

Technical and Vocational Education and Training (Tvet) Student Teachers' Supervision: Practices and Challenges

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i4/19947> DOI:10.6007/IJARPED/v12-i4/19947

Published Online: 26 December 2023

Abstract

This article explores the challenges and expectations in supervising student teachers in technical education and training programs (TVET). This article is based on a comprehensive literature review to collect and synthesize research findings from various sources related to technical and vocational education and training (TVET) students' teacher supervision. A systematic literature review has been conducted to identify scholarly articles, research papers, reports, and reputable publications related to TVET teacher supervision. This study found that supervisors play fundamental roles in teacher education, facilitating students' teacher training, bridging the gap between schools and universities, and advocating for the teaching profession. The interaction between supervisors and teachers is vital for novice teacher development, given the substantial influence these experienced mentors have on their training. This study suggests that Collaborative efforts between supervisors and students teachers are essential to create environments that enhance practical teaching experiences for TVET students teachers. These efforts ensure mutual respect and support while providing necessary training and guidance for both parties involved.

Keywords: Technical and Vocational Education (Tvet), Student Teachers' Supervision, Supervision Model, Systematic Literature Review, Novice Teacher Development

Introduction

In the rapidly evolving landscape of the 21st century, education, technology, and the acquisition of skills have become pivotal factors for economic, social, and political progress. Among the various educational pathways available, vocational education has emerged to equip individuals with the necessary skills, knowledge, and attitudes for employment in specific occupations or fields of economic activity. Vocational education not only fosters the development of technical expertise but also cultivates technological literacy and awareness among citizens and contributes to a nation's overall technological advancement. As an integral aspect of vocational education, supervision is important in advising, guiding, and

overseeing individuals or groups to ensure the correct application of procedures and promote positive human relations within organizations. The effectiveness of supervision practices can significantly influence the quality of vocational education and the outcomes achieved. Vocational education supervision involves overseeing and guiding students, instructors, and educational programs to ensure quality and adherence to standards. It involves the observation, evaluation, and feedback supervisors provide to improve teaching and learning practices. Effective supervision promotes accountability, professional development, and continuous improvement within vocational education institutions. It also helps identify areas of improvement and implement necessary changes to meet industry demands and enhance student outcomes. For Student teachers in (TVET), supervision plays an important role in equipping them with the skills and knowledge required to prepare themselves for basic experience in becoming professional teachers. In recent years, there has been an increasing emphasis on improving the quality of TVET programs to meet the changing demands of the job market and ensure that graduates are prepared for the workforce. This article presents a comprehensive synthesis of findings from various studies, focusing on TVET student teachers' supervision practices and challenges during their teaching practices.

Methodology

The methodology for this article is based on a comprehensive literature review, aiming to collect and synthesize relevant research findings from various sources on supervision in Technical and Vocational Education and Training (TVET). A systematic literature review will be conducted to identify scholarly articles, research papers, reports, and reputable publications related to TVET student teachers' supervision practices and challenges.

To explore the perceptions of TVET student teachers regarding their supervision practices and challenges during their teaching practices, a comprehensive literature review have be conducted to compile existing scholarly articles, research papers, reports, and reputable publications. This literature review aims to provide a foundational understanding of the research area and insights derived from previous studies. To accomplish this goal, an inductive analysis approach will be utilized. Data will be collected from participants' views and perceptions regarding on the TVET student teachers' supervision practices and challenges during their teaching practices.

Findings and Discussion

Technical education and training are crucial in equipping individuals with the skills and competencies necessary for success in various industries. However, several challenges and expectations have been identified in the planning and supervising technical education and training programs. This article aims to synthesize findings from multiple studies to illuminate these issues. The key themes that emerge include managerial challenges in planning internal supervision, expectations of university supervisors from cooperating teachers, the role of teaching supervision, skills gaps in TVET graduates, and the perceived competency domains in specific fields of study.

Table 1

Literture Review Matric Table

Reference Article	Key Findings	Objective	Issues	Conclusion	Suggestions
Supervision practices and teacher teaching quality Chiew Jung, L., & Othman, N. (2018)	- Explored the practice of supervision and its impact on the teaching quality of teachers.	To examine the practice of supervision and its influence on the teaching quality of educators.	- Lack of standardized supervisory practices. - Inadequate feedback provision. - Challenges in ensuring consistent and effective teacher development.	- Effective supervision positively affects teaching quality. - Standardized supervisory practices enhance teacher development. - Constructive feedback improves instructional strategies.	- Implement standardized supervisory guidelines and practices. - Facilitate regular feedback and communication between supervisors and teachers
University supervisors' expectations for cooperating teachers during a TVET practical traineeship in the field of physical education Melki, H., Bouzid, M. S., & Mrayeh, M. (2020)	- Explored university supervisors' expectations of cooperating teachers during TVET practical traineeships in physical education.	To investigate university supervisors' expectations of cooperating teachers in the field of physical education during TVET practical traineeships.	- University supervisors expect cooperating teachers to be effective mentors and leaders. - Challenges in ensuring effective guidance and feedback provision. - Expectations for cooperating teachers to act as role models.	- Effective guidance and leadership by cooperating teachers enhance the traineeship experience. - Mentoring involves balancing personal and professional aspects. - Supervisors play a crucial role in supporting cooperating teachers.	- Provide training and professional development for cooperating teachers to enhance their mentoring and leadership skills. - Facilitate regular communication and feedback between supervisors and cooperating teachers.
Research-Based Learning Approach: Write Model	- Discussed the Write Model for research-based	To present the Write Model as an effective research-based	- Challenges in implementing research-based learning	- The Write Model provides a structured approach to research-	- Introduce the Write Model in technical education institutions for

Peng, L. H., & Suria, M. S. (2020)	learning approaches.	learning approach.	approaches in technical education. - The need for structured guidelines and frameworks for research-based learning. - Balancing theoretical and practical components of research-based learning.	based learning in technical education. - Balancing theory and practice is essential for effective research-based learning. - Implementing clear guidelines enhances the success of research-based learning initiatives.	research-based learning. - Provide training and resources for educators to effectively implement research-based learning.
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Expectations of University Supervisors Regarding Cooperating Teachers

According to Chiew Jung & Othman (2018), the theme of guidance and expectations in teacher-in-training experiences reveals the pivotal role of cooperating teachers in the professional development of future educators. University supervisors anticipate cooperating with teachers to plan and select suitable classroom management and instruction strategies. Emphasizing the importance of providing feedback on trainees' practices to enhance their teaching skills. Cooperating teachers, who are students' mentors in school, are also expected to observe trainee sessions, share lesson plans, and offer valuable insights about students in the class. Moreover, they should provide constructive suggestions on teaching methods and materials to facilitate student lessons. University supervisors also emphasize the significance of cooperating teachers acting as role models and leaders, demonstrating professionalism, expertise in supervision methods, and dedication to their profession. The use of supportive language and encouragement towards trainees is highly valued. Furthermore, university supervisors expect cooperating teachers to maintain a democratic and collaborative relationship with trainees, demonstrating patience and tolerance for shortcomings. Collegueship emerges as an essential aspect, with university supervisors seeking cooperation, respect, and understanding from cooperating teachers while refraining from intervening during feedback sessions (Chiew Jung & Othman, 2018). Overall, these themes highlight the vital role of cooperating teachers in shaping the professional growth of teacher trainees.

University supervisors also expect cooperating teachers to possess various qualities and competencies to provide effective mentorship to teacher trainees. According to Melki, Bouzid, and Mrayeh (2020), they anticipate cooperating teachers to be well-prepared in subject knowledge and competent in their field. Additionally, they value sincerity,

pleasantness, and patience in supporting trainees during their practical training. In addition, University supervisors seek cooperating teachers who can create a positive and encouraging learning environment, allowing trainees to excel in their teaching practices (Melki et al., 2020). The findings show the importance of fostering a supportive and collaborative relationship between university supervisors and cooperating teachers to enhance the teacher-in-training experience.

Development of Professionalism Through Mentoring

Melki et al. (2020) note that mentorship is a significant aspect in boosting teachers' professionalism in the context of TVET students. Through teaching and learning, teachers can become more enthusiastic and effective by recognizing the intelligence and tendencies of their students. The ability to properly balance their major obligations and manage other chores was also emphasized, with time management cited as a critical talent for teachers. According to Melki et al. (2020), professional development is crucial for boosting professionalism. It involves learning about students, reorienting the focus to student-centered teaching, and developing problem-solving abilities in teachers. The results emphasized the value of teachers working together to enhance the teaching and learning process.

Gender Differences in University Supervisors' Expectations

In the context of practical teacher training, Melki et al. (2020) found interesting gender disparities in university supervisors' expectations for collaborating teachers. The results of the regression analysis showed that in a number of topics, such as guidance, leadership, collegueship, and counseling trainees, male supervisors scored higher than female supervisors. These variations raise concerns about the potential effects of gender on the expectations and attitudes of supervisors in physical education teaching. While gender isn't the most important factor in deciding what supervisors expect of teachers, teaching experience can be a helpful substitute, according to Darling-Hammond (2006) and Maier (2017). Regardless of gender, seasoned educators are more likely to be experts in their fields, which makes them effective and capable mentors for aspiring educators. Consequently, it's critical to consider both gender and teaching experience as factors that can influence supervisors' expectations (Melki et al., 2020). Furthermore, the study implies encouraging supervisors to discuss and communicate openly may benefit teacher candidates' overall growth. Supervisors can work together to create an atmosphere more favorable for future educators' development and success by exchanging experiences and insights. This cooperative approach can potentially improve the experience standard for teachers-in-training and help develop more capable and successful educators in physical education.

Prioritization of Themes by University Supervisors

University supervisors' expectations for collaborating teachers are crucial to the success of practical traineeships in the teaching profession. Supervisors' expectations categorize collaborating instructors into four primary themes: collegueship, counselling, orientation, and leadership (Melki et al., 2020). It's interesting to note that although the themes found in the questionnaire survey were consistent with earlier findings, there were some differences in the priority ranking. In particular, counselling came in last after collegueship, and guiding was higher than leadership (Zakaria & Selvan Subramaniam, 2021). The results emphasize how crucial advice is to determine how well-cooperating professors assist and mentor their

student trainees. Good mentoring greatly impacts how well teacher-in-training experiences go, which helps future teachers develop. This result is consistent with earlier studies (Chiew Jung & Othman, 2018) highlighting the value of mentorship and supportive assistance in teacher preparation programs. Furthermore, the results make clear how important leadership is as a requirement for collaborating instructors. Supervisors at the university require cooperating professors to be leaders and role models in their professional and personal lives. This is consistent with the idea that cooperating teachers need to support traineeship opportunities and foster aspiring educators' professional development and achievement.

Implementing E-Supervision

TVET graduates often face skills gaps, particularly in areas such as social and communication skills. The study explored the implementation of e-supervision, which allows for virtual access to experienced academic mentors. E-supervision is particularly relevant in situations where face-to-face interactions are not feasible, providing an effective means of retaining and transferring knowledge in research endeavors (Peng & Suria, 2020). This approach to supervision allows for cognitive guidance from experienced individuals in the relevant field, facilitating the transfer of knowledge, work practices, and cutting-edge technologies. According to (Peng & Suria, 2020), co-supervision projects, as observed in the study, have been successfully implemented to enhance student projects within the department. Co-supervision involves collaborative efforts between multiple mentors, leading to comprehensive and well-developed projects. To enhance technical education and training programs, it is essential to address managerial challenges, meet the expectations of university supervisors from cooperating teachers, cultivate domain-specific competencies, bridge skills gaps among TVET graduates, and implement effective teaching supervision practices. By addressing these areas, stakeholders can improve the quality and relevance of technical education, preparing individuals for successful careers in their chosen fields.

The thorough examination and analysis of the results offer insightful information on a number of topics related to workforce development and education. The necessity of taking into account both gender and teaching experience when choosing the best mentors for teacher trainees is shown by the disparities in expectations across genders among university supervisors. The university supervisors' emphasis of themes highlights the importance of leadership and assistance in assisting future instructors. In addition, the research on employability skills for graduates of Technical and Vocational Education and Training (TVET) emphasizes the significance of social and communication skills, technology literacy, teamwork, and leadership in improving employability.

Conclusion

Supervision is pivotal in ensuring the quality and effectiveness of educational programs across various contexts. In teacher education, university supervisors play fundamental roles, facilitating student training, bridging the gap between schools and universities, and advocating for the teaching profession. The interaction between university supervisors and cooperating teachers is vital for student teachers development, given the substantial influence these experienced mentors have on their training. Research studies have shed light on university supervisors' and cooperating teachers' expectations and experiences. While some future teachers commend the effective guidance and mentoring provided by cooperating teachers, others have noted a discrepancy between the strategies learned at the

university and those practiced by cooperating teachers. This underscores the need for clear role definitions, comprehensive training, and robust support structures for cooperating teachers during traineeships. Collaborative efforts between university supervisors and cooperating teachers are essential to create environments that enhance practical teaching experiences for students. These efforts ensure mutual respect and support while providing necessary training and guidance for both parties involved.

In order to improve university supervisors' efficacy, it is important that their burden be addressed and that they have the time to interact with collaborating and prospective instructors. Assessing their work makes ensuring that their duties are carried out efficiently. Furthermore, it is impossible to exaggerate the value of school supervision in technical and vocational education. Technically proficient managers are essential to the leadership and administration of these organizations because they contribute specific knowledge and real-world experience. Maintaining high educational standards and promoting professional development require effective teaching supervision. For this technique to be effective, understanding it is necessary. Teaching supervision helps teachers grow, improves the quality of their instruction, and raises student accomplishment in response to the changing global environment. The main areas of focus should be the theory, applications, and effects of teaching supervision on educators and learners.

To sum up, supervision is essential in various educational settings, including technical and vocational training programs and teacher education. Cooperation between cooperating teachers and university supervisors is crucial to enhancing the experiential learning opportunities for future educators. Technical colleges with competent managers guarantee that specialized programs are effectively supervised and managed. Enhancing classroom quality and student accomplishment, teaching supervision stimulates professional development. Partnering with industries and TVET institutions is essential to identifying and developing employability skills in graduates. Educational institutions can guarantee the quality and efficacy of their programs, which will eventually benefit students and society at large, by addressing the expectations, difficulties, and needs identified in these categories.

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