



## Constructive Feedback and the Quality of Teaching and Learning Practices Among New Teachers of International Primary Schools in Nairobi City County

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**Abstract:** *Constructive feedback is an essential part of mentoring newly recruited teachers. The purpose of this research was to examine the effect of constructive feedback on the quality of teaching and learning practice of new teachers in international primary schools in Nairobi City County. The study was grounded on Katz developmental stage theory. The research design employed in this study was a mixed methods convergent design, specifically parallel-databases variant. Quantitative method utilised a cross-sectional design while qualitative adopted a phenomenological design. Target population consisted of all 25 schools, 25 headteachers, 25 mentors and 118 new teachers. Stratified proportional sampling was employed to sample 8 schools, 8 headteachers automatically included, while 8 mentors chosen using purposive criterion sampling. Krejcie and Morgan table was used to determine the sample size for selecting 92 new teachers, utilising cluster sampling. From the analysis, most of the respondents (39, 49.4%) conceded that constructive feedback was extremely important to the mentoring program. The study revealed that a strong positive and significant relationship exists between constructive feedback and the quality of teaching and learning practice (correlation coefficient 0.729\*\*). This implies that constructive feedback has a strong positive association to the quality of teaching and learning in international primary schools in Nairobi City County. The study findings also indicated that constructive feedback offers new teachers an opportunity to reflect on their teaching methods, identify areas for improvement, and make informed adjustments to their instructional strategies. The study recommended that policymakers should prioritize the establishment of robust mentoring policies tailored to the unique needs of new teachers in international primary schools. Headteachers should prioritise training mentors on modern global trends in mentoring and provide cross-cultural competency training to address the diverse needs of international teachers and students. These programs should pair new teachers with experienced mentors who can provide constructive feedback, share best practices, and offer guidance on navigating the complexities of teaching in diverse cultural contexts*

**Keywords:** *Constructive feedback, quality of teaching and learning, cultural contexts, instructional strategies, comprehensive mentoring programs*

### 1.1 Background of the study

Quality teaching and learning, in contemporary educational discourse, can be understood as an intricate process. It aims to foster holistic student development by equipping learners with knowledge, skills, and attitudes that prepare them for the challenges of the 21st century (González-Pérez & Ramírez-Montoya,

2022). It transcends traditional curriculum models and embraces an approach that prioritizes critical thinking, problem-solving, and active participation in classroom discussions (Numan & Islam, 2021). Quality teaching and learning also places a strong emphasis on cultivating students' perspectives on diverse worldviews and their capacity to address global challenges (Zajda, 2018). This perspective emphasizes the importance of developing students into globally competent individuals who can navigate the complexities of an interconnected world.

Throughout history, teaching and learning has undergone significant transformations. In earlier centuries, education predominantly adhered to a teacher-centred model, where the transmission of knowledge from teacher to student was paramount. This pedagogical approach primarily relied on rote learning, chorus responses, copying and imitation, limited student engagement, fostering passive absorption of information (Akyeampong, 2017). However, educational reformers like John Dewey in the early 20th century advocated for a paradigm shift towards student-centred learning. This transformation marked a pivotal moment in educational philosophy, emphasizing active participation, critical inquiry, and hands-on experiences (Cappiali, 2023). Teachers began to assume the role of facilitators, guiding students in their exploration of knowledge. Furthermore, the advent of technology, particularly the internet and digital tools, has accelerated this shift, offering opportunities for personalized and collaborative learning experiences (Pandey, 2019).

Trends in teaching and learning characterized by this profound integration of technology has reshaped educational practices. The widespread adoption of online and blended learning models, facilitated by digital tools and online resources, has revolutionized education by providing flexibility and access to diverse materials especially during COVID-19 and pre-COVID-19 times (Kumar et al., 2021). Personalized learning, often driven by technology, tailors educational experiences to individual needs, allowing self-paced exploration. Gamification elements and educational technology have augmented engagement, making learning interactive and enjoyable (Shemshack & Spector, 2020). Additionally, the availability of online resources and platforms for project-based learning has expanded access to real-world applications and information. In hybrid and flipped classrooms, technology seamlessly integrates with teaching practices, offering a balance between online and in-person instruction (Harris, et al., 2016). Data-driven education, empowered by technology, enables educators to make informed decisions, identify areas for improvement, and provide tailored support (Kurilovas, 2020).

The impact of technology on education has enriched the learning environments for students and teachers alike. Globally, novice teachers share common obstacles, including navigating curriculum complexities, designing engaging lessons, motivate, assess and evaluate student progress, communicate effectively with colleagues and parents; and managing classroom dynamics, which can impact confidence without proper mentoring (Graham et al., 2020; Çakmak et al., 2019). Specific challenges faced by novice teachers in Ghana, as revealed by Adarkwah et al. (2022), encompass moderate self-efficacy, difficulties in classroom management, and obstacles arising from large class sizes and inadequate training. Wachira and Waiganjo (2014) highlight the challenges encountered by novice teachers in the local context, emphasizing issues such as restricted access to teaching materials, unfavourable working conditions, and inadequate mentorship time. Subsequently, it is imperative to address these shared challenges to ensure the ongoing and effective development of new teachers, fostering a sustained and robust workforce in the field of education.

Marudadorai et al. (2023) highlights the various obstacles encountered by novice teachers during their first year in Malaysian international schools, encompassing practical, cultural, and professional dimensions as they navigate the transition into an international educational environment. These challenges include grappling with unfamiliar curricular content, a deficit in specific teaching skills, and a tendency to imitate the teaching styles of expatriate staff. Additional difficulties encompass a lack of proficiency in handling unfamiliar curricular content, inadequacies in teaching and supporting diverse learners while maintaining classroom discipline, struggles with classroom management and effectively addressing student diversity, a lack of expertise in selecting appropriate teaching materials, and limited administrative support in managing parental expectations.

Locally, research conducted by Kanja et al. (2022) investigated the correlation between job satisfaction and burnout syndrome among teachers in international secondary schools located in Nairobi City County. The research findings revealed a significant association between teaching, a demanding profession, and the likelihood of experiencing high levels of burnout and negative affectivity. Although the study did not specifically focus on newly recruited teachers, it is important to note these teachers are particularly susceptible to burnout compared to more experienced teachers. This vulnerability arises from factors such as limited experience, the difficulties of adjusting to a new professional setting, and the pressure to meet high expectations. Addressing burnout among new teachers is crucial not only for their personal well-being but also for enhancing job satisfaction, contributing to their overall effectiveness in the classroom. Mentoring thus plays a vital role in supporting and guiding newly qualified teachers as they navigate their new roles.

The teacher mentoring process involves two essential types of support: professional learning/career support and psychological support. Professional learning support enables beginner teachers to develop their competence and understanding of teaching, as well as assisting them in adapting to their new work environment (Vikaraman et al. 2017). Mentor teachers provide career support services, including sponsorship, facilitating exposure and visibility, coaching, protection, and challenging work assignments (Picariello & Waller, 2016). Psychological support, on the other hand, involves providing emotional or personal assistance to novice teachers enhancing their sense of competence, identity, self-esteem, and work role effectiveness (Burger et al., 2021). Psychosocial functions such as role modelling, acceptance and confirmation, counselling, and friendship are performed by mentor teachers to provide psychological support to novice teachers (Kozikoğlu, 2018). Both professional learning/career support and psychological support are critical in teacher mentoring to improve ECTs' teaching skills, build their confidence, and establish a sense of belonging in the profession.

Constructive feedback is a crucial element in mentoring, helping teachers maximize their potential at various stages of teaching and learning. It raises their awareness of strengths and areas for improvement while identifying actions needed to enhance performance. Constructive feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, use it, and hopefully make changes for the better. Constructive feedback is therefore a very important aspect of the teaching and learning environment. It enhances the integration of knowledge, skills and behaviours of teachers and learners in the classroom. Feedback is central to the development of competence and confidence of both teachers and learners at all stages of education. It clarifies good performance, helps in the development of self-assessment and delivery of high-quality information to mentors (to improve teaching) and teachers (to enhance learning).

This study aims to address several gaps in the existing research on mentoring and more specifically on constructive feedback and the quality of teaching and learning of new teachers in international primary schools in Nairobi City County. While previous studies have recognized the value of constructive feedback in supporting new teachers, there is a lack of focus on newly recruited teachers and their specific needs and experiences in international primary schools in Nairobi City County. Furthermore, it is worth noting that most existing studies in the field have predominantly concentrated on the context of secondary schools or have encompassed the entire spectrum of compulsory education, from kindergarten through 12th grade (K-12) neglecting the unique challenges and requirements of primary education.

## **1.2 Statement of the Problem**

Mentoring in the field of education has garnered widespread recognition as a vital component of new teacher induction and the advancement of ECTs' professional skills. Its significance extends beyond the improvement of teaching and learning, encompassing the establishment of high-quality educational standards (Kutsyuruba et al., 2018). By introducing teacher mentoring, educators can reap numerous benefits. Mentoring offers numerous benefits including professional development, emotional support, and improved job satisfaction. It contributes to their growth by providing guidance, feedback, and opportunities for self-reflection, leading to increased self-awareness and critical thinking (Schuck et al., 2018). Additionally, mentoring facilitates the formation of professional networks, promoting collaboration, peer learning, and access to valuable resources and development opportunities within the teaching community.

Feedback, which is a proponent of mentoring is considered constructive in the process of learning if it is delivered immediately and in a sensitive manner (Jefferies et al., 2023). It is well documented that in academic settings, students learn more effectively when peer feedback is an inherent constituent of the overall assessment (Van den Berg et al., 2006). Many researchers have demonstrated the potency of constructive feedback as a mentoring practice to improve learning outcome (Hattie & Timperley, 2007). The consequences of not correcting the current state of mentoring in international primary schools in Nairobi City County, may lead to suboptimal classroom practices and destabilized learning environments, decreased educational quality, disrupted curriculum delivery, student disengagement and reduced student achievement. These consequences can negatively impact the overall quality of education, hinder student learning outcomes, create a challenging environment for both teachers and students and negatively impacting on the overall reputation and success of international schools. To address these issues, it is crucial to prioritize effective mentoring, improve teacher retention strategies, and promote a supportive educational environment. This study therefore aims to examine constructive feedback in international primary schools, assess its impact on teaching and learning, and identify gaps or deficiencies. The findings of this study will contribute to the existing knowledge of mentoring in international schools and enhance the process and promote high-quality education in international primary schools in Nairobi City County.

## **1.3 Research Question**

What is the effect of constructive feedback on the quality of teaching and learning practices of new teachers in international primary schools in Nairobi City County?

## **1.4 Hypothesis**

H<sub>0</sub><sub>1</sub>: There is no statistically significant effect of constructive feedback on the quality of teaching and learning practices of new teachers in international primary schools in Nairobi City County.

## 1.5 Theoretical Framework

### *Katz's Developmental Stage Theory*

Katz (1972) coined one of the models which can be used to describe the developmental stages that teachers can experience within the first five years of their teaching profession. In this theory, Katz (1972) hypothesized the professional development of new teachers in four stages namely survival, consolidation, renewal, and maturity. In the survival stage, new teachers are concerned with how to cope on a day-to-day basis as they begin to interrogate their personal and professional competencies as well as their aspiration to teach. This stage according to Katz lasted the first full year of teaching. In this regard, Katz (1972) recommended that teachers in the survival stage needed to be supported, understood, encouraged, reassured, comforted, and guided. Constructive feedback then becomes critical at this stage as it helps teachers identify areas for improvement, develop essential teaching skills, and build confidence in managing classroom challenges. Feedback from mentors empowers novice teachers to navigate the survival phase and lay a foundation for sustained success in their careers (Hugo, 2018).

Once a new teacher realizes that they can survive until the end of the first year, they transition into the second stage called consolidation. In this stage, new teachers normally begin to concentrate on individual learners with problems and troubled situations. Thus, Katz (1972) proposed that it was imperative for trainers to assist the new teachers in constructing their experiences and applying solutions to problems witnessed. In overcoming this stage, the exchange of information and ideas with colleagues who are more experienced can be of great help to the new teachers. During the third or fourth year of teaching, the teachers shift towards renewal. In explaining this development stage, Katz (1972) noted that new teachers begin feeling tired or bored of conducting the routines and as result, they embark on searching for fresh materials, techniques or approaches that can be applied in their teaching. These teachers often express interest in the available opportunities for professional development such as conferences or membership in professional associations. They can also visit other classes or have visitors to their classes with the intention of sharing ideas that can be applied in that context and reap new ideas from their peers.

When teachers reach the maturity stage, they are more worried about their personal insight, perspectives, and improving the teaching profession. Teachers in this case welcome the opportunities for reading widely and interacting with educators working on diverse problem areas related to teaching at many diverse levels. Katz (1972) also underlined that due to individual differences, some teachers can become mature teachers within three years while others may require five or more years. Based on this theory, most of the beginner teachers are in the survival stage where their focus is on persevering through the day, week, and term. These teachers are most preoccupied with the present current task at hand. Katz (1972) writes of these teachers, “The discrepancy between anticipated successes and classroom realities intensifies feelings of inadequacy and unpreparedness” (p. 4). Mentoring plays a crucial role in the training process, especially during the stages of survival and consolidation. (Toombs & Ramsey, 2020). Katz (1972) stated that by exchanging information and ideas with more experienced colleagues, new teachers can boost their proficiency in developmental tasks. The training provided ought to be tailored to the individual ECTs and their classrooms. Katz (1972) recommended uninterrupted training beyond isolated planned classroom observations. Experienced teachers and consultants may provide professional development to teachers in the survival stage.

This theory is highly relevant to this study since it will guide the identification of the needs and challenges faced by new teachers and how constructive feedback can be used to meet the identified needs



and overcome the highlighted challenges and especially those related to teaching and learning practices. The theory in general also informs the purpose of this study which is to examine the effect of constructive feedback on the quality of teaching and learning practices among new teachers in international primary schools in Nairobi City County, Kenya.

## 1.6 Review of Related Literature

### *Constructive Feedback and Quality of Teaching and Learning*

Regarding constructive feedback and teaching and learning practices, Martínez (2016) conducted a study to examine the nature of feedback that Spanish student teachers expected from their school mentor teachers during practicum experience. The study adopted a mixed methods research design where a sample of fifty- eight student teachers were selected. According to the study findings, high-quality, detailed, ongoing, supportive, and constructive mentor's feedback through constructive criticisms, comments and suggestions enabled the student teachers to pinpoint the areas they needed to improve in their teaching practice to become effective and competent teachers. The study emphasized that constructive feedback from mentor teachers helped these student teachers to change their teaching behaviours and supported continuous positive reinforcement and ongoing encouragement.

The quantitative aspect of this study was purely descriptive, and no inferential tests were conducted to quantify the relationship between the two variables. Without inferential tests, the study may not determine whether the observed relationships or differences between variables are statistically significant or merely due to chance. Consequently, the findings may lack robustness and may not be generalizable to a larger population. Besides being undertaken in a different context from that of the current study, this study only considered the perspective of the teacher candidates (mentees). Focusing exclusively on mentees may result in an incomplete picture of the mentoring relationship. The perspectives of mentors, head teachers, and other stakeholders are also valuable and can provide a more holistic view of the mentoring process. The teaching practices improved were also not highlighted or explored. The current study will focus on new teachers, headteachers and mentors in Nairobi City County and explore the enhancement of teaching and learning practices in this context. It will also include both descriptive and inferential tests to enhance the credibility and validity of the study's results, enabling researcher to make more informed interpretations and recommendations based on the evidence obtained. A study by Puttick and Wynn (2021) aimed to explore how written lesson observation feedback is used to construct the concept of 'good teaching' in beginning teachers in the UK. The study employed a qualitative research design, using written lesson observation feedback given to beginning teachers (n=127) on one Initial Training Education (ITE) programme in England to a total of 508 lessons (four per beginning teacher). The study employed a sampling technique that involved selecting beginning teachers as participants, who were then provided with feedback on their teaching practices. The study found that written feedback on lesson observations constructed 'good teaching' in terms of the teacher's subject knowledge, communication skills, and student engagement. This study exclusively used a single research instrument, namely a lesson observation form, which may lead to a narrow understanding of the research phenomenon, as it only captures data from a particular perspective. On the other hand, the current study will utilize various forms of research instruments including questionnaires and semi structured interview guides, which may help overcome this limitation by providing a more comprehensive and diverse set of data that can be analysed from different angles. Therefore, investigating the potential benefits and drawbacks of using multiple research instruments in comparison to use only one can be an important research gap to explore.

In Africa, Bukari and Kuyini (2015) investigated the impact of mentoring on the quality of teacher training in Ghana. This study adopted a qualitative case-study method and focused on teacher trainees in a teacher training college in the country. Interviews with trainee teachers and headteachers from the local schools were conducted. The study noted that as teacher trainees transitioned into their first teaching jobs, it could be assumed that they would continue to struggle with similar, logistical teaching behaviours. According to the study, these teachers expected feedback about their performance that was honest, constructive, and aligned to professional development opportunities. The study highlights that without quality feedback, teachers were unable to reflect on their practice, which in turn decreased their desire to improve. The study emphasized that effective feedback should be based on observable data, provide affirmation for positive teaching characteristics, and promote reflection with the intent of moulding teachers into self-directed leaders of their own learning.

Given that this study is a case study and has a small sample size of eighteen teacher trainees and eight headteachers, there are potential limitations to the generalizability and representativeness of the findings. In contrast, the current study aims to address these limitations by including a larger sample size of ninety-two new teachers, eight mentor teachers, and eight headteachers. This larger sample size can offer several benefits, including increased statistical power, greater representativeness of the population, and the ability to detect small but significant effects. Moreover, a larger sample size can provide more confidence in the reliability and validity of the study's results, thereby enhancing the credibility and robustness of the findings.

Vumilia (2018) conducted a study in Moshi, Tanzania. The purpose of the study was to explore supervisors' self-efficacy beliefs that influence their ability to provide effective supervision and performance feedback to pre-service teachers during Block Teaching Practice (BTP). The study aimed to answer the question of whether supervisors' feedback in BTP influences classroom instruction. The study design used a questionnaire as the primary instrument for data collection, which was sent to supervisors. The study employed sample techniques to gather data from supervisors in Tanzania, with few studies previously conducted on the topic in the region. According to the study's findings, the supervisors demonstrated a high level of perceived self-efficacy, indicating their confidence in performing their supervisory tasks. Additionally, the supervisors displayed awareness of the responsibilities associated with their role in supervision. However, the study also revealed challenges supervisors face in their work and laid the foundation for further analysis of perceived self-efficacy in supervision. The study demonstrated the importance of constructive feedback for teacher trainees and the need to enhance the competence of supervisors in giving constructive feedback.

The use of a questionnaire as the primary instrument for data collection in the previous study has some strengths, such as being cost-effective and efficient in collecting data from a large sample size. However, relying solely on questionnaires may limit the researchers' ability to fully comprehend the complexity and nuances of the research phenomenon, particularly when exploring complex and sensitive topics, such as self-efficacy beliefs and emotional responses. To address this limitation, the current study will use both interviews and questionnaires to gather data. This approach offers several benefits, such as enhancing the validity and reliability of the findings through triangulation of data from multiple sources. By cross-checking the data from various sources, the researchers can reduce the potential for researcher bias and provide a more accurate and comprehensive understanding of the research phenomenon. Moreover, the use of interviews can provide rich data by exploring the participants' experiences and

perspectives in depth. Interviews can also allow the researchers to probe further into the participants' responses, thereby providing a deeper understanding of their thoughts and emotions. This can be particularly beneficial when exploring complex and sensitive topics.

In Kenya, Ochanji et al. (2017) conducted a study on teaching practice experience. The study was part of a partnership project to build capacity through quality teacher preparation at a Kenyan University. The study used survey techniques and focused on the student teachers' perspectives on the preparation processes, ability to plan, instruct, and use feedback to improve instruction in teaching practice. The study employed stratified sampling of 360 student teachers and 240 supervisors. A survey questionnaire was developed for collecting data from the student teachers. The other two instruments used in data collection were interview schedules for the principal and for the area supervisor. The student teacher questionnaire covered several educational components, such as professionalism, lesson material preparation, content knowledge, teaching performance skills, and reflection based on classroom observation feedback.

Strategic sampling was used to identify the zones and schools for data collection. According to the study, the mentoring program's primary benefit, which was highly valued by teaching practise students, was the provision of immediate and relevant feedback. The mentors' availability in the same school and subject area made the feedback both timely and pertinent. The study focused on pre-service teachers, and the findings may not necessarily apply to beginner teachers who have already completed their training and have some classroom experience. Therefore, the current study aims to address this gap by focusing on new teachers, providing valuable insights into their experiences and needs in a mentoring program.

### **1.7 Methodology**

The research design employed in this study was a mixed methods convergent design, specifically parallel-databases variant (Creswel, 2018, p 124 ). In this case, both quantitative and qualitative methods was used at the same time in the research process. The quantitative method utilized a cross-sectional design to collect and analyze numerical data at a specific point in time. In contrast, the qualitative method adopted a phenomenological design to explore the subjective experiences and meanings attributed by participants. The target population for the study was all the twenty-five (25) international primary schools, all the twenty-five (25) primary school headteachers, all the twenty-five (25) primary school mentor teachers and all one hundred and eighteen (118) new teachers in Nairobi City County. Records from Kenya Association of Interntional Sschools (KAIS) show that in 2023 there were twenty-five (25) international primary schools in Nairobi City County registered in its association. According to Mugenda and Mugenda (2003), it is reasonable to select a sample size ranging from 10% to 30% of the entire population. They argue that employing a larger sample size is advisable, as it leads to improved outcomes (Mugenda & Mugenda, 2019). The study considered a sample of eight (8) schools (30% of all the 25 international primary schools). To select the eight (8) international primary schools for this study, a stratified proportional sampling approach was employed. Initially, the researcher identifies distinct subgroups or strata within the population of international primary schools, considering the different international curriculum types, which include predominantly national curriculum (include British and American), but also, project-based curriculum, faith-based curriculum, and creative-based curriculum programs. The primary school headteachers of the sampled schools were automatically included as respondents. The sample size for head teachers was the same for schools which is 30% of the sample



population of international primary schools in Nairobi City County. Purposive sampling method was used, focusing specifically on criterion sampling (Creswell, 2013) in selecting one (1) primary school mentor teacher from each of the sampled eight (8) international primary schools, making a total of eight (8) mentors. The researcher determined the sample size of the new teachers by utilising the Krejcie and Morgan table. Based on the table and applying the confidence level and degree of accuracy ( 5% and 95%, respectively), ninety - two (92) new teachers were included in the study sample size. Cluster sampling technique was then employed to select the new teachers from the eight (8) international primary schools.

Raw data collected from each instrument was analyzed using both qualitative and quantitative procedures. Before the collected data was analysed, it was edited to ascertain completeness and consistency of information. The data was then organized according to respective research questions. Quantitative data was analyzed using simple descriptive statistics such as frequencies, percentages, mean, and standard deviation generated by SPSS version 27 and inferential statistics. The findings were presented using graphs, charts, diagrams, and tables. SPSS version 27 was also used to test the hypothesis. The hypothesis was tested using one-way ANOVA. The hypothesis was tested at a minimum of .05 level of significance.

On the other hand, qualitative data analysis in this study employed thematic analysis as the chosen analytical approach. The data was transcribed, meticulously examined, and systematically coded to identify emerging themes. Through this process, the data was transformed into meaningful narratives and verbatim quotes, enabling the generation of well-founded conclusions in response to the research questions. The data analysis process also included triangulation of information from related instruments to supplement the quality of information. Then, the quantitative data analysis was combined, and subsequently, a check for coherence was conducted through qualitative data analysis.

### 1.8 Findings and Discussion

The study sought to establish the respondents’ opinion on the importance of constructive feedback in the mentoring program for new teachers. The results from the analysis of findings are illustrated in Table 1

**Table 1: Importance of Constructive Feedback to the Mentoring Program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Important	8	10.1	10.3	10.3
	Fairly Important	3	3.8	3.8	14.1
	Important	4	5.1	5.1	19.2
	Very Important	24	30.4	30.8	50.0
	Extremely Important	39	49.4	50.0	100.0
	Total	78	98.7	100.0	
Missing	System	1	1.3		
Total		79	100.0		

Source: *Field Research Data (2024)*

From the analysis of findings in Table 1, most of the respondents (39, 49.4%) conceded that constructive feedback was extremely important to the mentoring program. Closely after were respondents (24, 30.4%)

who indicated that constructive feedback was very important to the mentoring program. 10.1% of the respondents indicated that constructive feedback was not important while another 5.1% of the respondents indicated that it was fairly important. 3.8% indicated that constructive feedback was important to the quality of teaching and learning.

One of the headteachers asserted that ‘Constructive feedback can help the new teachers correct mistakes instead of perfecting wrong practices. They can also identify their strengths.’ Another headteacher also pointed out that ‘Constructive feedback acknowledges the unique challenges faced by new teachers.’ One of the mentors also pointed out that. “*Constructive feedback aids to develop an action plan for the new teachers. It also aids as a motivation for them.*” The study findings were seen to corroborate with Martinez (2016) who pointed out that feedback that is specific, timely, and actionable can significantly improve student outcomes by helping teachers identify areas for improvement and adjust their teaching strategies accordingly. This is also in line with Bukari and Kuyini (2015), who found that when educators receive constructive feedback based on observable data, it affirms positive teaching characteristics and promotes reflection. This process aims to shape teachers into self-directed leaders of their own learning.

### Forms of Constructive Feedback

The study also sought to establish the form to which constructive feedback takes in the international primary schools. The results from the analysis of findings are illustrated in Table 2 as shown.

**Table 2: Form to which Constructive Feedback Takes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Written Comments	3	3.8	3.8	3.8
	Verbal Feedback	27	34.2	34.6	38.5
	Written comments, verbal feedback	40	50.6	51.3	89.7
	Verbal Feedback, Video Feedback	2	2.5	2.6	92.3
	All the above	6	7.6	7.7	100.0
	Total	78	98.7	100.0	
Missing	System	1	1.3		
Total		79	100.0		

Source: Field Research Data (2024)

From Table 2, most of the respondents (40, 50.6%) indicated that the feedback was in the form of written feedback and verbal feedback. Closely after were respondents (27, 34.2%) who indicated that feedback was verbal. Interestingly, 7.6% of the total respondents indicated that the feedback comprised of an amalgamation of written comments, verbal feedback, and video feedback. These findings highlight the varied feedback approaches used in international schools in Nairobi City County. Mentorship programs that incorporate multiple forms of feedback—written, verbal, and video—are likely to be more effective in supporting teachers' development. By providing feedback through different mediums, schools can enhance the overall mentoring experience, ensuring that new teachers receive well-rounded support that fosters continuous improvement and leads to higher quality teaching and learning. According to Gibbons and Farley (2019) video feedback provides teachers with a unique opportunity to observe their teaching

in action, allowing them to identify strengths and areas for improvement that may not be apparent through written comments or verbal feedback alone. Video feedback offers a visual and reflective lens through which educators can analyze their instructional techniques, classroom management strategies, and student engagement levels, facilitating deeper insights and more targeted professional development efforts. While written comments and verbal feedback are valuable forms of communication that provide immediate insights and recommendations, video feedback offers a comprehensive and nuanced view of teaching practices, making it a highly effective tool for enhancing the quality of teaching and learning (Gibbons & Farley, 2019).

### Constructive Feedback on the Quality of Teaching and Learning

The study sought to ascertain the respondent's opinion on various statements on constructive feedback and its influence on the quality of teaching and learning practices. The respondents were asked to rate how they felt about different statements on constructive feedback in a five-point Likert scale. The range was from strongly agree (5) to 'strongly disagree' (1). The score of 1 represented "strongly disagree" 2 represented "disagree", 3 "undecided", 4 represented "agree" and 5 represented "strongly agree".

**Table 3 Constructive Feedback on the Quality of Teaching and Learning**

	N	Minimum	Maximum	Mean	Std. Deviation
Feedback is given on a frequent basis	78	1.00	5.00	3.7692	1.03099
Feedback is giving in a consistent and regular basis	76	2.00	5.00	3.8947	.94628
Feedback is objective and impartial	78	1.00	5.00	4.0385	.85951
Feedback is specific and actionable	78	2.00	5.00	4.1410	.84859
Feedback is provided in a timely manner	78	2.00	5.00	3.9872	.91869
Feedback is detailed and provides enough information to make meaningful improvements	78	1.00	5.00	4.2308	.91059
Feedback is based on teaching standards	79	1.00	5.00	3.9367	.80609
Feedback is digitized	77	1.00	5.00	3.7273	.96840
Valid N (listwise)	74				

Source: Field Research Data (2024)

Based on table 3 above, it is clear that most respondents saw that there was a relationship between constructive feedback and the quality of teaching and learning practices. It was established from the analysis that most respondents strongly agreed (M=3.7692, S.D= 1.03099) that feedback is given on a frequent basis. It was also established that a significant number of the respondents agreed (M=3.8947, S.D= 0.94628) that feedback is giving in a consistent and regular basis. Also noted from the analysis of the findings was that a significant number of the respondents agreed (M=4.0385, S.D=0.85951) that

feedback is objective and impartial. Also noted from the findings was that majority concurred that feedback is specific and actionable. This was noted true by the mean calculated of 4.1410. The standard deviation calculated of 0.84859 indicated uniformity in the responses from the respondents. A significant number of the respondents agreed (M=3.9872, S.D=0.91869) that Feedback is provided in a timely manner. It was also established from the analysis that most respondents agreed (M=4.2308, S.D=0.91059) that feedback is detailed and provides enough information to make meaningful improvements. It was also established that a significant number of the respondents strongly agreed (M=3.9367, S.D=0.80609) that feedback is based on teaching standards. The results of this study agree with Al-Hattami's (2019) findings, which stress the importance of delivering feedback in a systematic, consistent, effective, and objective manner to achieve desired learning outcomes and improve the teaching and learning process. One of the new teachers stated that “It has helped to raise the learning styles that I use to teach and assess the students” (NT9, Survey, March 2024) ). Another mentioned “It has helped me improve on class management’ ( NT12, Survey, March 2024). Yet another mentioned that “Constructive feedback has enable me adjust to the international school standards, integrating and implement it positively”. (NT16, Survey, March 2024). Delivering constructive feedback not only enhances educational outcomes but also reinforces the integrity and reliability of the mentoring program.

### Hypothesis Testing

In establishing the relationship between constructive feedback and the quality of teaching and learning in international primary schools, bivariate correlation and linear regression analysis was used.

### Bivariate Correlation Analysis

The study used bivariate correlation analysis to establish the association between constructive feedback and the quality of teaching and learning in international primary schools in Nairobi City County. Two-tailed Pearson correlation (R) was used to establish the same at 95% confidence level. The results are presented in Table 4.

**Table 4:** Bivariate Correlation Analysis

		Constructive Feedback	Quality of Teaching & Learning Practices
Constructive Feedback	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	78	78
Quality of Teaching & Learning Practices	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	78	78

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

Source: Field Research Data (2024)

Table 4 reveals that the predictor variable shown has a positive association between constructive feedback and the quality of teaching and learning practice at a significant level of 0.01 and hence included in the analysis. The bivariate linear correlation analysis values are as presented as follows:

Constructive Feedback X1 = 0.729\*

There is a strong positive and significant relationship between constructive feedback and the quality of teaching and learning practice (correlation coefficient 0.729\*\*); This implies that constructive feedback has a strong positive association to quality of teaching and learning in international primary schools in Nairobi City County.

**Regression Analysis**

The study sought to ascertain the relationship between constructive feedback and the quality of teaching and learning practice. The regression model was:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Where;

$\alpha$  = Constant

Y = Quality of Teaching and Learning Practice

X<sub>1</sub> = Constructive Feedback

$\epsilon$  = Stochastic disturbance error term

**ANOVA**

The study sought to determine the ANOVA used to present regression model significance. The findings are presented in Table 5.

**Table 5: Model’s Validity**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.938	1	11.938	208.267	.000 <sup>b</sup>
	Residual	4.332	76	.057		
	Total	16.27	77			

a. Dependent Variable: Quality of Teaching and Learning

b. Predictors: (Constant), Constructive Feedback

Source: Field Research Data (2024)

The study sought to investigate the multiple regression model whether it was valid or not. The F statistics was used to determine the model validity. The study found out that the model was valid  $F_{(1, 76)} = 208.267$ ,  $P = 0.000$ . The F-significance value of less 0.001 established depicted that the regression model was significant (confidence level) ( $p < 0.05$ ).

**Model Summary**

The study sought to determine the model’s goodness of fit statistics. The findings are presented in Table 6.

**Table 6: Model's Goodness of Fit Statistics**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 <sup>a</sup>	.531	.528	.23941

a. Predictors: (Constant), Constructive Feedback

Source: Field Research Data (2024)



The coefficient of determination as measured by the R-square ( $R^2$ ) (0.531) shows that constructive feedback explains 53.1% of the total variation in the quality of teaching and learning practice. This implies that the stochastic disturbance error term ( $\epsilon$ ) covers 46.9%.

### Regression Coefficients

The study sought to determine the multiple regression variable coefficients. The findings are presented in Table 7.

**Table 7:** Multiple Regression Variable Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.669	.221		3.029	.003
	Constructive Feedback	.877	.061	.729	14.431	.000

a. Dependent Variable: Quality of Teaching and learning practice

Source: Field Research Data (2024)

Quality of Teaching and Learning Practice =  $0.669 + 0.877 * \text{Constructive Feedback}$

The study established that when constructive feedback is held at zero, the quality of teaching and learning would be 0.669. The study also established that holding other factors constant, a unit increase in constructive feedback would lead to a 0.877 unit increase in the quality of teaching and learning practice. From the coefficients, it was established that constructive feedback was statistically significant in enabling quality of teaching and learning practice in international primary schools in Nairobi City County.

### Summary

The study sought to investigate the effect of constructive feedback on the quality of teaching and learning practices of new teachers in international primary schools in Nairobi City County. From the analysis of findings, majority of the respondents (39, 49.4%) conceded that constructive feedback was extremely important to the mentoring program. Majority of the respondents (40, 50.6%) also indicated that the feedback was in the form of written feedback and verbal feedback. Closely after were respondents (27, 34.2%) who indicated that feedback was mainly verbal. Based on the responses from the respondents, it was clear that most respondents saw that there was a relationship between constructive feedback and the quality of teaching and learning practices. For instance, it was established from the analysis that most respondents strongly agreed ( $M=3.7692$ ,  $S.D= 1.03099$ ) that feedback is given on a frequent basis. The inferential statistics suggested that there is a strong positive and significant relationship between constructive feedback and the quality of teaching and learning practice (correlation coefficient  $0.729^{**}$ ); This implies that constructive feedback has a strong positive association to quality of teaching and learning in international primary schools in Nairobi City County.

### 1.9 Conclusions and recommendations

The study concluded that constructive feedback plays a pivotal role in enhancing the quality of teaching and learning by providing educators with valuable insights, guidance, and support to refine their instructional practices. The researcher asserted that constructive feedback offers new teachers an opportunity to reflect on their teaching methods, identify areas for improvement, and make informed

adjustments to their instructional strategies. When delivered effectively, constructive feedback not only highlights areas of strength but also provides actionable recommendations and resources to address areas of growth. This feedback-driven approach encourages continuous learning, reflective practice, and professional growth among educators, ultimately contributing to the enhancement of teaching quality and student learning outcomes.

Policymakers and educational leaders should prioritize the establishment of robust mentoring programs tailored to the unique needs of new teachers in international primary schools. These programs should pair new teachers with experienced mentors who can provide constructive feedback, share best practices, and offer guidance on navigating the complexities of teaching in diverse cultural contexts. By investing in comprehensive mentoring programs, schools can create a supportive learning environment where new teachers feel valued, supported, and empowered to develop their teaching skills, cultural competencies, and student-centred instructional practices. While written comments and verbal feedback are beneficial, video feedback offers a more detailed and nuanced view of teaching practices. This makes it an especially effective tool for enhancing teaching and learning quality, and it should be promoted among early career teachers.

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The authors indicated no Conflict of Interest.

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