

# EXPLORING THE IMPACT OF MENTORS OBSERVATION FEEDBACK ON POSTGRADUATE PRESERVICE TEACHERS' DEVELOPMENT



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## Abstract

The purpose of this study was to explore the impact of mentor's observation feedback on postgraduate certificate in education (PGCE) pre-service teachers' development of the necessary competencies. The study which was qualitative in nature generated its data from 32 PGCE pre-service teachers using semi-structured interview protocol, and this was analysed thematically. The findings of the study revealed that, the application of Hagger and McIntyre's theory of modelling, practice and feedback highlighted the positive impact of mentor-teacher observation feedback on PGCE pre-service teachers' development of the necessary competencies required of a professional educator. The competencies revealed include lesson preparation and planning, pedagogical and content delivery techniques, classroom management promotion of inclusivity in the classroom, and grounding in disciplinary content knowledge among others. It was concluded that mentor-teacher observation feedback has the potential to improve and impact on pre-service teachers' development of the necessary competencies required of a professional educator.

## 1. Introduction

Teachers are crucial stakeholders in the development of any nation and considered agents of transformation (Manzar-Abbass, Malik, Khurshid & Ahmad, 2017). The implication is that the developmental stride made by any given nation is traceable to the caliber of teachers they have. Besides, the two most significant school-based factors that influence students' achievement and educational improvement are teacher quality and abilities (Kutsyuruba & Walker, 2020). This explains why teachers are considered key actors in realising the objectives of the Sustainable Development Goal 4 of quality education (United Nations, 2015), especially for the nation of South Africa.

In the republic of South Africa, the demand has been on teachers that are adequately trained and developed to meet the dynamic challenges and needs of a developing country (Republic of South Africa, 2007). However, several issues impeding the South African education system, related to teacher development programmes have been raised (Bernadine, 2019; Ajibade &

Rembe, 2018). Some of the issues reported include inadequate training in the implementation process, a lack of resource materials, insufficient time for professional development initiatives, poor monitoring, lack of support by school management and limited conceptual knowledge (President's Education Initiative Research Project; RSA, 2007; Bernadine, 2019; Ajibade & Rembe, 2018).

Some of these challenges related to teacher competence is linked to pre-service teacher training (Ndebele & Legg-Jack, 2022), as a study in one of the South African universities reported the deficiency of the teacher education curriculum in addressing the reality in the classroom for today's learners (Arasomwan & Mashiya, 2021). For instance, scholars argue that teachers struggle to address the needs of the present-day classroom due to the inability to translate the theoretical knowledge acquired in the university to practice (Botha & Rens, 2018). This indicates an existence of knowledge gap between theory and practice (Arasomwan & Mashiya, 2021). Studies have reported that the provision of mentor feedback is a key to the improvement of

teacher practices (Okumu, Ogwang, George & Teddy, 2022; Hugo, 2018).

Evidence in literature suggests that mentor feedback yields positive results in the development of necessary competencies in pre-service teachers (Wilcoxon & Lemke, 2021; Hugo, 2018). However, there seems to be gap in the body of knowledge as these studies conducted either varied in context or methodology (Wilcoxon & Lemke, 2021; Hugo, 2018) necessitating the need for the present study which explores the impact of mentor teacher feedback on Postgraduate Certificate in Education (PGCE) pre-service teachers' development.

## 2. Teaching Practice

Teaching practice is an important aspect of teacher education. In South Africa, teaching practice is conceptualised as an educational approach or field experience where pre-service teachers gain knowledge in the university and combine it with time spent in the workplace relevant to their programme of study and career goals (Groenewald, 2004). Through teaching practice, pre-service teachers are exposed to real-life workplace where they apply theory and practice before they proceed to the actual teaching profession (Ellis, Alonzo & Nguyen, 2020; Gillett-Swan & Grant-Smith, 2017).

While studies have shown that teaching practice is significant in shaping the professional identities of pre-service teachers in diverse contexts globally, as shown in Africa (Demir & ÇATAK, 2023; Omilani & Ogbonna, 2023; Ndebele & Legg-Jack, 2022; Adu-Yeboah & Kwaah, 2018); America (Wilcoxon & Lemke, 2021); Asia (Ellis et al., 2020); and Europe (Karsli, V., & Yagiz, 2022) among others, it is argued that teaching practice experience is dependent on the quality of support pre-service teachers receive; hence, the need for mentoring where the student-teacher interact with others as well as receives feedback from mentors (Grossman, 2010).

## 3. Mentoring

In recent years, there has been frequent educational research around the discourse of mentoring for both in-service and pre-service teachers (Bhebhe, 2022; Mullen & Klimaitis, 2021). A mentor is considered as a more experienced member of staff who is willing to share their skills and expertise with the less experienced member referred to as a mentee with the intention of enhancing their development (Okumu et al., 2022). Research has reported several benefits of mentoring on pre-service teachers' growth (Omilani & Ogbonna, 2023; Suryati, Kuswandi & Praba Astuti, 2023; Jita & Munje, 2022; Gomez -Johnson et al., 2020). One major avenue through which mentors facilitate the growth of pre-service teachers is by providing them with feedback (Hudson,

2016). Mentors who make time for post-session feedback and debriefings are crucial to mentees' professional development (Hagenauer, Waber & De Zordo, 2021).

## 4. Feedback

Feedback is established to have a formative impact on learning (Gan, An & Liu, 2021), and instrumental to a preservice teacher development during their teacher preparation programme (Wilcoxon & Lemke, 2021). Thus, providing high quality feedback is essential for enhancing pre-service teacher performance (Taylor, Oostdam & Fukkink, 2022). Evidence from research has shown that feedback provided by mentors to pre-service teachers is significant in the development of the necessary competencies required in shaping their professional identities. For instance, mentor feedback to pre-service teachers has positive impacts on their lesson planning and preparation (Gomez-Johnson et al., 2020); pedagogical and content delivery techniques (Suryati et al., 2023); classroom management strategies (Prilop, Weber & Kleinknecht, 2021); and disciplinary content knowledge mastery (Omilani & Ogbonna, 2023), modelling how to teach (Ellis et al., 2020); constructive feedback on improving practice (Bhebhe, 2022; Richards, Bell & Dwyer, 2017); and confidence building (Jita & Munje, 2022; Rauduvaitė, Lasauskienė & Barkauskaitė, 2015). These findings suggest that feedback remains a significant channel for building the necessary competencies in pre-service teachers.

## 5. Theoretical Framework

This study is premised on the framework popularised by Hagger and McIntyre (2006). According to the proposition of the theory, during teaching practicum, pre-service teachers often experience three diverse processes namely modelling, practice and feedback. These processes are evident in teaching practice as observed by pre-service teachers in the South African context (Moosa & Rembach, 2020).

Modelling is an indispensable factor, especially in the teacher development process. For example, in teacher education, the responsibility of modelling the appropriate practices to pre-service teachers who learn vicariously about teaching in this manner rests on the shoulders of mentors (Moosa & Rembach, 2020). The second process is practice, and an important aspect of pre-service teacher development. It is argued that pre-service teachers need to be exposed to numerous opportunities to practice various teaching techniques, where they are given the fundamentals of teaching—pedagogical content knowledge in the form of efficient resource use—as well as instructions on how to design and construct their sessions (Du Plessis, 2013).

Finally, pre-service teachers require feedback (which is the subject of this study) to help them in the development of the various competencies required of a professional educator. Mentor teachers are expected to clarify their expectations during the process of teaching practice (Du Plessis, 2013), because they are well-positioned to provide constructive developmental feedback due to their deep understanding of the relevant contextual factors (Hagger & McIntyre, 2006). The significance of feedback is confirmed in research (Taylor et al., 2022; Prilop et al., 2021) because of its promotion of pedagogical development post-lesson delivery and creates room for reflection to improve practice (Moosa & Rembach, 2020).

## 6. Methodology

This research is based on a qualitative case study design. Qualitative inquiry is an approach to research that explores and provides deeper insights into real-world problems (Moser & Korstjens, 2017), especially from participants' lived experiences. This design is preferred because of its ability to provide explanations for processes and patterns of human behaviour that can be difficult to quantify (Foley & Timonen, 2015) as obtainable in quantitative research. On the other hand, case study as deemed necessary because it allows the researcher to explore in depth a programme, event, activity, process or one or more individuals (Creswell, 2014, p. 241). This design was employed to understand in detail the impact of the feedback provided by their mentor teachers in the improvement of diverse aspects of their teaching skills.

The recruitment of the study participants entailed the selection of 32 PGCE pre-service teachers through purposive sampling. These participants, who are the pre-service teachers were observed by both mentor teachers and their university lecturer during their teaching practice during the delivery of their respective lessons. Data collection was executed using semi-structured individual interviews with the PGCE pre-service teachers. The choice of this method for data collection is because it is considered the appropriate technique to generate information from key participants with personal experiences, attitudes, perceptions, and beliefs related to the subject matter (Melissa & Lisa, 2019). Data was analysed using a thematic approach. Thematic analysis, a generally applied data analysis technique in qualitative research provides concise description and interpretation in terms of themes and patterns from a data set (Majumdar, 2022).

## 7. Results / Analysis

Participants articulate that mentor teacher feedback from the observation of their lesson presentation brought about improvement in teaching competence. For instance, the feedback provided brought about improvement in lesson preparation and

planning, pedagogical and content delivery techniques, classroom management, promotion of inclusivity in the classroom, grounding in disciplinary content knowledge, enabling learner participation and engagement, mentor practical modelling of how to teach as a form of feedback, constructive feedback on improving practice, confidence building and boosting of identity as an emerging teacher. There were however cases of inadequate and/or lack of practical mentor guidance through lesson observation. These themes are presented below.

### 7.1. Lesson preparation and planning

The feedback received by pre-service teachers after they were observed by their mentors aided in the improvement of lesson preparation and planning as expressed in the comments below.

"I learnt that for every lesson the lesson objectives must be correctly formulated on the board and that it's at the teacher's interest to make sure that they are achieved".

"I benefited. You should always prepare your lesson ahead so that you can identify problem areas".

".....to prepare my things before time, for example lesson plans".

Findings from the analysis of the excerpts above indicate that the impact of the feedback received by pre-service teachers from their mentors helped them in lesson preparation and planning. In the first comment, the mentee learnt how to formulate lesson objectives while in the second and third excerpts learning was on the significance of prior preparation of lessons. All are indicative of the effectiveness of feedback on lesson preparation and planning by pre-service teachers.

### 7.2. Pedagogical and content delivery techniques

Pre-service teachers articulate the development of pedagogical and content delivery techniques through the feedback received from their mentor teachers. This, they exemplified in their respective comments below.

"He was guiding me on how to teach accounting and how to make learners understand accounting concepts. The teaching methods that my mentor used helped me even now I am still using them in class".

"My mentor corrected me after the lesson I taught. For example, in the introduction I just wrote the topic of the lesson on the board. She then said I must engage the learners in introduction to check their prior knowledge and to link it with the new one".

"The way in which a lesson can be delivered to accommodate every learner".

From the analysis of the comments above, the feedback provided by mentors aided pre-service teachers' development of pedagogical and content delivery techniques. For example, as highlighted in the first comments, the feedback provided directions on how to teach specific content, and how to make learners grasp the concepts taught. Also, the feedback received aided the development of inclusive teaching strategies as seen in the fourth comment above. Participants, through feedback received, were exposed to various techniques needed in facilitating a good lesson.

### **7.3. Grounding in disciplinary content knowledge**

Findings from this theme foregrounds mastery in disciplinary knowledge resulting from mentor teacher feedback as expressed in the two comments below.

"I also benefited from mastering the subject content and improving my teaching skills.

"I benefited how the lesson should be facilitated. Efficiently and effectively and content mastery".

From the analysis of the comment above, preservice teachers through the inputs from their mentor teachers gained both pedagogical and disciplinary knowledge. Evident from the first comment is the motivation based on the input received from the mentor teacher's observation, and this is suggestive of the fact the preservice teacher was also exposed to disciplinary knowledge. On the other hand, the second comment emphasised the mastery of disciplinary knowledge as well as pedagogical skills.

### **7.4. Classroom management**

Participants were vociferous on the development of different classroom management strategies. According to them, the feedback from their mentors was impactful on how to organise their classroom during teaching and learning activities. Evidence of this can be seen in the comments below.

"My mentor was very supportive. She helped me with managing the class. She was very professional and dedicated to her work, that is the most important thing that I learned from her".

"To discipline my learners as well as to connect with them".

"The way she managed her class was outstanding and I came into realise that everything is not about force. Sometimes you must lay ground rules and let your learners abide by them".

From the excerpts above, it is glaring that at various points in the classroom there was need to implement certain classroom management strategies. For example, how to maintain discipline and relate with learners.

### **7.5. Enabling learner participation and engagement**

The feedback provided helped pre-service teachers develop teaching strategies that are learner-centred as well as encourage active learner participation and engagement in the teaching and learning process. This, they expressed in their comments.

"My mentor's observation of my lessons was that I should involve the learners in the lesson, make them do things paste and use real Learning and Teaching Materials".

"My mentor always had to make learners to talk about their emotion beliefs and values regarding the topic to be tackled and that moved me to always bring real life experience to the class every time I teach so that they can relate a lesson with what they know".

"They always gave me feedback on the lesson and the things to improve. Also, on how to handle learner participation and how to encourage it".

Analysis of the comments above highlights significance of mentor teacher feedback on how pre-service teachers could improve on learner participation and engagement in the teaching and learning process. Especially, creating an enabling environment that encourages learner engagement with learning and teaching support materials, thus, implying the application of learner-centred approaches to teaching and learning.

### **7.6. Mentor practical modelling of how to teach as a form of feedback**

Practical modelling was articulated as part of the feedback pre-service teachers received after being observed by their mentors as expressed in the various comments below.

"The mentor taught me not to stand at one place when I teach and try to raise my voice so that all learners could hear me. He modelled this by moving around to ensure all learners were participating".

"I have learned that when you observe someone you have to take into consideration the way he/she speaks. Also, eye contact must be considered".

"The method he used to teach and the attitude he had towards learners. He treated learners nicely, even if they were rude to him".

From the analysis of the comments above, it is indicative that pre-service teachers were practically modelled on how to teach through the feedback they received. For instance, in the first comment, it can be gleaned that the modelling focused on movement and communication while teaching in the classroom. Similarly, the second excerpt stresses communication and the

need for eye contact during observation as part of modelling. Whilst the last comment puts emphasis on teaching methods, attitude towards learners and relationship with learners.

### **7.7. Constructive feedback on improving practice**

Pre-service teachers, after being observed received constructive feedback on how to improve their practice of teaching. Evidence of this is shown in the excerpts below.

“My mentor would observe my lesson and give me feedback on how to improve on my weaknesses and congratulate me on a good job done”.

“Mentors’ observation was very beneficial because I received positive criticism. The mentor pointed out all the best parts of the presentation and pointed out all the shortcomings. The mentor also gave very good ideas on how to go about improving all areas of concern”.

“My mentor always corrected me after class not during class and for me it helped me a lot. It also helped me to realise my strength and weaknesses”.

Findings from the analysis of the comments above show that pre-service teachers received various constructive feedback on how to improve their practice of teaching. Whilst they were commended for their areas of strengths, they also got feedback on areas of improvement.

Part of the feedback received by pre-service teachers helped in building confidence and boosting their identity as teachers. The characteristics of these attributes are outlined in the comments below.

“It really helped me a lot since the mentor was always there to correct me and give me advice on how to improve”.

“The mentor was straight from the start with me. He supported and guided me until my teaching practice ended”.

“Outlining my mistakes helped me improve since she explained to me where I went wrong and suggested how I could improve in the next lesson”.

In analyzing the comments above, it is evident that the feedback provided by mentors to pre-service teachers built some level of confidence in them as well as boosted their identity as educators. Deducing from the first comment, the pre-service developed the confidence to teach knowing there was always room for correction and advice on improvement from the mentor teacher.

### **7.8. Lack of practical mentor guidance through lesson observation**

However, despite the general positive feedback from most of the student teachers there were few who were not happy due to lack

of guidance provided by mentors during teaching practice as shown in the following excerpts.

“Honestly my mentor never observed my lessons. Most of the time I was the one that was observing my mentor’s lesson.”

“Unfortunately, my supposed to be mentor did not really observe any of my lessons. She came to the class once and just commented that I am not a student but a teacher already by barely observing my lesson and that was it.”

“None. Was never allowed to observe. Was told that it will make learners uncomfortable”.

From the analysis of the comments above, it can be gleaned that some pre-service teachers were not observed by any mentor teacher during their teaching practice exercise. For example, the first comment reports that, rather than a mentor to observe, it was the pre-service teacher, while in the second excerpt, the mentor was only present to introduce the pre-service teacher and left without any observation of the lesson presentation. On the other hand, the pre-service was neither observed nor being observed. Thus, they expected their mentor to be role model, by observing them teach and advised them on the areas of improvement.

This section presented the analysis of pre-service teachers’ comments on how the feedback they received from their mentors helped them to improve on lesson preparation and planning, pedagogical and content delivery techniques, classroom management, and grounding in disciplinary content knowledge. In the next section, the findings are synthesised and discussed.

## **8. Discussion**

In this section, the findings of the study are presented based on the themes that emerged namely, lesson preparation and planning, pedagogical and content delivery techniques, classroom management, grounding in disciplinary content knowledge, enabling learner participation and engagement, constructive feedback on improving practice, confidence building and boosting of identity as an emerging teacher.

Pre-service teachers during teaching practice focused on learning the act of teaching and how the school was managed (Hugo, 2018). As revealed, the feedback received by pre-service teachers from their mentors aided the development of skills in lesson planning and preparation. This result corroborates the findings of Gomez-Johnson et al (2020), results show how mentoring increased efficacy and lessened concerns for pre-service teachers’ lesson planning development through the instrumentality of feedback as one of the agencies of achieving this. Thus, feedback is considered valuable when it is consistent and focused on both teaching practice and lesson planning (Hudson, 2016).

Pedagogical and content delivery techniques were also reported as areas they received impact from their mentors' observation. Corroborating this is the finding of Suryati et al. (2023) who in their study reported that pre-service teachers received feedback from the mentor teacher on how to facilitate lessons to ensure every learner is carried along. This confirms the assertion that the process of modelling is useful for helping observer (pre-service teacher) acquire the competencies represented in the model (mentor) (Sims et al, 2023).

Successful classroom management is said to have a substantial impact on learners' well-being and academic outcome. Pre-service teachers in the study through the feedback received from their mentors developed diverse classroom management strategies. This result agrees with the finding of a related study where pre-service teachers' professional vision of classroom management improved because of the expert feedback they received (Prilop et al., 2021). The result also indicated the need for pre-service teachers to develop skills on how to discipline learners as well as relate well with them. In agreement with this finding is the study of Suryati et al. (2023), it was reported that the feedback provided empowered preservice teachers on how to manage the classroom as well as handle learner behaviour.

The study also established that the feedback received by some pre-service teachers grounded them in their disciplinary content knowledge. This corroborates the work of Omilani and Ogbonna (2023) where the written feedback offered to pre-service teachers led to the improvement on some aspects of pre-service teachers' pedagogical content knowledge (PCK). This finding typically reflects significance of feedback as articulated in the theoretical framework where the feedback received modelled the grounding in disciplinary content knowledge on the mentee by the subject teacher who is the mentor (Hagger & McIntyre, 2006).

It is common knowledge that both teachers and students must actively participate for learning to take place (Samnidze, Didmanidze, Diasamidze, Akhvlediani & Kirvalidze, 2023). Whilst engagement is crucial for making experiences in life more memorable, impactful, and meaningful, education is no exception (Samnidze et al., 2023). As part of the feedback received, pre-service teachers were taught how to encourage learner participation and engagement at different stages of the learning process. Pre-service teachers were encouraged to integrate learner-centred approaches that create room for activity-based learning. This corroborates the finding of Gravett and van der Merwe (2023) where pre-service teachers were exposed to teaching and learning that encouraged learner participation and engagement by teacher educator (mentor). Their study revealed that pre-service teachers were taught by their mentors on how to

engage learners in the learning process which was also found in the current study. Thus, the study indicated that pre-service teachers benefit from an approach that is modelled by teacher educators (Gravett & van der Merwe, 2023).

Mentor practical modelling on how to teach also emerged as one of the findings in the study. After being observed by mentors, pre-service teachers received feedback which indicated mentor practical modelling of how to teach. This finding agrees with Hathorn's (2020) study that found modelling to be an invaluable component of student-teacher mentorship because it challenges pre-service teachers to reimagine their own ideas around classroom management, and it also allows the mentors experience to be transferred to their mentees. Pre-service teachers are believed to depend on their mentors who they look up to as models to gauge how to function in the school space (Hagger & McIntyre, 2006) to be equipped with the skills and qualities of professional educators (Ellis et al., 2020).

Another theme that emerged is constructive feedback on improving practice. Efficient pre-service teacher performance is a function of high-quality feedback (Taylor, Oostdam & Fukkink, 2022). According to one of the pre-service teachers, the mentor, after observing the lesson presentation through feedback pointed out the best parts of the presentation as well as the shortcomings. This aligns with the result of Bhebhe (2022) that pre-service teachers be given feedback after they have presented a lesson pointing out their shortcomings and the strengths of the presentation. In the study, mentor teachers are encouraged to provide positive criticisms for pre-service teachers according to their performance, that is, where they perform well, you point it out as well as where they under-perform so they are not discouraged (Bhebhe, 2022). Accordingly, feedback must be consistent, tailored, as well as provide explanation for both what students have done poorly and that which they did well (Richards et al., 2017). Besides, such feedback must be prompt, explicit, confidential and without prejudice as well as capable of bringing about the desired improvement in the student. All three processes, namely modelling, practice and feedback, proposed by Hagger and McIntyre's (2006) framework to be experienced by pre-service teachers on teaching practicum are visible in this finding. Participants were provided the opportunity practice and constructive feedback provided on how to improve practice, which points to modelling of pre-service teachers after the teaching profession to equip them with the necessary competencies.

Also found in the study is confidence building and boosting of identity as an emerging teacher through feedback from mentors. Similarly, as reported in another study, several pre-service

teachers gained confidence to carry on their various tasks from the support they received from their mentors (Jita & Munje, 2022). Accordingly, the confidence of pre-service teachers is boosted if their mentors are receptive, welcoming, supportive and provide the necessary guidance through feedback (Jita & Munje, 2022). These findings are in line with that of Rauduvaitė et al. (2015) who supported the notion that feedback from mentors instils confidence and motivation in pre-service teachers. This implies that positive teaching-practice experiences are effective when preservice teachers receive quality guidance that empowers them with requisite skills (Jita & Munje, 2022) to fulfil the mandate of their profession.

Contrary to the preceding findings where a greater number of pre-service teachers were guided by their mentors through the provision of feedback having observed them after lesson presentation, a few others lamented the lack of practical mentor guidance through lesson observation. The absence of practical mentor guidance through lesson observation can hamper the development of the necessary competencies in pre-service teachers. The implication is that pre-service teachers were not provided feedback by their mentor teachers, the reason a few lamented on the lack of being or allowed to observe. Thus, there is need for monitoring by the school management to ensure mentor-teachers follow pre-service teachers to the classroom and possibly observe them while they present their lesson as well as provide the necessary feedback to cater for their strengths and weaknesses. In the current study, some pre-service teachers were neither observed nor allowed to observe their mentors. The proposition of the theoretical framework is that pre-service teachers during their teaching practicum experience three processes namely, modelling, practice, and feedback (Hagger & McIntyre, 2006). However, in relation to the findings of the study, this category of pre-service teachers only experienced one of the three processes namely practice, the aspect of modelling was not prominent since they were neither observed nor allowed to observe their mentors, which invariably portray the modelling and feedback processes as dormant (Hagger & McIntyre, 2006).

## 9. Limitations and Future Recommendations

Although the findings reported in the present study reveal some benefits associated with mentors' observation feedback on postgraduate certificate in education pre-service teachers lesson presentation during their teaching practicum, the approach adopted is limited. The present study which employed a qualitative approach reported findings limited to pre-service teachers experience from one university in South Africa. Besides, the sample size is small as it only used thirty-two postgraduate

certificates in education pre-service teachers. Therefore, considering the contextual and methodological limitation as employed in this study, the findings cannot be generalised to other universities that provide for teacher education programmes. Therefore, there is need for studies with quantitative and mixed method designs where the sample size would be larger than that of this study, and also focusing on other universities as well as different aspects of mentor teachers impact in the development of pre-service teachers during their teaching practice exercise.

## 10. Conclusions

This study explored the impact of mentor observation feedback on postgraduate certificate in education pre-service teachers' development of the necessary competencies. Framed by Hagger and McIntyre's theory of modelling, practice and feedback, this qualitative study carried out an overview of related literature on teaching practice, mentoring and feedback. From the theoretical perspective, the study revealed that feedback resulting from mentors' observation has the capacity to impart pre-service teachers with skills on lesson preparation and planning, pedagogical and content delivery techniques, classroom management strategies, and grounding in disciplinary content knowledge among others. Although, there were few cases where no feedback was provided due to inadequate or lack of mentor teacher observation of pre-service teachers' lesson presentation, it was concluded that feedback is significant in the development of the needed skills in student-educators. Thus, from the conclusion, the study recommends that: the need for strong collaboration between teacher training institutions and placement schools to ensure proper execution of each stakeholders responsibilities in the training of pre-service teachers; the provision of training for placement schools teachers and mentors on how to guide and support pre-service teachers on teaching practicum; and the provision of an enabling environment that encourages pre-service teachers practice what they have learnt in the university for the development of skills required for professional development.

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