

**EFFECTIVENESS OF PEER OBSERVATION ON ENHANCING  
TEACHER COMPETENCE AMONG TEACHER TRAINEES DURING  
TEACHING PRACTICE: A CASE STUDY OF MWENGE CATHOLIC  
UNIVERSITY**

**BY**

**ABDALLAH A. ABDALLAH**

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**DECLARATION**

I, Abdallah A. Abdallah, declare that this report is my original work and that has not been presented by anyone for any academic award. All the sources of information have been dully acknowledged.

Abdallah A. Abdallah

Registration number: T/DEG/2015/0742

Signature .....

Date .....

This report submitted for examination with my approval as a university supervisor.

Mr. Paul Raphael Kitula

Signature .....

Date .....

**Department of Educational Foundation**

**Faculty of Education**

## **DEDICATION**

This research report is dedicated to my beloved family members.

## **ACKNOWLEDGEMENT**

I thank the almighty God for giving me health and power to fulfill this research report. I also have this chance to thank my beloved family members for supporting me financially and ideally as well as encouraging me till the end of this research report. Special thanks to my supervisor Mr. Paul R. Kitula not only for supervising me well, using his energy and time to make sure that this research report is successfully completed but also to train me on EDU 209: Education research methods. Much thanks to Higher Education Students Loan Board (HESLB) for sponsoring me and enabling me financially in accomplishing this report. I also thank, lecturers, librarians, students of Mwenge Catholic University, friends and whoever contributed in any way to make sure that the report is successfully accomplished.

### **ABSTRACT**

This study conducted to assess the effectiveness of peer observation on enhancing teacher competence among teacher trainees during teaching practice: A case study of Mwenge Catholic University. The study used a cross-sectional design whereby the target population included first, second and third year education students, lecturers, and TP from Mwenge Catholic University. The sample of the study included sixty five first, second and third year students and five lecturers who obtained using stratified sampling technique. Also the sample included TP coordinator who automatically included. Questionnaire instrument used to collect data from study respondents. The collected data analyzed in terms of frequency and percentages by the help of a computer software “statistical package for social sciences” (SPSS) version 22 and presented using tables. The researcher found out that: Most of the teacher trainees prepare and effectively use the appropriate teaching aids during teaching practice to enhance their teaching competence; peer observation equips the teacher trainee with teaching competence; peer observation assessment without assessment criteria has more positive impacts among the teacher trainees; and summative use of peer observation assessment among teacher trainees enhances competence in teaching. Basing on the findings, the researcher recommends to the university to ensure that should reinforce the teacher trainees so as they could prepare and use more teaching aids so as to equip themselves with teaching competence and equipping the expected knowledge to the students; the government through the ministry of education and science to ensure that, all the education institutions providing the education course which do not use peer observation among their teacher trainees as the method of assessment to employ the system so as to provide competent teachers for the achievement of the country; the university that, should perform serious seminar on the criteria for assessment; and the university that, they should ensure the teacher trainees totally use peer observation assessment so as to achieve the intended goals of peer observation.

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**ACRONYMS AND ABBREVIATION**

<b>BEDA</b>	Bachelor of Education in Arts
<b>BEDS</b>	Bachelor of Education in Science
<b>CTT</b>	Classical Test Theory
<b>DVCAA</b>	Deputy Vice Counselor for Academic Affairs
<b>IRT</b>	Item Response Theory
<b>MWECAU</b>	Mwenge Catholic University
<b>PO</b>	Peer Observation
<b>RTOP</b>	Reformed Teaching Observation Protocol
<b>SPSS</b>	Statistical Package for the Social Science
<b>TP</b>	Teaching Practice

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Problem

Peer observation (PO) assessment according to White, (2014) is the observation of teachers by teachers, usually through not always on a reciprocal basis. The process has been demonstrated to be an effective tool for the enhancement of teaching, leading to improvements in students' outcomes and experience (Nash and Barnaid, 2013). This is due to the fact that it provides both the observed and the observer with the opportunity to mutually enhance the quality of their teaching. The observed partner can engage in professional learning to improve teaching, and for the observer, can learn about teaching technology (Carbone, 2011). The peer observation is a cyclic, iterative and reciprocal process, that's why MWECAU does not allow an individual to attend at school for teaching practice (TP) alone, instead in each school must be two and more students so as they can perform peer observations among the teaching trainees themselves.

Many universities have not going beyond reviews of individual cause evaluations by students (Fitzpatrick and Joyce, 2014). Hamersley and Orsmond, (2004) suggested that peer observation of teaching is one method of evaluating teaching and can offer formative feedback to assist in the development of refractive evidence to substantiate student evaluation. This shows how the peer observation is necessary in equipping competence to the students. But not each peer observation provides the valuable outcomes, only effective peer observation. Jason, (2014) suggested the five questions for making effective peer observation work before getting into observation, the questions are: what are the essential questions being observed?, are the essential questions to observed are created with top-down or bottom-up approach?, what is the scope of observation?, what is the purpose of observation?, and when is the time for observation?

There are several models and tips for peer observation of teaching. According to Gosling (2002), peers can be colleagues from the same department either of similar status or from the central education development unit. Goshing developed three models according to the purpose of observation: an evaluation model, which is usually a senior faculty member who observe the other, then developmental model where by the observer is an educational developer, expert or

teaching practitioner and the last one is peer-review model, the essence of this model is that, teachers observe each other often in a reciprocal process. The assessment done during block teaching practice (BTP) by the lecturers, assessment done by educational officers, school inspectors, and the assessment done between the students themselves during teaching practice are the valid examples of evaluation, developmental and peer-review model respectively.

Ewens and Orr, (2002) suggest the twelve tips for the effective peer observation of teaching which are; choosing observer carefully, Hawkey, (1995) described it as 'shared empathy'; setting aside the time for observation, the three stages of peer observation, pre-observation, observation and post-observation have to be done sequentially. Another tip is, clarifying expectation; it is where the peer meets before the observation and clarifies the roles of one another. Others are, familiarize yourself with the course, selecting the teaching instrument wisely, being objective, resist the urge to compare with your own teaching style, do not intervene and other tips. Thus, the teaching practice done by the teacher trainees of MWECAU must answer the five questions as suggested by Jason and follow the tips as suggested by Ewens so as to equip the teacher trainees with competence.

Peer observation gives teacher trainees an opportunity to learn from each other in a non-threatening environment and finally enable the partners to share ideas and suggestions openly and constructively. Also it enhance students learning through reflective practice, gather evidence of teaching to support career progression, take dedicated time to watch and reflect on teaching and support among the colleagues. In the study done by Komba and Kira (2013) shows that, in Tanzania, teaching practice is an integral component of teacher training. During the teaching practice teacher trainees evaluate their own teaching experiences through interaction with teachers and through peer observation. Hence, the peer observation done among the teacher trainees of MWECAU intends to enhance the teaching competence among the teacher trainees if and only if the peer observation will be of effective and fair.

The same applied to MWECAU, the peer observation have been done between the teacher trainees in every academic year when the teacher trainees are in teaching practice as an integral part of the university. But, the challenges come in failing to determine whether the peer observation done is effective or not even though in the teaching practice orientation done before

attending schools for teaching practice is trying to give guides on how the peer observation should be done so as to come with reliable feedbacks. It is expected that, if the teacher trainees attend the teaching practice orientation and carefully listen and note the points, such trainees expected to perform the effective and fair peer observation. If the peer observation is effective and fair hence the teacher trainees of MWCAU intended to acquire some new knowledge and skills after every teaching practice and finally become competent in teaching carrier.

### **1.2 Statement of the Problem**

Peer observation done by the teacher trainees of MWECAU might enhance teaching competence among the trainees. Hamersley and Orsmond (2004) and Nash and Barnaid (2013) suggested that, the process of PO seen as an effective tool for the enhancement of teaching, leading to improvements in students' outcomes and experience. Hence, failing to perform effective peer observation in teaching might lead to the incompetent teachers who might finally lead to the poor performance of the learners as shown by the study Shepherd (2008), Poor teachers affecting pupils' grades. Although, both Hamersley and Orsmond, (2004), Nash and Barnaid (2013) and Shepherd (2008) showed the strategies in enhancing teaching competence to the teachers but still the problem of incompetent teachers exists. Therefore, this study assessed the effectiveness of peer observation assessment in teaching practice towards teacher trainee teaching competence.

### **1.3 Research Questions**

This study was guided by the following research questions;

1. To what extent the teacher trainees of MWECAU use the appropriate teaching aids during TP for peer observation to enhance their teaching competence?
2. To what extent peers observation equips the teacher trainees of MWECAU with teaching competence?
3. What are the impacts of peer observation assessment without assessment criteria among the teacher trainees of MWECAU?
4. To what extent the summative use of peer observation among teacher trainees of MWECAU enhance competence?

#### **1.4 Significance of the Study**

This study gives the information on the extent teacher trainees of Mwenge Catholic University prepare and effectively use the appropriate teaching aids in enhancing their teaching competence, and the information on the extent does peers observation equips the teacher trainees of MWECAU with teaching competence. Therefore, the information that obtained in the current study contributes on the emphasizing the teacher trainees of MWECAU to prepare and use effectively teaching aids not only during teaching practice but also in their schools after graduating from the university and become competent teachers, and also gives the information that have say on encouraging the teacher trainees of MWECAU to perform effective and fair peer observation among themselves so as to become competent as the intended goal of peer observation.

Also the current study provides the information on impacts of peer observation assessment without assessment criteria among the teacher trainees, and the extent in which summative use of peer observation among teacher trainees of Mwenge Catholic University during the teaching practice enhance teaching competence. Therefore, the information that obtained in this study contributes much on doing peer observation among the teacher trainees of Mwenge Catholic University during teaching practice since the peer observation is not an end-off process; instead it is a cyclic, iterative and reciprocal process. And the contributions of summative use of peer observation among teacher trainees in enhance teaching competence among the teacher trainees of Mwenge catholic University.

#### **1.5 Scope and Delimitation**

The current study assessed on the effectiveness of peer observation on enhancing teacher competence among the teacher trainees of Mwenge Catholic University during teaching practice due to the sense that, not all education colleges and institutions including universities of Tanzania has the system of performing the peer observation among the teacher trainees during their teaching practice, but Mwenge Catholic University is among the institutions providing the teaching profession course in Tanzania and in its curriculum, there is a peer observation assessment scheme between the teacher trainees done during the teaching practice which is three

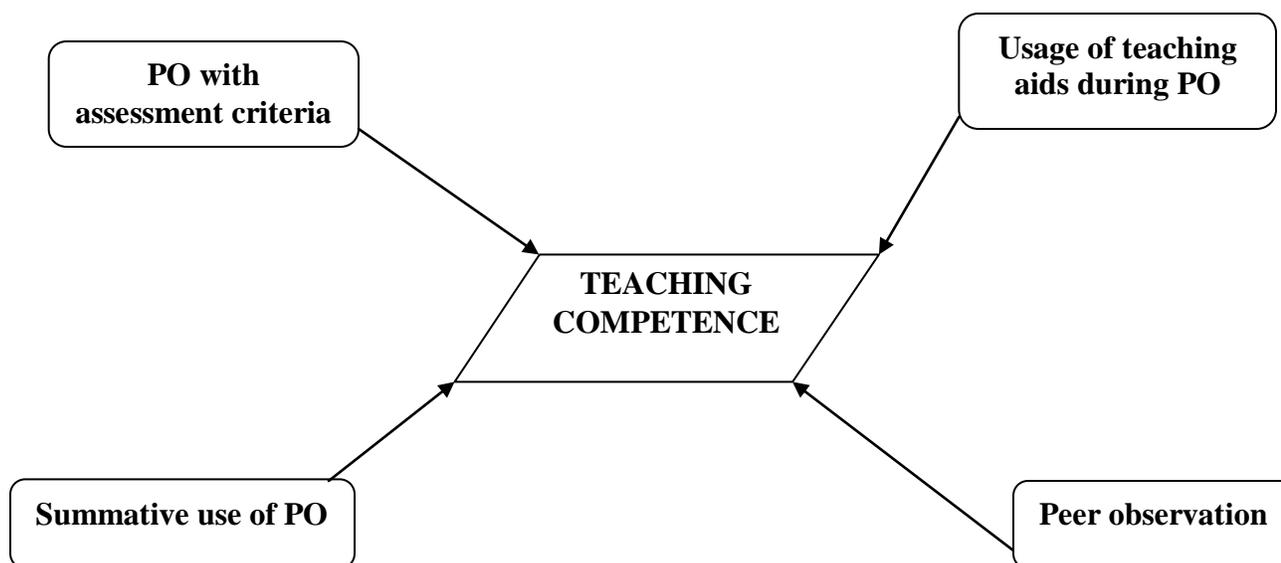
times for the whole schooling time. Hence, the massive required data for the study that used to predict the findings easily obtained from the targeted populations in short period of time.

### **1.6 Theoretical Framework**

This study guided by the generalizability theory developed by Cronbach, Nageswari and Gleser (1963). The generalizability theory is a statistical framework for conceptualizing, investigating, and designing reliable observations. It is used to determine the reliability of measurements under specific conditions. It is particularly useful for assessing the reliability of performance assessments. In the generalizability theory, the factors to be used in assessment are set well so as to come with the valid results at the end of the assessment done. Using generalizability theory enables the individuals to explicitly recognize the existence of multiple sources of error variance and provides methods for simultaneously estimating each and encourages to explicitly considering conditions which may affect the measurement process done between the individuals.

The generalizability theory by Cronbach, Nageswari and Gleser (1963) is very advantageous to the current study since it shows the important steps to follow before making an assessment, like selecting the factors which the partners are in need of having assessment on them. This implies, before engaging in the peer observation assessment process between the teacher trainees of MWECAU, the peers have to set the factors or areas of interest in assessment, for example, the areas may be methods used during teaching, using of teaching aids. But, the theory needs some calculations which may lead to some errors which may cause wrong interpretation of the findings. Generally, the theory is much applicable in this study in such a way that it shows that the reliable results of assessment influenced by the using factors for assessment. The researcher used this theory to identify the criteria to be followed during teaching practice and suggested several research questions to check if the teacher trainees use the assessment criteria during peer observation or they do not use assessment at all.

## 1.7 Conceptual Framework



*Figure 1. 1: Conceptual framework*

The figure 1.1 above illustrates the relationship between study variables. In the current study the study variables are peer observation assessment and the teaching competence of the teacher trainees. The effective peer observation done during the teaching practice might enhance teaching competence among the teacher trainees. But, not all peer observation process may lead to the teaching competence as intended, instead the teaching competence among the teacher trainees of MWECAU would be attained if the peers use criteria put for the effectiveness of the peer observation. Also, so as the teacher trainees to become competent, they should also be able to make and effectively use the appropriate teaching aids. Competency in teaching career may lead to the competent students which finally may become the competent workers in other careers of their interests at the future.

## 1.8 Operational Definitions

**Peer observation;** this is the observation done between the colleagues

**Teacher trainee;** this is the students who is acquiring the teaching professional from the qualified institution.

**Data;** refers to the facts and statistics to be used in analysis.

**Reflective practice;** process of reflecting on someone's own way of teaching

**Reciprocal;** this is interchangeably use of position.

**Effectiveness;** refers to the point at which something done successfully to bring about an expected result. This was measured by considering the extent that the teacher trainees perform PO by following the required principles for PO

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter presents works consulted by the researcher relating to the research problem of this study. The chapter gives review of related theories, review of empirical studies and a demonstration of knowledge gap that has to be eliminated by the current study.

#### 2.2 Review of Related Theories

##### 2.2.1 Classical Test Theory (CTT)

The classical test theory (CTT) introduced by Novick, (1966), the theory describes on testing based on the ideas a person's observed or obtained score on a test is the sum of a true scores (error-free score) and an error score and the aim of the classical test theory (CTT) is to understand and improve the reliability of psychological tests. The classical test theory (CTT) assumes that each person has a true score that would be obtained if there were no errors in measurements. The classical test theory (CTT) pioneered only after the conceptualization of some achievements including recognition of the presence of errors in measurements, conception that error as a random variable, conception of correlation and how to index it. The true scores that are calculated using the classical test theory (CTT) is directly used to estimate the reliability of the assessment.

The classical test theory leads to the availability of reliable peer observation assessment among the teacher trainees of Mwenge Catholic University leading them to become competent in their carrier of teaching. But the classical test theory requires some mathematical skills so as to come with reliable findings; hence the classical test theory (CTT) requires the researcher to have more than enough time to complete the procedures. Since, the theory assumes that each person has a true score, that would be obtained if there were no errors in measurements, the researcher applied this theory to give a chance to the peers of presenting what she/he has and being observed by his/her partner, so as to eradicate the errors from what the partner presenting, and finally become competent in his/her carrier of teaching through the effective peer observation assessment. The

researcher used this theory to obtain the reliable peer observation assessment among the teachers trainees of MWECAU.

### **2.2.2 Item Response Theory (IRT)**

The item response theory (IRT) pioneered by Lord, F; Rasch, G and Lazarsfel, P in between 1950 and 1960s but become widely used in the late 1970-80s, when practitioners were told the usefulness and advantages of IRT. The theory provided a framework for evaluating how well assessment and individual items on assessment work. The IRT is claimed as an improvement over classical test theory since item response theory generally brings greater flexibility and provides more sophisticated information. There are some applications such as computerized adaptive testing are enabled by item response theory and cannot reasonably be performed using only classical test theory. The item response theory can divided into two families which are one-dimensional and multidimensional in which one-dimensional model requires only a single ability dimension while in multidimensional response data hypothesized to arise from multiple traits.

The researcher used the item response theory since it provides an individual with the improvement on how well assessment work towards and individual, and also the theory provides an individual to improve the reliability of an assessment. However, effectively use of the item response time requires much time till getting the reliable findings of the current study. But the researcher used the theory since it is applicable in such a way that, the partners for peer observation assessment should construct the assessment items before engaging in the process, for example, determine the areas for assessment to be included and work only on those determined areas. Also, the theory helps the peers to improve the reliability of the assessment which intended to bring about the competence among the teacher trainees of Mwenge Catholic University through effective peer observations. The researcher used this theory to improve the reliability of the questionnaires that used by the researcher to collect the information enabling to reach the conclusion of the study.

## **2.3 Review of Empirical Studies**

In this part, the researcher presents the empirical studies done by other people seeking to see what has been done and what has not been done in the previous studies, avoiding unnecessary duplication of the works and getting some knowledge on what to do so as to get the reliable findings.

### **2.3.1 The Extent of Teachers to Prepare and Use Teaching Aids in Teaching**

Tuimur and Chemwei (2015) conducted a study on availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in Nandi north district at Kenya. The study carried out through descriptive survey. A sample of 45 standard seven Social Studies teachers will drawn using purposive sampling. The researcher used questionnaire, document analysis and classroom observational checklist instruments so as to come with findings. The collected data was presented using frequencies and percentages. The study found out that many of the primary school Social Studies teachers had not attended any in-service courses to induct them on how to teach emerging issues like Conflict and Conflict Resolution in the current primary curriculum. The teachers also lacked sufficient instructional materials for effective teaching of the topic.

The study by Tuimur and Chemwei (2015) shows how the instructional materials in teaching are very important in enabling a student to capture the knowledge easily and effectively. Also the study shows how most of the teachers cannot prepare and use effectively instructional materials in teaching leading the students to get the incomplete concept that is taught. However the study used only a homologous sample which is only standard seven Social Studies teachers in collecting data and not included other teachers of different departments. Therefore, in this study, so as to get the reliable findings for the study, the researcher used a sample which is comprised of students and lecturers from both programmes of Bachelor of education in science and Bachelor of education in arts and TP coordinator of Mwenge Catholic University.

Chou, Yen, Yen, Chao and Huang (2015) conducted a research on the effectiveness of teaching aids for elementary students' renewable energy learning and an analysis of their energy attitude formation in Yanchau district at Taiwan. The researcher used experimental design in which two heterogeneous groups were formed; the experimental group was subjected to the teaching with

four teaching aids for student to practice whereas the control group was no teaching by the use of teaching aids. The result revealed that, the teaching activity significantly improved the attitude and increased some knowledge item but did affected behavior of the learners in experimental group. The behavior will more converted to attitude and knowledge for experimental group than control group and the analysis inspire the understanding of the possible mechanisms of how learning experiences affect attitude.

The study by Chou, Yen, Yen, Chao and Huang (2015) shows how the use of teaching aids enhance performance of the learner and easy understanding of the concepts. Also, the method used in collecting data which is experimental is more accurate to some extent compared to other methods. However, the method used in data collection is expensive in terms of time and also it is very difficult to control the leaking of information between the experimental groups and control group which may lead to inaccurate findings. Also the study did not suggest how can a teacher get those appropriate teaching aids and when to use them productively in teaching. Therefore, in the current study, the researcher gave the contribution of improvisation of the appropriate teaching aids and effectively uses of materials lead the teacher trainees to become competent in teaching carrier.

### **2.3.2 Peer Observation of Teaching Enhancing Teacher Competence to Teacher Trainees**

Methew (2013) conducted a research on teaching the teachers: Peer observations in elementary classrooms at Arizona state university in United State of America (U.S.A). The study evaluates the effectiveness of peer observation as a learning tool to enhancement the training of pre service teachers on elementary campus. In his study, he used observational teaching theory and adult learning theory. The findings of his study suggests that, the pre service teachers who participated effectively in the peer observation intervention improved in the teaching practice over the course of the semester, valued the experience of peer observation visits, and increased their ability to talk about teaching and learning in more sophisticated and complex terms compared to the teachers who did not participated in the peer observation intervention who they did not improved in their teaching competence.

The study by Methew (2013) shows how the peer observation among the teachers of elementary classrooms at Arizona state university in United State of America improved the teaching skills of pre service teachers who participated on peer observation. Also, the study shows that, so as the intended goals of peer observation to be achieved, the peer observation should be effective. However, the study did not suggest how the peer observation should be done so as to be the effective one and finally leading to achieve the intended goal of peer observation. Also, the researcher did not indicate the criteria used between the peers in peer observation leading to his findings. Therefore, in the current study, the researcher suggested how the effective peer observation should be done leading to the improved competence of the education students of Mwenge Catholic University.

Dos Santos (2016) conducted a study on foreign language teachers' professional development through peer observation program at language schools in Hong Kong. The researcher adopted observational interview process in collecting data in which six foreign language teachers from the language schools of Hong Kong who were participated in peer observation programmes were used as a sample. In his study, he found out that, peer observation can be a good instrument for uninterrupted professional development for language teachers' professional development through peer observation program in order to develop their teaching strategies and equipping them with teaching competence. He also found out that, teachers think that if the peer observation approach is well developed, and effectively used among the peers, it can be potentially interacting or general excitement among teachers.

The study by Dos Santos (2016) shows the applicability of the peer observation assessment among the colleagues and suggests alternative approaches to enhance peer observation. However the sample used in the study was only the teachers and did not involve other experts hence was not enough to represent all the language schools of Hong Kong. Also, the method used for data collection which is observational interview is not effective since it has got a risk of getting false information since an individual may not be able to talk negatively towards him or herself. Therefore, in the current study, the researcher used enough number of samples comprising various experts including teacher trainees, lecturers, Teaching Practice Coordinator, of Mwenge Catholic University.

### **2.3.3 The Impacts of Peer Observation Assessment without Assessment Criteria among the Teacher Trainees**

Ian and Lara (2014) conducted a study on peer assessment without assessment criteria at studies of higher education in Canada. They used a written test as the instrument of collecting the information from the targeted population. The written test as the instrument for data collection was administered to the first year mathematics undergraduates on conceptual understanding of multivariable calculus, and then assessed their peers' responses using pair wise comparative judgment so as to come with reliable findings. The design used in the study is quantitative correlation design where inter-rater reliability was investigated by randomly assigning the students to two groups and correlating the two groups' assessments. In their study, they found out that, there is high validity and inter-rater reliability, suggesting that the students performed well as peer assessors.

The study by Ian and Lara (2014) shows that, the students performed well in peer assessment without the assessment criteria. However, the study involved other first year undergraduate students taking mathematics. Also the study used only written test rather than other instruments for data collection since the students are of different kind in a manner that, there are some students who are very good in oral questioning and answering rather than in writing. Therefore, in the current study, the researcher included apart from educational students, other experts including Teaching Practice coordinator and lecturers of Mwenge Catholic University. Also the researcher used questionnaire that administered to the education student, lecturers and the teaching practice coordinator for better findings.

Caroll and Deidre (2014) performed a study on peer observation of teaching: enhancing academic engagement for new participants at Irish higher level academic context in Ireland. They used document analysis schedule by following preliminary research. Also they use a peer observation process was plotted on five self selected peer observation faculty pairs involving peer observation training and focused in depth pre- and post-observation interviews were also used as the techniques for data collection. In their study, they found out that, a successfully peer observation system designed particularly at novices should be effective between the peers in a way that, the selection of peers should be voluntary, involving peer self-selection and mutual

trust and collaboration between participants who are going to observe one another in the selected areas for peer observation.

The study by Carroll and Deidre (2014) shows that, a successful peer observation should be voluntary, involving peer self selection, mutual trust and collaboration between peers. However the study did not show how the voluntary, involving peer self selection, mutual trust and collaboration between peers contribute on the competence of the teacher trainee. Therefore in this study, the researcher investigated on effectiveness of peer observation on enhancing teacher competence among teacher trainees of Mwenge Catholic University during teaching practice, assessed the aim of doing peer observation during teaching practice as recommended by the university, and how the peer observation done during teaching practice to ensure that the teacher trainee achieve the intended goal, also the researcher assessed on the positive and negative impacts of peer observation assessment during teaching practice.

#### **2.3.4 Formative Use of Peer Observation among Teacher Trainees Enhance Competence**

Steve; Liam; Katherine; Angela; Bella; Kayleen; Susan and Caroline (2017) did a research on formative observation of teaching: focusing peer assistance on teachers' developmental goals at Australian university in Australia. The researcher adopted document analysis guides in peer observation of teaching to collect the data for the study. In their study, the researchers found out that, peer observation of teaching among the teachers can provide valuable insights into effective educational practices. Also peer observation can insights into how practice might be enhanced and importantly how enhancements in practices might be aligned to teachers' development goals. They recommended that, the institutions which in Australia should ensure that their trainees and teachers within the campus perform peer observation for better outcomes in teaching carrier leading to competent trainers.

The study by Steve; Liam; Katherine; Angela; Bella; Kayleen; Susan and Caroline (2017) shows that observation instruments and protocols do not clearly afford alignment of peers' observation with teachers developmental goals. However the study did not suggest the observation instruments and protocols do explicitly afford alignment of peers' observation. And the technique used for collecting data which is only document analysis is not much valid since the things are not static instead they are in process of changing as time goes, hence reviewing the

documents prepared may lead to the wrong information with appropriate to time. Therefore, in the current study, the researcher investigated on the instruments and protocols that `explicitly afford the alignment of peers' observation of Mwenge catholic University teacher trainees using research instruments including questionnaires which administered to TP coordinator, lecturers and teacher trainees of Mwenge catholic university.

Audrey and Sharon (2012) conducted a research on peer observations among faculty in a college of education: investigating the summative and formative uses of the reformed teaching observation protocol (RTOP) at college of education in united state of America. The researchers adopted the use of Reformed Teaching Observation Protocol (RTOP), a peer observation instrument associated with increase in learning science and mathematics teacher education course. The purpose of their study was to investigate whether the Reformed Teaching Observation Protocol (RTOP) would prove useful for formative and summative purposes across teacher education courses in general. They found out that, the previewed formative functions of the Reformed Teaching Observation Protocol (RTOP) outweighed the instruments summative value.

The study by Audrey and Sharon (2012) proves the usefulness of the Reformed Teaching Observation Protocol (RTOP) practically by piloting first the teacher educators the use of it before applying it to the learners. However, the sample used by researchers which is of only science and mathematics causes is not enough for the reliable findings. Therefore, in the current study, the researcher in the process of collecting data included the educational students of first, second and third year, lecturers of all education courses at Mwenge Catholic University as well as teaching practice coordinator in assessing the effectiveness of peer observation in enhancing the teaching competence among the teacher trainees of Mwenge Catholic University. Hence, the sample that a researcher used in this study was enough in acquiring a massive data for the better findings.

## **2.4 Demonstration of Knowledge Gap**

The reviewed empirical studies including that of; Tuimur and Chemwei (2015), Chou et al (2015), Methew (2013), Dos Santos (2016), Ian and Lara (2014), Carroll and Deidre (2014), Steve and his colleagues (2017) and Audrey and Sharon (2017) have collectively shown that, the successful peer observation systems aimed particularly to improve teaching competence should be voluntary; peer observation of teaching among the teacher trainees enhance and improve the competence of the trainees. However, there is no any study indicated the criteria and tips to follow in selecting the partner for peer observation. Therefore, in the current study, the researcher investigated on the criteria and tips to follow in selecting partner for peer observation in enhancing the teaching competence of the teacher trainees of Mwenge Catholic University.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter presents the methods that adopted by the researcher in carrying out the research. The chapter includes the research design, target population, description of sample and sampling procedure, description of data collection instrument, pilot testing of instrument, validity and reliability of instrument, description of data collection procedures, description of data analysis procedure and ethical consideration in research.

#### 3.2 Research Design

This study adopted a quantitative approach under which a cross sectional design which is appropriate when the researcher wants to get information at one point in time to describe the current characteristics of a sample, whereby a researcher collected information from different study respondents in one time. The design helped the researcher to use diminutive time in collecting a massive amount of data in assessing the effectiveness of peer observation in enhancing teaching competence among the teacher trainees of MWECAU from teacher trainees, lecturers, teaching practice coordinator of Mwenge Catholic University within a short time.

#### 3.3 Target Population

The target population of this study involved third, second and first year education students, lecturers, and TP coordinator from Mwenge catholic university. First, second and third year students involved in the study since they attended for the TP where they have experienced peer observation assessment and they can give data for the applicability of it. Lecturers involved in this study because they are the one who assess the teacher trainees during teaching practice. Teaching practice coordinator is the one who is coordinating all the activities relating with teaching practice at MWECAU.

### **3.4 Description of Sample and sampling procedure**

The study involved sixty five first, second and third year education students, five lecturers and TP coordinator making a total of seventy one respondents.

#### **3.4.1 Education Students**

Stratified sampling technique used by the researcher to select sixty five education students from first, second and third year students. The researcher grouped the teacher trainees into two groups that were of second and third year teacher trainees, then the researcher grouped the second year education students into two groups on the basis of the programmes of which the students belonged in, hence the groups were of those who are under the Bachelor of Education in Arts (BEDA) that gave thirteen respondents, and those of Bachelor of Education in Science (BEDS) that also gave thirteen respondents making a total of twenty six respondents from second year. And the sample from the third year students obtained in the same manner as in second year that is thirteen respondents from BEDA and thirteen respondents from BEDS making a total of twenty six respondents. But, the respondents from first year were thirteen teacher trainees taking Bachelor of Education in Science (BEDS) due to the fact that, BEDA has got no students in first year.

#### **3.4.2 Lecturers**

Since the faculty of education in undergraduate studies has got nine departments, which are Department of education, department of biology, department of chemistry, department of physics, department of mathematics, department of English, department of geography, department of Kiswahili and department of history, hence, stratified sampling technique used by the researcher to select five lecturers or assistant lecturers from the nine departments from Mwenge Catholic University.

#### **3.4.4 TP Coordinator**

The teaching practice coordinator was automatically included in the current study by the researcher. This is because; there will only one teaching practice coordinator who is coordinating all the activities concerning the Teaching practice, including allocating the schools for teaching

practice and scheduling the teaching practice orientation as the part of the teaching practice at Mwenge catholic university.

### **3.5 Description of Data Collection Instrument**

The researcher used questionnaire to collect data from the field.

#### **3.5.1 Questionnaire for teacher trainees**

The researcher collected information from the first, second and third year education students in assessing the effectiveness of peer observation in enhancing teaching competence among the teacher trainees of Mwenge Catholic University. The teacher trainees' questionnaire consisted of both close ended and open ended questions and divided into three sections. The first section asked for demographic information of the students, the second section asked for the extent and summative use of peer observation of teaching enhancing teacher trainees' teaching competence, the third part asked for the impacts of peer observation assessment without assessment criteria and the extent the teacher trainees make and use teaching materials in teaching during teaching practice.

#### **3.5.2 Questionnaire for Lecturers**

The information from the lecturers collected by the researcher through the questions administered in the questionnaire instrument of data collection. The lecturers' questionnaires consisted of both close ended and open ended questions and divided into two sections. The first section asked for demographic information of the lecturers and the extent in which peer observation of teaching enhancing teacher trainees' teaching competence in Mwenge Catholic University.

#### **3.5.3 Questionnaire for TP Coordinator**

Since the teaching practice is coordinated by the teaching practice coordinator, hence the researcher collected the information from the TP coordinator that collected through questionnaire as an instrument for data collection. The teaching practice coordinator's questionnaire consisted of both close ended and open ended questions and divided into three sections. The first section

asked for demographic information of the students, the second section asked for the extent peer observation of teaching enhancing teacher trainees' competence in Mwenge Catholic University and the third part asked for the impacts of teaching practice orientation in improvement of teacher trainees' teaching competence.

### **3.6 Pilot Testing of Instrument**

The instrument piloted in thirty first, second and third year education students and three lecturers from Mwenge Catholic University who did not included in the sample. This was done to check if the instruments can work in and give the desired information. Data from the pilot study used to modify the instruments before the actual data collection process in the field. Pilot testing of instruments enabled the researcher to know what to improve in the instrument so as to acquire the better responses from the sample for the study.

### **3.7 Validity and Reliability of Instrument**

#### **3.7.1 Validity**

The researcher gave the instruments to two research experts at Mwenge catholic university. The experts checked the relevance and adequacy of the tools in addressing the research questions so as to obtain useful findings of the study. The experts also checked for language clarity and suitability according to the level of the respondents. The experts gave comments, that the instruments were suitable for data collection at the fields.

#### **3.7.2 Reliability**

The reliability of questionnaires, demographic questions, opinion and attitude questions and information questions determined using cronbach's alpha where the researcher calculated an alpha of the scaled instruments. The obtained alpha value of 0.7 showed that the information to be reliable.

### **3.8 Description of Data Collection Procedures**

The researcher collected an introductory letter from MWECAU indicating the purpose of the study. The letter presented to the DVCAA of Mwenge catholic university. The DVCAA then introduced the researcher to the TP coordinator, lectures and teacher trainees of Mwenge catholic university. The researcher then visited the sampled population and explained the purpose of the study to the respondents. The researcher gave the questionnaires to the sampled first, second and third year education student, lecturers and TP coordinator of MWECAU and collected them after being filled.

### **3.9 Description of Data Analysis Procedure**

The collected information from all respondents including TP coordinator, lecturers and teacher trainees analyzed in terms of frequency and percentages by the help of a computer software “statistical package for social sciences” (SPSS) version 22 and presented using tables.

### **3.10 Ethical Consideration in Research**

The researcher protected the rights of the study respondents in all stages of the research and ensured voluntary participation and informed the responds about the purpose of the study. The researcher also maintained discretion and obscurity of the information between the researcher and respondents. Therefore, the collected information was used only for research purpose and all the cited works were dully acknowledged.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents the findings of the study. The data obtained from the field are analyzed in terms of frequencies and percentages. The discussion of findings is based on the research questions. Hence, in this chapter the research questions that suggested by the researcher are going to be answered.

#### 4.2 Demographic Information of Respondents

The researcher collected the data from the TP coordinator, lecturers and teacher trainees of Mwenge Catholic University.

##### 4.2.2 Lecturers' Background Information

The background of the lecturers of Mwenge Catholic University summarized in the table 4.1 as follows:

**Table 4. 1: Lecturers' Background**

Variables	f	%
<b>Program</b>		
BEDA	3	60.0
BEDS	2	40.0
<b>Experience in assessing teacher trainees</b>		
1-4 years	3	60.0
5-9 years	2	40.0
<b>Experience in assessing teacher trainees of MWECAU</b>		
1-4 years	2	40.0
5-9 years	3	60.0

Table 4.1 shows that 3(60%) of lecturers deal with Bachelor of Education in Arts, having an experience of assessing the teacher trainees for 1-4 years and remaining 2 (40%) deal with Bachelor of Science in education, having an experience of assessing the teacher trainees for 5-9

years. This implies that lecturer's have enough experience in assessing the teacher trainees during the teaching practice, hence the valid information on the extent to which peer observation of teaching enhance teacher trainees' teaching competence. But also having a big number of lecturers from BEDA has the influence to the students who thought that the subjects of Arts have nothing to do for their future. Therefore, the data may be used as reference to the students of all levels of education to prove that even the Arts subjects are important and required in the societies.

#### 4.2.3 Teacher Trainees' Background

The background of the teacher trainees of Mwenge Catholic University summarized in the table 4.2 as follows:

**Table 4. 2 Teacher Trainees' Background**

<b>Variables</b>	<b>f</b>	<b>%</b>
<b>Program</b>		
BEDA	25	39.7
BEDS	38	60.3
<b>Year of study</b>		
First year	11	17.5
Second year	27	39.7
Third year	25	42.9
<b>Time attending Teaching practice</b>		
Once	10	15.9
Twice	27	42.9
Thrice	26	41.3

The data in table 4.2 shows that 25 (39.7%) of the teacher trainees sampled do take BEDA, 38 (60.3%) take BEDS. Also from the table, 11 (17.5%) of the sampled teacher trainees were first year, 27 (39.7%) second year and 25 (42.9%) were third year. And 10 (15.9%) of the sample teacher trainees responded that they attended teaching practice only once, 27 (42.9) attended twice and the rest 26 (41.3%) attended three times. This implies that a large number 38 (60.3%) of teacher trainees of MWECAU are taking BEDS while the rest 25 (39.7%) taking BEDA. This can be due to the fact that, in first year there is no a program of BEDA. Also, since the equal number of instrument distributed to both first, second and third year education student, the

second year students seemed to be serious in responding the questions compared to third and first year. Therefore, due to the large number 38 (60.3%) of teacher trainees pursuing BEDS, the government expects to have more science teachers and finally achieve the goal of industrialization.

### 4.3 The Extent that Teacher Trainees to Prepare and Use Teaching Aids in Teaching

The first research question sought to assess the extent that teacher trainees of MWECAU prepare and effectively use the appropriate teaching aids during teaching practice to enhance their teaching competence. The researcher aimed to know if the teacher trainees during their teaching practice prepare and use the teaching aids or only the teaching aids are prepared and used during the assessment either by assessors from the university or monitors. The teacher trainees responded the question in the- questionnaire and their responses presented in table 4.3.

**Table 4. 3: The Extent that Teacher Trainees Prepare and Use Teaching Aids in Teaching**

Statements	SA		A		UN		D		SD	
	f	%	f	%	f	%	f	%	f	%
I always teach using teaching aids	30	47.6	19	30.2	6	9.5	6	9.5	2	3.2
I only use teaching aids when I teach difficult concepts	6	9.5	18	28.6	4	6.3	20	31.7	15	23.8
I use teaching aids in only assessment by monitors	6	9.5	5	7.9	5	7.9	26	41.3	21	33.3
The use of teaching aids consumes time	2	3.2	14	22.2	6	9.5	21	33.3	20	31.7
I never use teaching aids in teaching	6	9.5	2	3.2	4	6.3	16	25.4	35	55.6
The use of teaching aids leads to teaching competence.	34	54.0	16	25.4	6	9.5	4	6.3	3	4.8
No enough time during TP so as I can make teaching aids.	3	4.8	13	20.6	10	15.9	23	36.5	13	20.6
I use teaching aids in only assessment by assessor	2	3.2	2	3.2	6	9.5	28	44.4	25	39.7
No enough time during TP so as I can use teaching aids	4	6.3	7	11.1	3	4.8	26	41.3	23	36.5
I use teaching aids when I teach simple concepts	4	6.3	6	9.5	3	4.8	22	34.9	28	44.4

Table 4.4 shows that, 34 (54.0%) of the teacher trainees who responded the questions on the questionnaire strongly agreed that the use of teaching aids leads to teaching competence, 16 (25.4%) agreed with the statement, 4 (6.3%) opposed the statement, 3 (4.8%) strongly disagreed

with the statement and the remaining 6 (9.5%) had no comment on the statement. This implies that, most of teacher trainees agreed that the use of teaching aids leads to teaching competence. This finding is in agreement with that of Fidelia (2015) who found out that material teaching aids lead to enhancement of competence to both teachers and learners. The enhancement of teaching competence due to the use of teaching aids might cause the teacher trainees to effectively use teaching aids so as to equip themselves with competency. Therefore, emphasizing the use of teaching aids to teachers is important so as the teacher trainees could be competent.

From table 4.2, 30 (47.6%) of the respondents strongly agreed that they always teach by using teaching aids, 19 (30.2%) agreed with the statement, 6 (9.5%) disagreed, 2 (3.2%) strongly disagreed and the remaining 6 (9.5%) had no comment on the statement. The data implies that most of teacher trainees always teach using teaching aids. The use of teaching aids in teaching apart from equipping the teacher trainees with competence, also equips the learners with the expected knowledge and easy the process of teaching-learning as suggest by Chou et al (2015). Chou found out that the teaching activity significantly improved the attitude and increased some knowledge item to the experimental group which was taught using the teaching aids. Therefore, the frequent use of teaching aids would insert the expected skills to the teacher trainees and students.

Table 4.2 also shows that, 6 (9.5%) of the respondents strongly agreed that they use teaching aids in only assessment by monitors, 5 (7.9%) agreed, 26 (41.3%) opposed the statement, 21 (33.3%) strongly opposed the statement and the remaining 5 (7.9%) had no comment on the statement. This implies that most of teacher trainees do not use teaching aids only for assessment but frequently used in teaching during TP as the work ethics. This finding is similar to that of Kagoda and Sentongo (2015) who found out that they are fairly good regarding professional ethics, they dress well except some girls who dress poorly and the majority of teacher trainees do not exhibit mastery of the subject matter in their respective subjects. Frequent uses of teaching aids as professional ethics equip them with competence in teaching. Therefore, the teacher trainees of MWECAU effectively prepare and use teaching aid during TP.

In table 4.3, 35 (55.6%) of the respondents strongly opposed that they never use teaching aids in teaching, 16 (25.4%) opposed the statement, 6 (9.5%) strongly agreed, 2 (3.2%) agreed and the remaining 6 (9.5%) had no comment. This implies that most of the teacher trainees use teaching aids in teaching. This finding is similar to that of Mohamed and Embi (2013) who revealed that majority of the teacher trainees had positive perceptions towards the use of computer in teaching. The use of computer and other teaching aids like videos and audios helps the teacher trainees to become competent and equip the students with the intended knowledge and skills. Therefore, teacher trainees normally teach by using teaching aids during teaching practice.

Also, from table 4.3 28 (44.4%) of the respondents strongly disagreed that they only use teaching aids when they teach simple concepts, 22 (34.9%) opposed the statement, 6 (9.5%) agreed the statements, 4 (6.3%) strongly agreed the statement and the remaining 3 (4.8%) had no comment. This implies that most of the teacher trainees did not use teaching aids only in teaching simple concepts. Not using teaching aids only in teaching simple concepts means that the teacher use teaching aids in teaching each concept so as to easy teaching-learning and equip clearly the expected knowledge to the learner as suggested by Chou et al (2015) that teaching aids significantly become tough to the control group that taught without teaching aids. Therefore, the teacher trainees expected to become more competent and produce competent students during TP due to the effectively use of teaching aids.

#### **4.4 Peer Observation of Teaching Enhance Teaching Competence to Teacher Trainees**

The second research question sought to assess the extent that peer observation of teaching enhances teaching competence to teacher trainees. The researcher aimed to know if the peer observation done among the teacher trainees of MWECAU leads to improvement of teaching competence. The lecturers responded the question in the questionnaire and their responses presented in table 4.4.

**Table 4. 4: Peer Observation of Teaching Enhances Teaching Competence**

Statements	SA		A		UN		D		SD	
	f	%	f	%	f	%	f	%	f	%
Peer observation of teaching enhances teaching competence	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0
Peer observation does not enhance teaching competence	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
There is a relationship between peer observation and teaching competence	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0
Peer observation between friends lead to effective feedback	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0
Provision of feedback after peer observation leads to improvements in teaching competence	4	80.0	1	20.0	0	0.0	0	0.0	0	0.0
Not necessary to give feedback after peer observation	1	20.0	0	0.0	0	0.0	2	40.0	2	40.0
Peer observation must done before the assessment by the assessors from the university	1	20.0	1	20.0	0	0.0	3	60.0	0	0.0
Peer observation can be at anytime provided you are in TP	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0
There is no need of peer observation assessment	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
Peer observation between friends leads to poor feedback.	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0

Table 4.4 shows that, 4 (80%) of the lecturers responded to the questions on the questionnaire strongly agreed that provision of feedback after peer observation leads to improvements in teaching competence and the remaining 1 (20.0%) agreed with the statement. This implies that feedback after peer observation improves teaching competence to teacher trainees. This finding is in agreement with that of Carbone, (2011) which showed that peer observation through feedback both observer and observed partners benefits, the observed partner can engage in professional learning to improve teaching, and for the observer, can learn about teaching technology. To ensure the achievement of the intended goals of TP, the teacher trainees have to provide feedback after PO. Therefore, effective peer observation must include feedback after the process that can make the teacher trainees to be competent in teaching.

From table 4.4 3 (60%) strongly agreed that peer observation of teaching enhances teaching competence and the remaining 2 (40.0%) agreed with the statement. In addition to that, the TP coordinator wrote in attempting the questions from the questionnaire that “*feedback from a peer helps teacher trainees to improve their teaching in different aspects*”. This implies that peer observation of teaching during teaching competence among the teacher trainees enhances teacher

trainees' teaching competence. The same findings revealed by Methew (2013) who found out that the pre service teachers who participated effectively in the peer observation intervention improved in the teaching practice over the course of the semester. High value of peer observation make the teacher trainees to perform as many as possible the peer observation with feedback so as to ensure that they become competent after graduating from the university. Therefore, peer observation among the teacher trainees highly influences the competence of the teacher trainees.

From table 4.4 again, 3 (60.0%) of the respondents strongly agreed that, peer observation between friends lead to effective feedback and the remaining 2 (40.0%) agreed with the statement. This implies that peer observation between friends during teaching practice is more beneficial and productive. This finding is similar to what Ewens and Orr (2002) wrote in their article that, the effective peer observation needs the partners to wisely select a colleague for observation. The teacher trainees need to select the partner who is closer to him so as the feedback provided to be fair. Failure to select the proper partner affects the process of peer observation and brings about unexpected outcomes. Therefore, the peer observation between teacher trainees during teaching competence will become more effective and productive if the partners will be familiar to one another.

Also table 4.4 shows that 4 (80%) of the respondents strongly disagreed with the statement that peer observation does not enhance teaching competence, 1 (20.0%) disagreed with the statement. This implies that, most of the lecturers have the positive attitude on the peer observation done by teacher trainees during the teaching practice that, peer observation enhances teaching competence. Presence of positive attitude towards peer observation shows that, the lecturers see the contribution of peer observation and appreciate it. This may encourage teacher trainees to perform peer observation during their teaching practice and even after graduating and becoming a teacher in their societies. Therefore, peer observation in teaching done between teacher trainees highly contribute to the competence of the teacher trainees.

From table 4.4, 3 (60.0%) of the respondents strongly opposed that there is no need of peer observation and the remaining 2 (40.0%) disagreed with the statement. This implies that the peer observation is very important in equipping the teacher trainees with teaching competence in their career. The same finding revealed by the study of Dos Santos (2016) that showed that peer

observation can be a good instrument for uninterrupted professional development for language teachers' professional development through peer observation program in order to develop their teaching strategies and equipping them with teaching competence. Therefore, there is a great need of peer observation among the teacher trainees so as to equip the teaching competence among the teacher trainees.

#### **4.5 The Impacts of Peer Observation Assessment without Assessment Criteria among the Teacher Trainees**

The third research question sought to assess the impacts of peer observation assessment without assessment criteria among the teacher trainees. This is due to the fact that, the assessment should follow some criteria put down before assessment and discussed by both the assessor and assessed individual. Therefore, the researcher aimed to know if the teacher trainees of MWECAU follow the assessment criteria in doing peer observation. The teacher trainees responded to the provided questions in the questionnaire and their responses presented in table 4.5.

**Table 4. 5: Impacts of Peer Observation Assessment without Assessment Criteria among the Teacher Trainees**

<b>Statements</b>	<b>MAI</b>		<b>MII</b>		<b>NI</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>
Improve teaching competence	29	46.0	17	27.0	17	27.0
Improvement of teaching skills	35	55.6	16	25.4	12	19.0
It is not expensive in terms of time	19	30.2	27	42.9	16	25.4
Improve confidence among the partners	29	46.0	26	41.3	8	12.7
It is time consuming	13	20.6	29	46.0	20	31.7
Improve the teacher trainees ability to use different teaching methodology	29	46.0	18	28.6	16	25.4
The teacher trainees become less competent since no any specific criteria used	24	38.1	18	28.6	21	33.3
The teacher trainees will not use the proper teaching aids during the class	23	36.5	23	36.5	17	27.0
The teaching aids will be properly used in demonstration	31	49.2	17	27.0	15	23.8

Table 4.5 shows that, 35 (55.6%) of the teacher trainees suggested that the major impact of peer observation without assessment criteria is to improve teaching skills, 16 (25.4%) suggested to be a minor impact and the remaining 12 suggested that it is not an impact. This implies that peer

observation without assessment criteria improve teacher trainees' teaching skills. This finding is dissimilar to that of Ewens and Orr (2002) who suggested several criteria for the effective peer observation of teaching which are; choosing observer carefully, setting aside the time for observation, the three stages of peer observation have to be done sequentially and clarifying expectation. This dissimilar might be due to unclear understanding of the respondents on the assessment criteria. Therefore, the lecturers should clarify more on the criteria of assessment to the teacher trainees.

Also from table 4.5 shows that 31 (49.2%) of the respondents suggested that the major impact of peer observation without assessment criteria is that, teaching aids properly used in demonstration. This implies that if the peer observation conducted without setting the assessment criteria, the teaching aids effectively become used. This finding is dissimilar to that of Ewens and Orr (2002) who suggested that the assessment criteria make the assessed partner to put more power and effort on the criteria that is assessed in the process of teaching. Having many teacher trainees who use effectively teaching aids only once they assessed might cause the teacher trainees to become competent in some areas only. Therefore, the teacher trainees have to set criteria for assessment so as to put more effort to those criteria for assessment.

Table 4.4 also shows that 29 (46%) of the respondents pointed out that peer observation without assessment criteria improves teaching competence, 17 (27.0%) suggested it to be the minor impact and the remaining 17 (27.0%) responded that, it is not an impact of peer observation without assessment criteria. This implies that peer observation done during TP without putting the assessment criteria improves teaching competence. This finding is unlike to that revealed by Ewens and Orr (2002) who revealed the twelve criteria to follow in peer observation assessment. Most of the teacher trainees had the negative attitudes towards assessment criteria this might cause the ineffectiveness of the peer observation in enhancing teaching competence. Therefore, the university has to help the teacher trainees to change their attitudes towards assessment criteria so as the expected achievements of peer observation could be attained.

From table 4.5 also, 21 (33.3%) of the respondents suggested that peer observation without assessment criteria make the teacher trainees become less competent since no any specific criteria used, 18 (28.6%) suggested it as the minor impact and the remaining 24 (38.1%)

suggested it as the major impact. This implies that the teacher trainees might become less competent in teaching since the assessment done during TP follow none of the assessment criteria. This finding is similar to that of Ewens and Orr (2002) who suggested that the assessment done without assessment expected not to bring about positive impacts between the partners. Therefore, so as the teacher trainees to become more effective and productive the teacher trainees should perform peer observation assessment following the criteria for assessment.

20 (31.7%) of the respondents from table 4.5 suggested that the peer observation is time consuming, 29 (46.0%) suggested it as the minor impact and the remaining 13 (20.6%) suggested it as the major impact of assessment without assessment without assessment criteria. This implies that many student teachers avoid performing peer observation by suggesting that it is time consuming. This finding is antagonistic with that of Fitzpatrick and Joyce (2014) who suggested that effective peer observation should be of the few assessment criteria so as to ensure a short period of time used to assess the selected criteria. This might cause the teacher trainees to fail in obtaining the intended achievement of peer observation and finally become incompetent teachers in teaching career. Therefore, the teacher trainees should perform effective peer observation with less consideration of time factor so as to equip themselves with the competent in teaching career as expected by the university.

#### **4.6 The Extent to which Summative Use of Peer Observation among the Teacher Trainees in Enhancing Teaching Competence**

The fourth research question sought to assess extent of summative use of peer observation among the teacher trainees in enhancing teaching competence. The researcher used this question aiming to know the extent do summative use of peer observation among teacher trainees of MWECAU enhances teaching competence among the teacher trainees. The researcher provided the questions in the questionnaire to the teacher trainees of MWECAU and the data presented in the table 4.6 as follows;

**Table 4. 6: The Extent to which Summative Use of Peer Observation among The Teacher Trainees In Enhancing Teaching Competence**

Statements	SA		A		UN		D		SD	
	f	%	f	%	f	%	F	%	f	%
Peer observation of teaching enhances teaching competence	20	31.7	39	61.9	2	3.2	2	3.2	0	0.0
Peer observation of teaching does not enhance teaching competence	1	1.6	3	4.8	3	4.8	26	41.3	29	46.0
There is great relationship between peer observation of teaching and teaching competence	17	27.0	35	55.6	8	12.7	2	3.2	1	1.6
Peer observation of teaching between friends lead to effective feedback, hence enhance teaching competence	17	27.0	25	39.7	9	14.3	11	17.5	1	1.6
Provision of feedback after peer observation leads to improvements in teaching competence	29	46.0	31	49.2	1	1.6	2	3.2	0	0.0
There is no necessity of giving feedback after peer observation	1	1.6	3	4.8	2	3.2	21	33.3	36	57.1
Peer observation must done before the assessment by the assessors from the university	30	47.6	20	31.7	5	7.9	3	4.8	5	7.9
Peer observation can be at anytime provided you are in teaching practice	20	31.7	28	44.4	4	6.3	10	15.9	1	1.6
There is no need at all of peer observation assessment	3	4.8	4	6.3	2	3.2	21	33.3	33	52.4
Peer observation should be done among the teacher trainees of the same academic level and of the same programs	15	23.8	13	20.6	7	11.1	24	38.1	4	6.3

Table 4.6 shows that, 30 (47.6%) of the teacher trainees who responded the questions strongly agreed that peer observation must be done before the assessor from the university, 20 (31.7%) agreed, 5 (7.9%) strongly disagreed with the statement, 3 (4.8%) disagreed and the remaining 5 (7.9%) had no comment on the statement. This implies that most of the teacher trainees suggested that peer observation must be done before an assessment by the assessors from the university. This finding is antagonistic to that of Chou et al (2015) who suggested that the peer observation can be conducted whenever in the course period. This might improve the knowledge and skills of the teacher trainees and reduce some mistakes once the assessors from the university come for assessment. Therefore, the teacher trainees should perform peer observation

before the assessment done by the assessor from the university so as to improve the skills and knowledge on teaching.

Also from table 4.6 shows 29 (46.0%) strongly agreed that provision of feedback after peer observation leads to improvements in teaching competence, 31 (49.2%) agreed, 2 (3.2%) disagreed with the statement and the remaining 1 (1.6%) had no comment on the suggested statement. This implies that the effective peer observation should include provision of feedback between the partners. Similar findings revealed by Hawkey (1995) who suggested the peer observation to be a shared empathy through provision of feedback. Having the positive attitudes towards provision of feedback after peer observation might cause the teacher trainees to perform effective peer observation and finally the desired goals of peer observation might be achieved. Therefore, the teacher trainees should share the feedback between the partners so as to check areas for improvements and make the teacher trainees to be better in teaching.

20 (31.7%) of the respondents in table 4.6 strongly agreed that peer observation of teaching enhances teaching competence, 39 (61.9%) agreed with the statement, 2 (3.2%) opposed the statement and the remaining 2 (3.2%) had no comment. This implies that peer observation of teaching done between teacher trainees during teaching competence enhances teaching competence among the teacher trainees. Similar finding revealed by Hamersley and Orsmond, (2004) who suggested that peer observation of teaching is one method of evaluating teaching and can offer formative feedback to assist in the development of refractive evidence to substantiate student evaluation. Having the positive attitudes towards peer observation might influence the teacher trainees to perform peer observation so as to equip themselves with teaching competence. Therefore, the issue if peer observation should be taken as a very serious case towards the improvement of teaching skills of the teacher trainees.

Moreover, from table 4.6, 36 (57.1%) of the respondents strongly disagreed that there is no necessity of giving feedback after peer observation, 21 (33.3%) disagreed with the statement, 3 (4.8%) proposed the statement, 1 (1.6%) strongly proposed the statement and the remaining 2 (3.2%) had no comment on the statement. This implies that most of the teacher trainees appreciated the presence in peer observation so as to become competent as suggested by Hamersley and Orsmond, (2004). This might cause the expected goals of peer observation

towards equipping the teacher trainees with the teaching competence might be achieved due to positive attitudes that teacher trainees had towards peer observation. Therefore, the teacher trainees should take peer observation seriously so as to become competent in their career of teaching.

And 33 (52.4%) of the respondents from table 4.6 strongly disagreed that there is no need of peer observation assessment, 21 (33.3%) disagreed with the statement, 4 (6.3%) agreed with the statement, 3 (4.8%) strongly agreed with the statement while the remaining 2 (3.2%) had no comment. This implies that there is a need of peer observation so as to equip the teacher trainees with the practical knowledge and skills in teaching. This finding is similar to that of Nash and Barnaid, (2013) who suggested that the colleagues should perform peer observation to improve their working competence. Therefore, being competent, efficient and productive in teaching career the teacher trainees should conduct effective peer observation so as to learn from one another and update some ways of teaching.

Most of the data from the table 4.3 to 4.6 show the positive attitude of the teacher trainees, lecturers and TP coordinator on the effectiveness of peer observation on enhancing teaching competence among teacher trainees during teaching practice. This implies that, there is a great contribution of effective peer observation in enhancing teaching competence as shown by Carbone (2011). Therefore, the TP coordinator, lecturers and the teacher trainees should be able to insist and perform the effective peer observation so as to endow the teacher trainees with competence in the carrier of teaching.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives the summary, conclusion and recommendations of the study. The summary is based on the purpose of the study while the conclusions and recommendations are based on the findings of the study and at the end of the chapter the researcher suggests areas for further study.

#### 5.2 Summary

This study examined effectiveness of peer observation on enhancing teacher competence among teacher trainees during teaching practice: A case study of MWECAU. The study will be guided by four research questions which were manipulated into several research instruments. The research questions are: To what extent do teacher trainees of MWECAU prepare and effectively use appropriate teaching aids during teaching practice to enhance their teaching competence? To what extent does peer observation equip the teacher trainees of MWECAU with teaching competence? What are the impacts of peer observation assessment without assessment criteria among the teacher trainees of MWECAU? To what extent does the summative use of peer observation among teacher trainees of MWECAU enhance competence?

The study is guided by the generalizability theory developed by Cronbach, Nageswari, and Gleser (1963). The generalizability theory is a statistical framework for conceptualizing, investigating, and designing reliable observations. It is used to determine the reliability of measurements under specific conditions. The reviewed empirical studies including those of Tuimur and Chemwei (2015), Chou et al (2015), Methew (2013), Dos Santos (2016), Ian and Lara (2014), Carroll and Deidre (2014), Steve et al (2017) and Audrey and Sharon (2017) have collectively shown that, the successful peer observation systems aimed particularly to improve teaching competence should be voluntary; peer observation of teaching among the teacher trainees enhances and improves the competence of the trainees. However, there is no study that indicated the criteria and tips to follow in selecting the partner for peer observation. Therefore, in the current study, the researcher investigated and revealed the criteria and tips to follow in selecting a partner for peer

observation in enhancing the teaching competence of the teacher trainees of Mwenge Catholic University.

The researcher employed a quantitative approach under which a cross sectional design which is appropriate when the researcher wants to get information at one point in time. The target population of the study consisted of third, second and first year education students, lecturers, and TP coordinator from Mwenge catholic university. Stratified sampling technique used by the researcher to select sixty five education students from first, second and third year students, and one lecturer from each department and TP coordinator involved by the researcher in the current study. Questionnaire provided to the study sample to collect the information which presented in terms of the frequency and percentage in tabular form. The researcher piloted the questionnaire to fifteen education students and three lecturers from Mwenge Catholic University who did not be included in the sample.

The researcher gave the instruments to two research experts at Mwenge Catholic University. The experts checked the relevance and adequacy of the tools in addressing the research questions so as to obtain useful findings of the study. The reliability of the instruments determined using cronbach's alpha where the researcher calculated an alpha of the scaled instruments. The researcher collected an introductory letter from MWECAU indicating the purpose of the study that presented to the DVCAA of Mwenge Catholic University. The DVCAA then introduced the researcher to the TP coordinator, lectures and teacher trainees of Mwenge catholic university. The researcher then visited the sampled population and explained the purpose of the study to the respondents. The researcher gave the questionnaires to the sampled first, second and third year students, lecturers and TP coordinator of MWECAU and collected them after being filled.

The collected information from all respondents including TP coordinator, lecturers and teacher trainees analyzed in terms of frequency and percentages by the help of a computer software "statistical package for social sciences" (SPSS) version 22 and Microsoft excel, then presented using tables. The researcher protected the rights of the study respondents in all stages of the research and ensured voluntary participation and informed the responds about the purpose of the study. The researcher also maintained discretion and obscurity of the information between the

researcher and respondents. Therefore, the collected information used only for research purpose and all the cited works dully acknowledged.

The first research question sought to assess the extent to which teacher trainees of MWECAU use the appropriate teaching aids during PO. The researcher collected the information from the teacher trainees who responded the questions in the questionnaire provided by the researcher. The collected information was analyzed by the help of SPSS and then presented in the table by the use of frequency and percentage. Most of the teacher trainees agreed that the use of teaching aids during peer observation leads to teaching competence. Therefore, the use of appropriate teaching aids during peer observation among the teacher trainees enhances teaching competence in teaching career.

The second research question sought to assess the extent to which peer observation of teaching enhances teaching competence to teacher trainees. The researcher provided the questionnaires containing the questions to the lecturers to be filled. The collected information was coded and analyzed by the help of SPSS computer software and the present in percentages and frequency in tabular form. Most of the lecturers who participated in this study suggested that, provision of feedback after peer observation leads to improvements in teaching competence. Therefore, teacher trainees should provide feedback to one another after peer observation so as to ensure the effectiveness of peer observation in enhancing teaching competence.

The third research question sought to assess the impacts of peer observation assessment without assessment criteria. The researcher collected the information concerning this research question from the teacher trainees who responded the questions in the provided questionnaires. The collected information concerning this research question was coded and analyzed by the help of SPSS for easy interpretation and then presented in terms of frequency and percentage in tabular form. Most of the teacher trainees who responded to this research questions suggested that, major impact of peer observation without assessment criteria is to improve teaching skills. This suggestion was different to all reviewed literatures. Therefore, most of the teacher trainees had no adequate knowledge on the assessment criteria.

The fourth research question sought to assess the extent to which summative use of peer observation among the teacher trainees enhancing teaching competence. The researcher used

questionnaires to collect the information from the teacher trainees and the collected information were coded and analyzed by the use of SPSS, then presented by the use of frequency and percentages. The researcher found out that, most of the teacher trainees proposed that peer observation of teaching enhancing teaching competence and should be done before the assessor from the university to perform the assessment. Therefore, most of the teacher trainees had the positive attitudes towards the use of peer observation in enhancing teaching competence.

### **5.3 Conclusion**

Most of the teacher trainees prepare and effectively use the appropriate teaching aids during teaching practice to enhance their teaching competence. The teacher trainees, lecturers and TP coordinator who responded the questions on the questionnaire provided the positive attitude in preparing and using teaching aids and agreed that, preparing and using teaching aids enhances teacher trainees teaching competence. This finding is similar to that of Tuimur and Chemwei (2015) who showed in their study that the instructional materials in teaching are very important in enabling a student to capture the knowledge easily and effectively. And failing of most of teachers to prepare and use instructional materials may lead the students to get the incomplete concept.

Peer observation equips the teacher trainee with teaching competence. Most of the respondents including teacher trainees and TP coordinator agreed that peer observation leads to teaching competence among the teacher trainees and should be done before the assessment by the assessors and the feedback that is given after peer observation is very important since it leads to improvements in teaching competence among the teacher trainees. Methew (2013) in his study suggested that, the pre service teachers who participated effectively in the peer observation intervention improved in the teaching compared to the teachers who did not participated in the peer observation intervention who they did not improved in their teaching competence.

Peer observation assessment without assessment criteria has more positive impacts among the teacher trainees. Most of the teacher trainees pointed out that, peer observation without assessment criteria has more positive impacts than negative impacts among the teacher trainees. This finding is antagonistic with that of Ewens and Orr, (2002) who suggest the twelve tips for the effective peer observation of teaching. Among the twelve tips one of them is clarifying

expectation; it is where the peer meets before the observation and clarifies the roles and area of assessment to one another. The aggressive of the finding of the Ewens and Orr, (2002) and of the current study can be due to poor construction of questions in the questionnaire led to misunderstanding of the questions to the respondents or negative attitudes of the respondents on the peer observation assessment criteria.

Summative use of peer observation assessment among teacher trainees enhances competence in teaching. Most of the teacher trainees and lectures who responded the questions in the questionnaire provided by the researcher agreed that, summative use of peer observation among teacher trainees enhance competence in teaching. Hence peer observation should be done effectively and seriously so as to meet the desired goal of peer observation and finally having the competent teacher in teaching carrier leading to effective delivering of skills and knowledge to the learners and become bright and competent. The same findings portrayed by Nash and Barnaid (2013) who they suggested that the process of peer observation has been demonstrated to be an effective tool for the enhancement of teaching, leading to improvements in students' outcomes and experience.

## **5.4 Recommendations of the Study**

### **5.4.1 Recommendations for Action**

The researcher recommends to the university to ensure that, reinforce the teacher trainees so as they could prepare and use more teaching aids so as to equip themselves with teaching competence and equipping the expected knowledge to the students. This might encourage the teachers to prepare more the teaching aids and use effectively not only during assessment but as the ethical of teaching. This could make the teacher trainees to become competent and competently would teach the students in schools and finally those students might perform better in academic results. But failing to reinforce the teacher trainees on preparedness and use of teaching aids might cause the teacher trainees to do not prepare and use the teaching aids that finally might cause poor performance to the students.

The researcher recommends to the government through the ministry of education and science to ensure that, all the education institutions providing the education course which do not use peer observation among their teacher trainees as the method of assessment to employ the system so as to provide competent teachers for the achievement of the country. This might equip the teacher trainees from all institutions to benefit from peer observation and become competent in teaching. This might improve the academic performance in Tanzania. But failing to produce competent teachers might lead to have many incompetent teachers who might cause to poor academic performance to the secondary schools students.

The researcher recommends to the university that should perform serious seminar on the criteria for assessment. This is due to the fact that most of the teacher trainees had the negative attitudes towards the assessment criteria. This might revolutionize the negative attitudes to the teacher trainees and hence they could perform peer observation by considering several assessment criteria. Failing to revolutionize the negative attitudes which teacher trainees had on assessment criteria might decline the effectiveness of peer observation on enhancing teaching competence and finally produce competent teachers in the country.

The researcher recommends to the university that, they should ensure the teacher trainees totally use peer observation assessment so as to achieve the intended goals of peer observation. This might make the teacher trainees to be more competent in teaching and equip the students with appropriate knowledge and skills. Equipping students with appropriate knowledge and skills might enhance academic performance to the students in secondary schools. Failing to encourage and reinforce teacher trainees to use summative peer observation might decline the competence of the teacher trainees that in turn affects the academic performance of secondary schools students.

#### **5.4.2 Recommendations for Further Studies**

The researcher pointed out the effectiveness of peer observation on enhancing teacher competence among teacher trainees during teaching practice and come with the results that the peer observation has the greatest contribution in teaching competence of the teacher trainees. The researcher invites others to do research on the impacts of peer observation assessment without assessment criteria among the teacher trainees; this is due to the fact that most of the teacher

trainees they prefer to do peer observation assessment among themselves without assessment criteria. Therefore, once the other researcher comes and portrays the impacts of doing the peer observation without assessment criteria may change the attitudes of the teacher trainees and start using effectively the criteria during the peer observation.

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## APENDICES

### Appendix one: Questionnaire for Teacher Trainees of MWECAU

Dear student, I am a third year education student from Mwenge Catholic University. Currently am conducting a study on **Effectiveness of Peer Observation on Enhancing Teacher Competence Among Teacher Trainees During Teaching Practice: A Case Study of Mwenge Catholic University** which is a requirement for my graduation. I request you to fill this questionnaire by providing information that will enable me to accomplish my study. Please feel free to respond by putting a tick (  $\sqrt{\quad}$  ) in the brackets of your appropriate response and where additional information is required, please fill in the space provided. The information you provide will be used for research purpose only. Thank you in advance.

#### Section A: Personal Information

1. What is your year of study?
  - A. First year ( )
  - B. Second year ( )
  - C. Third year ( )
2. In faculty of education, in which program is you belonged to?
  - A. BEDA ( )
  - B. BEDS ( )
3. How many times did you attending teaching practice?
  - A. One time ( )
  - B. Two times ( )
  - C. Three times ( )
  - D. Not yet ( )

## Section B: The Extent That Formative Use of Peer Observation of Teaching Enhancing Teacher Trainees' Teaching Competence

4. Please indicate the extent to which you agree or disagree with the following statement concerning the extent and formative use of peer observation of teaching enhancing teacher trainees' teaching competence.

**Key: SA= Strongly Agree, A= Agree, UN= Undecided, D= Disagree and SD= Strongly Disagree**

S/N	Statement	SA	A	UN	D	SD
01	Peer observation of teaching enhances teaching competence					
02	Peer observation of teaching does not enhance teaching competence					
03	There is great relationship between peer observation of teaching and teaching competence					
04	Peer observation of teaching between friends lead to effective feedback, hence enhance teaching competence					
05	Provision of feedback after peer observation leads to improvements in teaching competence					
06	There is no necessity of giving feedback after peer observation					
07	Peer observation must done before the assessment by the assessors from the university					
08	Peer observation can be at anytime provided you are in teaching practice					
09	There is no need at all of peer observation assessment					
10	Peer observation should be done among the teacher trainees of the same academic level and of the same programs					

5. How the formative use of peer observation during teaching practice leads to the competence to teacher trainees of MWECAU?

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**Section C: Impacts of Peer Observation Assessment without Assessment Criteria and the Extent the Teacher Trainees Make and Use Teaching Aids during Teaching Practice**

6. Please indicate whether the statement provided is the strong impact, minor impact or not an impact of peer observation without assessment criteria.

**Key: MAI= Major Impact, MII= Minor Impact and NI= Not an Indicator.**

S/N	Impacts	MAI	MII	NI
01	Poor feedback giving among the peers			
02	Improve teaching competence			
03	Improvement of teaching skills			
04	It is not expensive in terms of time			
05	Improve confidence among the partners			
06	It is time consuming			
07	Improve the teacher trainees ability to use different teaching methodology			
08	The teacher trainees become less competent since no any specific criteria used			
09	The teacher trainees will not use the proper teaching aids during the class			
10	The teaching aids will be properly used in demonstration			

7. Please indicate the extent to which you agree or disagree with the following statement concerning the extent and formative and summative use of peer observation of teaching enhancing teacher trainees' teaching competence.

**Key: SA= Strongly Agree, A= Agree, UN= Undecided, D= Disagree and SD= Strongly Disagree**

S/N	Statement	SA	A	UN	D	SD
01	I always teach using teaching aids					
02	I only use teaching aids when I teach difficult concepts					
03	I use teaching aids in only assessment by monitors					
04	The use of teaching aids is very time consuming					
05	I never use teaching aids in teaching					
06	The use of teaching aids leads to teaching competence.					
07	No enough time during TP so as I can make teaching aids.					
08	I use teaching aids in only assessment by assessor					
09	No enough time during TP so as I can use teaching aids					
10	I only use teaching aids when I teach simple concepts					

8. How effective do you find the comments given by peers after peer observation assessment on improve teaching competence?

- A. Very effective ( )
- B. Effective ( )
- C. Less effective ( )

9. What are the other impacts of doing peer observation assessment without assessment criteria?

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10. What are the criteria do you think peers use to choose partners for peer observation?

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THANK YOU VERY MUCH

## **Appendix two: Questionnaire for Lecturers of MWECAU**

Dear lecturer, my name is ADBDALLAH, Abdallah Ahmadi, from Mwenge Catholic University. I am currently conducting as study on **Effectiveness of Peer Observation on Enhancing Teacher Competence Among Teacher Trainees During Teaching Practice: A Case Study of Mwenge Catholic University** which is a requirement for my graduation. I request you to fill this questionnaire by providing information that will enable me to accomplish my study. Please feel free to respond by putting a tick (  $\sqrt{\quad}$  ) in the brackets of your appropriate response and where additional information is required, please fill in the space provided. The information you provide will be used for research purpose only. Thank you in advance.

### **Section A: Personal Information**

1. What is your highest level of education?
  - A. Bachelor degree      (   )
  - B. Masters degree      (   )
  - C. PhD                      (   )
  - D. Other academic level (   )
  
2. In faculty of education, in which program is you belonged to?
  - A. BEDA (   )
  - B. BEDS (   )
  
3. What is your experience in assessing the teacher trainees during teaching practice?
  - A. 1-4 years                (   )
  - B. 5-9 years                (   )
  - C. 10 years and above (   )
  
4. What is your experience in assessing the teacher trainees of Mwenge Catholic University?
  - A. 1-4 years                (   )
  - B. 5-9 years                (   )
  - C. 10 years and above (   )

**Section B: The Extent in which Peer Observation of Teaching Enhancing Teacher Trainees' Teaching Competence**

5. Please indicate the extent to which you agree or disagree with the following statement concerning the extent peer observation of teaching enhancing teacher trainees' teaching competence.

**Key: SA= Strongly Agree, A= Agree, UN= Undecided, D= Disagree and SD= Strongly Disagree**

S/N	Statement	SA	A	UN	D	SD
01	Peer observation of teaching enhances teaching competence					
02	Peer observation does not enhance teaching competence					
03	There is a relationship between peer observation and teaching competence					
04	Peer observation between friends lead to effective feedback.					
05	Provision of feedback after peer observation leads to improvements in teaching competence					
06	Not necessary to give feedback after peer observation					
07	Peer observation must done before the assessment by the assessors from the university					
08	Peer observation can be at anytime provided you are in TP					
09	There is no need of peer observation assessment					
10	Peer observation between friends leads to poor feedback.					

6. How peer observation of teaching enhancing teacher trainees' teaching competence?

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7. What is your suggestion on peer observation done among the teacher trainees during teaching practice?

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THANK YOU VERY MUCH

### Appendix three: Questionnaire for TP Coordinator of MWECAU

Dear TP coordinator, my name is ADBDALLAH, Abdallah Ahmadi, from Mwenge Catholic University. I am currently conducting as study on **Effectiveness of Peer Observation on Enhancing Teacher Competence among Teacher Trainees during Teaching Practice: a Case Study of Mwenge Catholic University** which is a requirement for my graduation. I request you to fill this questionnaire by providing information that will enable me to accomplish my study. Please feel free to respond by putting a tick (  $\sqrt{\quad}$  ) in the brackets of your appropriate response and where additional information is required, please fill in the space provided. The information you provide will be used for research purpose only. Thank you in advance.

#### Section A: Personal Information

1. What is your highest level of education?
  - A. Bachelor degree ( )
  - B. Masters degree ( )
  - C. PhD ( )
  - D. Other academic level ( )
2. What is your experience in serving the position as the TP coordinator?
  - A. 1-4 years ( )
  - B. 5-9 years ( )
  - C. 10 years and above ( )
3. What is your experience in assessing the teacher trainees of Mwenge Catholic University?
  - A. 1-3 years ( )
  - B. 4-7 years ( )
  - C. 8-10 years ( )
  - D. 10 years and above ( )

## Section B: The Extent Peer Observation of Teaching Enhancing Teacher Trainees' Teaching Competence

4. Please indicate the extent to which you agree or disagree with the following statement concerning the extent peer observation of teaching enhancing teacher trainees' teaching competence.

**Key: SA= Strongly Agree, A= Agree, UN= Undecided, D= Disagree and SD= Strongly Disagree**

S/N	Statement	SA	A	UN	D	SD
01	Peer observation of teaching enhances teaching competence					
02	Peer observation of teaching does not enhance teaching competence					
03	There is great relationship between peer observation of teaching and teaching competence					
04	Peer observation of teaching between friends lead to effective feedback, hence enhance teaching competence					
05	Provision of feedback after peer observation leads to improvements in teaching competence					
06	There is no necessity of giving feedback after peer observation					
07	Peer observation must done before the assessment by the assessors from the university					
08	Peer observation can be at anytime provided you are in teaching practice					
09	There is no need at all of peer observation assessment					
10	Peer observation done between friends leads to poor feedback.					

5. How peer observation of teaching enhancing teacher trainees' teaching competence?

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- 6. What is your suggestion on peer observation done among the teacher trainees during teaching practice?

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**Section C: Impacts of TP Orientation in Improving Teacher Trainees’ Teaching Competence**

- 7. What are the impacts of TP orientation in improving teaching competence among the teacher trainees of MWECAU?

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THANK YOU VERY MUCH