3	Assessment encourages me to participate actively during practicum.	3.22	0.74	Agree
4	Supervisory guidance improves my self-assurance in classroom teaching.	3.30	0.70	Agree
5	Assessment motivates me to improve my teaching competence.	3.37	0.65	Agree
	Grand Mean	**3.26**	**0.72**	**Agree**

Table 4 indicates that the supervisors' evaluation is an important factor in building confidence and self-assurance in pre-service teachers in the practicum experience. The grand mean score is 3.26, which shows general consensus of the respondents. The findings indicate that the supervisory assessment and feedback have a positive impact on minimizing pre-service teachers' anxiety, enhancing their confidence in teaching, fostering active participation and motivating pre-service teachers to grow professionally during their teaching practice.

Table 5: Influence of Supervisors' Feedback on the Professional Teaching Practices of Pre-Service Teachers during Practicum

S/N	Items	Mean	SD	Decision
1	Supervisors' feedback improves my professional conduct during practicum.	3.34	0.69	Agree
2	Feedback from supervisors improves my relationship with learners.	3.19	0.77	Agree
3	Supervisory comments improve my punctuality and preparedness.	3.27	0.71	Agree
4	Assessment helps me develop positive teaching attitudes.	3.15	0.80	Agree
5	Supervisors' feedback encourages professionalism during teaching practice.	3.38	0.64	Agree
	Grand Mean	**3.27**	**0.72**	**Agree**

The results in Table 5 indicate that supervisors' feedback positively influences the professional teaching practices of pre-service teachers during practicum. All the items recorded mean values above the criterion mean of 2.50, with a grand mean of 3.27. This implies that supervisory feedback contributes to improved professionalism, preparedness, positive teaching attitudes, punctuality, and better relationships with learners among pre-service teachers.

Discussion of Findings

This study revealed that pre-service teachers' instructional delivery was positively influenced during their practicum by the supervisors' evaluation of the teaching aspects of lesson presentation, communication skills, teaching methods and instructional effectiveness. This result was anticipated, as the assessment and feedback of supervisors would be able to reveal student-teachers' teaching competency and class performance, which then might be

improved by the professional guidance provided by the supervisors. This finding aligns with previous research on how teachers are assessed as supervisors and how they conduct themselves as teachers in the classroom while working in a school setting. Amalia and Imperiani (2013), for example, found that supervision and mentoring were effective in enhancing lesson planning and instruction clarity of pre-service teachers. The authors reported that student-teachers learned to improve their teaching methods by observing and giving constructive advice in the classroom. In the same way, Xu and He (2019) have discovered that the assessment of supervisors had improved pre-service teachers' teaching methods and instructional strategies in their practicum. While others pre-service teachers might think that assessment is stressful, the current finding shows that assessment-related supportive supervisory practices have the potential to enhance instructional competence. Based on this finding, it can be concluded that the implications for improving the effectiveness of teaching in future teachers is that their teaching is encouraged to improve with continuous and constructive assessment in the practicum period.

Moreover, the results showed that supervisors' evaluation improved the classroom management skills of pre-service teachers by increasing the classroom discipline, classroom organization, management of learners, and establishing conducive learning environment. This is not unexpected as good supervision at the practicum level typically gives student-teachers some helpful ideas for dealing with classroom behaviour and planning instructional activities. The result was found to be consistent with the studies conducted on practicum supervision and the development of classroom management. For instance, Adams et al. (2022) found that supervisory assessment and classroom observation positively impacted student-teachers' classroom management skills and professional learning experiences. The study highlighted that feedback from supervisors helped identify the weakness of the pre-service teachers in controlling classroom activities and enhanced learner's engagement. Caires, in a related study, and Almeida (2007) reported positive contribution by supportive supervision to professional adjustment and classroom interaction skills of student-teachers during practicum. The result of the current study suggests that the inconsistent style of supervision could weaken the effectiveness of assessment; however, the result shows that the meaningful style of supervision could strengthen the competence of classroom management for pre-service teachers. It suggests that supervisors should give more practical advises to classroom organization and classroom discipline management during teaching practice.

In addition, this study showed that supervisors' assessment played a significant role in developing confidence and self-assurance among pre-service teachers during practicum by reducing anxiety and

encouraging professional improvement. This finding was expected because positive assessment experiences and constructive feedback often increase individuals' belief in their abilities and professional competence. The finding supports the assumptions of Self-Efficacy Theory which emphasizes that encouragement and supportive experiences enhance confidence and performance. The result is in agreement with Petro et al. (2025) who found that supervisors' feedback improved confidence, communication skills, and teaching competence among pre-service teachers during practicum. The researchers explained that constructive comments from supervisors motivated student-teachers to participate actively in classroom activities and improve their teaching practices. Likewise, İlin et al. (2007) observed that effective supervisory assessment encouraged professional growth and confidence among student-teachers. However, some studies have noted that harsh criticism and inadequate supervision may negatively affect student-teachers' confidence during practicum. Nevertheless, the present finding demonstrates that developmental assessment approaches can positively influence self-assurance among pre-service teachers. The implication is that supervisors should adopt encouraging and supportive assessment methods capable of reducing anxiety and promoting professional confidence.

In addition, the results also revealed that, supervisors' feedback positively affected the professional teaching practice of pre-service teachers via enhancing their professionalism, readiness, punctuality, and positive teaching attitude. The finding is not unexpected as feedback is an effective means of rectifying inappropriate behaviours and reinforcing suitable professional behaviours of student-teachers. The result is consistent with previous research in supervisory feedback and professional growth during practica. For example, Asregid (2025) found that supervisory feedback enhanced the professionalism and reflective teaching skills of pre-service teachers. The study revealed that feedback facilitated that the student-teachers critically analyzed their teaching behavior and made appropriate professional adjustments. Kaur et al (2021) also reported that pre-service teachers' withdrawal and interaction of teachers improved when their supervisory support was good. While some researchers have pointed out that some supervisory evaluations are more about marking than mentoring, the present study indicates that positive professional attitudes of student-teachers can be developed by providing constructive feedback. This insight suggests that supervisors should focus on mentoring, guiding and reflective feedback as strategies to develop professionalism and preparedness of pre-service teachers in practicum.

Conclusion and Recommendations

Conclusion

The study concluded that supervisors' assessment plays a significant role in improving the classroom professional practices of pre-service teachers during practicum. The findings revealed that

supervisory assessment and feedback contributed positively to instructional delivery, classroom management, confidence development, and professional teaching practices among pre-service teachers. The study further established that constructive supervision enhances teaching competence, self-assurance, preparedness, and professionalism during teaching practice. Therefore, effective assessment during practicum remains an essential component of teacher education programmes because it promotes professional growth and prepares pre-service teachers for future classroom responsibilities.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Supervisors should provide constructive and supportive feedback that will help pre-service teachers improve their instructional delivery during practicum.
2. Teacher education institutions should organize regular orientation programmes and workshops on effective classroom management strategies for pre-service teachers before practicum exercises.
3. Supervisors should adopt assessment approaches that encourage confidence, self-assurance, and professional growth among pre-service teachers during teaching practice.

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