

UNIVERSITI TEKNOLOGI MARA

**MANAGEMENT OF SUPERVISORY PRACTICES
DURING THE TEACHING PRACTICUM:
PERSPECTIVES OF TESL TRAINEE TEACHERS**

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**MASTERS OF EDUCATION (EDUCATIONAL
MANAGEMENT AND LEADERSHIP)**

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Author's Declaration

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

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Abstract

In the field of Teacher Education, the management of supervisory practices is often viewed as a critical role of a supervisor in internship programmes such as the Teaching Practicum. Therefore, the aim of this study was to investigate the management of supervisory practices as perceived by TESL trainee teachers undergoing a three month Teaching Practicum. This study explored aspects such as the trainee teachers' perceptions towards the overall process of supervision, the roles of supervisor, their relationship between supervisees and supervisors and contribution of supervision. The study was conducted at the Faculty of Education in UiTM Shah Alam – a public university located in the state of Selangor in Malaysia. The study involved the total population of Semester Seven and Semester Eight TESL students who had undergone their three-month teaching practicum. Therefore a total of fifty eight (58) trainee teachers were involved in this study. The instruments used to collect data included a questionnaire and semi structured interviews. The interviews were conducted with six trainee teachers to triangulate the results obtained from the questionnaire. The findings in this study revealed though positive responses were obtained from the qualitative data, the qualitative data presented rather contradictory findings on a number of aspects. The quantitative findings of the study revealed that a majority of the respondents viewed the supervision process positively as it helped improve their teaching skills and strategies that enhanced their teaching and learning process. They also felt that they had a good relationship with their supervisors. They indicated that their supervisors motivated them and gave them the confidence needed to become effective teachers. On the other hand, qualitative data obtained from interview sessions indicated that some supervisors were not committed in helping students enhance their skills and knowledge during the practicum and a few supervisors were viewed as incompetent, lacking in field experience and demotivating. These findings imply that the management of supervisory practices leave much to be desired and hence the relevant authorities concerned need to look into the role and commitment of supervisors and where possible only competent and experienced supervisors be placed to guide young teacher trainees. This study also recommends that supervisors be provided with continuous training for professional development. Finally, if possible further similar research be conducted involving a larger population sample.

Abstrak

Tujuan kajian ini adalah untuk menentukan persepsi guru-guru pelatih TESL ke atas pengurusan penyeliaan sepanjang 3 bulan mereka menjalani praktikum pengajaran. Kajian sebelum ini telah menunjukkan bahawa elemen-elemen yang hilang semasa penyeliaan praktikum pengajaran menunjukkan kekurangan pemahaman maksud penyeliaan di kalangan penyelia dan guru pelatih, serta pengetahuan yang tidak mencukupi untuk menjalankan proses penyeliaan. Oleh itu, kajian ini cuba untuk menyiasat persepsi guru pelatih terhadap proses keseluruhan penyeliaan, peranan penyelia, peranan mereka penyelia mereka sendiri, hubungan dengan penyelia dan sumbangan penyeliaan. Kajian ini telah dijalankan di UiTM Shah Alam, salah satu universiti awam yang terletak di negeri Selangor di Malaysia. Kajian ini melibatkan para pelajar yang berada di semester ketujuh dan semester ke lapan dan mempunyai sampel berjumlah 58 guru-guru pelatih yang menjawab soal selidik. Temu bual separa berstruktur telah dijalankan dengan enam guru-guru pelatih. Bahagian yang paling menarik di dalam kajian ini adalah bahawa penekuan data yang tidak berpadanan antara penemuan kuantitatif dan kualitatif. Penemuan kuantitatif telah menunjukkan jawapan yang baik dan positif. Ia menunjukkan bahawa responden menilai penyeliaan sebagai satu bahagian yang penting semasa praktikum mengajar mereka. Walau bagaimanapun, data kualitatif yang diperoleh daripada temu bual adalah bercanggah dengan data kuantitatif. Ia mendedahkan bahawa kebanyakan penyelia tidak memberi komitmen penuh terhadap tanggungjawab mereka dan tidak mempraktikkan pemahaman mereka tentang tanggungjawab mereka sebagai penyelia praktikum. Berdasarkan pandangan pelatih, ini membayangkan bahawa penyelia mungkin kekurangan motivasi dan kesedaran dalam menyelia guru pelatih semasa praktikum. Oleh itu, kajian ini mencadangkan penyelia harus disediakan dengan latihan yang berterusan untuk pembangunan profesional dan untuk penyelidikan lebih lanjut pada masa depan, kajian harus dijalankan dengan sampel yang lebih besar. Adalah diharapkan bahawa dengan kajian lanjut mengenai isu-isu ini boleh terus diperbaiki dan dipertingkatkan selaras dengan guru-guru pelatih, penyelia dan semua pihak yang berkepentingan berdasarkan keperluan semasa.

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