Teaching practice field assessment and student-teachers' competence in Tanzanian higher learning institutions

Ben Sanga

ben.sanga@yahoo.com

https://orcid.org/0009-0006-5218-8844

Kivukoni Campus - The Mwalimu Nyerere Memorial Academy, Tanzania

https://doi.org/10.51867/ajernet.7.2.99

ABSTRACT

Teaching practice field assessment is basically meant to offer student-teachers a room for practicing teaching, self-evaluation, and improvement in various areas of the teaching profession. Reasonably, assessment of student-teachers during teaching practice needs to take into consideration the appropriate methods and procedures as per the guidance of educational regulatory authorities and respective academic institutions. This study intended to specifically examine the effectiveness of the teaching practice field assessment process, as well as its influence on student-teachers' competencies in Tanzanian higher learning institutions. Guided by Performance Feedback Theory, the study used a quantitative research approach and a case study research design, whereby questionnaires were employed to collect data. The study involved a total population of 12,076 people, with a sample of 99 respondents including three deans of faculties of education, three coordinators of teaching practice, three heads of departments, three quality assurance officers, 20 supervising lecturers who were purposely selected, and 67 student-teachers who were selected by a stratified sampling technique. Data was analyzed through factor, descriptive, linear regression, and correlational analyses. The study revealed that teaching practice field assessment was typically effective and had a significant influence on the student-teachers' competencies at higher learning institutions. The study recommended to the government, through its regulatory bodies of higher learning education, to frequently review, direct, and monitor the guidelines and implementation of teaching practice exercises for higher learning institutions.

Keywords: Assessment, Competence, Student-Teachers, Tanzania, Teaching Practice

I. INTRODUCTION

Teaching practice is considered as a significant step in preparing student-teachers to the real teaching environment, where, interpretation of teaching theory into practice is realized. According to Komba and Kira (2013), teaching practice is regarded as a preparation of pre-service teachers for maximum practical and professional training. Teaching practice is as well mentioned as practical learning on task with the able guidance of an expert in the area of study (Adegbola, 2019). Teaching practice is generally compulsory for every student-teacher and it is as well, a prerequisite for the award of teacher's certificates, diplomas or degrees. This opportunity to teach in a selected cooperating school in normal classroom conditions aids the student-teacher in gaining experience in actively observing and taking part in all of the various educational activities that the teachers in the school engage in. Students at all levels of education, to the higher extent, depend on teachers as their key facilitators and guiders to successful learning. A well-prepared teacher, as consistently revealed by studies (Dongo et al., 2019; Noah & Kitula, 2023), signifies presence of smooth learning process and in turn accelerates higher rate of students' performance. A competent teacher, leaving aside other factors such as good working environment, renumeration and the like, depends highly on how well he/she was engaged, prepared and assessed during teaching practice.

A successful and productive teaching practice to student-teachers is measured by assessment process done by teaching experts. In context of this study, assessment process implies evaluation of how well teaching practice has been conducted, as far as interpretation of teaching theories into practice is concerned. Assessment process during teaching practice is significant since it gives feedback by pointing various areas of strengths and weakness to a prospective teacher, and hence, provide room for improvements. The improved teacher-students are undertaking teaching tasks, not only increasing their capabilities in discharging their duties with success but also improving learning capacities among their students.

Overtime, teaching practice field assessment has been a significant area of concern and received great attention particularly to students of higher learning institutions pursuing teaching programs. This is due to the fact that multiple fields of studies and professions are rooted back to the role played by teachers in preparing varied experts, from lower to higher level education. The study by Komba and Kira (2013) demonstrated that student-teachers who

are well trained and equipped with necessary teaching skills and appropriate performance feedback are likely to impose knowledge, skills and better learning guidance to their learners. Noah and Kitula (2023) in their study revealed that students' performance was highly contributed by quality level among teachers in aspects such as experience, practical training duration, assessment and feedback given. Feedback to student-teachers by their assessors, marks as a catalyst towards improvement and progress that enables production of experienced, skillful and knowledgeable teachers. Multiple experts of varied field of studies, in different times confessed the reality that their expertise, confidence, levels of creativity, passion to their works and efforts to change the societies positively, among other factors, has been greatly brought by 'seeds' planted by their teachers (Nurul Hidayah et al, 2022; Fadhilah et al., 2022). It is from such fact that proper preparation and assessment of student-teachers cannot be evaded.

Assessment activity to student-teachers is reasonably needs to be taken with great concern by considering the sensitivity of the process itself. Ineffective assessment process is doubtlessly brought ineffective and incompetent teachers who are partially prepared for the teaching profession. Effectiveness of teaching practice assessment to student-teachers is determined by prescribed standards set by a host college or university, which abides the standards given by educational regulatory authorities. In Tanzania, The National Council for Technical and Vocational Education and Training (NACTVET) and Tanzania Commission for Universities (TCU) prescribe standards and guidelines for teaching practice and assessment in colleges and universities respectively. Proper teaching practice field assessment to student-teachers determines, among others, quality and reputation of a host college or university. Furthermore, appropriate preparation of student-teachers towards a teaching profession abides to national constitution, educational policies and circulars which shows vision and direction of a nation and its people. The society and peoples' welfare in any nation, including Tanzania, depends on how well education system, including preparation of teachers is done. It is through quality education that Tanzania can create a strong and competitive economy that can effectively cope with the challenges of the dynamic global economy.

Teaching practice, among other standards, involves the allocated time for practice. The duration on which student-teachers stays at host schools for teaching practice, where, theories learnt at colleges and universities' campuses are put into real practices, not only determines knowledge, skills and experience acquisition, but also its assessment modalities. There are significant variations ranging from countries to colleges and universities on duration in which student-teachers stays at host schools for teaching practice. In the United States, for example, the teaching practice varies from six weeks to a full semester. This varies from one state to another. Netherlands and Australia have 48 and 24 weeks for teaching practice respectively (Wang et al., 2003). According to Nakpodia (2011), in Nigeria the duration of teaching practice for pre-service teachers is 11 weeks at the end of second semester where students go to teach to the schools of their choice after being accepted by host schools. The teaching practice duration in Botswana ranges from two to ten weeks (Mangope et al., 2018; Mannathoko, 2013). The length on which student-teachers stays at host schools really determines number of assessments to be conducted by assessors, possibility for internal assessment by host schools as well as opportunity for receiving feedback and working on assessors' comments for improvement.

In Tanzania, colleges and universities provides a total of 16 weeks for teaching practice, where, eight weeks are given during first year break and eight weeks during second year break. The allocated duration adheres to the standards given by NACTVET and TCU for colleges and universities respectively (Noah & Kitula, 2023). Usually, teaching practice is held during long holidays shortly after the end of second semester between July and September. Throughout their teaching practice, student-teachers must remain at their respective schools full-time, teaching their areas of specialty while observing and learning from experienced teachers (Kihwele & Mtandi, 2020). The total of 16 weeks for practicing teaching in factual environment is arguably adequate to impose needful skills, knowledge and experience to student-teachers. Further, since assessment is a crucial part in evaluating whether student-teachers mastered well the tasks associated with teaching profession at real teaching environment, adequate duration for teaching practice is of the outermost importance.

Teaching practice to student-teachers becomes worthless once appropriate field assessment by assigned supervising lecturers is not well undertaken. There are various assessment modalities, procedures and methods depending on institutional rules and regulations, curriculum demands, guidelines from regulatory authorities, natures and environment from host schools, colleges/universities' almanacs, host schools' calendas, to name a few. The mentioned factors determine how effective and efficient teaching practice assessment procedure ought to be. Effectiveness and efficiency of teaching practice assessment connotate how well student-teacher is prepared for a teaching profession.

Minimally, teaching practice field assessment is conducted once, whereby, assessors visit student-teachers at host schools and assesses them once. Some of higher learning institutions in Tanzania, for example, offers only a single assessment by university lecturers and one by head of host school (Noah & Kitula, 2023). According to Kihwele and Mtandi (2020), one-time assessment is not adequate as it does not give student-teachers a chance to work on the recommendations provided by supervising lecturers and have a second chance to teach and be assessed whether they have incorporated the comments for improvements. Twice assessment, on the other hand, is praised by its ability

to offer feedback to student-teachers to work on the recommendation given by supervising lecturer and get a second chance for improvement. Several higher learning institutions offer twice assessment, as further noted by Kihwele and Mtandi (2020). In all assessment durations, however, significant segments of assessment include classroom assessment, where, students-teachers are visited at natural classroom setting and get assessed during teaching process in on progress, and portfolio assessment, where, working materials assembled in single file are assessed. Internal assessment from management of hosting schools is as well an important assessment segment which counts.

Teaching practice field assessment is valuable in multiples ways. One among significant benefits teaching practice field assessment offers includes facilitation of a sense of responsibility, belonging and passion to teaching profession among student-teachers. This is because student-teachers are mandated to prove the level and capacity of understanding various teaching concepts and ability to act upon them practically. Nonetheless, teaching practice field assessment act as a catalyst to ethical conducts among student-teachers. According to Noah and Kitula (2023) student-teachers are likely to be embedded with proper ethical acts in both, college/university campuses and at host schools, since it gives good count during teaching practice assessment. Ethics is a necessary character that a trustworthy teacher must have. Yet, ethical status among student-teachers is a significant matter of concern as far as teaching practice field assessment is concerned.

Again, teaching practice field assessment fosters truthful relationship between colleges/university where student-teachers study, and host schools. This is contributed by the fact that schools' management expects to receive student-teachers who will not only mealy teacher in classrooms, but also, be well shaped and improved in teaching profession, and in turn contributing to students' academic performance. Assessment, apart from giving out feedback for improvement to student-teachers, it offers scores/grades which counts in students' academic achievement. Of all the benefits offered by teaching practice field assessment, however, little studies have been done to specifically assess its practical effectiveness and impact on competences among student-teachers, as one of the purposes of the current study.

On the other hand, teaching practice field assessment has been criticized by its likelihood contribution on diminishing student-teachers' confidence during teaching process, fear and embarrassment in front of students, among others. According to Brushkova et al. (2020), student-teachers are likely to experience anxiety and lack of confidence once their supervising lecturers visit them during classroom teaching, as the results, they tend to poorly perform and in turn, get discomfiture. Normally, the mentioned experience, to the higher cases, faces first-year student-teachers who experience teaching practice for the first time, and few second second-year student-teachers who holds bad teaching practice experience during their first time teaching practice. This perspective, however, was not popular since it received little support on its argument from majority of literatures.

1.1 Statement of the Problem

Teaching practice field assessment has been a cornerstone in preparing best student-teachers to become competent professional teachers fully equipped with teaching methodologies, skills, techniques and experience. While teaching practice is geared at exposing student-teachers to the actual teaching and learning environment, teaching practice field assessment is basically meant to offer student-teachers a room for self-evaluation and improvement in various areas of teaching profession. Assessment offers feedback which guides student-teachers about where and how they ought to be able to go next (Boud & Molloy, 2013). Well-groomed teachers who are effectively pursuing their professional tasks, among others, are determined by effectiveness and efficiency of teaching practice field assessment (Noah & Kitula, 2023). Reasonably, assessment of student-teachers during teaching practice needs to take into consideration appropriate procedures as per guidance of educational regulatory authorities and respective academic institutions. As well, prescribed areas of curriculum in educational programs under which student-teachers study has to be considered during assessment process. Additionally, learning environment in host schools where student-teachers practice teaching counts an important aspect for assessment.

Although teaching practice field assessment is meant to achieve what is stated above, it has received little attention among scholars. Recently, several studies have been done on varied areas of teaching practice in general. For examples, the studies by Dongo et al., (2019); Kihwele and Mtandi (2020); Komba and Kira (2013); and Msuya (2022), generally revealed on contribution of teaching practice on improving student-teachers' skills and competence. However, little among literature examined the effectiveness of teaching practice field assessment process in Tanzanian higher learning institutions, in specific. In addition, less studies have revealed on the influence of teaching practice field assessment on student-teachers' competences in Tanzanian higher learning institutions. This study, therefore, was geared to fill this knowledge gap.

1.2 Research Objectives

i. To assess the effectiveness of teaching practice field assessment process in Tanzanian higher learning institutions.
ii. To examine the influence of teaching practice field assessment on student-teachers' competences in Tanzanian higher learning institutions.

II. LITERATURE REVIEW

2.1 Theoretical Framework

This study was guided by Performance Feedback Theory which propounds that, individuals can be encouraged to engage in desired behaviors by using positive reinforcement, such as rewards and feedback. As argued by Gerardus-Lucas (2021), in propounding performance feedback theory, giving people response after assessing their performance can result in better performance in the future. According to this theory, feedback derived from assessments acts as a type of information that can alter behavior and enhance performance. This theory indicates that for feedback to be most helpful, it should be specific, prompt, and pertinent to the individual's objectives. Feedback can be classified as either positive or negative, and the theory proposes that both forms of feedback can be beneficial in enhancing performance. Positive feedback, which emphasizes strengths and achievements, can reinforce desirable behavior and encourage individuals to maintain their high-performance levels. Negative feedback, which points out areas needing improvement, can offer guidance and direction for individuals to adjust their behavior and enhance their performance. Therefore, feedback ought to be constructive enough to pinpoint the trainee's strengths and weaknesses.

Performance Feedback Theory is relevant to the current study on the impact of teaching practice field assessment on student-teachers' competence at higher learning institutions. Teaching practice field assessment is meant to provide feedback to student-teachers on various areas of their strengths and weaknesses during teaching practice, aiming at enhancing self-reflection and improvement. Assessment during teaching practice incorporate multiple aspects of teaching career ranging from classroom-related activities to extracurricular engagements, of which, student-teachers' competence in all aspects is desired. As noted by Lipnevich and Panadero (2021), providing student-teachers with constructive assessment and feedback on their teaching practices can help them enhance their competence. Feedback, therefore, is a significant product of assessment that enriches student-teachers with necessary knowledge, skills and experience which together generate competence.

2.2 Empirical Review

2.2.1 Effectiveness of Teaching Practice Field Assessment Process in Higher Learning Institutions

Studies conducted in Tanzania and other African countries indicate that the teaching practice field assessment process plays a significant role in improving the quality of teacher preparation. The study by Komba and Kira (2013), for example, found that, teaching practice assessment in Tanzania enhanced student-teachers' instructional skills, classroom management, and confidence in lesson delivery. Similarly, Kihwele and Mtandi (2020) established that teaching practice assessment contributed positively to the development of pedagogical competencies among pre-service teachers in Tanzania through observation and evaluation. In addition, Vumilia and Semali (2017) reported that effective supervision and assessment strengthened teaching effectiveness by improving reflective teaching among trainee teachers. However, these studies mainly focused on the general contribution of teaching practice and paid limited attention to examining how the field assessment process itself determines effectiveness in higher learning institutions.

Other studies emphasize that the effectiveness of teaching practice assessment depends on mentorship, feedback, and coordination between institutions and host schools. Noah and Kitula (2023) revealed that assessment feedback during teaching practice enhanced trainee teachers' competence and professional growth in Tanzania. Likewise, Mbhiza et al. (2024) observed that supportive mentor–student relationships promoted professional learning during teaching practice. Aglazor (2017) further argued that continuous supervision and reflective feedback are essential components of effective teaching practice assessment. Despite these findings, there is still inadequate empirical evidence specifically addressing the effectiveness of teaching practice field assessment processes within Tanzanian higher learning institutions, creating a contextual research gap.

2.2.2 Influence of Teaching Practice Field Assessment on Student-Teachers' Competences in Higher Learning Institutions

Empirical evidence demonstrates that teaching practice field assessment significantly influences student-teachers' professional competences. Nzilano (2013) found that teaching practice strengthened competencies such as lesson presentation, communication skills, and classroom management among pre-service teachers. Similarly, Kihwele and Mtandi (2020) reported that assessment during teaching practice enhanced pedagogical competence and instructional delivery among student-teachers in Tanzania. Dongo et al. (2019) also established that teaching practice

improved teaching effectiveness through better subject mastery and classroom interaction skills. Nevertheless, these studies concentrated more on teaching practice experiences generally and gave little emphasis to the specific influence of field assessment on competence development.

Several scholars further argue that feedback and mentorship during teaching practice are important for shaping student-teachers' competence and professional identity. Boud and Molloy (2013) explained that effective feedback promotes reflective learning and continuous improvement, while Lipnevich and Panadero (2021) emphasized that feedback-oriented assessment enhances self-regulation and professional competence. Likewise, Msuya (2022) found that teaching practice in Tanzania improved trainee teachers' instructional competence, confidence, and adaptability. However, most of these studies addressed feedback and professional development broadly without adequately examining how teaching practice field assessment specifically influences student-teachers' competences in Tanzanian higher learning institutions.

III. METHODOLOGY

3.1 Study Approach and Design

This study employed quantitative research approach. Quantitative research approach was chosen based on the study's desire to examine real and hard facts and knowledge on quantifiable basis. As well, the study used case study research designs. A case study research design aims to convey a phenomenon in depth, context, and in a comprehensive manner (Kombo & Tromp, 2006). The study employed a case study design because teaching practice field assessment relatively differs from teaching practice in general, as far as its influence to student-teachers' competence is concerned.

3.2 Study Area

The study was conducted at the three selected higher learning institutions in Tanzania. The named institutions were purposely chosen because they were higher learning institutions in Tanzania leading on higher enrolment of students pursuing educational programmes (The Tanzania Commission for Universities, 2025). Besides, the selected institutions hold a wide pool/database of more than 900 secondary schools for teaching practice which incorporates all 31 regions of Tanzania Mainland and Zanzibar, where, student-teachers are enabled to exercise their teaching practices yearly (Noah & Kitula, 2023; Kihwele & Mtandi, 2020). The inclusion of adequate number of secondary schools for teaching practice assures gathering of adequate experience of a topic countrywide from student-teachers and their supervising lecturers.

3.3 Target Population

The total population for this study was 12,076 people from selected higher learning institutions in Tanzania. The population included people directly involved in teaching practice assessment and teacher preparation programmes, including deans from faculties of education, heads of departments, coordinators of teaching practice, quality assurance officers, supervising lecturers, and student-teachers undertaking teaching practice. This population was considered suitable for the study because it possessed relevant information and experience regarding the influence of teaching practice field assessment on student-teachers' competence.

3.4 Sample Size and Sampling Techniques

Sample size for this study was 99 respondents. The sample size was determined by Yamane's (1967) formula from the target population (Yamen et al., 2017). The formula is;

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

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

$$n = \frac{12079}{1 + 12079(0.1^2)}$$

$$n = \frac{12079}{1 + 12079(0.01)}$$

$$n = \frac{12079}{1 + 120.79}$$

$$n = \frac{12079}{121.79}$$

$$n = 99.17 \approx 99$$

This study's sample of 99 respondents, as shown in Table 1 includes; three (03) deans, faculty of education, three (03) coordinators of teaching practice, three (03) heads of educational departments, three (03) quality assurance

officers, and twenty (20) supervising lecturers who were purposely selected. On the other hand, sixty-seven (67) student-teachers were selected by stratified sampling technique. The respondents namely; dean, faculty of education, coordinator of teaching practice, heads of department and quality assurance officer were involved in this study based on their roles of planning, budgeting, designing and overseeing the implementation of teaching practice and assessment procedures. Supervising lectures were included on the fact that they played a key role on assessing student-teachers at their host schools. Student-teachers, on the other hand were selected because they acted as key actors of teaching practice and affected directly by assessment process.

Table 1

Sample Size and Sampling Technique

S/N	Respondents	Sample	Technique
1	Dean, Faculty of Education	3	Purposive
2	Coordinator of Teaching Practice	3	
3	Heads of Departments	3	
4	Quality Assurance Officers	3	
5	Supervising lecturers	20	
4	Student-teachers	67	Stratified
	Total	**99**	

3.5 Data Collection Methods and Procedures

The study employed questionnaire method to collect data from respondents on their knowledge, perception and experiences on implementation of teaching practice field assessment and its influence on student-teachers' competences at higher learning institutions. Questionnaires were administered to the participants by the researcher, and the completed questionnaires were collected for data analysis. The rationale for choosing questionnaire method was its ability to accommodate bigger number of respondents within short period of time. Also, it offered higher freedom for respondents to participate in the study. Validity of the instrument was ensured by using teaching practice assessment experts while reliability of the questionnaire instrument was estimated using Cronbach's Alpha method.

3.6 Data Analysis

The study employed factor, descriptive, linear regression and correlational analyses to analyse data. Initially, Factor analysis was used to examine variable items by rejecting items with lower loading factor while variable items with higher loading factor were retained for further analyses. Descriptive analysis was used to examine the effectiveness of teaching practice field assessment process at higher learning institutions. Besides, linear regression analysis was employed to examine the overall contribution of independent variable to the dependent variable, as well as examining significance of the study. Correlational analysis on the other hand examined the strength and direction of relationship between independent and depend variable and contribution of independent variable to the dependent variable.

3.7 Ethical Consideration

The researcher observed ethical principles throughout the study. Permission to conduct the study was obtained from relevant authorities before data collection. Participants were informed about the purpose of the study and participated voluntarily after giving their consent. Confidentiality and anonymity were maintained by ensuring that participants' identities and responses were kept private and used strictly for academic purposes.

IV. FINDINGS & DISCUSSION

4.1 Findings

4.1.1 Factor Analysis for Teaching Practice Field Assessment

Factor analysis on "teaching practice field assessment" as the independent variable of this study was primarily conducted in order to determine the validity of the attributes/variable items before further analyses. The ten (10) variable items under "teaching practice field assessment" are shown in Table 3. Factor analysis was carried out in order to assess the effectiveness of teaching practice field assessment process at higher learning institutions, as well as to examine whether teaching practice field assessment was directly linked with the student-teachers' competences at higher learning institutions. In factor analysis technique, the extraction of data was conducted whereby; the acceptable loading cut-off points as suggested in studies (Hair et al., 2010; Pallant, 2010 & Musabila, 2012) was normally +0.500. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was used to verify suitability of data for factor analysis. The result for KMO and Bartlett's Test was .699 sampling adequacy which is satisfactory value as shown in

Table 2. Also, factor analysis was significant whereby Significance value was .000 (Sig. value "p = .000) which is below the recommended value of ≤ 0.5 (Hair et al., 2010; Pallant, 2010 & Musabila, 2012).

Table 2

Kaiser-Meyer-Olkin and Bartlett's Test for Teaching Practice Field Assessment

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.699
Bartlett's Test of Sphericity	Sig.	.000

After such procedure, through the use of factor analysis, three (3) out of ten (10) variable items were removed or omitted since they were poor loaded factors, while seven (7) variables with higher loading factor were identified and retained for further analysis of the study as shown in Table 3. Table 3 also shows the Cronbach's Alpha for teaching practice field assessment variable which was .713, an acceptable value as recommended by Musabila (2012).

Table 3

Retained and Removed Loading Factors for Teaching Practice Field Assessment Variable

Code	Statement items on teaching practice field assessment	Value	Decision
A1	Well prepared and organized by supervising lecturers	.651	Retained
A2	Has been involving adequate number of supervising lecturers	.601	Retained
A3	Effectively locating and attending all student-teachers at their host schools	.552	Retained
A4	Has been conducted at adequate time	.504	Retained
A5	Has been conducted at least twice as per requirement	.262	Removed
A6	Considers appropriate interval between first and second assessment	.530	Retained
A7	Considers effective provision of performance feedback to student-teachers	.481	Removed
A8	Considers fairness in marks allocation	.542	Retained
A9	Involves effective internal assessment from host schools	.762	Retained
A10	Has not been affected by host-schools' timetables	.470	Removed

Cronbach's Alpha (Overall) .713

4.1.2 The Effectiveness of Teaching Practice Field Assessment Process at Higher Learning Institutions

The study examined the effectiveness of teaching practice field assessment process at higher learning institutions. By the use of five levels Likert scale namely strongly agree, agree, neutral, disagree and strongly disagree, seven retained variable items as a result of factor analysis as shown in Table 3, were examined by descriptive analysis method on frequency and percent basis. Table 4 shows the effectiveness of teaching practice field assessment process.

Table 4

The Effectiveness of Teaching Practice Field Assessment Process

Code	Statement items on teaching practice field assessment	Responses: F (%)					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
A1	Has been well prepared and organized by supervising lecturers	22(22.22)	46(46.46)	10(10.10)	14(14.14)	7(7.07)	99(100)
A2	Has been involving adequate number of supervising lecturers	21(21.21)	38(38.38)	13(13.13)	18(18.18)	9(9.09)	99(100)
A3	Has been effectively locating and attending all student-teachers at their host schools	23(23.23)	41(41.41)	8(8.08)	21(21.21)	6(6.06)	99(100)
A4	Has been conducted at adequate time	23(23.23)	28(28.28)	14(14.14)	23(23.23)	11(11.11)	99(100)
A6	Considers appropriate interval between first and second assessment	17(17.17)	26(26.26)	15(15.15)	23(23.23)	18(18.18)	99(100)
A8	Considers fairness in marks allocation	17(17.17)	26(26.26)	14(14.14)	26(26.26)	15(15.15)	99(100)
A9	Involves effective internal assessment from host schools	24(24.24)	32(32.2)	14(14.14)	16(16.16)	13(13.13)	99(100)

4.1.3 Factor Analysis on Student-teachers' Competences

Factor analysis on "student-teachers' competences" as the dependent variable of this study was also conducted in order to determine the validity of the attributes/variable items before further analyses. The same procedure was conducted for independent variable as described in Part 3.1, Table 2 and Table 3. The fifteen (15) variable items under "student-teachers' competences" are shown in Table 6. Factor analysis was conducted in order to discriminate variable

items prior to assessment of whether teaching practice field assessment was directly linked with the student-teachers' competences at higher learning institutions. In factor analysis technique, the extraction of data was carried out whereby; the acceptable loading cut-off points as contended in studies (Hair et al., 2010; Pallant, 2010 & Musabila, 2012) was normally +0.500. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was used to substantiate suitability of data for factor analysis. The result for KMO and Bartlett's Test was .767 sampling adequacy which was adequate value as shown in Table 5. Also, factor analysis was significant whereby Significance value was .000 (Sig. value "p = .000) which is less of the recommended value of ≤ 0.5 (Hair et al., 2010; Musabila, 2012 & Pallant, 2010).

Table 5

Kaiser-Meyer-Olkin and Bartlett's Test for Student-Teachers' Competences

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.767
Bartlett's Test of Sphericity	Sig.	.000

After such procedure, through the use of factor analysis, six (6) out of fifteen (15) variable items were removed/omitted since they were poor loaded factors, while nine (9) variables with higher loading factor were identified and retained for further analysis of the study as shown in Table 6. Table 6 also shows the Cronbach's Alpha for teaching practice field assessment variable which was .725, an acceptable value as recommended by Musabila (2012).

Table 6

Retained and Removed Loading Factors for Student-Teachers' Competences Variable

Code	Statement items on teaching practice field assessment on student-teachers' competences	Value	Decision
Z1	Improves student-teachers' classroom control and management	.601	Retained
Z2	Improves student-teachers' ability to use appropriate teaching methods during classroom teaching	.489	Removed
Z3	Improves student-teachers' language accuracy during classroom teaching	.739	Retained
Z4	Improves student-teachers' questioning technique ability during classroom teaching	.548	Retained
Z5	Improves student-teachers' clarity of explanation and instruction during classroom teaching	.561	Retained
Z6	Improves student-teachers' Knowledge of subject content	.473	Removed
Z7	Improves student-teachers' ability to design and use creative teaching resources	.661	Retained
Z8	Improves student-teachers' classroom control and management ability	.655	Retained
Z9	Improves student-teachers' ability to manage time during classroom teaching	.484	Removed
Z10	Improves student-teachers' ability to accommodate diverse needs of learners during classroom teaching	.250	Removed
Z11	Improves student-teachers' ethical conducts and integrity	.639	Retained
Z12	Improves student-teachers' ability to prepare scheme of work, lesson plans, lesson notes and other related teaching materials	.469	Removed
Z13	Improves student-teachers' ability to organize and arrange portfolio	.674	Retained
Z14	Improves student-teachers' ability to perform extracurricular activities	.599	Retained
Z15	Improves student-teachers' ability to adhere to teaching professionalism	.442	Removed
Cronbach's Alpha (Overall) .725			

4.1.4 Regression Analysis on the Influence of Teaching Practice Field Assessment on Student-Teachers' Competences

After factor analysis technique, the study employed linear regression analysis to test the relationship among "teaching practice field assessment" and "student-teachers' competences". Using linear regression analysis; the model summary describes the overall contribution of the predictor (teaching practice field assessment) to the dependent variable (student-teachers' competences). The results in Table 7 show that the value of R^2 is 65.7%, with the Adjusted R^2 of .650. This implies that teaching practice field assessment is direct linked with student-teachers' competences in higher learning institutions.

Table 7

Model Summary of Teaching Practice Field Assessment and Student-Teachers' Competences

Model	R	R Square	Adjusted R Square
1	.798[a]	.657	.650

a. Predictors: (Constant), Teaching practice field assessment

Along with overall contribution as presented in Table 7, the study revealed that, "teaching practice field assessment" has positive significant relationship with "student-teachers' competences" in higher learning institutions by a significant value of .000 which is less than the recommended value of ≤ 0.5 (Hair et al., 2010; Pallant, 2010 & Musabila, 2012), and hence, an acceptable value. Finally, "teaching practice field assessment" has shown positive significance with "student-teachers' competences" with a contribution on Beta value of .798 (β = .798) as shown in Table 8.

Table 8

Linear Regression Analysis for Teaching Practice Field Assessment and Student-Teachers' Competences

Coefficients[a]				
Model		**Unstandardized Coefficients**	**Standardized Coefficients**	**Sig.**
		B	**Beta**	
1	(Constant)	.899		.000
	Teaching practice field assessment	.724	.798	.000

a. Dependent Variable: student-teachers' competence

4.1.5 Correlations between Teaching Practice Field Assessment and Student-Teachers' Competences

The study wanted to examine the relationship or association between teaching practice field assessment and student-teachers' competences in higher learning institutions. The study found that, there was a positive and strong relationship between teaching practice field assessment and student-teachers' competences as revealed by a Pearson correlation (r = .798**) and a p-value of (p = 0.000) as shown in Table 9.

Table 9

Correlational Analysis between Teaching Practice Field Assessment and Student-Teachers' Competences

		Teaching practice field assessment	**Student-teachers' competence**
Teaching practice field assessment	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	99	99
student-teachers' competence	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	99	99

**. Correlation is significant at the 0.01 level (2-tailed).

4.2 Discussion

4.2.1 The Effectiveness of Teaching Practice Field Assessment Process at Higher Learning Institutions

The study sought to assess the effectiveness of teaching practice field assessment process at higher learning institutions. Assessment of the effectiveness of teaching practice field assessment process is discussed under seven out of ten variable items that were retained for analysis since they hold higher and acceptable analytical values. These variable items included preparation and organization of teaching practice, involvement of adequate number of supervising lecturers, effectiveness in locating and attending all student-teachers at their host secondary schools, time adequacy in conducting teaching practice field assessment, and consideration of appropriate interval between first and second assessment. Other variable items include fairness in marks allocation and effectiveness of internal assessment from host schools.

The findings of the study reveal that preparation and organization of the teaching practice field assessment were effective, as the respondents mostly agreed and strongly agreed. In other words, to the larger extent, teaching practice field assessment process which commence by preparing and organizing the exercise itself was well executed. This is in line with the study done by Dongo *et al* (2019) who noted that, for teaching practice assessment process to be effective, proper plans and arrangement of the exercise have to be taken into higher consideration. Dongo *et al* further mentioned notable teaching practice preparation areas that were mostly considered before students' assessment process, including budget preparation, purchasing of teaching and assessment materials and proper allocation of students to host schools which are accessible to supervising lecturers. The same findings were observed by Noah and Kitula (2023) who revealed that all student-teachers allocated to pursue their teaching practices in both rural and urban areas were located and assessed as planned due to the appropriate and timely arrangements done by teaching practice coordinating office. The current study's findings and that of Dongo *et al*, Noah and Kitula are undoubtedly facilitated by presence of a special teaching practice fees paid by students in most of higher learning institutions which simplifies and facilitates easier preparation of students' assessment process.

The findings demonstrate that, the teaching practice field assessment was effective as it involved adequate number of supervising lecturers, as of majority's opinion. This was also observed by Vumilia and Semali (2017) that for proper teaching practice to take place, satisfactory number of assessors is necessary to ensure that each teacher-on-practice gets enough time to practice teaching and get proper appraisal. Vumilia and Semali further added that inappropriate proportion among student-teachers and their assessors leads to rashness of assessment process to the extent that assessment feedback and performance follow-ups may not be justly practiced. Similar observation was given by Mbhiza *et al* (2024) that student-teachers who were frequently visited by their supervising lecturers were highly competent comparing to those who were less visited and mentored by their supervising lecturers as the result of their inadequate distribution over host schools. As further noted by Kihwele and Mtandi (2020), if student-teachers are not mentored by adequate supervising lecturers, they will fail to develop practical skills hence will not be competent teachers after graduation. The results of the current study, and that of Vumilia and Semali; Mbhiza *et al*; Kihwele and Mtandi are possibly due to the fact that supervising lecturers plays significant technical role towards examining, shaping and improving general performance of student-teachers in field practice.

The findings display that, teaching practice field assessment has been effective in locating and attending all student-teachers at their host secondary schools, as agreed by majority of respondents. These findings were also demonstrated in the study by Nzilano (2013) revealing that the entirely number of pre-service teachers were sited and assessed by their supervising lecturers at their schools of teaching practice. The other study by Aglazor (2017) found that, field assessment exercise went successfully since all student-teachers were well engaged in theory learning at their colleges and universities and finally visited for assessment at their host schools. Both, the current study, and the studies by Nzilano and Aglazor showed that regardless of the extent to which student-teachers has been widely distributed to host schools locating all over the country, assessment exercise was effective since, every student-teacher was located, visited and assessed accordingly. The reason behind success of the assessment exercise is possibly due to the reason that host colleges and universities undergo thorough budgetary and monitoring plans for the named exercise. However, being scattered, remoteness, and transport barriers among some host schools mark significant barriers towards effective and successful assessment exercise. The choice of host schools for teaching practice which are easily accessible may reduce the difficultness rate

The findings reveal that, teaching practice field assessment was conducted at adequate time, as agreed by majority of the respondents. The findings are similar to that of Kihwele and Mtandi (2020) who revealed that an ample time was set to enhance teaching practice exercise as well as student-teachers' assessment to measure the performance. On the other hand, however, the study by Komba and Kira (2013) noted presence of inappropriate timing of the teaching practice exercise that was set at the end of the year by all teacher training universities. Komba and Kira further gave an example that, in one of the surveyed schools, there were sixty (60) student-teachers from different universities who had been posted for their teaching practice. Because of their large number, they could not get the required teaching load for them to practice teaching skills as well as adequate time for their assessment. Disparities in findings among the current study, Kihwele and Mtandi's study, and that of Komba and Kira is conceivably due by the reason that, teaching practice assessment exercise is affected by numerous factors ranging from those determined by colleges and universities to those influenced by host schools such as presence of varied schools' timetables and activities. These include presence of time-to-time internal examinations for students, sports and games events and students' tours that hindered effectiveness and efficacy of assessment exercise. In Tanzania's colleges and universities, normally, teaching practice exercise has been conducted for a period of eight weeks, whereby, the duration determined the time for assessment exercise as well (Noah & Kitula, 2023). Twice visiting and assessment of student-teachers including providing to them appropriate performance feedback requires adequate time among supervising lecturers. Time adequacy is as well affected by the ratio among student-teachers and supervising lecturers and geographical expansion of the allocated host schools. Indeed, adequate time for field assessment facilitates effective transformation and advancement in knowledge, experience and skills in teaching career among student-teachers.

The findings specify presence of divergent views on consideration of appropriate interval between first and second assessment. Nealy half of the respondents admitted on the fact that there was considerable interval between first and second assessment, while, the same number of respondents gave opposite opinion on that. The present findings are paralleled with the findings of Adegbola (2019) and Aglazor (2017) who found presence of unreliable time interval between first and second assessment among student-teachers, where, the length depended largely on assessors' conveniences. The essence of significant interval between first and second assessment lays on the need to provide ample time for student-teachers to work on the assessors' comments on areas of improvements before the second assessment. As well, reasonable time interval provides a good room for a student-teacher to prepare next teaching activities including preparation of scheme of work, lesson plan, lesson notes, teaching aids, as well as students' exercises. However, due to inadequate number of assessors versus student-teachers, limited time for assessment, and stiffness of host schools' timetables, as noted by Kihwele and Mtandi (2020), some supervising

lecturers tend to assess student-teachers twice in a squeezed time. This situation, in turn, may have undesirable impact to student-teachers' ability to successful translating teaching theory into practice.

The findings demonstrate presence of antagonistic perspectives on fairness in marks allocation as a result of teaching practice field assessment. Nearly half of the respondents agreed and strongly agreed on presence of fair practice in marks allocation during assessment of teaching practice, while closely the same number of the respondents disagreed and strongly disagreed on the said issue. The findings concur with the study by Komba and Kira (2013) who noted presence of inconsistence in marks allocating across supervising lecturers. The study further revealed the nature of supervising lecturer as the determinant factor towards awarding of marks to their student-teachers. According to Komba and Kira, 92 percent of the student-teachers did not discuss with their supervising lecturers after the lessons during their previous teaching practice, while only eight percent reported to have had discussions with their supervising lecturers after teaching. In addition, 78 percent reported that the lecturers were not friendly while on 22 percent admitted the fact that lecturers were friendly. Similarly, according to Dongo *et al* (2019), marks are fairly awarded once student-teachers are assessed twice and given time to work of the comments and corrections of the previous assessment before the final assessment. Dongo further recommended that each subject should be assessed by an expert in that area and demand reports from supervisors and students on findings and feedback in each lesson assessed. The current study's findings and that of Komba and Kira; and Dongo *et al* on fairness in marks allocation during teaching practice field assessment, are probably hampered by several parameters ranging from student-teachers' efforts to translate teaching theories into practice, to assessors' ability to offer fairgrounds of assessment.

The findings revealed presence of effectiveness of internal assessment from host schools. In other words, host schools managed to undertake internal assessment to student-teachers as a second assessment 'eye'. The findings are similar to that from Dongo *et al* (2019) who noted seriousness among schools' management in shaping student-teachers in teaching-related aspects and in extracurricular activities. Student-teachers, as revealed by the study, were noted to participate in extra module activities such hosting teacher-on-duty roles as well as sports and games events, which marked as one of their assessment areas. Similarly, host schools' management reported on matters related to disciplinary cases to host colleges and universities for further actions upon the need. The study' findings are a obviously due to the reason that host schools spend much time with student-teachers at the entire teaching practice exercise, hence, offers relevant assessment and informational support to supervising lecturer and host colleges/universities at large.

4.2.2 The Influence of Teaching Practice Field Assessment on Student-Teachers' Competences at Higher Learning Institutions

The study sought to determine the influence of teaching practice field assessment on student-teachers' competences at higher learning institutions. Teaching practice field assessment with its variable items is constant and discussed as a single entity and predictor of student-teachers' competences. The significant variable items retained for analysis under "teaching practice field assessment" included preparation and organization of teaching practice, involvement of adequate number of supervising lecturers, effectiveness in locating and attending all student-teachers at their host secondary schools, time adequacy in conducting teaching practice field assessment, and consideration of appropriate interval between first and second assessment. Other variable items include fairness in marks allocation and effectiveness of internal assessment from host schools. On the other hand, the significant variable items retained for analysis under "student-teachers' competences" as a dependent variable, include classroom control and management, language accuracy, questioning technique ability, clarity of explanation and instruction, ability to design and use creative teaching resources, and classroom control and management. Other variable items under the same category include ethical conducts and integrity, ability to organize and arrange portfolio, and ability to perform extracurricular activities.

The findings of the study reveal that, improving of teaching practice field assessment is allied with increasing likelihood of student-teachers' competences at higher learning institutions. Similarly, there was a positive and strong relationship between teaching practice field assessment and student-teachers' competences in totality of its entire variable items. The findings are in line with Kihwele and Mtandi (2020) who noted the presence of a high rate of satisfaction to student-teachers on assessment done during their teaching practice which in turn, improved their teaching competences. The results from the current study and that of Kikwele and Mtandi are conceivably facilitated by the fact that effectiveness in executing teaching practice exercise including employing proper assessment modalities, and conducting of at least two assessments that offers room for student-teachers to work on assessors' comments, affects positively the competency level among student-teachers.

On the other hand, however, the study's findings are contrary to the study by Komba and Kira (2013) who noted that 76 percent of the student-teachers indicated that teaching practice and assessment was ineffective in improving their teaching skills, and hence, they were not satisfied with the way the teaching practice was being handled. The controversial results of the current study, Kihwele and Mtandi and that of Komba and Kira is probably due to the fact planning, preparations and implementation of teaching practice exercise across colleges and

universities differs and hence, affects student-teachers' competences. Aspects such as amount of budget set for the exercise, numbers of supervising lecturers against number of student-teachers, and host schools' practice environment may determine level of competence to be acquired by student-teachers as a result of teaching practice.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

With regard to findings from the study, it is concluded that, teaching practice field assessment process at higher learning institutions was effective. Specifically, the effectiveness of teaching practice field assessment process was evidently observed in areas of preparation and organization of teaching practice, adequacy of number of supervising lecturers, locating and attending student-teachers, time adequacy for assessment, and internal assessment from host schools. On the other hand, it is as well concluded that, teaching practice field assessment have significant influence on student-teachers' competence at higher learning institutions. In other words, effective teaching practice field assessment under appropriate plans and coordination by colleges/universities, committed and dedicated supervising lecturers, in relation to justly host schools' support, is likely to improve student-teachers' competences, and hence, worthy for a teaching career.

5.2 Recommendation

From the findings of this study, it is recommended that; government, through its regulatory bodies of higher learning education, should time to time, review, direct and monitor the guidelines for teaching practice exercise for higher learning institutions. Likewise, higher learning institutions as a major host, organizer and overseers of teaching practice field assessment in schools, should allocate adequate budget, sufficient number of supervising lecturers, and establish incessant relationship with host schools. The named steps will factually ensure effectiveness of teaching practice assessment exercise, which eventually influences student-teachers' competences. Also, it is recommended that further studies be conducted on the contributions of competences among student-teachers on students' academic achievements in schools.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Funding Declaration

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

REFERENCES

Adegbola, F. F. (2019). Teachers' pedagogical competence as determinants of students' attitude towards basic science in South West Nigeria. *Educational Research and Reviews, 14*(18), 655–660. https://doi.org/10.5897/ERR2019.3761

Aglazor, G. (2017). The role of teaching practice in teacher education programmes: Designing framework for best practice. *Global Journal of Educational Research, 16*(2), 101. https://doi.org/10.4314/gjedr.v16i2.4

Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment and Evaluation in Higher Education, 38*(6), 698–712. https://doi.org/10.1080/02602938.2012.691462

Brushkova, L. A., Gavrov, S. P., Zaia, I. Y., Gevorkyan, A. R., & Manuilova, E. A. (2020). The problem of confidence in schoolteachers in the context of new normality. *SHS Web of Conferences, 79*, 03002, 1–5.

Dongo, I. E., Agada, H. E., Aondowase, G. S., & Iliamkondo, A. D. (2019). Impact of teaching practice on students' teaching effectiveness in secondary schools in Benue State, Nigeria. *Journal of Educational Research, 4*(6), 38–51.

Fadhilah, Y., Salim, R. M. A., & Safitri, S. (2022). Teacher efficacy and teacher social perception in creative teaching for elementary school teachers. *Jurnal Ilmiah Sekolah Dasar, 6*(2), 212–219. https://doi.org/10.23887/jisd.v6i2.44760

Gerardus-Lucas, J. M. (2021). *Performance Feedback Theory*. Oxford University Press.

Hair, J. F., Black, W. C., & Anderson, R. E. (2010). *Multivariate Data Analysis: A Global Perspective* (7th ed.). Pearson Education.

Kihwele, J. E., & Mtandi, R. (2020). Impact of teaching practice on pre-service teachers' pedagogical competencies in Tanzania. *East African Journal of Education and Social Sciences, 1*(1), 101–111. https://doi.org/10.46606/eajess2020v01i01.0011

Komba, S. C., & Kira, E. S. (2013). The effectiveness of teaching practice in improving student teachers' teaching skills in Tanzania. *Journal of Education and Practice, 4*(1), 157–164.

Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Pauline's Publications Africa.

Lipnevich, A. A., & Panadero, E. (2021). A review of feedback models and theories: Descriptions, definitions, and conclusions. *Frontiers in Education, 6*, 1–19. https://doi.org/10.3389/feduc.2021.720195

Mangope, B., Otukile-Mongwaketse, M., Dinama, B., & Kuyini, A. B. (2018). Teaching practice experiences in inclusive classrooms: The voices of University of Botswana special education student teachers. *International Journal of Whole Schooling, 14*(1), 57–92.

Mannathoko, M. C. (2013). Does teaching practice effectively prepare student-teachers to teach creative and performing arts? The case of Botswana. *International Journal of Higher Education, 2*(2), 115–121. https://doi.org/10.5430/ijhe.v2n2p115

Mbhiza, H. W., Nkambule, T., & Masinire, A. (2024). Student teachers' mentorship experiences during teaching practice: A comparison of mentor–student dynamics in rural and urban schools. *Interdisciplinary Journal of Education Research, 6*(1), 1–14. https://doi.org/10.38140/ijer-2024.vol6.05

Msuya, O. W. (2022). Trainees-teachers' professional development during teaching practice in Tanzania: Experience from the host institutions. *Higher Education Studies, 12*(3), 19–39. https://doi.org/10.5539/hes.v12n3p19

Musabila, A. K. (2012). The determinants of ICT adoption and usage among SMEs: The case of the tourism sector in Tanzania (Doctoral dissertation, Vrije Universiteit Amsterdam). Vrije Universiteit Amsterdam. https://research.vu.nl/en/publications/the-determinants-of-ict-adoption-and-usage-among-smes-the-case-of

Nakpodia, E. D. (2011). Teacher and the student practice teaching programme in Nigerian educational system. *International Journal of Educational Administration and Policy Studies, 2*(3), 33–39.

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

Nurul Hidayah, N., Susandi, A. D., & Nuraya, N. (2022). Teacher professionalism in fostering students' creativity. *Journal of Advanced Sciences and Mathematics Education, 2*(1), 23–28. https://doi.org/10.58524/jasme.v2i1.98

Nzilano, J. L. (2013). Pre-service teachers' teaching competencies: The experience of practising teaching in secondary schools and teacher colleges. *African Journal of Teacher Education, 3*(1), 1–21. https://doi.org/10.21083/ajote.v3i1.2030

Pallant, J. (2010). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS* (4th ed.). McGraw-Hill Education.

The Tanzania Commission for Universities. (2025). *Vital Statistics on University Education in Tanzania 2025*. Tanzania Commission for Universities.

Vumilia, P. L., & Semali, L. M. (2017). Ways to improve "BTP quality" and the extent teaching practice contributes to teaching effectiveness. *International Journal of Advanced Research, 5*(10), 1082–1131. https://doi.org/10.21474/IJAR01/5629

Wang, A. H., Coleman, A. B., Coley, R. J., & Phelps, R. P. (2003). Preparing teachers around the world. *Policy Information Report*. https://doi.org/10.1177/003172170308500319

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row.

Yamen, T., Sato, S., & Maruyama, M. (2017). Sample size formula. *Atkins*. https://doi.org/10.1016/j.ophtha.2017.