

# Pre-Service Teachers' Perceptions and Utilization of Micro-Teaching Feedback for Self-Reflection, Professional Growth, and Instructional Enhancement: A Study at UEAB

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## ABSTRACT

Lecturers' feedback affords interaction and critical thinking opportunities for learners. Peer feedback is reciprocal teaching in which teacher candidates provide assistance to one another as they incorporate new teaching skills, strategies, and approaches to their teaching. Reflective practices in pre-service teacher education enable teachers to evaluate their pedagogical skills. This study explored the perceptions and utilization of micro-teaching feedback among pre-service teachers at the University of Eastern Africa, Baraton. Micro-teaching, a widely used practice in Subject Teaching Methods courses, provides pre-service teachers with opportunities to practice teaching in a controlled environment and receive feedback from peers and instructors. Mixed survey was administered to 148 preservice teachers who have taken Subject Teaching Methods courses between 2023 and 2024 to assess their perceptions of micro-teaching feedback and its impact on their teaching practice preparation. The data was collected by use of questionnaires with both open and closed ended questions and analyzed using SPSS. The findings revealed that micro-teaching feedback positively impacts students' ability for self-reflection, professional growth and instructional enhancement. Additionally, students have more positive attitudes toward micro-teaching feedback which is more conducive to improving the students' future teaching competence. The findings of this study are expected to shed light on the effectiveness of micro-teaching feedback as a tool for pre-service teacher development. The results have implications for teacher education programs at UEAB and beyond, informing the design and implementation of effective feedback mechanisms to support pre-service teacher development.

**Keywords:** Pre-Service Teachers, Peer feedback, Lecturers' feedback, self-reflection, professional growth, Instructional Enhancement, Subject Teaching Methods

## INTRODUCTION

Micro-teaching which is an instructional technique that was pioneered at Stanford University in the 1960s, has become an integral component of teacher education programs globally (Wangchuk, 2019)? This method of instruction provides pre-service teachers with a structured environment in the course of instruction in teaching methodology to practice teaching skills while receiving constructive feedback from peers and supervisors (Ferguson, 2011). Micro-teaching is particularly valuable in refining specific teaching competencies without the pressures of a full-scale classroom setting (Said et al., 2021).

Micro-teaching serves as an essential training tool for pre-service teachers, enabling them to experiment with pedagogical strategies, receive feedback, and refine their instructional methods. Feedback from micro-teaching sessions is a critical element in guiding future educators toward professional growth, offering insights into their teaching style, classroom management, and communication effectiveness (Dervent, 2018).

## STATEMENT OF THE PROBLEM

Micro-teaching is a vital part of teacher education, giving pre-service teachers a safe space to practice their teaching skills, experiment with different techniques, and grow in confidence. At the heart of this process is

feedback—offering valuable insights that help these future educators reflect on their strengths, identify areas for improvement, and refine their instructional methods.

Despite its importance, there is still much to learn about how pre-service teachers at UEAB experience and use micro-teaching feedback. Many struggle to interpret and apply the feedback they receive, which can make it difficult to make meaningful progress. Challenges such as resistance to criticism, vague or unclear feedback, and a lack of follow-up support can further complicate this process, limiting its impact.

This study seeks to bridge that gap by exploring how pre-service teachers at UEAB perceive and engage with micro-teaching feedback. By shedding light on their experiences, challenges, and growth, the research aims to offer practical insights that can improve teacher training programs. Ultimately, the goal is to enhance the feedback process, creating a more supportive learning environment that helps future educators develop into skilled, reflective, and effective teachers.

## RESEARCH QUESTION

How do pre-service teachers at UEAB perceive micro-teaching feedback, and what impact does it have on their self-reflection, professional growth, and instructional enhancement?

## LITERATURE REVIEW

### A. The Role of Feedback in Micro-Teaching

Feedback lies at the heart of the micro-teaching experience, guiding pre-service teachers through reflection and professional growth (Hattie & Zierer, 2019). When delivered thoughtfully—being specific, timely, and actionable—it becomes a powerful tool for learning (Wisniewski et al., 2020). Studies show that meaningful feedback can significantly impact both student success and teacher development (Winstone & Carless, 2019). In micro-teaching, feedback comes from multiple sources: peers, supervisors, and self-assessment. Peer feedback fosters a supportive, collaborative environment where future educators learn from each other's experiences (Gielen et al., 2011), while supervisor feedback offers valuable expert insights aligned with professional teaching standards (Timmermans et al., 2022).

### B. Self-Reflection and Professional Growth

Self-reflection plays a crucial role in a teacher's professional growth, helping them absorb feedback and evaluate how their teaching influences student learning (Clarà, Mauri, Colomina, & Onrubia, 2019). Research shows that when self-reflection is combined with constructive feedback, it not only improves teaching effectiveness but also nurtures a growth mindset (Ferguson, 2018). By engaging in this reflective practice, pre-service teachers can continuously fine-tune their instructional approaches and develop the flexibility needed to adapt to different classroom dynamics (Schön, 2017).

### C. Challenges in Utilizing Feedback

Despite its benefits, pre-service teachers may face challenges in effectively utilizing feedback. Common barriers include resistance to criticism, unclear feedback, and insufficient opportunities for follow-up (Carless & Boud, 2018). Addressing these issues requires fostering a supportive environment where feedback is perceived as a developmental tool rather than an evaluation mechanism (Ajjawi & Bearman, 2018).

### D. Micro-Teaching in the African Context

Micro-teaching has been widely adopted in African teacher education programs, including at the University of Eastern Africa, Baraton (UEAB). Studies in African contexts affirm the effectiveness of micro-teaching in

preparing teachers for real-world classroom challenges (Ogunniyi & Rollnick, 2021). However, limited research exists on pre-service teachers' perceptions and use of feedback for self-reflection and professional growth in this setting. This study seeks to bridge this gap by exploring feedback utilization at UEAB, contributing to a broader understanding of micro-teaching's impact on teacher education in Africa.

At UEAB, micro-teaching is a core component of teacher training, designed to enhance confidence and competency before full classroom engagement. This study examines pre-service teachers' perceptions of micro-teaching feedback, its role in self-reflection, and its contribution to professional growth and instructional enhancement. By analyzing these experiences, the study aims to identify key feedback mechanisms that lead to meaningful learning and development.

## **METHODOLOGY**

This study employed a mixed-methods research design to explore pre-service teachers' perceptions and utilization of micro-teaching feedback at the University of Eastern Africa, Baraton (UEAB). By integrating qualitative data through open-ended survey responses, the study aimed to offer deeper insights into the lived experiences of pre-service teachers. A survey research approach was used to collect quantitative and qualitative data on how micro-teaching feedback influences self-reflection, professional growth, and instructional enhancement. This design was chosen because it allows for a systematic and objective analysis of relationships between variables while also providing a comprehensive understanding of participants' experiences.

The study targeted pre-service teachers enrolled in the teacher education program at UEAB who had undergone micro-teaching sessions during the academic year 2023/2025. A total of 148 pre-service teachers participated in the study, representing two specializations: Bachelor of Education (Arts): 76 participants (51.4%); Bachelor of Education (Sciences): 72 participants (48.6%). Participants had varying levels of familiarity with micro-teaching, ranging from slightly familiar to extremely familiar. The inclusion of individuals with different levels of experience ensured a more comprehensive understanding of how feedback was perceived and utilized.

A structured questionnaire was used to collect data on participants' perceptions of micro-teaching feedback and its role in self-reflection, professional growth, and instructional enhancement. Quantitative responses were measured using a Likert scale, where participants indicated their level of agreement or perception regarding the impact of micro-teaching feedback. Additionally, qualitative data from the open-ended questions helped identify potential challenges or negative perceptions associated with feedback.

The questionnaire was distributed to pre-service teachers who had participated in micro-teaching sessions. Descriptive statistics (mean, standard deviation, frequency, and percentages) were used to summarize participants' responses regarding their perceptions of micro-teaching feedback. Pearson correlation analysis was conducted to examine the relationships between micro-teaching feedback and its effects on self-reflection, professional growth, and instructional enhancement.

The correlation coefficients were used to determine the strength and significance of these relationships. The statistical analysis was performed using SPSS to ensure accuracy in data interpretation. A thematic analysis of the open-ended questions was done, where responses were read and coded to identify recurring themes, patterns, and concepts.

Ethical guidelines were followed throughout the research process. Participants provided informed consent before participating in the study. Anonymity and confidentiality were maintained, and data was handled securely to protect the privacy of respondents.

## FINDINGS

TABLE 1 Frequencies for Degree/Area of specialization of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Bachelor of Education (Arts)	76	51.4	51.4	51.4
Valid	Bachelor of Education (Sceinces)	72	48.6	48.6	100.0
	Total	148	100.0	100.0	

TABLE 2 Descriptive statistics for micro-teaching feedback perception, its impact on self-reflection, professional growth, and instructional enhancement

	N	Minimum	Maximum	Mean	Std. Deviation
Perception and utilization of micro teaching feedback	148	2.00	4.00	3.3626	.54389
Microteaching feedback for self-reflection	148	1.67	4.00	3.3919	.41187
Micro teaching feedback for professional growth	148	2.75	4.00	3.4941	.41196
Micro teaching feedback for instructional enhancement	148	1.67	4.00	3.5023	.44283
Valid N (listwise)	148				

TABLE 3 Correlations among perception of micro-teaching feedback and Micro-teaching for self-reflection, professional growth, and instructional enhancement

		Perception and utilization of micro teaching feedback	Microteaching feedback for self-reflection	Micro teaching feedback for professional growth	Micro teaching feedback for instructional enhancement
Perception and utilization of micro teaching feedback	Pearson Correlation	1	.370**	.223**	.265**
	Sig. (2-tailed)		.000	.006	.001
	N	148	148	148	148
Microteaching feedback for self-reflection	Pearson Correlation	.370**	1	.618**	.648**
	Sig. (2-tailed)	.000		.000	.000
	N	148	148	148	148
Micro teaching feedback for professional growth	Pearson Correlation	.223**	.618**	1	.798**
	Sig. (2-tailed)	.006	.000		.000
	N	148	148	148	148
Micro teaching feedback for instructional enhancement	Pearson Correlation	.265**	.648**	.798**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	148	148	148	148

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

### A. Analysis of Perception and Utilization of Feedback

The given correlation coefficient ( $r = 0.370$ ) indicates a moderate positive correlation between receiving micro-teaching feedback and engaging in self-reflection. This means that as structured feedback increases, self-reflection also tends to increase. However, the correlation is not strong, suggesting that while feedback plays a role in promoting self-reflection, other factors may also contribute significantly. The p-value of 0.000

indicates that the correlation is statistically significant at conventional levels (e.g.,  $p < 0.05$  or  $p < 0.01$ ). This means that the likelihood of this correlation occurring by random chance is extremely low, supporting the conclusion that structured feedback has a meaningful impact on self-reflection.

The correlation coefficient  $r = 0.223$  indicates a moderate positive relationship between micro-teaching feedback and professional growth. This means that as individuals receive more structured feedback during micro-teaching, their professional growth tends to increase, but the strength of this relationship is relatively moderate. This suggests that while feedback contributes to professional growth, it is not the only determining factor. Other variables (e.g., self-motivation, teaching experience, peer collaboration) may also play a significant role. The p-value of 0.006 indicates that the correlation is statistically significant at common thresholds ( $p < 0.05$  or  $p < 0.01$ ). This means that the probability of this correlation occurring by random chance is very low, reinforcing the validity of the relationship.

The correlation coefficient  $r = 0.265$  indicates a moderate positive relationship between micro-teaching feedback and instructional enhancement. This means that as individuals receive structured micro-teaching feedback, their ability to improve teaching methods and classroom management tends to increase. While feedback is a contributing factor to improving teaching methods, other factors (such as experience, peer observation, and professional training) may also play significant roles. The p-value of 0.001 indicates that the correlation is highly statistically significant at conventional significance levels ( $p < 0.05$  or  $p < 0.01$ ). This means that the probability of this relationship occurring by random chance is extremely low.

The qualitative findings highlighted just how valuable micro-teaching feedback is for pre-service teachers. Many participants shared that feedback gave them clear guidance on where they could improve, helping them reflect on their teaching methods and make meaningful adjustments. Through interviews and focus group discussions, they expressed how constructive feedback boosted their confidence and made them feel more prepared for real classroom environments.

Additionally, participants found that feedback from instructors and peers encouraged them to adopt a mindset of continuous learning and self-improvement. While most feedback was helpful, some mentioned that vague or overly critical comments made it difficult to implement changes effectively. Many emphasized the importance of receiving personalized and specific feedback to make it truly beneficial.

When it came to instructional improvement, teachers-in-training noted that feedback on lesson delivery, student engagement, and classroom management helped them fine-tune their teaching techniques. By applying feedback over time, they saw tangible improvements in their ability to engage students and manage classrooms more effectively. In the end, these qualitative insights mirror the quantitative data, reinforcing the essential role that micro-teaching feedback plays in shaping the growth and confidence of future educators.

## B. Implications of the Findings

1. Structured micro-teaching feedback can be an effective tool for promoting reflective teaching practices among educators. Educators who receive detailed feedback are more likely to assess their performance and make improvements. Therefore, Teacher training programs should emphasize structured feedback mechanisms to encourage self-reflection which can lead to improved instructional strategies and enhanced teaching effectiveness.
2. Micro-teaching feedback plays a role in professional development, reinforcing the need for constructive feedback mechanisms in teacher education. However, since the correlation is moderate, feedback alone may not be sufficient for comprehensive professional growth—other factors like mentorship and continuous learning may be needed. Professional growth also depends on how feedback is delivered. Feedback which is specific, actionable, and timely is likely more effective.
3. Micro-teaching feedback serves as an important tool for refining teaching strategies, indicating that constructive and structured feedback should be an integral part of teacher training. Complementary strategies such as mentorship, peer reviews, and self-assessment should also be incorporated. Feedback



may help educators adjust lesson delivery, improve engagement strategies, and adopt more effective pedagogical approaches. Teachers who receive feedback may become more aware of student engagement, behavior management techniques, and classroom dynamics. Structured feedback encourages continuous self-assessment and refinement of instructional techniques.

## LIMITATIONS OF THE STUDY

The study could have been expanded to include multiple institutions across different regions which would have enhanced the generalizability of the findings and revealed any contextual variations in feedback practices.

Incorporating longitudinal research to track pre-service teachers' progress over time could have offered valuable insights into the sustained impact of micro-teaching feedback on teaching performance.

## CONCLUSIONS

These findings highlight just how essential structured and meaningful feedback is in micro-teaching. When done well, feedback doesn't just shape how pre-service teachers perceive and use it—it also plays a key role in their self-reflection, professional growth, and ability to refine their teaching strategies. Building a strong feedback culture within teacher education programs is crucial for ongoing improvement and development.

By embracing best practices for giving feedback and creating a supportive, growth-focused environment, institutions like UEAB can strengthen the impact of micro-teaching, better preparing future educators for the challenges and opportunities of the classroom.

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