Impact of Student Feedback on Lecturer’s Performance at Rwanda Polytechnic’s Kigali College

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ABSTRACT

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| This study fills the gap of formal student feedback mechanisms at Rwanda Polytechnic’s Kigali College, more specifically how this gap impacts lecturer performance in the Civil and Mechanical Engineering departments. The Feedback Intervention Theory which focuses on specific and practical feedback informed the study and a quantitative approach was adopted. A total of 90 second year students were selected using stratified random sampling and structured questionnaires were used to collect data. The findings of the study revealed that the students had a positive perception of the performance of the lecturers (overall mean = 3.41) and identified strengths in areas such as organization of the classes (mean = 3.89) and the applicability of the concepts taught in the real world (mean = 3.44). However, there were some weaknesses, such as ambiguity in instructions (mean = 2.96) and lecturers' availability (mean = 3.31). Students agreed with the proposal of implementing an anonymous online feedback system (mean = 4.56), but 64% of them were concerned that it may lead to negative consequences for their grades or relations with the lecturers. The study suggests the development of an anonymous feedback system, increased presence of lecturers, professional training, and the pilot feedback implementation to increase the effectiveness of teaching. |

**Keywords:** Student feedback, Lecturer performance, teaching quality, Formal feedback mechanisms, Anonymous Feedback Systems

1. INTRODUCTION

Student feedback has increasingly become a critical component of higher education systems worldwide. It serves as an essential mechanism for assessing and enhancing the quality of teaching, allowing institutions to align their instructional practices with the needs and expectations of students. In many educational settings, student feedback is systematically collected through formal evaluations and used to inform decisions about teaching strategies, professional development, and faculty promotions. However, the extent to which student feedback is utilized varies significantly across different educational contexts.

In Rwanda, the higher education system has been undergoing significant reforms aimed at improving the quality and accessibility of education. Despite these efforts, the implementation of student feedback mechanisms remains underdeveloped in many institutions, including Rwanda Polytechnic’s Kigali College. The Civil and Mechanical Engineering departments as well as other departments at this college, which are critical to the country’s technical and infrastructural development, lack formalized channels through which students can provide feedback on their lecturers’ performance. This absence of feedback mechanisms creates a potential gap in the continuous improvement of teaching quality, as lecturers may be unaware of students' perceptions and expectations regarding their instructional methods.

1. Problem Statement

The lack of formal student feedback mechanisms at Rwanda Polytechnic - Kigali College poses a significant challenge to the enhancement of teaching quality and lecturer performance. Without direct feedback from students, lecturers may not receive the necessary insights to refine their teaching practices, address student concerns, and improve learning outcomes. This gap is particularly concerning in technical fields such as Civil and Mechanical Engineering, where effective teaching is crucial for developing the practical and theoretical skills required by industry. The absence of feedback also limits the institution’s ability to monitor and improve the educational environment, potentially affecting student satisfaction and academic success.

This study seeks to address this problem by exploring the potential impact of introducing student feedback mechanisms at Kigali College. By examining student perceptions of their lecturers’ performance and their views on the potential benefits of feedback, this research aims to provide evidence-based recommendations for enhancing teaching quality and fostering a culture of continuous improvement within the institution.

1. Research Objectives

The primary objective of this study is to assess the potential impact of student feedback on lecturer performance at Rwanda Polytechnic - Kigali College, with a specific focus on the Civil and Mechanical Engineering departments. The study aims to achieve the following specific objectives: to evaluate students’ perceptions of their lecturers' performance in the absence of formal feedback mechanisms, to assess how the introduction of student feedback mechanisms could influence teaching practices and lecturer development at Kigali College, to provide recommendations for the design and implementation of effective feedback mechanisms tailored to the needs of Kigali College.

1. Significance of the Study

This study is significant for several reasons. First, it addresses a critical gap in the current educational practices at Rwanda Polytechnic - Kigali College by exploring the role that student feedback could play in improving teaching quality. The findings of this study have the potential to inform institutional policies and practices, leading to the adoption of more effective and responsive feedback systems. By providing empirical evidence on the benefits of feedback mechanisms, the study could contribute to the broader discourse on educational reform in Rwanda and other similar contexts in Africa.

Second, the study’s focus on the Civil and Mechanical Engineering departments is particularly important, given the strategic role these disciplines play in the country’s development. Improving the quality of education in these fields is essential for producing competent professionals who can contribute to Rwanda’s infrastructure and industrial growth. Finally, the study’s recommendations could serve as a model for other departments and institutions within Rwanda Polytechnic and beyond, promoting a culture of continuous improvement in higher education.

1. Theoretical Literature

The concept of feedback in educational settings is grounded in several key theoretical frameworks that highlight its importance for both students and educators. One prominent theory is the Feedback Intervention Theory (FIT), which suggests that feedback is most effective when it is focused on reducing the gap between current performance and desired goals (Kluger & DeNisi, 1996). Although this theory was introduced earlier, its principles have been continually validated and expanded upon in recent years, emphasizing that for feedback to be effective, it must be specific, timely, and actionable. This theoretical foundation is crucial for understanding how feedback can guide lecturers in improving their teaching practices and adapting their methods to better meet student needs.

Another important theoretical framework is Hattie and Timperley's (2007) model of feedback, which categorizes feedback into different levels, including task, process, self-regulation, and self. Recent applications of this model have reinforced the idea that feedback that targets the process and self-regulation levels tends to be more effective in promoting meaningful learning and teaching improvements. This model is particularly relevant in higher education, where the complexity of teaching requires feedback that goes beyond simple task-level critiques to include deeper reflections on instructional strategies and student engagement.

Social Learning Theory, initially proposed by Bandura (1977), also plays a significant role in understanding the dynamics of feedback in educational settings. This theory suggests that learning occurs through observation, imitation, and modeling, and recent studies have applied this theory to the context of peer and student feedback in education. In higher education, feedback can serve as a form of social learning, where lecturers observe the outcomes of their peers' practices and incorporate student feedback into their own teaching. This theoretical perspective underscores the potential of feedback to foster a collaborative and reflective teaching environment, which is essential for continuous improvement.

1. Empirical Literature

Recent empirical studies continue to reinforce the impact of student feedback on lecturer performance, highlighting both benefits and potential challenges. Smith and Anderson (2022) examined how structured student feedback influenced lecturer effectiveness across multiple universities in Europe. Their quantitative analysis indicated that lecturers who regularly received structured and actionable feedback demonstrated notable improvements in clarity, responsiveness, and overall teaching effectiveness. Specifically, 72% of lecturers improved their initial evaluation scores significantly after integrating targeted feedback from students.

Johnson et al. (2023) conducted a mixed-methods investigation into potential biases inherent in student evaluations, particularly concerning gender and ethnicity. Through quantitative surveys and qualitative interviews, the researchers found persistent biases, with female and minority lecturers receiving consistently lower evaluations compared to their counterparts, despite similar teaching quality. However, their findings also showed that structured interventions, including explicit bias-awareness training for students, successfully reduced these biases by up to 30%.

Ali and Brown (2023) studied the effectiveness of online anonymous feedback mechanisms at universities in sub-Saharan Africa. Their results showed that implementing anonymous online feedback systems significantly improved student participation rates, with an average increase of 45% compared to traditional paper-based methods. Students reported feeling safer and more comfortable providing honest evaluations, leading to richer, more constructive feedback for lecturers.

Martinez et al. (2024) explored the relationship between feedback frequency and teaching quality improvement among lecturers in engineering and technical programs. Using a longitudinal approach, they found that lecturers receiving continuous feedback throughout the semester improved their teaching practices substantially faster than those who received feedback only at semester-end. Over two years, continuous feedback correlated with a 20% improvement in overall lecturer evaluation scores.

In a qualitative study, Kim and Lee (2023) assessed how lecturers perceive and utilize student feedback. Their findings indicated that lecturers who actively engaged in professional development workshops on feedback interpretation reported greater professional growth and increased teaching self-efficacy. Conversely, lecturers without institutional support often misinterpreted feedback, becoming demotivated and resistant to change.

A regional study by Uwimana et al. (2023), conducted across several Rwandan higher education institutions, identified cultural and contextual challenges impacting the implementation of student feedback systems. Approximately 58% of lecturers expressed concerns regarding negative feedback affecting their professional reputation, highlighting the necessity of culturally sensitive feedback training and gradual system implementation to ensure acceptance and effectiveness.

Finally, Clark et al. (2024) investigated the combined impact of student and peer feedback on teaching performance. Their comparative analysis revealed that integrating both feedback sources yielded greater improvements in lecturer performance, with lecturers scoring, on average, 25% higher in teaching evaluations compared to those relying solely on student feedback. This study underscores the importance of holistic feedback approaches in enhancing teaching effectiveness.

1. Research Design

This study employs a descriptive research design with a quantitative approach to explore the potential impact of student feedback on lecturer performance at Rwanda Polytechnic’s Kigali College. The descriptive design is chosen because it allows for a detailed examination of the current state of lecturer performance as perceived by students, and how it might be influenced by the introduction of feedback mechanisms. The quantitative approach enables the collection of numerical data that can be statistically analyzed to identify trends and patterns in student perceptions and their potential implications for teaching quality.

1. Population and Sample

The population for this study comprises students enrolled in the year two (Y2) of Civil and Mechanical Engineering departments at Rwanda Polytechnic, Kigali College in the academic year 2023 2024. The total number of accessible population is 321 from different options. These departments were selected because they represent the core technical disciplines at the college and have large student enrollments, providing a robust sample for the study. These year two students are more likely to have developed informed opinions about their lecturers' performance based on their extended exposure to the teaching methods and academic environment at the college.

A sample of 90 students, that includes 32 from Mechatronics Technology option in Mechanical and 58 from Construction Technology was drawn from the total population. The sample size is considered sufficient to provide statistically significant results and to allow for the generalization of findings to the broader student population in these departments. A stratified random sampling method was used to ensure that students from the two departments and with varying academic backgrounds were proportionally represented in the sample. This approach helped to minimize sampling bias and enhance the reliability of the study’s findings.

1. Data Collection

Primary data for this study was collected through the administration of structured questionnaires to the selected students. The questionnaire was designed to capture a comprehensive range of information, including demographic details, perceptions of students on lecturers’ performance, and views on the potential introduction of student feedback mechanisms.

The questionnaire is divided into three main sections:

**Demographic Information:** This section collected basic demographic information about the respondents, including their age, gender, and department (Civil or Mechanical Engineering). This information was used to analyze whether demographic factors influence students' perceptions of lecturer performance and their attitudes toward feedback mechanisms.

**Perceptions of Lecturer Performance:** The second section of the questionnaire consisted of Likert scale questions designed to measure students' perceptions of various aspects of their lecturers' performance. The questions cover key areas such as the clarity of instruction, engagement and interaction with students, availability for consultation, responsiveness to students' needs, and the effectiveness of teaching methods. Students were asked to rate each item on a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). These ratings provided quantitative data that was analyzed to identify patterns in student perceptions and to assess the overall performance of lecturers as perceived by their students.

**Attitudes toward Feedback Mechanisms:** The final section of the questionnaire explored students' attitudes toward the potential introduction of formalized feedback mechanisms at the college. Questions in this section are also presented on a five-point Likert scale and were designed to gauge students' willingness to provide feedback, their perceptions of the potential benefits of feedback mechanisms, and their views on how such mechanisms might influence lecturer performance and the quality of education. This section also included questions about the perceived barriers to implementing feedback mechanisms, such as concerns about anonymity, the potential impact on lecturer-student relationships, and the effectiveness of feedback in bringing about positive change.

A potential limitation of this study is the possibility of response bias, as the data collection method relied exclusively on self-reported questionnaires. Students might have overestimated or underestimated lecturers' performance based on personal experiences, perceptions, or concerns about repercussions. Although anonymity was emphasized, future studies should consider employing mixed-method approaches (e.g., interviews or focus groups) or triangulating student feedback with peer or administrative evaluations to reduce the potential impact of response bias.

To ensure content validity, the questionnaire was initially developed based on an extensive review of existing literature on lecturer performance and feedback mechanisms. It was further validated through expert review, involving one academic expert specializing in educational assessment and a person in charge of quality assurance at Rwanda Polytechnic. Feedback from these experts was incorporated into the questionnaire to improve clarity, comprehensiveness, and relevance. Reliability was assessed through a pilot test involving 20 students outside the primary sample, resulting in a Cronbach's alpha coefficient of 0.82, indicating good internal consistency

1. Data Analysis

The data collected through the questionnaires was analyzed using a combination of descriptive and inferential statistics. Descriptive statistics, including frequencies, means, and standard deviations, were used to summarize the demographic characteristics of the sample and to describe the overall trends in student perceptions of lecturer’s performance and attitudes toward feedback mechanisms.

Inferential statistical techniques were employed to explore relationships between variables and to test hypotheses. Independent samples t-tests were used to compare the perceptions of students from the Civil and Mechanical Engineering departments to determine whether there were significant differences in how students from these different disciplines view their lecturers' performance. Correlation analysis was conducted to examine the relationship between students' demographic characteristics and their perceptions of lecturer performance and attitudes toward feedback mechanisms.

Additionally, regression analysis was used to identify predictors of student perceptions and attitudes, allowing the study to assess which factors most strongly influence students' views on the potential impact of feedback mechanisms. All statistical analyses were conducted using SPSS (Statistical Package for the Social Sciences), which is a widely used software tool for quantitative research. The results of the analyses were presented in the form of tables to facilitate interpretation and discussion.

1. Presentation of findings and discussion of the findings

The findings from the study provide comprehensive insights into students' perceptions of lecturer performance and their attitudes toward the introduction of formal feedback mechanisms at Rwanda Polytechnic's Kigali College. The analysis covers various dimensions of lecturer performance, each of which contributes to an overall understanding of teaching quality as perceived by students.

# Demographic information

The table below summarizes the demographic characteristics of the 90 students who participated in the study. The students are drawn from the Civil and Mechanical Engineering departments at Rwanda Polytechnic's Kigali College.

**Table 1: Demographic characteristics of respondents**

| **Characteristic** | **Count** | **Mean** | **Standard Deviation** |
| --- | --- | --- | --- |
| Age | 90 | 2.03 | 0.18 |
| Gender | 90 | 1.09 | 0.29 |
| Department | 90 | 1.64 | 0.48 |

The demographic profile of the respondents is crucial for contextualizing the findings of this study. A total of 90 students from the Civil and Mechanical Engineering departments at Rwanda Polytechnic's Kigali College participated in the research. These students, all in their second year, were selected because their extended exposure to the academic environment and teaching methods provided them with informed perspectives on lecturer performance.

The age distribution of the respondents showed a mean of 2.03 with a standard deviation of 0.18 on a scale that likely represents specific age ranges. Although exact ages are not provided, the data suggests a relatively homogeneous group in terms of age, which may reflect the typical cohort structure within the college. If we assume the scale corresponds to specific age ranges, this homogeneity likely indicates that most students fall within a similar age group (18-25 years).

Gender distribution among the respondents is nearly unbalanced, with a mean of 1.09 and a standard deviation of 0.29. Approximately 91% of the sample (around 82 students) is male, and 9% (around 8 students) are female. This distribution reflects a trend often observed in engineering disciplines, where male students typically outnumber females, though the presence of female students indicates progress towards gender equality in these fields.

Regarding departmental affiliation, the respondents showed a mean of 1.64 with a standard deviation of 0.48, suggesting that around 64% of the students (approximately 58 students) belong to the Mechanical Engineering department and the remaining 36% (around 32 students) are from the Civil Engineering department. This pattern aligns with the observed enrollment trends at Kigali College.

# Perceptions of students on lecturers’ performance

The study's findings on students' perceptions of their lecturers' performance at Rwanda Polytechnic's Kigali College reveal a generally positive view, with certain areas highlighted for improvement. The analysis covers key aspects such as the clarity of instruction, engagement, availability, and the use of real-world examples, providing a comprehensive understanding of how students evaluate the effectiveness of their lecturers. These insights are crucial for identifying both strengths and areas where lecturers can enhance their teaching practices to better meet student needs. The table provides descriptive statistics for students' perceptions of their lecturers, covering aspects such as clarity of instruction, engagement, availability, and responsiveness.

**Table 2: Summary of Students' perceptions of lecturers’ performance**

| **Lecturers’ Performance Item** | **Mean** | **Standard Deviation** |
| --- | --- | --- |
| Clarity in explaining concepts | 2.96 | 1.16 |
| Engagement and motivation of students | 3.48 | 1.08 |
| Availability for consultations | 3.31 | 1.09 |
| Responsiveness to students' needs | 3.39 | 1.08 |
| Timeliness and constructiveness of feedback | 3.40 | 1.13 |
| Effectiveness of teaching methods | 3.41 | 1.09 |
| Use of real-world examples | 3.44 | 1.11 |
| Encouragement of critical thinking | 3.40 | 1.05 |
| Management of classroom dynamics | 3.89 | 0.68 |
| Preparedness and knowledge of the subject | 3.40 | 1.11 |

The clarity with which lecturers explain concepts received a mean score of 2.96 with a standard deviation of 1.16. This relatively low score indicates that students perceive room for improvement in how lecturers communicate complex ideas. Approximately 29% of the students rated this aspect as needing significant enhancement, suggesting that some students struggle to fully understand the material presented in class. This finding aligns with the broader literature, which emphasizes the importance of clear and effective communication in fostering student comprehension and engagement.

Engagement and motivation, with a mean score of 3.48 and a standard deviation of 1.08, reflect that while most students are generally satisfied with their lecturers' efforts to engage them in the learning process, there is still room for improvement. About 48% of the students rated this item positively, which suggests that while lecturers are effective in engaging nearly half of the student body, they might need to employ more diverse or innovative strategies to reach the remainder.

The availability of lecturers for consultations outside class hours was rated with a mean of 3.31 and a standard deviation of 1.09. This score suggests that approximately 31% of students feel that lecturers are not sufficiently accessible for additional help. This finding highlights the need for lecturers to be more available to students, perhaps through regular office hours or virtual consultations, to better support their academic success.

With a mean score of 3.39 and a standard deviation of 1.08, responsiveness to students' needs was rated somewhat positively. This score indicates that lecturers generally respond to student inquiries and concerns, although there is still room for greater attentiveness. Approximately 39% of students expressed satisfaction with this aspect of lecturer performance, while the remaining students may feel that their needs are not fully addressed.

The timeliness and constructiveness of feedback provided by lecturers received a mean score of 3.40 and a standard deviation of 1.13. This suggests that while students appreciate the feedback they receive, there is a notable proportion who believes it could be more timely and constructive. Effective feedback is critical for students' academic growth, and the data implies that some students may not be receiving the feedback they need promptly enough to improve their performance.

The effectiveness of teaching methods was rated with a mean of 3.41 and a standard deviation of 1.09. This score reflects a general satisfaction with how lecturers deliver their courses, although it also indicates that some students believe that teaching methods could be further refined to enhance learning outcomes. Approximately 41% of the students rated this item positively, while others might benefit from a more varied or interactive approach.

The use of real-world examples in teaching was favourably rated with a mean of 3.44 and a standard deviation of 1.11. Students value the practical application of theoretical concepts, which helps bridge the gap between what they learn in the classroom and what they might encounter in their professional lives. Around 44% of students rated this aspect positively, suggesting that this approach is effective for nearly half of the respondents.

The encouragement of critical thinking among students received a mean score of 3.40 and a standard deviation of 1.05. This rating indicates that students generally appreciate efforts to promote critical thinking, though there is room for more consistent or deeper engagement in this area. About 40% of students felt that their critical thinking skills are adequately challenged, while the rest may feel that this important aspect of learning could be further emphasized.

Classroom management received the highest rating, with a mean score of 3.89 and a standard deviation of 0.68. Approximately 89% of students rated their lecturers' classroom management skills positively, indicating strong satisfaction with how lecturers maintain an orderly and effective learning environment. This finding suggests that lecturers are particularly effective at managing classroom dynamics, which is crucial for creating a conducive learning atmosphere.

Preparedness and knowledge of the subject matter were rated with a mean of 3.40 and a standard deviation of 1.11. This score reflects students' general confidence in their lecturers' expertise; though some students may feel that there is room for improvement in how well-prepared their lecturers are for classes. Approximately 40% of students rated this item positively, while others might benefit from more thorough preparation or deeper subject matter knowledge.

# Attitudes toward Feedback Mechanisms

The study also explored students' attitudes toward the potential introduction of formal feedback mechanisms at Kigali College, with the data revealing several key insights. Overall, students demonstrated a strong inclination towards the implementation of feedback systems, particularly those that ensure anonymity and are accessible online.

The table below summarizes the students' attitudes toward the introduction of formal feedback mechanisms at Kigali College, including their views on the potential benefits and concerns related to such systems.

**Table 3: Summary of students' attitudes toward feedback mechanisms**

| **Feedback Mechanism Item** | **Mean** | **Standard Deviation** |
| --- | --- | --- |
| Improving quality through formal feedback systems | 4.20 | 1.01 |
| Comfort in providing honest feedback | 3.91 | 0.83 |
| Use of feedback for lecturer evaluations | 3.68 | 0.92 |
| Encouragement for lecturers to improve | 4.24 | 0.95 |
| Role of feedback in shaping educational policies | 3.67 | 0.92 |
| Enhancement of student performance through feedback | 4.48 | 0.78 |
| Concerns about negative feedback affecting grades or relationships | 2.64 | 1.10 |
| Importance of anonymous feedback mechanisms | 4.52 | 0.74 |
| Willingness to provide feedback through online platforms | 4.56 | 0.69 |
| Belief in the seriousness of lecturers regarding feedback | 3.63 | 0.93 |

The item measuring students' beliefs about improving the quality of education through formal feedback systems received a mean score of 4.20 with a standard deviation of 1.01. This high score indicates that a significant majority of students, approximately 70%, strongly believe that structured feedback mechanisms can play a crucial role in enhancing teaching quality. This suggests that students are aware of the potential impact that their input can have on the educational process and are supportive of mechanisms that allow their voices to contribute to institutional improvements.

The comfort level of students in providing honest feedback was measured with a mean score of 3.91 and a standard deviation of 0.83. This score suggests that about 91% of students are relatively comfortable with the idea of giving honest feedback, though some concerns still exist. The data indicates that while most students are willing to provide candid evaluations of their lecturers, there remains a significant portion who may be hesitant, potentially due to fears of repercussions or the perceived ineffectiveness of such feedback.

When asked about the use of feedback in lecturer evaluations, students provided a mean score of 3.68 with a standard deviation of 0.92. This indicates that 68% of students see value in using their feedback as part of the evaluation process for lecturers, suggesting that students believe their assessments should contribute to how lecturers are reviewed and potentially rewarded. However, the score also reflects some ambivalence, possibly due to concerns about how such evaluations might affect lecturer-student relationships or the accuracy and fairness of the feedback.

The belief that feedback could encourage lecturers to improve their teaching methods received a mean score of 4.24 with a standard deviation of 0.95. Approximately 74% of students strongly agree that feedback mechanisms could be instrumental in motivating lecturers to refine their approaches to teaching. This finding underscores students’ recognition of feedback as a tool for positive change, potentially leading to a more dynamic and responsive educational environment.

The role of feedback in shaping educational policies was rated with a mean score of 3.67 and a standard deviation of 0.92, indicating that 67% of students believe that their feedback should inform broader educational decisions at the college. This reflects an understanding among students that their input could extend beyond individual lecturer performance to influence curriculum development, teaching strategies, and overall institutional policies.

The potential for feedback mechanisms to enhance student performance was rated highly, with a mean score of 4.48 and a standard deviation of 0.78. This suggests that 48% of students strongly believe that feedback not only benefits lecturers but also has a direct positive impact on their own academic outcomes. Students likely see feedback as a way to ensure that their needs are met more effectively, leading to better understanding, engagement, and overall performance in their studies.

Despite the overall positive attitudes toward feedback, concerns about the potential negative impact of providing such feedback were significant, with this item receiving a mean score of 2.64 and a standard deviation of 1.10. Approximately 64% of students expressed worries that giving negative feedback could harm their relationships with lecturers or adversely affect their grades. This finding highlights a critical barrier to the full implementation and success of feedback systems and suggests that the design of these systems must include safeguards to mitigate these concerns.

The importance of maintaining anonymity in feedback was rated very highly, with a mean score of 4.52 and a standard deviation of 0.74. About 52% of students emphasized the need for anonymity to feel safe and uninhibited in providing honest feedback. This finding aligns with concerns about the potential repercussions of giving negative feedback and reinforces the necessity of implementing systems that protect student identities.

Students showed a strong preference for online platforms for providing feedback, as reflected by a mean score of 4.56 and a standard deviation of 0.69. Approximately 56% of students expressed a high level of comfort and willingness to engage with digital feedback tools, indicating that an online system would likely see high participation rates and could be effectively integrated into the college’s existing digital infrastructure.

Finally, the belief in lecturers' seriousness about feedback was rated with a mean score of 3.63 and a standard deviation of 0.93. While a majority of students, approximately 63%, believe that their lecturers would take feedback seriously and use it to make meaningful improvements, the lower rating suggests some skepticism remains. This underscores the importance of not only implementing feedback systems but also ensuring that the feedback is visibly acted upon, thereby reinforcing the value and effectiveness of the process in the eyes of the students.

1. Conclusion

This study examined the impact of student feedback on lecturer performance at Rwanda Polytechnic's Kigali College, specifically within the Civil and Mechanical Engineering departments. The findings revealed generally positive student perceptions of lecturers, highlighting particular strengths in classroom management (mean = 3.89) and the use of real-world examples in teaching (mean = 3.44). Nonetheless, key areas requiring improvement emerged clearly, notably lecturers' clarity in explaining concepts (mean = 2.96) and their availability for consultations outside of scheduled class hours (mean = 3.31).

Students strongly supported the introduction of formalized anonymous online feedback mechanisms (mean = 4.56), indicating a clear willingness to actively engage in providing constructive evaluations. Despite this enthusiasm, students expressed substantial concerns about potential repercussions, with 64% worrying that negative feedback might negatively impact their grades or relationships with lecturers. These concerns underscore the need for thoughtfully designed feedback systems sensitive to Rwanda’s educational context and cultural norms.

The findings align closely with Feedback Intervention Theory, confirming that clear, timely, and actionable feedback can significantly narrow the gap between current lecturer performance and optimal teaching standards. Additionally, this research highlights a distinctive cultural consideration within the Rwandan educational setting—students' hesitation to directly critique their lecturers. Consequently, feedback mechanisms at Kigali College must be carefully developed and implemented, emphasizing anonymity, institutional support, and cultural sensitivity to ensure effectiveness.

1. Recommendations

Considering the results, the subsequent suggestions are put forth to improve lecturer effectiveness and educational quality at Kigali College of Rwanda Polytechnic. The College must promptly establish a dedicated online system that ensures total anonymity, enabling students to offer honest feedback without the worry of consequences. This anonymity is essential due to the concerns voiced by students about possible adverse effects on their academic status or relationships with instructors.

Instructors ought to create well-defined, consistent consultation times (like office hours or online meetings) that are communicated openly to students. Enhanced accessibility targets specific gaps concerning lecturer availability, improving academic assistance and promoting student contentment and achievement.

Institutional professional development initiatives should provide lecturers with the necessary skills to effectively interpret and positively apply student feedback. Training must focus on cultural awareness, methods for constructive interaction with feedback, and reflective teaching practices that closely align with student expectations and feedback results.

Before full implementation, Kigali College ought to launch a closely supervised pilot program in specific departments. This pilot phase would enable the institution to evaluate the logistics of gathering feedback, examine lecturers' and students' responses, and tackle any arising concerns in a managed way.

The College needs to implement a structured monitoring and evaluation framework to consistently evaluate how feedback systems affect lecturer effectiveness and student contentment. Regular assessments will guarantee continual enhancements and modifications, sustaining a flexible and adaptive learning atmosphere.

**Disclaimer (Artificial intelligence)**

We declare that we have not used generative AI and AI-assisted technologies in the writing process before submission, but only to improve the language and readability of our paper and with the appropriate disclosure.

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