OBSERVATIONAL METHODS, SUCH AS ATTENDING DEMONSTRATION CLASSES AND LECTURES, PROVIDE ASPIRING EDUCATORS WITH VALUABLE FEEDBACK ON THEIR TECHNIQUES.

Dong Chunyan, Emmanuel Hans

[1]Lincoln University College, Petaling Jaya, Malaysia.

ABSTRACT

Teaching has the potential to greatly impact students' lives, according to research. Whether these effects vary across academic and "non-cognitive" outcomes or whether specific features of pedagogical practice account for these correlations remains unknown. The researchers demonstrate how various teachers influence students' math performance, self-esteem, and behaviour by analysing data from four metropolitan school districts. Along with that, the researcher's check how well two observation tools measure the same instructional domains as the outcomes the researcher's want to track for my students. Lastly, in order to find out how reliable teacher effect estimates are on students' attitudes and actions, the researcher's examine data from a group of teachers who were randomly assigned to different classes within schools. In addition to influencing students' academic performance, I've found that elementary school teachers have a profound effect on their character traits and actions in the later grades. There is a wide variation in the predictive validity of these teacher effect estimates. Teachers' arithmetic errors as a proxy for their students' math ability or classroom management as a proxy for student conduct are two examples of these metrics, and the best ways to gauge student outcomes are pedagogical practises that are most closely aligned with them. Success in one area does not guarantee success in another for teachers. These findings provide credence to long-standing beliefs on the complex nature of education and the need for policies that value and acknowledge this variety in the classroom.

Keyword: Instructional Domains, Academic Performance, Self-Esteem, Teacher, Student.

INTRODUCTION

Educators find themselves smack dab in the centre of a complex business where several parties have competing interests and viewpoints about the goals and content of teacher preparation programs. Even future educators find themselves caught in the midst of a complex operation with several parties involved. Depending on its execution, this complex technique establishes the framework that aids or impedes the training of future educators. This article's goal is to help readers understand the impact of various course components on preservice teachers. To do this, the

researchers rely on cutting-edge research in practice theory, namely the idea of practise architectures, which examines how practices are defined and shaped by their placement in certain environments (Yusuf, 2020).

In order to become certified teachers, student teachers must overcome a number of challenges. Education courses that centre on educational theory and practice and education courses that cover a wide range of academic subfields and subjects follow distinct tracks throughout the curriculum. Finally, the disparity between classroom instruction and higher education is something that has long been an issue for programs that aim to prepare teachers for the profession. These just a few of the most current studies that show how researchers from all around the globe have worked together over the last 20 years to create new kinds of programs that aim to improve teacher training. A long line of thinkers, including Darling-Hammond, has long argued that teacher preparation programs stray too far from what is really taught in the classroom. The charges levelled against it have been rather consistent, even though there have been several efforts to resolve these problems. Most studies begin with the premise that there is an excess of theoretical frameworks in teacher preparation programs.One of the biggest problems with the study is that the AERA Panel on investigation and Teacher Education put too much emphasis on teacher educators' opinions in their extensive investigation. The intricacy of teacher preparation programs has also received less attention than it deserves. Most studies on student instructors have been done independently of studies on universities. Students' teaching practises, whether that's their actual teaching or their ideas about teaching, are the primary subject of this research. Thus, the researchers are guiding the efforts to improve teacher education by a lack of sector-wide data. The goal of this research is to find out what problems preservice teachers have in a university-based teacher education program and how the theory of practice architectures might help. Preservice teachers' points of view are taken into account in the study. The assertion is based on a study that interviewed 24 student teachers in detail, and the results show that there are more complex and multi-faceted reasons why student teachers have unfavourable views of teacher education than what is often stated in the literature. The researchers also propose that the theory of practise architectures can be a helpful tool for identifying the factors that influence pre-service teachers' college experiences and, by analysing their interplay, for determining what those factors are. Training of teachers takes place in planned learning contexts. Assumptions on the qualities necessary for successful teaching are common among students considering careers in education (Baker & Thompson, 2023).

BACKGROUND OF THE STUDY

It is the responsibility of each student to equip themselves with the information and skills necessary to become independent learners who can chart their own course through life's academic and occupational decisions. There is a higher degree of

individual accountability for academic success among university students compared to those at other levels of education. When students work together, they increase their chances of succeeding academically and getting experience in their chosen field. Students' overall academic performance is positively affected by the chance to work while pursuing their education, which is provided to them via SDL. The effectiveness of self-directed learning in gauging students' motivation to study lies in its ability to facilitate their learning, guide them towards relevant tasks, and evaluate their understanding afterwards. On top of that, it's a method of instruction that puts the kids' inherent intelligence and motivation to learn front and centre. An autonomous learning community is a group of students who are intrinsically driven to learn who work together in an informal setting to develop a sense of personal agency. When individuals decide to educate themselves, they are engaging in self-directed learning (a process and a set of characteristics) (Tam & Jiang, 2019).

Generalised viewpoints on self-directed learning have just lately been available, and the phenomenon is still shrouded in mystery. Right now, there isn't a single, cohesive hypothesis because of these two major issues. Some practical applications of the theory are discussed, along with the distinction between self-directed learning as a process and as an end goal. A theory of self-directed learning cannot be built without research on the social, educational, and psychological aspects that contribute to its development.

A contradiction that is often disregarded is warned about. "Personal Responsibility Orientation" (PRO) is an intriguing notion, and the topic itself is intriguing. Learner self-direction as a set of traits and self-directed learning as an instructional strategy are both acknowledged and contrasted in this paradigm. An educational approach that is recognised is self-directed learning. The nature of self-study makes it a common "teaching method" in education. What the researcher's mean when the researcher's talk about "personal responsibility" is when people realise, they have to answer to themselves for their actions and convictions. This doesn't mean people can do everything they want or control every aspect of their life, but it does mean they can decide how to react to specific situations. Individuals' levels of self-direction skills in the classroom are proportional to their motivation and ability to take charge of their own learning. This would suggest that there are several options for pupils to pick from. This responsibility is in addition to the student's duty to own up to the consequences of his or her actions and decisions (Lopez & Nguyen, 2023).

PURPOSE OF THE RESEARCH

The purpose of this study is to explore and analyse the impact of demonstration classes on aspiring educators, specifically focusing on how receiving valuable feedback through clear communication influences their teaching techniques and professional development. By examining how aspiring educators engage with demonstration classes and lectures, and how they incorporate feedback into their

practices, the study aims to understand the effectiveness of such methods in enhancing their pedagogical skills. The research seeks to determine whether clear, constructive feedback provided during demonstration sessions helps future educators refine their teaching strategies, improve classroom management, and better communicate with students, ultimately contributing to their growth as competent and confident educators.

LITERATURE REVIEW

Students' SDL and academic performance in traditional and alternative classroom settings were the foci of this research. Additionally, the significance of SDL and academic success in the classroom was highlighted. The percentage of students engaging in SDL, or self-directed learning, was greater at both institutions. Students' performance in the classroom was shown to be positively and significantly correlated with SDL. Based on the findings, instructors and course materials should include self-directed learning (SDL) into their practices and provide students with SDL-specific training. Students in higher education need to begin using SDL strategies far before the start of courses because of the elevated degree of independence that is expected of them.

To discover "the effectiveness of programs that aim to cultivate the attitudes and abilities that are involved in enhanced self-direction in learning," it is essential to examine previous outcomes. Research on adult education, higher education, and adult second language acquisition stands to benefit greatly from this study's conclusions. New research shows that the institutional configurations of educational systems significantly impact educational gaps. These disparities manifest in several ways, including differently accessed jobs, lower incomes, worse health, and lower political engagement.

Major components in student motivation that researchers have discovered include tracking or stratification, standardisation, and occupation-specific education. Within the framework of a tiered course structure, researchers examine the ages of students at the beginning of different tracks (selection periods), as well as within-school and between-school monitoring. The reason for this is because the framework takes into account the skills and knowledge that students already possess in each subject. The term "stratified" or "externally differentiated" is used to describe the process of placing students in educational settings (such as schools or courses) that are tailored to help them achieve their specific objectives.

Available resources, school autonomy, and statewide evaluation are some of the characteristics that might determine the level of education standardisation. How educational institutions engage with occupational systems and the labour market is relevant to the discussion of vocational specialisation (Tam & Jiang, 2019).

RESEARCH QUESTION

What is the impact of demonstration classes on aspiring educators with valuable feedback through clear communication?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to determine the degree and direction of the statistical association. The researchers established a statistically significant criteria at $p < 0.05$. A descriptive analysis was conducted to identify the main features of the data. Quantitative methods are often used to assess data collected via surveys, polls, and questionnaires, as well as data altered by computing tools for statistical analysis.

SAMPLING

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1470. A total of 1600 questionnaires were distributed; 1557 were returned, and 57 were excluded due to incompleteness. In the end, 1500 questionnaires were used for the research.

DATA AND MEASUREMENT

The primary method of collecting data for research was questionnaire surveys. In section A, participants were requested to provide fundamental demographic data; in section B, they were instructed to evaluate the significance of many channels, both online and offline, using a 5-point Likert scale. A diverse array of secondary sources, including online databases, was meticulously examined to get the necessary information.
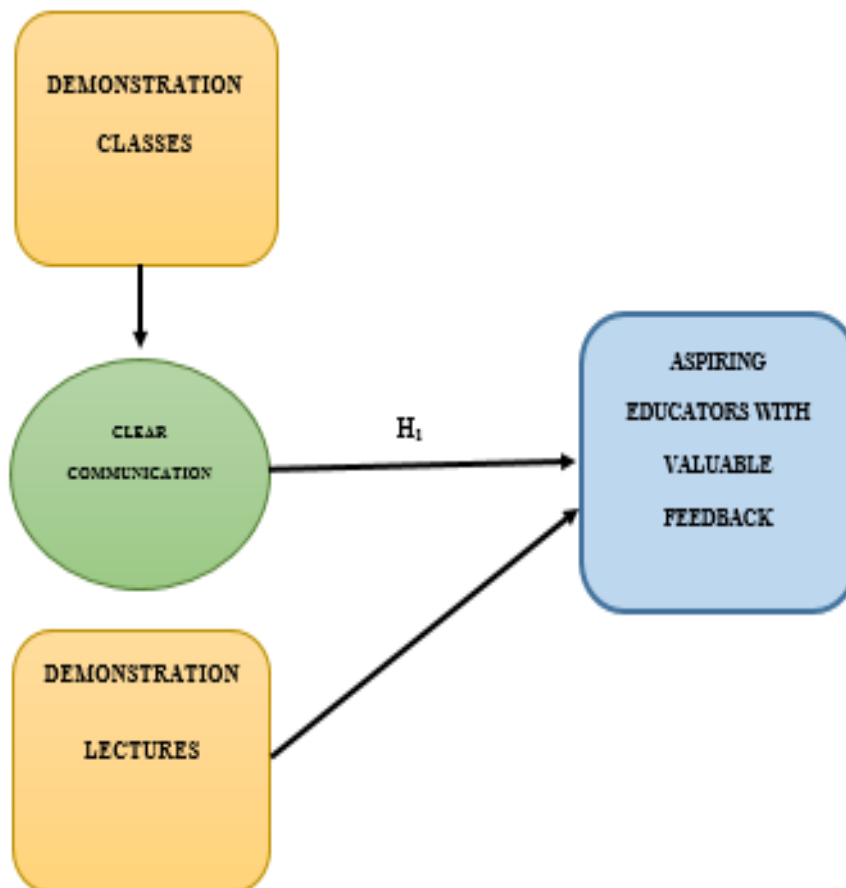
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK

RESULTS

Factor Analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's: Sampling Adequacy Measured by Kaiser-Meyer-Olkin .980

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.980 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.980
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that comments made for sampling purposes are legitimate. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A sample is considered good by the Kaiser-Meyer-Olkin measure when the result is 0.980. The p-value obtained from Bartlett's sphericity test is 0.00. The correlation matrix is not identical to an identity matrix, as shown by a statistically significant result from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Demonstration classes: In a method demonstration class, the teacher walks the class through a series of steps by demonstrating and demonstrating a certain procedure or technique. Showing how to do something or handle an issue correctly is the main emphasis. In these kinds of lessons, students intently watch the process while the instructor explains it in depth. Students have a better grasp of how to apply theoretical information in real-life circumstances via this style of teaching, which is especially useful in areas that include practical skills. Students may be given the chance to put the approach into practice after the demonstration, which helps them grasp it better by doing (Stewart, 2021).

FACTOR

Clear communication: Communication must be precise and tailored to the individual recipient. Concise and precise communication may be advantageous, since the message is less susceptible to misinterpretation. Additionally, the researcher should convey the researcher's message in clear and comprehensible language to ensure the audience grasps the researcher's intent. If this is not the case, misunderstanding may arise, potentially resulting in repercussions for both the communicator and the receiver. Understanding the receiver is crucial for effective targeting and determining the appropriate usage of technical terminology. When conversing with a consumer, it is essential to demonstrate appreciation and attentively listen to their perspective.

Additionally, it is crucial that the researcher's communication be relevant to the recipient. Clear communication is essential when a firm interacts with a consumer. When a firm effectively communicates with its consumers, the customers will have a clear understanding of the precise value the business can provide (Martin & White, 2022).

DEPENDENT VARIABLE

Aspiring educators with valuable feedback: Individuals in the beginning phases of their teaching professions who are eager to enhance their pedagogical techniques and instructional abilities are considered aspirational educators with useful feedback. Recognising the value of constructive criticism in improving their teaching approaches, these educators are receptive to hearing feedback from a variety of sources, including students, other teachers, and experienced mentors. The comments they get from students operate as a reflection of their own teaching, highlighting both their strengths and places for growth. Aspiring teachers may use this feedback to hone down on certain areas like classroom management, curriculum preparation, communication, and student engagement strategies. By consistently reflecting on their own teaching practices and making adjustments in response to student input, aspiring teachers may improve their classes and create a more conducive classroom climate. Teachers can benefit from constructive criticism because it helps them learn more about their students' individual needs and how to meet those needs in a classroom that is always changing. Aspiring teachers are better prepared to handle the difficulties of the profession and make a lasting impression on students and colleagues when they welcome criticism with an open mind and see it as a tool for personal development. In addition to enhancing their professional abilities, teachers may benefit personally from this feedback-learning process by developing resilience, self-assurance, and a deeper connection with their pupils (Yusuf, 2020).

Relationship between clear communication and Aspiring educators with valuable feedback: The relationship between clear communication and aspiring educators with valuable feedback plays a crucial role in shaping the development of effective teaching practices. Clear communication is the foundation for conveying information, instructions, and feedback in a way that is easily understood, allowing aspiring educators to absorb and apply the guidance they receive. When feedback is delivered with clarity, aspiring educators are better equipped to identify specific areas for improvement and understand the rationale behind the suggestions. This understanding fosters growth and helps them refine their teaching techniques, making their learning experience more efficient and impactful.

For aspiring educators, clear communication during feedback sessions not only helps them grasp the content of the message but also encourages them to actively engage in the learning process. When feedback is communicated in an understandable and respectful manner, it creates an environment where aspiring educators feel supported and motivated to reflect on their performance. In turn, this enhances their ability to adapt and improve their teaching practices. The clarity of communication also influences the level of confidence aspiring educators have in their abilities, as it helps them feel assured that they can make the necessary adjustments to improve their teaching (Martin & White, 2022).

Ultimately, the relationship between clear communication and valuable feedback is essential for the development of aspiring educators. Feedback that is communicated clearly enables them to better interpret and implement suggestions, enhancing their professional growth. This continuous cycle of receiving and applying clear feedback fosters the acquisition of essential teaching skills, contributing to the overall success of aspiring educators as they progress in their careers.

Based on the above discussion, the researcher generated the following hypothesis to examine the link between Clear Communication and Aspiring Educators with Valuable Feedback.

H_{01}: There is no significant relationship between Clear Communication and Aspiring Educators with Valuable Feedback.

H_1: There is a significant relationship between Clear Communication and Aspiring Educators with Valuable Feedback.

Table 2: H$_1$ ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	39588.620	466	5385.532	1,026.793	.000
Within Groups	492.770	1033	5.245		
Total	40081.390	1499			

The results will be noteworthy in this research. With a p-value of.000 (less than the.05 alpha level), the value of F, which is 1,026.793, approaches significance. Thus, it follows that, "**H$_1$: There is a significant relationship between Clear Communication and Aspiring Educators with Valuable Feedback.**" is accepted and the null hypothesis is rejected.

DISCUSSION

Research on the effects of demonstration classes on future teachers sheds light on the usefulness of observational learning in teacher education programs, particularly as it pertains to the ability of students to receive constructive criticism via open and honest dialogue. Aspiring teachers may see effective teaching practices in action via observational approaches including attending lectures and class demonstrations. An educator's professional growth may be greatly influenced by feedback, according to this research.

In order for prospective educators to grasp the reasoning behind certain teaching methods and classroom management measures, it is crucial to communicate feedback clearly during demonstration sessions. Effective feedback helps prospective instructors see their strengths and areas for progress. It should be explicit, practical, and unambiguous. Insights like these may help them hone their craft, gain self-assurance, and become more successful educators.

Aspiring teachers get valuable experience in observing and reflecting on lesson plans, as well as classroom practices, via this process. They learn about several methods of instruction, including how to organise and present lessons, how to get students involved, and how to keep the class under control, in demonstration courses. Aspiring teachers may hone their skills in subject communication, classroom management, and building a positive learning environment by taking these courses and getting feedback.

Aspiring educators are better able to apply what they have learnt in theory when they get feedback in a way that is both constructive and encouraging, according to one research. They are able to go from seeing a technique in action to really putting

it into practice in their own classes thanks to the comments. Consequently, aspiring educators not only learn how to teach, but also how to reflect on their own teaching and devise strategies for ongoing quality improvement. The report goes on to say that demonstration sessions have an effect that goes beyond just teaching people new skills. Teachers may have a better grasp of the intricacies and difficulties of the profession by using these observational strategies. Aspiring teachers are better equipped to address challenges including student engagement, instructional flexibility, and meeting the requirements of students with varying levels of proficiency when they receive constructive criticism.

CONCLUSION

The objective of this educational exercise was to simulate an environment comparable to actual online education. Students with a lot of initiative who participated in the event did really well. It is not possible to draw any conclusions on the relationship between self-directed learning and academic achievement in an online classroom as it lacks the controlled laboratory environment. A second study found no significant difference in performance across students whose online courses allowed varying degrees of independent study. Online instructional activities, self-directed learning capabilities, the online learning environment, and randomisation are some of the confounding variables that might explain the seemingly contradicting outcomes. The first study's curriculum was based on an online school setting to the greatest extent possible. In order for this learning exercise to be effective, participants will need to be very self-motivated. One should not expect a positive association between self-directed learning and success in a genuine online classroom. Across two levels of independent study, students' performance in the online course remained constant in the second experiment. Here, four external factors may be at play: the online learning environment, the ability for self-directed learning, online instructional activities, and randomisation. The objective of this educational exercise was to simulate an environment comparable to actual online education. Students with a lot of initiative who participated in the event did really well. Within the context of a genuine online classroom, it is not possible to draw any conclusions on the relationship between self-directed learning and academic achievement. A second study found no significant difference in performance across students whose online courses allowed varying degrees of independent study. Online instructional activities, self-directed learning capabilities, the online learning environment, and randomisation are some of the confounding variables that might explain the seemingly contradicting outcomes. The first study's curriculum was based on an online school setting to the greatest extent possible. In order for this learning exercise to be effective, participants will need to be very self-motivated.

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