



# Contribution of Teaching Practice Assessment Feedback on Enhancing Teaching Competence among Trainee Teachers in Arusha Region, Tanzania

**Joyce Noah**

Monduli Teachers Training College

Email: [joycenoahmushi@gmail.com](mailto:joycenoahmushi@gmail.com)

**Paul Raphael Kitula**

St. Augustine University of Tanzania (SAUT), Arusha

Email: [kitula07@gmail.com](mailto:kitula07@gmail.com)

**Abstract:** This study was conducted to assess the contribution of teaching practice (TP) assessment feedback on enhancing teaching competency among trainee teachers in Arusha region. Specifically, the study investigated the influence of TP assessment feedback on enhancing competency among teacher trainees and the best ways to provide TP assessment feedback to enhance competency among teacher trainees. The study was grounded in performance feedback theory. A mixed methods approach was adopted whereby the study targeted teacher trainees and tutors in the teacher training colleges. Stratified and purposive sampling methods were used to select the study sample of 86 respondents: 10 tutors and 76 teacher trainees. Data was collected using questionnaires, interviews and group discussion. Research experts validated the instruments while reliability ( $r=0.91$ ) was estimated using the test-retest method. Descriptive statistics were used to analyze the quantitative data in the SPSS version 25 while qualitative data were analyzed in themes and presented in words supported by direct quotations. Key findings highlight that TP assessment feedback influence competency among trainee teachers. In conclusion, TP assessment feedback develops effective teaching competency, provides valuable insights into teaching practice, identify areas for improvement, reinforce good TP, build trainee teachers' confidence, reveal what has been done well and encourages them to continue doing it and increasing teaching morale among trainee teachers. This study recommends development of clear guidelines and standards for providing TP feedback by allocating adequate resources, creating conducive policies that support and guide trainers to deliver comprehensive feedback systems that enhances teaching competence.

**Keywords:** Competence, Trainee, Assessment, Teachers, Arusha

**How to cite this work (APA):**

Noah, J. & Kitula, P. R. (2023). Contribution of teaching practice assessment feedback on enhancing teaching competence among trainee teachers in Arusha Region, Tanzania. *Journal of Research Innovation and Implications in Education*, 7(4), 457 – 469. <https://doi.org/10.59765/cipe39539>.

## 1. Introduction

Teaching practice is the practical application of teaching skills and techniques in a classroom setting by a trainee teacher. TP helps to ensure that teachers are meeting their

professional obligations and continuously improving their skills to better serve their trainees. It is an instrument which provides trainee teachers with opportunities to learn more about the reality of this profession (Nghia and Tai 2017). To resolve the trainee-teacher predicament, they have to not only change their unrealistic assumptions but also

develop their skills to deal with any challenges they encounter. Liu and Liao (2019) acknowledged that the quality of professional development and its length which these trainee teachers perceived is positively associated with teachers' efficacy. Ode et al. (2020) noted that teaching practice is an important tool for ensuring that teachers are providing effective instruction and creating a positive learning environment for their trainees. Teaching practice is an important process in the socialization of pre-service teachers. Therefore, according to Liao et al. (2019), it is important to create a supportive and inclusive professional community in which these trainee teachers can grow.

The study in Malaysia by Mansor (2017) pointed out that TP is significant to evaluate the pre-service teacher development in a school-based environment that will enable their trainer and mentor to monitor the professional development of pre-service teacher and supervise after receiving feedback. Feedback is the information provided to a trainee teacher regarding their teaching practice performance, with the goal of improving their teaching skills and enhancing their teaching competencies. It is significant to increase our understanding of how teaching practice is assessed because this may assist teacher trainers to improve the preparation of future teachers where shortfalls in the teacher education programmes have been identified.

However, in sub-Saharan East Africa, Kenya in specific, Barogo (2020) observed that, teaching practice assessment is conducted through observation where the experienced teacher or trainer observes trainee teachers' teaching skills, ability to manage a classroom, and other aspects of teaching. In this regard, assessment is the process of gathering and evaluating evidence to determine the extent to which a trainee teacher has met the learning outcomes of a particular teaching practice. At the undergraduate level, the teaching practice is usually done in two phases, each phase spanning through six weeks during which the trainees are expected to take part in every aspect of school life including teaching, testing, examining, academic societies and co-curricular activities.

In Tanzania, Feruzi and Yang (2019) examined the implementation of a competency curriculum in Tanzania using the FIRST framework. It was found that teachers assigned very low performance tasks to trainees during the learning process. While both formative and summative assessments are important, formative assessments reinforce a solid foundation for trainees' academic progress. In this case, teachers were expected to provide trainees with enough activities, quizzes, and assignments to reinforce their understanding. Also, Ndalichako (2014) conducted research into classroom assessment practices of secondary school teachers in Arusha District, Tanzania.

The results of the study show that traditional assessment methods are dominantly used in schools.

The findings also suggest that teachers are overwhelmed with a heavy teaching load, making it difficult for them to effectively use assessment strategies that could provide a comprehensive picture of trainee learning. Based on these findings, it was recommended that there is a need to improve teachers' competence in trainee assessment and provide them with the necessary resources and support to conduct classroom assessment. This means that teaching practice assessment and competence is an important tool for improving teaching quality and ensuring that teachers are prepared to provide high-quality education to their trainees. It helps to ensure that trainee teachers are well-prepared for the classroom and that they have the necessary skills and knowledge to be effective teachers (State Government of Victoria, 2022). Therefore, according to Ibrahim, et al. (2019), feedback from teaching practice assessments is a crucial component of teacher training programs, as it provides trainee teachers with valuable information that can enhance their teaching competence. Since this background has shown the relationship between teaching practice assessment feedback and teaching competence among trainee teachers, there is need to carry out this study on the contribution of teaching practice assessment feedback on enhancing teaching competence among trainee teachers in Arusha region.

## 1.1 Research Questions

The following research questions guided the study:

1. How does teaching practice assessment feedback influence teaching competence among trainee teachers in Arusha region?
2. What are the best ways to provide teaching practice assessment feedback to enhance teaching competence among trainee teachers in Arusha region?

## 2. Literature Review

This study was grounded on the Performance Feedback Theory. Performance Feedback Theory was propounded by psychologist Skinner in 1950s, who argued that, positive reinforcement (such as feedback and rewards) can be used to encourage desired behaviours (McLeod and Guy-Evans, 2022).

## 2.1. Performance Feedback Theory

Performance Feedback Theory propounds that, positive reinforcement such as feedback and rewards can be used to encourage desired behaviours of individual. According to Gerardus-Lucas (2021), Performance Feedback Theory proposes that providing individuals with feedback on their performance can lead to improved future performance. Based on this theory, feedback serves as a form of information that can be used to modify behaviour and improve performance. The theory suggests that feedback should be specific, timely, and relevant to the individual's goals to be most effective. Feedback can be either positive or negative, and the theory suggests that both types of feedback can be helpful in improving performance. Positive feedback, which highlights strengths and successes, can help reinforce positive behaviour and motivate individuals to continue performing well. Negative feedback, which identifies areas for improvement, can provide guidance and direction for individuals to modify their behaviour and improve their performance. Thus, feedback should be constructive enough to identify strengths and weakness of the trainee.

### 2.1.1 Application of the Theory to the Current Study

Performance Feedback Theory can be applied to the contribution of teaching practice assessment feedback on enhancing teaching competence among trainee teachers. By providing trainees with specific, timely, and task-focused feedback, and promoting self-reflection and self-regulation, feedback can be an effective tool for improving teaching performance and promoting professional development. In the context of teaching practice assessment, feedback in enhancing competence among trainee teachers, Lipnevich and Panadero (2021) noted that performance feedback theory suggests that providing trainee teachers with constructive feedback on their teaching practices can help them enhance their competence. By using a systematic approach and creating a supportive learning environment, trainee teachers can use feedback to guide their future teaching practices and develop the skills needed to become effective teachers. Therefore, this theory guided this study to reveal the extent to which feedback especially teaching assessment feedback enhances teaching competence among trainee teachers.

## 2.2 Empirical Review

The researcher reviewed empirical studies under the following study objectives: to investigate the influence of teaching practice assessment feedback on enhancing

competence among teacher trainees and to identify the best ways to provide teaching practice assessment feedback to enhance teacher competence among teacher trainees in the study area.

### 2.2.1 Influence of Teaching Practice Assessment Feedback on Enhancing Competence among Teacher Trainees

A study in United Kingdom by Lindström, et al. (2022) focused on supervising teachers' orientations and conceptions about content and process in teaching practice. The study used qualitative research design with 26 respondents selected purposively and involved in a discussion of items and written assignments concerning the supervision process in connection to supervision training. The data were analyzed through content analysis. The research found that teaching orientation was dominant, also, summative assessment was provided, yet differences in how supervisors conceptualize affordances during practice emerged. The results highlight the need to support supervisors in conceptualising the relational dimension as an affordance and strengthen supervisors' sense of their role as teacher educators. In Asia, according to Mahmud (2019), all adaptive aspects of learning stand in contrast to deactivating and maladaptive beliefs, strategies, and attitudes that serve to protect the ego and undermine learning. Therefore, there is a challenge for education within an assessment setting which constructs are most important and effectual before, during, and after any assessment process and how should they be operationalised.

In Turkey, Lipnevich et al. (2021) revealed that in Australia pre-service teachers develop an awareness of teaching-related issues and apply them in real teaching environments. Teaching practices differ in each country in terms of their implementation, method, and structure. Therefore, the assigned experienced teachers from the internship school should mentor the pre-service teachers during teaching practice in a way that all stages of assessment are followed. At present, Bangladesh is struggling to enhance the quality of education at every level (Mamunur-Rashid and Rhman, 2017). Its higher educational institutions are passing through a very hard time as their rankings are poor even in the context of South Asian Countries (Mahmud, 2019). In terms of assessment, higher educational institutions in the country still depend mostly on the traditional summative assessment as the main way of measuring the students' learning outcomes (Rahman et al., 2019). What is more, Mahmud's (2019) study has revealed that many Bangladeshi colleges do not have a clear idea about what formative assessment is. As a result, students just memorise their course materials for the year-end examination and get their certificates (Yamen et

al., 2017). Here, it should also be noted that research on the use of formative assessment in Bangladeshi higher education is also scarce in number. This means that many issues related to formative assessment in higher education of Bangladesh are still unexplored.

The study in Nigeria by Terkimbi, et al., (2021) assessed student teachers' experiences during teaching practice in Benue state: Implications on their perception of the teaching profession. Survey design was adopted for the study with a sample of 170 student teachers. From the findings, respondents agreed that teaching practice has made them decide to take teaching as a profession. Student teachers also faced different challenges ranging from personal preparation, class participation, classroom management, instructional and evaluation problems. It was recommended that proper orientation and feedback for student teachers should be carried out using efficient means of communication like; seminars, workshops, conferences and discussion before they go for teaching practice.

In Zambia, Kabombwe and Mulenga (2019) investigated teachers of History's implementation of the competency-based teaching approaches in the teaching and learning of History in Lusaka district, from the ten zones. The study revealed that teachers of History were not using competency-based approaches to a large extent in the teaching and learning of the subject since they were not trained in competency-based approaches. Instead, they used such traditional methods of assessment as class exercises and tests and examinations. These traditional methods often tested the ability to recall memorized facts, knowledge, and principles and were devoid of performance-based assessment.

A study in Sudan by Umar (2018) established that using assessment for learning can significantly improve the level of student learning. The study found that teachers used different assessment tools such as portfolios, classroom observations, after class quizzes, and learning notebooks to assess learners. In consonance to the findings of the study, Oyinloye and Imenda (2019) established that students instructed using the assessment for learning approach performed statistically higher than those taught under the normal classroom instruction. In the latter study, assessment for learning was associated with the use of the right tools such as scoring rubrics, self-assessment, peer assessment, and peer feedback, all of which contributed to improved learning.

In investigating teacher preparedness and implementation of the competency-based curriculum in public pre-primary schools in Nairobi City County, Kenya, Isaboke et al. (2020) established that most (65.9%) of the teachers had not received any training on CBC. Further, the study revealed a significant relationship between the teachers'

extent of training in CBC and their ability to implement the curriculum with a significance value of  $p=0.000<0.05$ . Regarding the areas of training on assessment, 83.3%, 63.3%, and 6.6% reported to have been trained on how to use assessment rubrics, how to do summative, and formative assessments only. In effect, 51.7% of those who reported that they were not trained had difficulties in using assessment rubrics even with support. These findings bear resemblance with those of Waweru (2018) who, in interrogating the extent to which lower primary school teachers were trained to implement the CBC in Nyandarua North Sub County, Kenya, established that 50% of the teachers face challenges in designing and using the assessment rubrics.

A study carried out in Tanzania by Kihwele and Mtandi (2020) on impact of teaching practice on pre-service teachers' pedagogical competencies in Tanzania used case study design with mixed approach and data was collected using questionnaires. The findings show that pre-service teachers perceive teaching practice as a crucial part of teacher education as it helps to consolidate pedagogical skills which encourage them to pursue teaching profession. Further, findings show challenges like inadequacy of single assessment, poor mentor-novice teacher relationship and interruptions that reduced the actual teaching time. It is recommended that time for teaching practice should be reviewed in the universities curricula for pre-service teachers to have practical experience and get mentorship from experienced teachers. In this way, teaching practice would become an apprenticeship with great impact to the teaching profession.

### **2.2.2 Best Way on Teaching Practice Assessment Feedback for Enhancing Teaching Competence among Teacher Trainees**

In the United States, a qualitative case study by OECD (2018) explored three districts in New Hampshire implementation of competency education reform in middle schools. It requires students to demonstrate mastery of skills and competencies to advance and earn credit, usually through an assessment where learners demonstrate mastery of knowledge and acquisition of skills. According to UNESCO (2019) report, CBC emphasizes the comprehensive outcomes of the learning process. It involves the application of knowledge, skills and attitudes that students must apply, rather than focusing mainly on what students are expected to learn in terms of traditionally defined subject content. This means that learning is learner-centered and can be adapted to the changing needs of society, students, and teachers as well. Most countries in the world have reformed their education systems to competency-based systems.

In the UK according to the Department for Education (2020), the pre-service teachers studying at the University of Edinburgh spent 32 weeks on teaching practice. Pre-service teachers are required to work the same as qualified teachers during their internship; they attend their school for eight hours a day, participate in school life and observe the school's experienced teachers in class (Department for Education, 2020). Thus, teaching practice in the UK is relatively long in terms of duration, and its form covers the stage changes and continuous growth of pre-service teachers. As a result, pre-service teachers can learn about the school running range from the beginning of enrolment and gradually deepen their understanding of the role of teachers.

In the Philippines, according to the study done by Villamero (2014) on three primary school teachers in Negros Oriental. The study employed a constructivist methodology that made it easier for qualitative study to explore the teachers' experiences. Two constructivist instruments were used to explain their experiences, that is, semi-structured interviews as well as classroom observations. The assessment strategies used by teachers were diagnostic, formative and summative. Within these three purposes, teachers used assessment strategies such as tests, observations, portfolios, and grouping. The findings show that teachers need to use different assessment strategies when assessing students. Therefore, it is advanced that when employing assessment strategies, teachers should adjust the content and method of presentation according to the needs of the children.

Nikolić, et al. (2020) conducted in Serbia-Europe on the role of feedback as a management tool in performance management programme. The study used survey research design and it was conducted in 2019 with non-profit organization. Some of the results show that effective feedback requires that the employee has a goal, takes action to achieve the goal, and receives goal-related feedback on his or her actions. The employee goals and performance, coupled with organization goals and performance, are directly linked to the key success factors. The paper shows, apart from the importance of conducting regularly feedback, feedback could encourage good relations between management and employees through motivating them to do their best.

A study by Buabeng, et al., (2020) in Ghana focused on Teacher Education in Ghana: Policies and Practices. The study used narrative research design. The study envisaged that improved teacher qualification and a conscious effort to link theory to practice result in improved teacher knowledge and skills required for a professional teacher. The study calls on policy makers to address the contextual issues and offering supportive guidance and a need for continuity in teacher education policies in Ghana considering the numerous politically related reforms.

In the case of Nigeria for instance, especially in primary schools; it is perceived that teachers barely use a variety of assessment instruments for the assessment of learning. Teachers must persistently seek out and implement assessment mechanisms that depict equity and fairness (Atondo, et al., 2019). In the extant literature, contents and general overview of the essence of educational assessment, monitoring, and evaluation regarding the primary level of education in Nigeria seems scanty; hence, this paper intends to advance the import of assessment, monitoring, and evaluation of primary school teaching-learning transactions; the challenges affecting its effective implementation and their implications on primary school teachers, especially in Nigeria. Thus, the paper examines the imports of assessment, evaluation, and monitoring of primary school teaching-learning transactions; strategies for implementing assessment. The KICD (2017) report indicated that assessment plays a key role in teaching and learning as it forms the basis for evaluating the effectiveness of CBC curriculum implementation. Teachers use a variety of assessment methods to determine the knowledge and skills students have acquired, as well as to identify gaps. Further, the study established that teachers find it hard to assess and appropriately place learners.

The study conducted in Rwanda by Ndhokubwayo and Murasira (2019) based on Teachers' Training College Learners' Expectations for their future Teaching Career. The study used qualitative and group discussion research approach. The study found a relationship between assessment rubrics, mastering the new curriculum and preparation of lesson plan and teaching activities as input towards achieving a career teaching path skilful teachers needed by the Rwandan society just because Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers show students that they care about them, and model a love of learning that can deeply influence their lives. Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement. The study shows that this framework is expected to be reflected by teachers. It also concluded that, Rwandan student-teachers are likely to be motivated to change toward producing competent students at all levels in the global market.

In Kenya, research done by Jelagat (2020) in North Rift and Western Kenya sub-counties established that educational programs are rarely implemented due to lack of resources for assessment. Additionally, the government may not have sufficiently trained teachers in assessment methods before the introduction of the new curriculum which reached its sixth year in 2022. Poor training of teachers on assessment methods can be an obstacle to the realization of the objectives of the CBC in the country. For

proper implementation of CBC curriculum (pre-school to sixth grade from 2022), the onus is squarely on the Kenya government and stakeholders to ensure that every primary school in the country has enough teachers trained. Teachers play a crucial role in implementation of the curriculum and in this case are expected to have the requisite evaluation and assessment skills to check the extent to which learners have mastered the skills, knowledge and competencies. Studies done in other countries such as Tanzania and Rwanda observed that teachers use old practices that are not prescribed in Competency Based Assessment plan.

Tanzania, for example adopted and implementation of CBC ahead of Kenya, a study by Paul (2014) established that in spite of the teachers being aware of the assessment methods to be used for the CBC, they hardly use those methods in teaching at schools but rather prefer to use traditional techniques of assessment which resulted in students not achieving the required competencies. Further, Lukindo’s (2016) in a study conducted in Tanzania established that no serious improvement was made with regards to assessment of learners in schools. This is contrary to the purpose of introducing the curriculum in schools.

Again, in Tanzania according to the study done by Msuya (2022) Students-Teachers' Professional Development during Teaching Practice in Tanzania: Experience from the Host Institutions. A mixed research approach with cross-sectional survey was employed in this study. Data was collected through questionnaires and semi-structured interviews. The study involved 245 participants. The findings indicate that student-teachers received positive mentorship from host institutions through orientation before getting direct classroom exposure. Findings indicate further that student teachers were involved in both administrative and academic activities. It is recommended that higher learning institutions and educational stakeholders collaborate for the creation of a conducive learning environment for student-teachers.

### 3. Methodology

A mixed methods approach was adopted specifically a convergent design was used whereby the study targeted 580 teacher trainees and 54 tutors in the teacher training colleges in Arusha region (MoEST, 2023). Therefore, in total, the target population of this study was 634 individuals. This study used Yamane formula to draw its sample size from the target population (Yamen et al., 2017). The formula is:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= required sample size, N= target population and e= margin error (0.1 or 10%)

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{634}{1 + 634(0.1)^2}$$

$$n = \frac{634}{1 + 634(0.01)}$$

$$n = \frac{634}{1 + 6.34}$$

$$n = \frac{634}{7.34}$$

$$n = 86.37 \approx 86$$

Therefore, from the target population, this study sampled 86 respondents from teacher training colleges in Arusha region that consisted of 10 tutors (purposively sampled) and 76 teacher trainees (selected by stratified sampling technique). The trainee teachers were the main targets because these are the primary subjects for teaching practice intended to enhance teaching competence. Trainee teachers were expected to be aware of how the feedback from their trainers influences their teaching competence. Furthermore, the teacher trainers were targeted because they are regarded as the core mentors for providing constructive and critique feedback on teaching practice among trainee teachers. Data was collected using questionnaires, interview guides and focus group discussion. Validity of the instruments was ensured using teaching practice assessment experts while reliability of quantitative instrument was estimated using test-retest method. This was conducted by using 33 items of quantitative instrument to collect sample data and were analysed in Statistical Package for Social Sciences (SPSS- Version 25) and the Cronbach’s Alpha method was used to test Correlation Coefficient (r=0.91) that was found greater than 0.5 and according to George and Malley (2003), the reliability was established. The reliability for qualitative instrument was ascertained through asking consistent questions for all study participants such that all interviewees were asked the same questions in the same way for collecting comprehensive data. Descriptive statistics were used to analyze the quantitative data through the aid of SPSS Version 25 and presented in tables of frequencies and percentages. While qualitative data were analyzed in themes and presented in words being supported by direct quotations (Braun and Clarke, 2017).

### 4. Results and Discussion

The findings were discussed regarding research objectives.

## 4.1 Influence of Teaching Practice Assessment Feedback on Enhancing Competence among Trainee teachers in Arusha Region

The research question for objective one of the current study was set to determine the influence of teaching practice assessment feedback on enhancing competence among trainee teachers in Arusha region. Questionnaires were

administered to the sampled trainee teachers and they were required to indicate their level of agreement with ten items based on Likert scale of Strongly Agree (SA) =5 Agree (A) = 4, Undecided (U) =3, Disagree (D) =2, and Strongly Disagree (SD)=1. While interview guide was employed to collect data from 10 teacher trainers from two colleges in Arusha region. Table 1 presents the quantitative results through questionnaires on the influence of teaching practice assessment feedback on enhancing competency among trainee teachers in Arusha region.

**Table 1: Trainee Teachers' Responses on the Influence of Teaching Practice Assessment Feedback on Enhancing Competency among Trainee teachers in Arusha Region (n=76)**

| Influence of teaching practice assessment feedback                    | Responses: f (%) |        |         |                   |          |
|---|------------------|--------|---------|-------------------|----------|
|   | Strongly Agree   | Agree  | Neutral | Strongly Disagree | Disagree |
| Develops effective teaching competence                                | 25(33)           | 49(64) | 2(3)    | -                 | -        |
| Provides valuable insights into teaching practice                     | 37(49)           | 38(50) | -       | -                 | 1(1)     |
| Identifies areas for improvement                                      | 29(38)           | 47(62) | -       | -                 | -        |
| Reinforcing good teaching practices                                   | 33(43)           | 39(51) | 1(1)    | -                 | 3(4)     |
| Build trainee teachers' confidence                                    | 30(39)           | 41(54) | 4(5)    | 1(1)              | -        |
| Tell what has been done well and encourages them to continue doing it | 35(46)           | 36(47) | 3(4)    | 2(3)              | -        |
| Encouraging professional growth                                       | 32(42)           | 44(58) | -       | -                 | -        |
| Promotes self-reflection  | 40(52)           | 34(45) | 2(3)    | -                 | -        |
| Enhancing self-awareness  | 28(37)           | 43(57) | 1(1)    | 2(3)              | 2(3)     |
| Increasing teaching morale among trainee teachers                     | 20(26)           | 45(59) | 7(9)    | 3(4)              | 1(1)     |

Source: Field Data, 2023

The data in table 1 shows that 33% of the respondents strongly agreed and 64% agreed that teaching practice assessment feedback contributes to the development of effective teaching competency while 3% were neutral to the statement. A significant number of respondents agreed that providing regular and constructive feedback plays a vital role in improving their teaching abilities and preparing them for their future roles as trainers. This finding is also related to the study by Terkimbi, et al. (2021) assessed trainee teachers' experiences during teaching practice in Benue state: Implications on their perception of the teaching profession. From the findings,

respondents agreed that teaching practice has made them decide to take to teaching as a profession.

Also, from table 1, 49% of respondents strongly agreed and 50% agreed that teaching practice assessment feedback provides valuable insights into their teaching practice while 1% disagreed. A high percentage of respondents indicated the importance of providing comprehensive and meaningful feedback to trainee teachers. By offering valuable insights, the feedback enables trainee teachers to reflect on their teaching practices, make necessary adjustments, and continue to grow as effective trainers. These findings are concurring with Apolot, et al., (2018)

that researched on school practice supervision and performance of trainee teachers in higher institutions of learning in Uganda. The results showed a significant positive relationship between school practice supervision and trainee teacher performance in higher institutions of learning. It also showed that school practice supervision improves trainee teachers' subject competence, provides insights for their teaching and enhances their confidence in teaching and learning of new teaching techniques. This suggests that trainee teachers perceive the feedback they receive as a valuable source of information about their teaching practice. This feedback helps them gain a deeper understanding of their teaching methods, strengths, and areas that require improvement.

In table 1, the results indicated that 38% of respondents strongly agreed and 62% agreed that teaching practice assessment feedback helps identify areas for improvement. According to respondents' views the feedback likely highlights strengths and weaknesses, allowing them to focus on areas that require attention. By addressing these areas, trainee teachers can work towards refining their teaching strategies, addressing weaknesses, and enhancing their overall teaching competence. In strengthening these findings, Gerardus (2021) on the performance feedback theory said that positive feedback, which highlights strengths and successes, can help reinforce positive behaviour and motivate individuals to continue performing well. Negative feedback, which identifies areas for improvement, can provide guidance and direction for individuals to modify their behaviour and improve their performance. This implies that trainee teachers perceive the feedback they receive as a valuable source of information about their teaching practice. This feedback likely helps them to gain a deeper understanding of their teaching methods, strengths, and areas that require improvement.

According to the data, 43% of respondents strongly agreed and 51% agreed that teaching practice assessment feedback reinforces good teaching practices while 1% of respondents were neutral. Only a small portion of respondents (4%) disagreed to the statement. The respondents indicated that, providing positive reinforcement through feedback plays a crucial role in nurturing and sustaining good teaching practices among trainee teachers. Recognizing and reinforcing effective teaching strategies boost trainees' confidence and motivation to excel in their teaching careers. The findings are also supported by Lipnevich and Panadero (2021) on the study on review of feedback models and theories: descriptions, definitions, and conclusions noted that, providing trainee teachers with constructive feedback on their teaching practices helps to strength quality teaching enhance their competence. The study concluded that, by using a systematic approach and creating a supportive

learning environment, trainee teachers can use feedback to guide their future teaching practices and develop the skills needed to become effective teachers. This indicates that, trainees perceive the feedback they receive as a reinforcement of their effective teaching practices. This feedback likely acknowledges and highlights their strengths, encouraging them to continue employing successful teaching methods.

On the other hand, respondents T1, T2, T3 revealed that. *“Teaching practice assessment is the mother of competency within teaching carrier, due to its influence and proper evaluation of trainee-trainees achievement.”* (Personal interview on 21<sup>st</sup> May 2023).

It has been established through this study that monitoring and evaluation have a positive impact to the learners', teachers', and schools' overall performance. The response from these respondents was like that of Ajibade and Ajibade (2020) and Ikoro and Eleri (2017).

While giving response to the same question, another interviewee put forth the following: Respondents ST1, ST2 said that.

*“We as trainee-trainees to be, we can perform better at our working areas only if a lot of emphasis is laid upon our course especially by applying good directions of evaluation”* (Personal interview on 21<sup>st</sup> May 2023).

The data indicates that the trainee-trainees acknowledge the importance of their course and its evaluation methods in shaping their professional development. They express a willingness to engage actively in their learning and acknowledge the role of a well-structured and evaluated course in preparing them for their future working areas. This perspective highlights the importance of a student-centered approach to education and the potential benefits of tailoring the training program to meet the needs and aspirations of the trainees. By incorporating effective evaluation practices, the institution can support the trainees' growth and help them become more competent and successful in their respective fields.

## **4.2 The Best Ways to Provide Teaching Practice Assessment Feedback to Enhance Teaching Competence among Trainee teachers**

The research question for objective two of this study was set to investigate the best ways to provide teaching practice assessment feedback to enhance teaching competence among trainee teachers in Arusha region. The sampled



trainee teachers were required to indicate their level of agreement with ten items which were in the questionnaires. Table 2 presents the quantitative results through

questionnaires on the best way on teaching practice assessment feedback for enhancing teaching competence among trainee teachers in Arusha region.

**Table 2: Ways to Provide Teaching Practice Assessment Feedback to Enhance Teaching Competence among Trainee Teachers (n=76)**

| Way to Provide Teaching Assessment Feedback | Responses: f (%) |        |         |                   |          |
|---|------------------|--------|---------|-------------------|----------|
|   | Strongly Agree   | Agree  | Neutral | Strongly Disagree | Disagree |
| Provide specific, actionable feedback       | 33(43)           | 43(57) | -       | -                 | -        |
| Use a variety of assessment methods         | 31(41)           | 45(59) | -       | -                 | -        |
| Encourage self-reflection                   | 41(54)           | 32(42) | 3(4)    | -                 | -        |
| Offer suggestions for improvement           | 39(51)           | 37(49) | -       | -                 | -        |
| Use a growth mind-set approach              | 30(39)           | 46(61) | -       | -                 | -        |
| Provide feedback in a timely manner         | 42(55)           | 31(41) | 2(3)    | -                 | 1(1)     |
| Use a strengths-based approach              | 37(47)           | 34(45) | 5(7)    | -                 | -        |
| Offer support and guidance                  | 35(46)           | 40(53) | -       | 1(1)              | -        |
| Create a supportive environment             | 43(57)           | 30(39) | 3(4)    | -                 | -        |
| Acknowledge successes                       | 32(42)           | 44(58) | -       | -                 | -        |

Source: Field Data, 2023

The data in table 2 show that 43% of the respondents strongly agreed and 57% agreed that providing specific, actionable feedback is the best way for enhancing teaching competency among trainee teachers. The respondents believed that trainers should focus on providing targeted feedback that enables teachers to make concrete changes in their teaching practice. The study by Adarkwah (2020) aligned its findings to the current results by recommending that, since negative feedback can distort learning, affect state of the recipient, and the job performance of employees, consequently, feedback in any form should be specific, timely, frequent, supportive, and constructive. This implies that feedback that is specific, actionable, and includes suggestions for improvement is a crucial strategy on enhancing teaching practice assessment feedback to improve teaching skills.

Furthermore, the data in table 2 shows that 57% of respondents strongly agree and 39% agreed that creating a supportive environment is essential on enhancing teaching practice assessment feedback while few (4%) trainees remained neutral. Many respondents believed that creating a supportive environment is beneficial for enhancing

teaching competence. A supportive environment can offer encouragement, foster collaboration and a sense of belonging, leading to improved teaching practices among trainees. Such findings agree with Msuya (2022) who researched on trainees-teachers' professional development during teaching practice in Tanzania: experience from the host institutions. The findings indicate that trainee-teachers received positive mentorship from host institutions through orientation before getting direct classroom exposure. However, there were some challenges that faced them such as limited exposure to the use of ICT as a pedagogical tool, and limited infrastructural support.

During the interviews with tutors and focus group discussion conducted among teacher trainees, respondents revealed that the essence of assessment is for onsite monitoring and evaluation of teaching practice among trainees in both primary and secondary schools. It is the needed tool that influence and ensures efficiency, effectiveness, and sustainability of the education sector. Interviewee T6 specifically narrated that:

*“...assessment, monitoring, and evaluation of teaching practices need to be regularly administered to trainee*

*teachers due to the overall influences on competence of the teachers...” (Personal interview on 22<sup>nd</sup> May 2023).*

The interpretation here shows that continuous assessment will improve trainees' competency and therefore should be embraced by all stakeholders in training teachers.

Respondents T7, T8, T9 and T10 agreed that teaching and learning is a major component of the education system, globally. At every point in time, efficiency and progress in terms of inputs and output in the system requires periodic monitoring and evaluation in ascertaining whether real attainment in the field is achieved. According to the response from T7, T8, T9 and T10; teaching practice assessment feedback in education involves setting targets and milestones to measure progress and achievement in teaching and learning.

Interviewees T8 and T9 collectively asserted that.

*“...Teacher-trainers or instructors should have the right and positive attitudes towards assessment and its implementation in order to influence competence of the trainees (Personal interview on 23<sup>rd</sup> May 2023).”*

The data suggests that the attitudes of teacher-trainers or instructors towards assessment play a crucial role in influencing the competence of the trainees (that is, the individuals undergoing training). The use of the terms "right" and "positive" attitudes indicates that the researchers or respondents consider certain attitudes as essential and favourable for the effective implementation of assessment practices.

This response was supported by Odinko (2014) who further insisted that assessment feedback should find out whether the impacts were producing the planned outputs or if an educational programme was consistent. Furthermore, it is true that there is no feedback without assessment this is because the essence of the feedback in teaching practice is to expand instruction whereby assessment is designed for measuring what learners have learned against what they are expected to have learnt.

More so, it assesses learning effectiveness, learners' reactions to the mode of instruction, it is a source of information on the progress of teaching and learning; it enhances teachers' and learners' expertise and knowledge; it contributes to transparency and accountability in the school system; it limits mistakes and offers paths for learning and improvements; it is a basis for questioning and testing assumptions; it improves policy making and practice; it smoothens the communication gap between governments, education policymakers, and stakeholders; it enriches the performance of both teachers and learners; essential for future school planning and management.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The teaching practice assessment feedback plays a vital role in improving the competence of trainee teachers. The study revealed that timely and constructive feedback provided during teaching practice significantly enhanced the teaching skills and professional development of trainees. The feedback not only highlighted areas of improvement but also motivated trainees to reflect on their practice and make necessary adjustments. Moreover, the findings emphasized the importance of personalized feedback tailored to individual trainees' needs, as it led to more substantial growth in their competence levels. Furthermore, the study highlighted the significance of on-going feedback throughout the teaching practice period, as it allowed trainees to track their progress, build upon their strengths, and address any weaknesses. Generally, these findings underscore the essential role of teaching practice assessment feedback in cultivating competent and effective teachers, suggesting that incorporating systematic and targeted feedback mechanisms into teacher training programs can greatly contribute to the professional development and overall effectiveness of future trainers in the Arusha region.

The best way to provide teaching practice assessment feedback requires both comprehensive and multifaceted approaches. The study revealed that feedback should be timely, individualized, and specific, focusing on both strengths and areas for improvement. Additionally, the use of various assessment methods is highly effective in promoting self-awareness and professional growth. Furthermore, establishing a supportive and constructive learning environment, where trainees feel safe to take risks and receive on-going guidance and mentoring, emerged as a crucial factor in enhancing teaching competence. Overall, these findings highlight the importance of a holistic feedback approach that addresses trainees' individual needs, promotes self-reflection and collaboration, and fosters a positive and growth-oriented mind-set for continuous improvement in teaching practice.

### 5.2 Recommendations

Based on the study findings the following recommendations were made:

1. The authority responsible for teacher colleges should ensure that feedback mechanisms are well-

established and consistently implemented across all teacher training programs. They should provide necessary training and resources to college staff and instructors on effective feedback practices. Additionally, teacher college authorities should create a supportive environment that encourages trainees to give and receive feedback openly. By fostering a culture of feedback and continuous improvement, teacher colleges can contribute to the professional growth and teaching competency of their trainees.

2. Schools that host trainee teachers during teaching practice should collaborate with teacher colleges to enhance the feedback process. They should provide opportunities for trainees to receive timely feedback, support, and guidance during their teaching practice placements. Schools can also contribute by implementing evaluation methods that assess a range of teaching competencies. By actively participating in the feedback process and acknowledging trainee successes, schools can create an environment that values and supports the professional growth of trainee teachers.

## References

- Adarkwah, M.A. (2020). *The Power of Assessment Feedback in Teaching and Learning: A Narrative Review and Synthesis of Literature*. Switzerland: Springer.
- Apolot, H.M., Otaala, J., Kamanyire, V. and Komakech, R.A. (2018). *School Practice Supervision and Performance of Trainee Teachers in Higher Institutions of Learning in Uganda*. Uganda: Zeetaz Publishing.
- Atondo, K., Vijay K. S., Choudhury, T and Imran, F. (2022). Enhancing Teaching and Learning Through Peer Observation: An Indian Case Study. *Education Research International*, Vol. 2022, p. 13.
- Barrogo, S.D. (2020). Teachers' Perception of Standardized Classroom Observation Tool. *International Journal of Academic Pedagogical Research*, Vol. 4 Issue 7, pp. 33-37.
- Braun, V., & Clarke, V. (2017). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77
101. <https://doi.org/10.1191/1478088706qp063oa>
- Buabeng, I., Ntow, F.D. and Otami, C.D. (2018). *Teacher Education in Ghana: Policies and Practices*. Ghana: Sciedu Press Publishers.
- Feruzi, S. M., and Yang, L., 2019. *Teachers' position on implementing competence-based curriculum in Tanzania: Adoption of the first framework*. *International Journal of Research and Innovation in Social Science*, 3(9), 411 – 416.
- Gerardus-Lucas, J.M. (2021). *Performance Feedback Theory*. London: Oxford University Press.
- George, D., and Mallery, P. (2003). *SPSS for Windows Step by Step: A Sample Guided Reference 11.Oupdate. (4 Th Ed)*. Boston: Allyn and Bacon.
- Ibrahim, N., Sueb, R. and Dalim, S.F. (2019). *Trainee Teachers' Readiness Towards 21<sup>st</sup> Century Teaching Practices*. Malaysia: Faculty of Education, UniversitiTeknologi.
- Ikoru I. S. and. Eleri N. O. (2017). *Evaluation of learning outcomes of primary school pupils in Ebonyi State, Nigeria*. *International Journal of Quantitative and Qualitative Research Methods*, 5 (5), 1-9.
- Kihwele, E.J. and Mtandi, R. (2020). Impact of Teaching Practice on Pre-Service Teachers' Pedagogical Competencies in Tanzania. *East African Journal of Education and Social Sciences*, Vol. 1, No. 1, pp. 101-111.
- Kenya Institute of Child Development (2017). *Pedagogical Competencies in Teachers' Colleges*. *East African Journal of Education and Social Sciences*, Vol. 1, No. 1, pp. 101-111.
- Kabombwa, N and Mulenga, L. (2022). Model-Based Stratified Sampling for Causal Inference in Observational Studies. *Biometrical Journal*, 64(1), 3-18.
- Lindström, L., Löfström, E. and Londén, M. (2022). *Supervising Teachers' Orientations and Conceptions About Content and Process in Teaching Practice*. Finland: Routledge, Taylor and Francis Group.
- Lipnevich, A.A. and Panadero, E. (2021). A Review of Feedback Models and Theories: Descriptions,

- Definitions, and Conclusions. *Frontiers in Education Journal*, Vol. 6, 2021.
- Liu, Y., and Liao, W. (2019). Professional development and teacher efficacy: Evidence from the 2013 TALIS. *School Effectiveness and School Improvement*, 30(4), 487-509. <https://doi.org/10.1080/09243453.2019.1612454>
- Lukindo, M.Z. (2016). Reflection-in-Action: A Stimulus Reflective Practice for Professional Development of Trainee Teachers. *Bulletin of Education and Research*, Vol. 39, No. 2 pp. 65-82.
- Isaboke, N.T. (2020). The Role of Feedback as a Management Tool in Performance Management Program. *Quality Access to Success Journal*, Vol. 21, No. 177, 2020.
- Mansor., R. (2017) Faculty of Education and Human Development, Sultan Idris Education University, Malaysia DOI: 10.6007/IJARBSS/v7-i6/3044 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i6/3044>
- McLeod, S. and Guy-Evans, O. (2022). *Operant Conditioning, How Reinforcement and Punishment Modify Behaviour*. London: Simply Scholar Ltd.
- McLeod, S. and Olivia, G.E. (2023). *Questionnaire: Definition, Examples, Design and Types*. Wenlock Road, London: Simply Scholar Ltd.
- Ministry of Education Science and Technology (2023). Education Sector Development Plan (2016/17 – 2020/21). Tanzania Mainland.
- Msuya, O.W. (2022). Trainees-Teachers' Professional Development during Teaching Practice in Tanzania: Experience from the Host Institutions. *Higher Education Studies*, Vol. 12, No. 3; 2022.
- Ndalichako, J. (2014); *Classroom Assessment Practices of Secondary School Teachers*: International Journal of Information and Education Technology, Vol. 5, No. 5.
- Ndihokubwayo, K. and Murasira, G. (2019). *Teachers' Training College Learners' Expectations for Their Future Teaching Career*. A Journal of Contemporary Research, 16(2), 1-10.
- Nghia, T. L. H., and Tai, H. N. (2017). *Preservice Teachers' Identity Development during the Teaching Internship*. Australian Journal of Teacher Education, 42(8), 1-15. <https://doi.org/10.14221/ajte.2017v42n8.1>
- Nikolić, T.M., Perić, N. and Bovan, A. (2020). *The Role of Feedback as a Management Tool in Performance Management Programme*. Belgrade, Serbia: University Press.
- Ode, J.O., Iloakasia, A.O. and Maduka, O.G. (2020). Teacher Education Programme: The Place of Teaching Practice. *Education Review Letters*, 5 (11), p.11.
- Odinko, M. N. (2014). *Evaluation Research*. Theory and Practice. Giraffe Books.
- Odundo, P.A., Ganira, K.L. and Ngaruiya, B. (2018). Preparation and Management of Teaching Practice Process at University of Nairobi, Kenya: Appropriateness of Methods and Resources. *International Journal of Learning, Teaching and Educational Research*, Vol. 17, No. 8, pp. 107-128.
- Onyinloye, J.A. and Imenda, S.O. (2021). Assessment of Teaching Performance of Trainee- Teachers on Teaching Practice. *International Education Studies*, Vol. 5, No. 5; 2021.
- Organization for Economic Cooperation and Development (2023). *Teacher Professional Development*. Paris: OECD Publishers.
- State Government of Victoria (2022). *Feedback and Reporting*. Australia: Department of Education.
- Villamera, S. (2023). *Random Sampling*. Dhaka: BIDA Publications.
- Terkimbi, G.F. Odus, A. A. and Wanger, A.C. (2021). Teaching Practice in Benue State: Implications on their Perception of the Teaching Profession. *International Journal of Research and Scientific Innovation*, Vol. 8 (7), 2021.
- Umar, U. E. (2018). Examination Malpractice: Causes and Effects on National Development. *Journal of Education and Practice*, 6 (26), 12-17.
- UNESCO (2019). *Ensuring Access to Education for All*. [www.ibe.unesco.org/sites/](http://www.ibe.unesco.org/sites/)

Waweru, B. W (2015). *Influence of Monitoring and Evaluation by Principals on Effective Teaching and Learning in Public Secondary Schools in Githunguri District*. Journal of Education and Practice, 6(9), 10-17.

Yamen, T., Sato, S and Maruyama, M (2017). *Sample Size Formula*. Atkins:  
DOI:<https://doi.org/10.1016/j.optha.2017>