## Assessing Student-Teachers’ Perceptions of Lecturers’ Feedback During Teaching Practice in Tanzanian Secondary Schools: insights Rombo District

**Abstract**

This study examines Student-teachers’ perceptions of Lecturers’ feedback during teaching practice in Rombo district, Tanzania, revealing student-teachers’ perceptions of feedback provided by lecturers, focusing on key aspects such as timeliness, fairness, nature, and impact of feedback on their teaching practices and overall performance. The study was grounded in **Kolb’s Experiential Learning Theory (1984)** and **Hattie and Timperley’s Model of Feedback (2007) in** Understanding student-teachers’ perceptions of lecturers' feedback which provide insights into improving teacher education programs and fostering more effective teaching practices in secondary schools. The study employed mixed methods and used a convergent design. The target population was 765 respondents. The study used a sample of 170 respondents. Where 140 student-teachers were stratified randomly selected, 15 heads of schools and 15 academic teachers were selected purposively from 15 secondary schools. The data were collected through both open-ended and close-ended questions to gather insights from the participants (student-teachers). In-depth interviews and Semi-Structured Interviewswere conducted with an interview guide to heads of schools and Academic teachers. The quantitative data were analysed using descriptive statistics in terms of percentages and frequencies with the aid of IBM Statistical Package for Social Sciences v26. Thematic analysis was also conducted for qualitative data. Findings revealed that student teachers regarded feedback from tutors as instrumental in developing their professional competencies, with constructive criticism and guidance helping to enhance their teaching skills. The study concludes that both feedback from lecturers and mentorship from in-service teachers play a crucial role in shaping student teachers' professional abilities. The study underscores the value of regular, fair, and reflective feedback in enhancing student-teachers' professional development and suggests ongoing monitoring and refinement of feedback practices address identified concerns and further support educational growth. Further studies be developed on the effectiveness of Teaching practice about its duration.

**Keywords**

*Teaching practice*, *Student- teacher*, *Student- teachers’ perceptions, Lecturers’ Feedback*

**1.0 INTRODUCTION**

The effectiveness of an education system heavily relies on the quality of teacher preparation and development. Teachers are pivotal in achieving educational goals, thus necessitating a blend of content and pedagogical knowledge for excellence (Adeoye, Prastikawati, & Abimbowo, 2024). Effective teacher education encompasses structured programmes, mentoring, and practical experience to equip educators with evolving skills and knowledge (Musiimenta, Eduan, & Kagoire, 2024). Despite challenges, teaching practice cultivates competencies like critical thinking and emotional expression (Kim, 2022), crucial for effective teaching.

Teaching practice is recognized as a vital and integral component in preparing teachers and introducing them to the teaching profession (Kihwele & Mtandi, 2020). The knowledge and skills imparted during theoretical training in teacher education programs are put into practice during teaching practice, where university lecturers assess the extent to which student-teachers have mastered these theoretical aspects. Understanding teachers' perceptions of teaching practice is essential, as their readiness, willingness, and emotions can positively or negatively influence lesson planning, implementation, and assessment (Laizer, 2022). Teachers' perceptions play a crucial role in reducing lesson planning challenges, supporting the execution of teaching plans, and encouraging the development of innovative teaching strategies (König et al,2020). A teacher with a positive outlook on lesson planning is more likely to deliver effective instruction to student-teachers.

Internationally, effective practicum programs are central to teacher education (Chen et al., 2023). In Finland, teacher training involves extensive coursework and a full year of clinical practice, focusing on research-based methods (Jakhelln et al., 2021). In Japan, professional critique is centered on subject knowledge rather than personal evaluation (Wong et al., 2005). In the United States, teaching practice lasts six weeks, with regular examiner visits to maintain quality standards (Borg, 2021), while in South Africa, student-teachers undergo five weeks of practice annually, emphasizing teaching competency (Malikebu, McDonald, & Jordaan, 2024).

In Kenya, student-teachers generally perceive teaching practice positively, as it is seen as beneficial to their professional development and helps them acquire essential competencies for managing learning processes (Namuhisa & Ndiku, 2023). Similarly, in Uganda, teaching practice is regarded as a crucial component of teacher education, providing student-teachers with the opportunity to experiment with practical teaching (Bwiruka et al., 2021). This phase is essential for professional development, allowing student-teachers to bridge theory and practice under supervision.

In Tanzania, teaching practice plays a key role in teacher training by connecting theoretical knowledge with practical experience. However, challenges such as insufficient supervision can hinder the development of essential skills, including communication and presentation (Komba & Ernest, 2013; Laizer, 2022). Conversely, Msuya (2022) presents a more positive perspective, highlighting the significance of mentorship and thorough orientation. According to a study by Kihwele and Mtandi (2020), pre-service teachers view teaching practice as an indispensable aspect of their training, instrumental in refining their pedagogical competencies. They argue that it serves as a crucial bridge between theory and practice as it equips aspiring educators with the necessary skills to effectively utilise teaching and learning materials. Conversely, critics argue that teaching practice often falls short of imparting essential abilities to student teachers (Giroux, 2024; Hutchings, 2023). They highlight instances where graduate teachers continue to employ inadequate teaching techniques despite completing multiple teaching practice blocks during their training. Furthermore, concerns have been raised by the Tanzanian public regarding the perceived shortcomings of instructors, linking them to the low performance of secondary school pupils in national exams. In that context, these differing viewpoints call for further investigation, incorporating perspectives from student-teachers, educators, and administrators to gain a comprehensive understanding of teaching practice effectiveness in Rombo District Secondary schools. The study aimed to answer the following broad question; How do student-teachers perceive lecturers’ feedback during the teaching practice session in secondary schools in Rombo District?

**2.0 LITERATURE REVIEW**

This section presents a literature review focusing on theoretical literature and studies related to student-teachers’ perceptions of lecturers’ feedback during teaching practice sessions in secondary schools in Rombo District, Tanzania.

**2.1 Theoretical Literature**

This study is grounded in **Kolb’s Experiential Learning Theory (1984)** and **Hattie and Timperley’s Model of Feedback (2007)** to assess how student-teachers perceive and respond to lecturers' feedback during teaching practice in secondary schools.

Kolb’s **Experiential Learning Theory (ELT)** emphasizes learning as a continuous cycle of **experience, reflection, conceptualization, and experimentation** (Kolb, 1984). Teaching practice provides student-teachers with real-world experiences where they apply theoretical knowledge in classroom settings. Feedback from lecturers plays a crucial role in this cycle by: Helping student-teachers reflect on their teaching performance, encouraging them to modify their teaching strategies, and enhancing their overall professional growth. In this study, Kolb’s theory helps explain how student-teachers **internalize and act upon feedback** to refine their teaching skills. Hattie and Timperley (2007) describe feedback as a key factor in learning improvement. The theory addresses the correctness and quality of performance (e.g., “Your lesson objectives were not clearly stated”). Focuses on strategies to improve teaching practice (e.g., “Try using more student-centered methods to engage learners”). Helps student-teachers become more reflective and independent in their learning process (e.g., “How do you think you could improve classroom management?”). This theory is relevant to the study because it helps analyse the effectiveness of different types of feedback provided by lecturers and how student-teachers perceive and use that feedback to enhance their teaching practice.

By integrating Kolb’s Experiential Learning Theory and Hattie and Timperley’s Feedback Model, this study examines the role of feedback in **shaping student-teachers’ professional development, teaching competence, and confidence.** Understanding student-teachers’ perceptions of lecturers' feedback provides insights into improving teacher education programs and fostering more effective teaching practices in secondary schools.

**2.2 Studies related to the perception of student-teachers response to lecturers' feedback during teaching practice**.

Feedback is a critical element in teacher education, playing a vital role in helping student-teachers refine their teaching skills, enhance self-reflection, and foster professional development (Asregid, Mihiretie, & Kassa, 2023; Keiler, Diotti, & Hudon, 2023). According to Manasia, Ianos, and Chicioreanu (2020), during teaching practices, student-teachers are expected to improve in four key areas: professional accountability, instruction, classroom management, and planning and preparation. Globally, research underscores that effective feedback should be timely, constructive, specific, and actionable to support the growth of student-teachers (Henderson et al., 2021). Studies also show that teachers who receive systematic and constructive feedback are better equipped to adjust their teaching strategies and improve classroom outcomes (Aslam, Khan, & Ahmed, 2023; Ehtsham et al., 2024). Feedback is generally recognized as one of the most effective ways to enhance student learning. Boud and Molloy (2021) highlight that feedback is most beneficial when it is dialogic—when student-teachers actively engage with and reflect on the feedback provided by lecturers. Similarly, Hattie and Timperley (2020) argue that for feedback to be truly impactful, it must focus on task performance, self-regulation, and motivation. However, studies also suggest that vague or overly negative feedback can lead to frustration, low self-confidence, and a diminished willingness to implement suggested improvements (Carless, 2022). In addition, Ajjawi and Boud (2022); Khan et al. (2025) found that peer and self-feedback, alongside lecturer feedback, enhance student-teachers' ability to critically evaluate their teaching methods.

However, the effectiveness of feedback may be hindered by certain supervisor-related factors. For instance, even with careful planning, students may not receive feedback if they feel uncomfortable with the process. Supervisors may delay or cancel evaluation visits due to concerns about a poor response or overreaction to criticism (Haleem, Khanum, & Siddique, 2021). This is particularly true when interactions involve harsh remarks or when a student is working with a new supervisor. In their study, Haleem, Khanum, and Siddique (2021) found that the majority of participants believed supervisors' evaluations were crucial for developing aspiring teachers' knowledge, skills, and attitudes during teaching practice in Pakistan. In return, supervisor feedback helps future educators perform better, feel more confident, and stay motivated to teach (Haleem, Khanum, & Siddique, 2021). Similarly, Aslam, Khan, and Ahmed (2023) demonstrated the significant impact of constructive feedback on students' academic achievement, noting that students who received proper feedback performed better, particularly those with lower initial scores.

In sub-Saharan Africa, feedback in teacher education is often hindered by large class sizes, limited lecturer-student interactions, and insufficient resources (Mugambi & Muriithi, 2021). For example, Insufficient resources, such as teaching aids and technological tools, can impede the implementation of feedback. Student-teachers may find it challenging to apply suggestions without access to necessary materials (Senyagwa, 2021). A study conducted in Nigeria found that student-teachers frequently perceive feedback as too generalized and lacking actionable steps, making it difficult for them to implement meaningful changes in their teaching practice (Akinpelu, 2023; Omilani & Ogbonna, 2023). Similarly, research in Kenya by Waweru and Mutua (2022) highlighted that student-teachers highly value timely and personalized feedback; however, delayed or unclear feedback leads to anxiety and reduced motivation. Their study emphasized the need for structured feedback systems where lecturers provide written, verbal, and peer-reviewed feedback (Henderson et al., 2021; Waweru & Mutua, 2022).

In South Africa, Ndebele and Legg-Jack (2024) and Nkambule et al. (2023) found that feedback is most effective when combined with mentorship and reflective practice. Student-teachers who received consistent mentoring and feedback from lecturers and cooperating teachers reported higher confidence levels and improved classroom management skills (Ndebele & Legg-Jack, 2022). Similarly, a study in Ghana by Boadi, Amoah, Ameyaw, and Atteh (2024) discovered that post-observation feedback from supervisors enhances pre-service math teachers' leadership, classroom management, interpersonal communication, student support techniques, and understanding of standard-based curriculum implementation. As a result, lecturers' feedback significantly improved their teaching methods. To further enhance the practical component of pre-service teacher training and influence the quality of teaching and learning policies, the study recommended extending the teaching practice duration to a full academic year (Boadi et al., 2024). Additionally, Owoh and Udensi (2017) found that student-teachers' perceptions of cooperating teachers' and supervisors' assessments of their teaching practices influence their overall experience and professional growth. They suggested that student-teachers should receive more frequent supervision to allow for sufficient corrections before final evaluations. These findings emphasize the importance of well-structured, actionable, and consistent feedback in improving the quality of teacher education in sub-Saharan Africa.

In Tanzania, teaching practice is a life-threatening component of teacher education, offering student-teachers practical classroom experience essential for their professional development (Mpate, Campbell-Evans, & Gray, 2023; Msuya, 2022). However, several challenges hinder the effectiveness of feedback, including limited supervision, inadequate feedback mechanisms, and high student-teacher ratios (Kyaruzi et al., 2021; Mapinda & Honori, 2022). Research by Ndibalema (2022) indicates that student-teachers often perceive feedback as inconsistent and lacking depth. Many lecturers provide only summative feedback at the end of the teaching practice rather than continuous formative feedback throughout the process, making it difficult for student-teachers to make progressive improvements. Carless (2022) and Komba and Mkoma (2023) emphasize that student-teachers highly value feedback that is practical, constructive, and directly related to real classroom challenges. However, time constraints and a lack of proper follow-up mechanisms often prevent lecturers from delivering comprehensive feedback. Similarly, a study by Matonya (2024) in Tanzanian secondary schools found that student-teachers felt more confident when they received personalized and actionable feedback. The study also highlighted the importance of peer feedback as a complement to lecturers' evaluations, fostering a more interactive and reflective learning experience. Furthermore, research by Samwel and Mgecha (2023) revealed disparities in supervision and evaluation between universities and colleges. While colleges had robust supervision systems with multiple evaluators, universities were found to have weaker supervision and assessment procedures, limiting the effectiveness of feedback. According to Laizer, Abdi, and Mashingia (2022) and Noah and Kitula (2023), most teachers in Arusha, Tanzania had a positive perception of teaching practice in improving their teaching abilities. Their findings reinforce the idea that teaching practice is a crucial phase for student-teachers to develop adequate teaching skills. However, qualitative research by Kyaruzi (2025) identified several factors negatively affecting teaching practicum assessments in Tanzania, including student-teachers' reluctance to implement supervisors' feedback, large class sizes, and time constraints. Despite these challenges, a study by Okendo (2018) found that student-teachers at Mwenge Catholic University generally had positive perceptions of the assessment process, indicating that well-structured feedback systems can enhance their teaching competencies.

Numerous studies have been conducted to examine the implementation of teaching practice by student-teachers and the impact of feedback provided by lecturers or supervisors on the learning process in secondary schools. Advocates of operant learning theory argue that providing precise, immediate, and frequent feedback enhances the effectiveness and efficiency of student learning (Cohen et al., 2020; Henderson et al., 2021; Komba & Mkoma, 2023). According to the literature, timely and corrective feedback is essential in teacher training field experiences. However, student-teachers’ perceptions of lecturers’ feedback during teaching practice sessions in secondary schools remain largely overlooked. Furthermore, following the introduction of the revised curriculum in 2023, there is a noticeable gap in research assessing student-teachers’ perceptions of lecturers’ feedback during teaching practice in secondary schools in Rombo District, Tanzania. Therefore, this study aims to assess student-teachers’ perceptions of lecturers’ feedback during teaching practice in secondary schools in Rombo District, Tanzania.

**3.0 METHODOLOGY**

The study employed a pragmatism philosophical paradigm and mixed methods and used a convergent design to assess student-teachers’ perceptions towards lecturers’ feedback during teaching practice sessions in secondary schools in Rombo District, Tanzania. This study is grounded in **Kolb’s Experiential Learning Theory (1984)** and **Hattie and Timperley’s Model of Feedback (2007) which provide an** Understanding student-teachers’ perceptions of lecturers' feedback which provide insights into improving teacher education programs and fostering more effective teaching practices in secondary schools. The mixed research approach provided flexibility to the researcher to obtain massive information using both qualitative and quantitative data collection techniques. The targeted population had a total of 765 respondents in Rombo district secondary schools. The sampling procedures employed in selecting the required sample for the study were probability and non-probability. The sample size was determined by Krejcie & Morgan (1970) sampling table. Therefore, the sample included 140 student-teachers, 15 heads of schools, and 15 academic teachers selected from 15 secondary schools that were selected through stratified random sampling and purposively. Hence the study used a sample of 170 respondents. The data were collected through both open-ended and close-ended questions to gather insights from the participants (student-teachers). In-depth interviews and Semi-Structured Interviewswere conducted with an interview guide to heads of schools and Academic teachers. The quantitative data were analysed using descriptive statistics in terms of percentages and frequencies with the aid of IBM Statistical Package for Social Sciences v26. Thematic analysis was also conducted for qualitative data. The study used content validity and Cronbach Alpha (Reliability of the Likert scale items of quantitative instruments was ensured through a pilot study where a Cronbach Alpha coefficient of 7.5 was obtained) to assess the validity and reliability of the research tools. One public secondary school that was not included in the sampling schools—where different kinds of respondents were included to ensure validity was the site of the pilot test. The researcher requested authorization from the Rombo District Executive Director (DED) to gather data from the target demographic to comply with ethical standards. Furthermore, the subjects gave their free and informed consent when the researcher enrolled them in the study. Concerns of confidentiality, anonymity, and privacy were also considered.

**4.0 RESULTS AND ANALYSIS**

## Student-teachers’ perceptions of the feedback provided by lecturers

**4.4.1 Lecturers’ provision of assessment feedback on time**

The data indicates that the majority of the respondents, accounting for 84.8%, strongly agreed that lecturers were giving assessment feedback on time. This overwhelming agreement suggests a high level of satisfaction and confidence among student-teachers regarding the timeliness of the assessment feedback. Moreover, an additional 9.2% of the respondents agreed with this statement thus further reinforcing the positive perception of the promptness of feedback provision. However, it is noteworthy that a small proportion of the respondents, comprising 4.5%, disagreed with the statement, therefore indicating some level of dissatisfaction or concerns regarding the timeliness of the assessment feedback. Additionally, 1.5% of the respondents expressed a neutral stance, thus suggesting a lack of strong opinion on the matter.

This implies that the timeliness of assessment feedback has significant implications for enhancing the quality of teaching and learning experiences. The overwhelmingly positive agreement from the majority of the student-teachers has a positive reflection on the effectiveness of the assessment feedback practices within the educational institution. However, the presence of dissenting opinions highlights the areas for potential improvement. Addressing concerns raised by the minority of the respondents who disagreed with the statement can lead to refinements in the feedback mechanisms and processes, hence ultimately contributing to a more inclusive and supportive learning environment. Additionally, monitoring and soliciting feedback on assessment practices regularly can facilitate ongoing improvements and ensure that assessment feedback remains timely and beneficial for student-teachers’ professional development.

**Table 1: Lecturers give assessment feedback on time**

|  |  |  |  |
| --- | --- | --- | --- |
| Responses | | Frequency | Percent |
|  | Strongly Agree | 112 | 84.8 |
| Agree | 12 | 9.2 |
| Neutral | 2 | 1.5 |
| Disagree | 6 | 4.5 |
| **Total** | **132** | **100** |

**Source**: Field Study, 2024

**4.4.2 Lecturers’ fairness of teaching practice assessment**

The data in Table 2 below reveal a diverse range of responses to the Likert scale opinion statement regarding the fairness of lecturers in their teaching practice assessment. A notable portion of the respondents, comprising 59.8%, strongly agreed that lecturers were being fair in their assessment practices. This indicates a majority perception of fairness among student-teachers regarding how their performance was being evaluated. Furthermore, 16.7% of the respondents agreed with this statement, thus reinforcing the positive sentiment toward the fairness of lecturers in the assessment. However, it is important to note that a significant proportion of the respondents, totaling 12.9%, strongly disagreed with the statement, thus indicating a considerable level of dissatisfaction or skepticism regarding the fairness of the assessment practices. Additionally, 6.8% of the respondents disagreed with the statement, and 3.8% expressed a neutral stance, thus further highlighting a range of perspectives on the matter.

These findings imply that the predominance of strong agreement and agreement among a majority of the respondents suggests a generally positive perception of fairness in assessment practices. This has a positive on the credibility and integrity of the assessment processes implemented by lecturers. However, the presence of dissenting opinions, particularly among those who strongly disagreed, underscores potential areas for concern or improvement. Addressing the concerns raised by these respondents and actively soliciting feedback on the assessment practices can help identify and rectify any perceived biases or inconsistencies, thus fostering a more equitable and supportive learning environment for student-teachers. Additionally, promoting transparency and clarity in assessment criteria and procedures can enhance trust and confidence in the fairness of the assessment practices among all the stakeholders involved.

**Table 2 Lecturers’ fairness in their teaching practice assessment**

|  |
| --- |
|  |

Responses Frequency Percentage

|  |
| --- |
|  |
| Strongly Agree 79 59.8 |
| Agree 22 16.7 |
| Neutral 5 3.8 |
| Disagree 9 6.8 |
| Strongly Disagree 17 12.9 |
| **Total 132 100** |

**Source**: Field Data, 2024.

During the face-to-face interview with the headmaster of school x, he had these to say: “*Lecturers regularly visit student-teachers during teaching practice to ensure that they are effectively implementing the curriculum and they also do so to give support and guidance needed.”* (Interview with the headmaster of school X conducted, on 25th of January, 2024).

The interview with the headmaster of the school as highlighted in the quotation above, implies that the emphasis is on the significance of lecturers' regular visits to student teachers during the teaching practice, thus underlining their role in ensuring the effective implementation of the curriculum. According to the headmaster of school X, these visits served as a crucial mechanism for monitoring the progress of student teachers and identifying the areas where additional support and guidance might be necessary. It should be noted that by actively engaging with student teachers in the classroom environment, lecturers can give valuable insights into the teaching methodologies, instructional strategies, and curriculum alignment, thereby contributing to the overall improvement of the teaching practices. Moreover, the headmaster of school *X* highlighted the importance of these visits in fostering a collaborative relationship between lecturers and student teachers, where feedback and guidance are provided in real time to address any challenges or issues encountered during the teaching process.

Similarly, when the academic teacher of school *Y, was* interviewed, he had these to comment*, “yes, lecturers do make regular visits to student teachers during the teaching practice. These visits are crucial for assessing the progress of student teachers and providing them with constructive feedback for improvement”* (Interview conducted with the academic teacher of school Y, on 25th of January, 2024)*.* The interview with the academic teacher echoed the head teachers’ sentiment regarding the importance of lecturers' regular visits to student teachers during the teaching practice. As it was found, the academic teacher of school Yemphasised that these visits were playing a vital role in assessing the progress and performance of student teachers, thus allowing lecturers to give constructive feedback aimed at enhancing teaching effectiveness. By actively observing student teachers in action and engaging in reflective discussions, lecturers can offer tailored guidance and support to address areas of improvement and reinforce effective teaching practices. Therefore, academic teacher Y emphasised that these visits were not only instrumental in enhancing the professional development of student teachers but also in strengthening the overall quality of education delivery within the academic institution.

**4.4.3 Nature of Feedback Given by Lecturers During the Assessment**

Data in Table 2 show that, a significant majority of the respondents, comprising 86.4%, strongly agreed that feedback was being provided regularly by the lecturers at the end of the lesson. This overwhelming agreement suggests a high level of satisfaction and confidence among student-teachers regarding the consistent provision of feedback after each lesson. Additionally, 11.4% of the respondents agreed with this statement, further reinforcing the positive perception of the regularity of feedback provision. However, it is important to note that a small proportion of the respondents, totaling 2.2%, expressed a neutral stance, thus indicating a lack of strong opinion on the matter. This implies that strong agreement from the majority of student-teachers reflects positively on the effectiveness of the feedback mechanisms within the educational institution. It can be argued that Consistent giving of feedback at the end of each lesson can contribute to student-teachers' professional development by facilitating reflection, identifying areas for improvement, and fostering a continuous cycle of learning and growth. Additionally, the presence of a neutral stance among a small fraction of the respondents, suggests a potential opportunity to solicit feedback and preferences regarding the frequency or format of the feedback provision to further enhance the learning experience for student-teachers. Moreover, when the headmaster of school “H” was interviewed, he added the following:

*In overseeing student teachers during their practice sessions, lecturers play a crucial role. Regular visits by lecturers are vital to ensure that student teachers receive timely feedback and support. This involvement not only provides students with valuable guidance but also creates a supportive environment conducive to their professional growth (Interview conducted on 25th January 2024).*

These findings imply that regular visits that were being paid by lecturers had a pivotal role to student-teachers during their practice sessions. They stressed the importance of regular visits by lecturers to ensure that student teachers were receiving timely feedback and support. As it was noted, this involvement not only provided students with valuable guidance but also created a supportive environment conducive to their professional growth. By closely monitoring student teachers' progress, lecturers could identify areas for improvement and offer tailored assistance, thereby enhancing the overall quality of the teaching practice.

**Table 3: Nature of the Feedback Given by Lecturers During Assessment**

|  |
| --- |
|  |

Responses Frequency Percentage

|  |
| --- |
|  |
| Strongly Agree 114 86.4 |
| Agree 15 11.4 |
| Neutral 3 2.2 |
| **Total 132 100** |

**Source**: Field Data, 2024.

**4.4.4:** **Lecturers’ Feedback Provides Positive Change in Students’ Performance**

The data in Table 3. shows that a vast majority of the respondents, totalling 94.6%, strongly agreed that lecturers' feedback resulted in a positive change in their performance. This overwhelming agreement suggests that there was a high level of confidence among student-teachers regarding the effectiveness of the feedback given by lecturers in improving their performance. Additionally, 5.4% of the respondents agreed with this statement, thus further reinforcing the positive perception of the impact of the lecturers' feedback.

These findings further suggest that strong agreement from the majority of student-teachers has a positive reflection on the value and efficacy of feedback mechanisms within the educational institution. It is to be noted that effective feedback plays a crucial role in facilitating learning, thus identifying the strengths and areas for improvement, and fostering continuous growth and development among student-teachers. This underscores the importance of giving constructive and meaningful feedback to support student-teachers' professional development journey. Additionally, the presence of agreement among a small fraction of the respondents indicates a consistent perception of the positive impact of lecturers' feedback, thus further highlighting the importance of nurturing a supportive and feedback-rich learning environment for student-teachers.

**Table 4. Lecturers’ Fairness in their Teaching Practice Assessment**

|  |
| --- |
|  |

Responses Frequency Percentage

|  |  |
| --- | --- |
|  | |
| Strongly Agree 125 94.6 | |
| Agree 7 5.4 | |
| **Source**: Field Data, 2024. | |

**4.4.5 Assessments Lead to Improved Change in Students’ Teaching and Learning**

The data in Table 4. reveal the responses to the opinion statement regarding the impact of assessment on the improvement of teaching and learning strategies among student-teachers. A significant majority of the respondents (77.3%), strongly agreed that assessment was leading to an improved change in their teaching and learning strategies. This overwhelming agreement suggests a high level of confidence among student-teachers regarding the effectiveness of the assessment in driving positive changes in their teaching and learning approaches. Additionally, 22.7% of the respondents agreed with this statement, thus further reinforcing a positive perception of the role of assessment in fostering improvement.

These findings suggest that strong agreement from the majority of the student-teachers reflects positively on the value and impact of the assessment mechanisms within the educational institution. It should be noted that effective assessment practices play a crucial role in providing valuable feedback, thus identifying the areas for growth, and informing instructional decisions to enhance teaching and learning outcomes. This highlights the importance of implementing varied and meaningful assessment strategies to support student-teachers' professional development journey effectively. Additionally, the presence of agreement among a small fraction of the respondents indicates a consistent perception of the positive impact of assessment on teaching and learning strategies, thus highlighting the importance of integrating assessment as a central component of teacher training and development programmes.

**Table 5. Assessment Leads to Improved Change in My Teaching and Learning Strategies**

|  |
| --- |
|  |

Responses Frequency Percentage

|  |
| --- |
|  |
| Strongly Agree 102 77.3 |
| Agree 30 22.7 |
| **Total 132 100** |

**Source**: Field Data, 2024.

**4.4.6 Lecturers Provide me with Feedback to Reflect on my Teaching**

The data in Table 5. illustrate the responses to the opinion statement regarding the provision of feedback by lecturers to facilitate reflection on teaching practices among student-teachers. On this, the majority of the respondents (68.2%), strongly agreed that lecturers were giving them feedback which made them reflect on their teaching. This significant agreement suggests a high level of acknowledgment among student-teachers regarding the role of feedback in promoting reflective teaching practices. Additionally, 25.2% of the respondents agreed with this statement, thus further reinforcing the positive perception of the feedback given by lecturers for reflective purposes. Moreover, 5.3% had neutral views.

The findings above suggest that strong agreement from the majority of the student-teachers underscores the importance of feedback as a catalyst for reflective teaching practices. Effective feedback not only helps student-teachers identify areas for improvement but also encourages critical self-assessment and continuous professional growth. This highlights the importance of fostering a feedback-rich learning environment that supports reflective teaching practices and enhances the quality of instruction. Additionally, the presence of agreement among a considerable proportion of respondents indicates a shared recognition of the value of feedback for promoting reflective teaching practices, thus emphasising the need for ongoing support and encouragement in this aspect of teacher development.

When the academic teacher of school “V” was interviewed concerning feedback given by the lecturers on student-teachers on the reflection of teaching practice; “*As educators, our responsibility lies in fostering a conducive learning environment for student teachers. We should offer mentorship, constructive feedback, and resources to help them excel”* (Interview with the academic teacher of school conducted on 25th ofJanuary, 2024). Furthermore, the respondent discusses the importance of support mechanisms for student teachers, by stating, “*Support to student teachers encompasses observation, constructive feedback sessions, and access to resources like teaching materials and educational technology*.” (Interview with the academic teacher conducted on 26th of January, 2024. This underscores the multifaceted approach required to assist student teachers in their professional growth.

Moreover, when the Headteacher of school W was interviewed, he affirmed:

*In-service teachers bring practical experience and real-world insights to student teachers. Their guidance facilitates a smoother transition into the teaching profession. This recognition underscores the valuable contribution of experienced educators in shaping the next generation of teachers (Interview with the headteacher of school Y conducted on 25th ofJanuary, 2024).*

Finally, the head of the school identified key challenges that were being faced by student-teachers. These challenges included classroom management issues, adapting to diverse student needs, and balancing teaching responsibilities. Therefore, these findings highlight the complex nature of the teaching profession and the various hurdles that student teachers encounter during their teaching practice sessions.

**Table 6:** **Lecturers give me Feedback to reflect on my teaching**

|  |
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Responses Frequency Percentage

|  |
| --- |
|  |
| Strongly Agree 93 70.5 |
| Agree 32 24.2 |
| Neutral 7 5.3 |
| **Total 132 100** |

**Source**: Field Data, 2024.

**5.0 Discussion of the findings.**

The findings from the study regarding the timeliness of the assessment feedback imply that the timeliness of the assessment feedback has significant implications for enhancing the quality of teaching and learning experiences. The overwhelmingly positive agreement from the majority of student-teachers has a positive reflection on the effectiveness of the assessment feedback practices within the educational institution. These findings are in line with those by Hattie and Timperley (2007) who affirmed of the importance of timely feedback in their influential work on feedback in education. They argued that feedback provided promptly allows students to make necessary adjustments and improvements to their learning, thus ultimately enhancing learning outcomes. Similarly, Nicol and Macfarlane-Dick (2006) highlighted the significance of timely feedback in promoting student engagement and motivation. Their research underscored how prompt feedback fosters a sense of agency and ownership over one's learning process, thus aligning with the overwhelmingly positive perceptions observed among student-teachers in this study regarding the assessment feedback timeliness.

However, the presence of a minority of student-teachers expressing dissatisfaction or concerns regarding the timeliness of assessment feedback reflects the complexity of feedback provision in educational contexts. This aligns with the findings of studies such as that by Black and Wiliam (1998), which emphasised the need for feedback processes to be sensitive to individual student needs and preferences. They argued that while feedback is generally beneficial, its effectiveness can be compromised if not delivered in a manner that resonates with students' learning styles and preferences. Thus, the dissenting opinions among some student-teachers in this study underscore the importance of tailoring feedback mechanisms to accommodate diverse learning needs, as advocated by Black and Wiliam (1998) and other scholars in the field.

The findings regarding student-teachers' perceptions of the fairness of lecturers in their teaching practice assessment reveal that the predominance of strong agreement and agreement among a majority of respondents suggests a generally positive perception of fairness in assessment practices. This reflects positively on the credibility and integrity of the assessment processes implemented by lecturers. However, the presence of dissenting opinions, particularly among those who strongly disagree, underscores the potential areas for concern or improvement. These findings are in line with the study by Mushi and Komba (2014) who highlighted the significance of fairness and transparency in assessment practices within Tanzanian educational institutions. Their research emphasised the need for assessment processes to be perceived as fair and equitable by students to ensure their trust and engagement in the learning process. Additionally, the study by Rugimbana and Tewogbola (2016) underscored the importance of addressing concerns related to fairness and bias in assessment practices, particularly in teacher education programmes. Their findings stressed the pivotal role of transparent and consistent assessment procedures in promoting confidence and credibility among student-teachers. Thus, the diverse responses observed in this study regarding the fairness of lecturers' assessment practices align with the emphasis put by Tanzanian scholars on the significance of fairness and transparency in assessment within educational contexts.

The findings regarding the regularity of feedback provision by lecturers imply that regular visits paid by lecturers have a pivotal role in student-teachers during their practice sessions. This is because they stress the importance of regular visits by lecturers to ensure that student teachers receive timely feedback and support. This involvement not only provides students with valuable guidance but also creates a supportive environment conducive to their professional growth. These findings collaborate with the broader discourse on feedback practices in educational settings, which is a topic of interest in educational research globally, including Nigeria. Studies such as those by Adeyemo and Aderibigbe (2017); Ogunniyi and Adu (2019) have highlighted the importance of regular and timely feedback in facilitating effective teaching and learning processes. These studies emphasise how consistent feedback provision can enhance student engagement, promote reflective practice, and support professional development among educators.

Additionally, Ishumi (2011) and Babyegeya (2009), emphasised the importance of constructive feedback in enhancing teaching practices and professional growth among educators. Their research highlighted how feedback from mentors and supervisors can lead to reflective practice and improvement in instructional strategies, thus aligning with the overwhelmingly positive perceptions observed among student-teachers in this study regarding the impact of lecturers' feedback on their performance.

**6.0 CONCLUSIONS**

In summary, the study indicates that the majority of student-teachers believe lecturers provide timely and fair feedback, which supports their teaching development and reflective practices. Regular feedback and lecturer observations play a crucial role in their professional growth. Although a few students expressed concerns regarding the timing and fairness of feedback, most reported a positive experience. Addressing these concerns can further enhance the learning environment, enabling student-teachers to continuously refine their teaching approaches and learning strategies.

**7.0 RECOMMENDATIONS**

The findings highlight that student-teachers highly value feedback that is timely, regular, and constructive. The overwhelmingly positive response to structured feedback mechanisms underscores its crucial role in fostering professional growth. Effective feedback not only enhances teaching performance but also promotes reflective practice, enabling continuous professional development. To optimize the impact of feedback, institutions should establish standardized policies and frameworks that clearly define expectations for timely, constructive, and individualized feedback during teaching practice. Additionally, regular training programs should be conducted for lecturers and supervisors to ensure that their feedback remains actionable, supportive, and aligned with student-teachers' professional development goals. Leveraging technology, such as online platforms for feedback tracking and communication, can further enhance the efficiency, accessibility, and consistency of feedback practices.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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