



Influence of Collaborative Feedback on Delivery of Educational Services in Government-aided Secondary Schools in Jinja City, Busoga Subregion, Eastern Uganda

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Abstract: *This study investigated the effect of collaborative feedback on the delivery of educational services in government-aided secondary schools in Jinja City, Uganda. Employing a cross-sectional research design, the study combined quantitative and qualitative methods to collect and analyze data from 278 respondents, including teachers, students, headteachers, and the City Education Officer. Stratified, purposive, and simple random sampling techniques ensured a representative sample, while data were gathered through questionnaires, interviews, and focus group discussions. Quantitative data were analyzed using SPSS, and qualitative insights were thematically examined. Findings reveal that collaborative feedback significantly and positively influences the quality and effectiveness of educational service delivery ($B = 0.319, p < .001$), accounting for a measurable proportion of the variance observed. The study concludes that schools embracing collaborative feedback foster improved communication, professional development, and student engagement. It recommends that educators and policymakers prioritize collaborative feedback mechanisms to enhance teaching and learning outcomes, thus better meeting the needs of all stakeholders.*

Keywords: *influence, collaborative Feedback, secondary schools, Jinja City, delivery of educational services*

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1. Introduction

Evaluations of the delivery of educational services frequently consider their level of commitment exhibited during school activities according to the expected proportion of time they allocate to school activities vs. non-school activities. Research conducted in various countries has clarified this phenomenon. An oral research study investigates teacher productivity [delivery of educational services] by analyzing various factors such as classroom preparation, classroom instruction, student grading, administrative duties, individual student attention, coaching, and parental interaction (Al-Ababneh & Alrhaimi, 2020).

Over the past decade, implementation of a comprehensive plan across all schools by school divisions or educational authorities has resulted in collaborative responses having the most substantial impact on schools (Mahoney et al., 2021). To bring about significant and enduring improvements in school and division-wide practices, a comprehensive and tailored strategy, which includes integrated networking opportunities, is necessary. This technique lacks a singular formula for implementation (Goldfarb and Lieberman, 2021).

According to Kumar et al. (2023), teachers recognize that consistently delivering timely and collaborative feedback may positively influence the learning

experience within an instructional setting. Nevertheless, Akram and Li (2024) indicate that the enduring impact of feedback rests on a student who has the capacity to actively seek, offer, and employ input to enhance their self-assurance and efficacy. For instructors, collaborative feedback is an essential element of formative assessment because it enables them to adapt their lessons to meet the needs of learners. Mondal and Bhowmick (2024)'s view is that collaborative feedback is essential for a student's growth since it enables them to enhance their skills and build self-assurance.

1.1 Statement of the Problem

Delivery of educational services seeks to enhance appropriate use of instructional materials, offer quality teaching services, commit to in-school activities that sustain high enrollments, use up-to-date curriculum content and materials, among other values. However, government-aided secondary schools in Jinja City fail to adequately reflect this, rather, there are instances of missing lessons on the side of students and teachers, low teacher commitment in some schools, traditional teacher-centered approaches to teaching, and a lack of essential facilities, leading to intolerable learning environments, indiscipline, and a decline in education quality. On its part, the government introduced universal secondary education in 2007 for students to enroll and finish school (Kakuba et al., 2021), increased teacher salaries to boost commitment and service quality (Ashaba et al., 2022), built staff housing to enhance teacher availability in schools (Buluma et al., 2022), and teacher policy, and introduced biometric systems to monitor absenteeism though the delivery of educational services is still wanting. Prior to this, the researcher holds a belief that enhancing collaborative feedback can in turn improve delivery of educational services in schools. The main assumption here was that providing students with feedback from multiple perspectives enables them to gain a deeper understanding of their strengths and areas for improvement. Additionally, collaborative feedback allows teachers to work together to identify effective teaching strategies and interventions that can benefit all students. The need to clear this assumption paved way for the study

1.2 Purpose

The purpose of this study was to examine the influence of collaborative feedback on delivery of educational services in government-aided secondary schools in Jinja City, Busoga subregion, Eastern Uganda.

1.3 Hypothesis

H₀₁: Collaborative feedback has no statistically significant influence on delivery of educational services in government-aided secondary schools in Jinja City.

2. Literature Review

By employing technology to provide personalized and helpful adaptive feedback, students would be motivated to take control of their own learning and actively seek out relevant insights to improve their revisions, rather than only depending on advice from their instructors and making superficial modifications (Wang & Lehman, 2021). In light of the present situation, when schools depend more on online educational materials, it is crucial to prioritize the development of constructive and timely collaborative feedback, as well as student collaboration (Shute & Rahimi, 2017). By using technology-based feedback and collaboration tools, we can effectively engage and motivate students while reducing the need for teachers to deliver handwritten comments (Alam & Mohanty, 2023).

Assessing student development is an essential element of the teaching process. Examinations, quizzes, and tests are the primary methods used to evaluate students, and assessment serves the dual purpose of promoting and assessing learning (Ismail et al., 2022). Assessment enhances the creation of new connections between students' learned material, so increasing their understanding and strengthening their memory (Fung et al., 2022). Furthermore, the assessment is beneficial for enlightening students about their areas of knowledge insufficiency and improving their learning efficiency (Wong et al., 2022). The role of assessment in teaching and promotion encompasses two primary forms of evaluation: summative assessment and formative assessment. Due to the extensive use of formative assessment in educational evaluation, conducting research on this subject is becoming increasingly important (Wong et al., 2022).

Collaborative feedback is critical for effectively communicating assessment results to students and helping them identify areas where they have knowledge gaps. In collaborative group testing, peer study is critical (Reinholz, 2015). Throughout collaborative group testing, teachers generally took on the responsibilities of organizer or supervisor throughout the examination. Our preliminary research suggests that the traditional approach of collaborative group testing did not have a statistically significant effect on improving the final exam scores in a large parasitology class. We detected the persistence of knowledge gaps identified in the two-stage assessment in the final exam, suggesting that teacher feedback can resolve these gaps and enhance performance (Hill & Bartol, 2015).

Collaborative feedback can manifest in various ways, encompassing both casual and structured, spoken and written, instantaneous and postponed formats (Shi & Deng, 2024). It can originate from several sources, including teachers, peers, parents, and technology. Particularity, productive quality, and implementation capacity characterize collaborative feedback. It's important to distinguish feedback from praise or

criticism, as its primary objective is to foster improvement and growth (Shi & Deng, 2024). Collaborative feedback is critical in personalized learning for a variety of reasons, one of which is the need for students to actively participate in their learning. Collaborative feedback provides students with valuable information about their knowledge, identifies areas that still need development, and offers solutions to increase their performance (Techawitthayachinda, n.d.).

While collaborative feedback is essential in personalized learning, it presents several challenges (Alamri et al., 2020). One major challenge is providing timely and relevant feedback to students. Personalized learning involves a variety of learning activities, such as project-based, inquiry-based, and self-directed learning. These assignments can be arduous and require students to work at their own pace, which presents a problem for instructors in providing timely collaborative feedback (Walkington & Bernacki, 2020).

Another challenge is providing collaborative feedback that is accurate, constructive, and actionable. Vague, sweeping, or disparaging remarks can have a disheartening and unproductive effect (Yang et al., 2022). Collaborative feedback that solely focuses on flaws or deficiencies can occasionally be disheartening and foster the formation of a rigid mindset. Effective feedback should focus on both the strengths and places for improvement while also providing suggestions for enhancement (Veeck et al., 2016).

Despite these challenges, the benefits of collaborative feedback in learning outweigh the constraints (Adachi et al., 2017). Personalized teaching accompanied by constructive and collaborative feedback can augment high-level cognitive skills such as critical thinking, intricate puzzle-solving, and creative ideation. Collaborative feedback can also improve metacognitive

capacities, such as introspection, self-control, and self-evaluation. These skills are essential for ongoing learning and success in the contemporary world (DeCoito & Estaiteyeh, 2022).

3. Methodology

3.1 Research Design

The researcher used a cross-sectional study design, using basically quantitative and qualitative methods for data collection, analysis, and interpretation. The qualitative technique was used to provide a more comprehensive comprehension of ideas, views, or experiences during the exchange of dialogue between the researcher and respondents about participatory planning and delivery of educational services. On the other hand, quantitative techniques are often used to standardize the process of data collecting and draw broad conclusions. By using rigorous and standardized hypothesis testing techniques, it is essential to thoroughly analyze and document the study variables, predictions, data collecting, and testing methodologies prior to reaching a result.

3.2 Population of Study

A study population is a group of people who have been chosen based on inclusion and exclusion criteria related to the variables being investigated. The public secondary schools in Jinja City are ten (10), namely, Masese Seed School, Mother Kevin Secondary School, Wanyange Girls Secondary School, St. Stephens, Budondo Secondary School, Kiira College Butiki, Jinja Secondary School, St. John Secondary School Wakitaka, Jinja College, PMM Girls, and Mpumude Seed School. However, out of the ten, five longest existing schools and schools where delivery of educational services was observed with gaps were considered. The distribution of study population was as follows.

Table 1: Distribution of population by public secondary school in Jinja city

S/N	School name	Student leaders	Number (N) of Teachers	Headteacher	Total N per school
1.	School A	20	50	1	71
2.	School B	30	35	1	66
3.	School C	20	86	1	107
4.	School D	70	95	1	166
5.	School E	30	68	1	99
	Total	170	334	5	509

Source: Data from respective schools of study

3.3 Sample size

The sample size for the study was as indicated in Table 2 below.

Table 2: Sample size for the Study Population

Category	Population	Sample size	Sampling technique	Instrument
City Education Officer (CEO)	1	1	Census Inquiry	Interview
School A				
i) Head teacher	1	1	Census Inquiry	Interview
ii) Teachers	50	44	Simple Random	Questionnaire
iii) Student leaders	20	19	Purposive	FGD
School B				
i) Head teacher	1	1	Census Inquiry	Interview
ii) Teachers	35	32	Simple Random	Questionnaire
iii) Student leaders	30	28	Purposive	FGD
School C				
i) Head teacher	1	1	Census Inquiry	Interview
ii) Teachers	86	70	Simple Random	Questionnaire
iii) Students	20	19	Purposive	FGD
School D				
i) Head teacher	1	1	Census Inquiry	Interview
ii) Teachers	95	76	Simple Random	Questionnaire
iii) Student leaders	70	59	Purposive	FGD
School E				
i) Head teacher	1	1	Census Inquiry	Interview
ii) Teachers	68	56	Simple Random	Questionnaire
iii) Students leaders	30	28	Purposive	FGD

Source: Data from respective schools of study and Krejcie and Morgan (1970)

3.4 Sampling Techniques

Stratified random Sampling: All secondary schools in Jinja City were divided into private and government-aided secondary schools. The study then considered government-aided secondary schools. According to observations, government-aided secondary schools have more transparent systems than private secondary schools because records are always available and the government appoints qualified teachers on permanent contracts.

Purposive Sampling: The researcher used purposive sampling, specifically the expert purposive sampling approach, to select the head teachers of the 5 secondary schools. In this case, the head teachers are regular supervisors of the teaching-learning activities; thus, the situation was enough justification for considering them.

Simple random Sampling; A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of participating in the study, indicating an unbiased representation. This was used to select teachers.

3.5 Methods of Data Collection

Questionnaire Method: This method involves a sequence of structured queries to which respondents [teachers] provide answers based on their knowledge and personal experiences. This was used to obtain responses from teachers.

Interview method: This survey research approach entails the researcher conversing with the study participant to

obtain pertinent information regarding the research topic. This approach was employed to engage with the headteachers and the CEO.

The focus group discussion method involves a select group of carefully chosen participants who engage in an open dialogue to provide valuable insights for research purposes. The selected participants constitute a subset of a study group and must appropriately represent the diverse categories within the larger population.

3.6 Study Instruments

The study was conducted using questionnaires, interview guide and focus discussion guide.

Questionnaire guide: A questionnaire is a survey tool that a researcher creates and distributes to respondents for them to complete at their leisure within a specified time frame, which typically ranges from two weeks to one month. The researcher developed a set of structured questions for secondary school teachers: Section A containing respondents' social demographic characteristics, such as age, gender, work experience, subjects taught, and time spent at their current secondary school, while other sections were developed as guided by the study variables.

Interview Guide: Interviews conducted with head teachers and CEO were guided by the interview guide. Each head teacher was interviewed once, for not more than one hour per interview session.

FGD guide; This was used to obtain responses from students.

3.7 Procedure for Data Collection

Following approval of the proposal and research instruments, the researcher received an introductory letter from the Directorate of Graduate Studies, Research and Innovations, Busitema University. The researcher approached the city education officer and obtain permission letters to conduct a study among teachers at their respective government-aided secondary schools. The researcher collected data via questionnaires and conduct interviews simultaneously in each of the selected government-aided secondary schools. For each school, the researcher set aside three days for data collection.

3.8 Data Analysis

Quantitative data analysis: The researcher entered data in SPSS version 22, performed descriptive analysis for all variables, and then conducted a simple regression analysis to examine the influence of collaborative feedback on delivery of educational services in government-aided secondary schools in Jinja City. Statistically significant results were determined at a 95 percent confidence interval.

Demographic Characteristics. The researcher presented the findings from the demographic characteristics in a summary table, using frequency and percentage scores. Mean and standard deviation were used to analyze and interpret the results for collaborative feedback. Amal (2016) scale was used to interpret the findings as follows; 1.00-1.80 is considered *strongly disagree*, 1.81-2.60 is considered *Disagree*, 2.61-3.40 denotes *Neutral or uncertain*, 3.41- 4.20 stands for *Agree.*, and 4.21-5.00 for *Strongly Agree*.

Further, the researcher performed a simple regression analysis to test the research hypothesis; H_0 : Collaborative feedback has no statistically significant influence on delivery of educational services in government-aided secondary schools in Jinja City. The researcher used the B coefficient to explain the unit influence and significant results were established at a p value of 0.05 or less.

Qualitative data analysis; Findings from interviews with headteachers and the CEO as well as findings from the students were reported using verbatim and interpretation based on on themes and subthemes in the tool.

3.9 Ethical Considerations

The researcher obtained an introductory letter from the Directorate of Graduate Studies, Research and Innovations, Busitema University. The researcher took this step to guarantee that the respondents understand the study's sole academic focus. This action helped to dispel any potential supposition that the study has political motivations. The researcher also obtained a permission letter from the Jinja City Education Officer to underscore the academic significance of the study.

To minimize any psychological injuries, the researcher only conducted this study among respondents who were willing to participate. This means that unprepared participants could leave the study.

The researcher treated each respondent equally from the start of the study, without any form of discrimination. The researcher treated all teachers and head teachers with great dignity, ensuring a high level of privacy protection.

The researcher asked respondents to sign consent forms in the event of any recording or video coverage. If the respondent experienced any discomfort, the team that conducted the research highly respected their views. The researcher did not act against the participant's will.

4. Results and Discussion

4.1 Demographic Characteristics of Respondents

The demographic characteristics for a sample size of 278 (100%) respondents comprised of gender, age, working experience and marital status with results as indicated in Table 3.

Table 3: Demographic Characteristics of Respondents

Categorical Items	Frequency	Percentage	Cumulative percentage
Gender			
1. Female	127	45.7	45.7
2. Male	151	54.3	100.0
Age-group			
1. 20-29	43	15.5	15.5
2. 30-39 years	89	32.0	47.5
3. 40-49 years	111	39.9	87.4
4. >49 years	35	12.6	100.0
Working experience			
1. 1- 5 years	30	10.8	10.8
2. 6-10 years	28	10.1	20.9
3. >10 years	220	79.1	100.0
Marital status			
1. Single	43	15.5	15.5
2. Married	211	75.9	91.4
3. Other	24	8.6	100.0

Most of the study participants were male (54.3% of the total sample). On the other hand, 45.7% of the participants were female. Consider these sex differences when measuring and interpreting data from this study.

The data displays the number of individuals who responded according to their age groups. 15% of respondents were between the ages of 20 and 29. About 32% of respondents were between the ages of 30 and 39. The highest group was 40-49 years, making up 39.9% of respondents. while just 12.6% were over 49years—the lowest of any group. In general, the most common age range for respondents was 40 to 49.

Among the 278 respondents, these statistics indicate what types of schools they belong to. Seventy-five and ninety-four percent of the students attend day schools, while 15.5% attend boarding schools. Interestingly, 8.6 percent of students go to a combination of the two schools. It indicates the educational preferences of respondents.

Most of survey respondents—79.1%—have over 10 years worth of experience. This implies that the persons surveyed are mostly well-seasoned professionals.

Further, 10.8% of respondents have 1–5 years of work experience and 10.1% possess 6–10 years of work experience. This indicates that a significant number of workers who have been in their careers for a while comprised the survey population.

The data reveals that married individuals make up 75.9% of the total sample, representing the majority of study participants. The remaining 8.6% are "other," and 15.5% are single. These results suggest that the study may have a higher proportion of married individuals compared to singles or those in other marital states.

4.2 Collaborative Feedback and delivery of Educational Services

The study established the influence of collaborative feedback on the delivery of educational services in public secondary schools in Jinja City. The results (Table 4) were presented using mean and standard deviation and interpreted using the Amal (2016) guide; 1.00-1.80 is considered *strongly disagree*, 1.81-2.60 is considered *Disagree*, 2.61-3.40 denotes *Neutral* or *uncertain*, 3.41-4.20 stands for *Agree*, and 4.21-5.00 for *Strongly Agree*.

Table 4: Descriptive Statistics for Collaborative Feedback

Indicators of Collaborative Feedback	N	Min	Max	M	SD
1. Providing constructive criticism	278	1.00	5.00	3.74	0.93
2. Offering suggestions for improvement	278	1.00	5.00	3.75	0.95
3. Actively listening to others' perspectives	278	1.00	5.00	3.91	0.88
4. Engaging in open dialogue	278	1.00	5.00	3.70	1.03
5. Acknowledging and valuing diverse viewpoints	278	1.00	5.00	3.78	0.98
6. Working towards common goals	278	1.00	5.00	3.88	1.07
7. Being open to receiving feedback themselves	278	1.00	5.00	3.94	0.98
8. Fostering a culture of trust and respect	278	1.00	5.00	3.72	1.03
9. Promoting a growth mindset	278	1.00	5.00	3.68	0.95
10. Celebrating successes together	278	1.00	5.00	3.78	0.90

The findings, with a mean rating of 3.74 and a standard deviation of 0.93, support the idea that collaborative feedback manifests through providing constructive criticism. This implies that teachers and students are actively engaging in productive feedback exchanges to improve learning outcomes. The presence of constructive criticism suggests a positive and supportive learning environment where individuals feel comfortable sharing their opinions and ideas. Moving forward, teachers can continue to foster this culture of collaboration to enhance student learning and growth in Jinja City's public secondary schools. Considering the qualitative results, it was established as follows;

...improves teacher-student communication and understanding. This points to the fact that collaboration and open dialogue between teachers and students can lead to a more supportive and engaging learning environment. When students feel heard and valued, they are more likely to be motivated and actively participate in their own education. (Headteacher, school A, October, 2024). In other words, when there is a strong foundation of communication and understanding in the classroom, students are better equipped to reach their full potential and thrive in their educational journey. In comparison with Mahoney et al., (2021)'s establishment that over the past decade, it has been evident that the implementation of a comprehensive plan across all schools by school divisions or educational authorities has resulted in collaborative responses having the most substantial impact on schools, it is inferred that collaborative feedback in Jinja City is playing a crucial role in enhancing the educational system.

Additionally, the results were agreeable, with a mean rating of 3.75 and a standard deviation of 0.95, indicating that collaborative feedback manifests itself through offering suggestions for improvement. By implication, the evidence suggests that there is a culture of constructive criticism and support among teachers in the region. Furthermore, the results were in agreement with the view that collaborative feedback manifests through

actively listening to others' perspectives, with a mean rating of 3.91 and a standard deviation of 0.88. By implication, this suggests that teachers in Jinja City value the input and opinions of their colleagues when providing feedback to one another. The results indicate a positive and supportive feedback culture within the secondary schools in Jinja city. The qualitative results in line with this basically revealed;

... promotes a culture of continuous improvement and professional development among staff, implying that feedback is not only given by administrators but also among colleagues. This fosters a supportive and growth-oriented environment where teachers can learn from each other's successes and challenges. (Headteacher, school D, October, 2024). The quotation has an implication that collaboration and teamwork are highly valued within the school community. Teachers are encouraged to share their knowledge and experiences with one another in order to collectively improve their practices. This collaborative approach ultimately benefits not only the teachers themselves but also the students, as they receive a more well-rounded and effective education. In comparison with Kumar et al. (2023)'s view that teachers recognize that consistently delivering timely and collaborative feedback may positively influence the learning experience within an instructional setting, the results of the study signify that collaborative feedback plays a crucial role in enhancing teaching practices and student outcomes in Jinja City. This culture of constructive criticism fosters a supportive environment where teachers can continuously improve and grow professionally.

The results, demonstrating a mean rating of 3.70 and a standard deviation of 1.03, support the belief that open dialogue fosters collaborative feedback. By implication, these findings suggest that creating opportunities for open communication and feedback among teachers, students, and administrators can lead to a more supportive and productive learning environment. The

results also demonstrating a mean rating of 3.78 and a standard deviation of 0.98, support the notion that collaborative feedback emerges from the recognition and appreciation of diverse viewpoints. By implication, this suggests that fostering an inclusive environment where students and teachers can freely exchange ideas and perspectives can lead to more valuable and constructive feedback. On the qualitative side, one of the students was quoted stating;

....Collective comments can improve the quality of education by building community and trust between students and teachers. Here, teachers and students can work together to find ways to make things better, share their ideas, and figure out how to solve problems as a group. This method to feedback that is open and includes everyone not only makes communication and openness better within the school, but it also gives students the power to shape their own learning experiences (Student Leader, School A, October 2024). These qualitative results signify that collaboration and active participation from both teachers and students can lead to a more enriching educational environment. By encouraging dialogue and mutual respect, students feel empowered to take ownership of their education and contribute to the overall improvement of the learning process. In relation to Wang and Lehman's (2021) study that suggests that by employing technology to provide personalized and helpful adaptive feedback, students would be motivated to take control of their own learning and actively seek out relevant insights to improve their revisions, rather than only depending on advice from their instructors and making superficial modifications, the teachers in Jinja City may benefit from incorporating similar technology-based feedback systems into their own professional development. By utilizing these tools, teachers can receive personalized and constructive feedback from their colleagues in a timely manner, allowing them to make more meaningful revisions to their teaching practices.

Moreover, the findings demonstrating a mean rating of 3.88 and a standard deviation of 1.07 support the notion that collaborative feedback materializes through the pursuit of shared objectives. By implication, this suggests that teachers and students are actively engaging with each other to provide constructive criticism and support in order to achieve common goals. The prevalence of collaborative feedback in these schools indicates a commitment to continuous improvement and a recognition of the importance of teamwork in the educational process. The results highlight the positive impact of collaborative feedback on the learning environment in Jinja City's public secondary schools. On the side of qualitative, one quotation from FGD was as follows;

...I think it encourages a mindset of learning and improvement by having students, teachers, and administrators work together to find growth areas and

put solutions in place. Collaboration feedback encourages honest and helpful conversation, which lets people with different points of view share their thoughts and come up with new ways to solve problems in the school system (Student Leader, School E, October 2024). This quotation implies that creating a culture of collaboration within a school community can lead to positive change and innovation. By valuing the input and perspectives of all stakeholders, schools can address issues more effectively and create a more inclusive and supportive learning environment. In close link to Ismail et al.'s (2020) study that highlights the importance of promoting a culture of transparency and mutual respect within educational institutions, ultimately benefiting all members of the school community, it can be inferred that fostering a culture of open dialogue is essential for creating a positive school climate and enhancing overall student success. This approach not only improves communication and relationships among stakeholders but also promotes a sense of shared responsibility for the success of the school community.

Furthermore, the findings demonstrating a mean rating of 3.94 and a standard deviation of 0.98 support the notion that collaborative feedback emerges from being receptive to feedback. By implication, this suggests that the culture of open communication and constructive criticism within these schools is conducive to fostering a supportive and growth-oriented environment for both teachers and students. These results underscore the significance of establishing environments that value and utilize feedback as a tool for ongoing enhancement and professional growth. The CEO, has the following to say in line with this;

... by promoting communication and teamwork among teachers, administrators, and other stakeholders. By working together to provide feedback, we can identify areas for improvement, share best practices, and support each other in implementing effective strategies. This collaborative approach fosters a culture of continuous improvement and ensures that we are all working towards the common goal of providing high-quality education to our students (Interview with CEO, October, 2024).

This quotation signifies that collaboration and open communication are essential components in creating a successful and effective educational environment. It highlights the importance of sharing knowledge and resources among all members of the school community in order to achieve the best possible outcomes for students. The CEO's emphasis on teamwork and mutual support underscores the idea that by working together, we can create a positive and impactful learning experience for all involved. In relation to Wong et al.'s (2022) findings, which highlight the importance of promoting a culture of open communication and respect for differing opinions within educational institutions to enhance the feedback process and ultimately improve learning outcomes, the results reveal that creating a

supportive and accepting atmosphere in schools can greatly benefit both students and educators. When individuals feel comfortable expressing their thoughts and opinions without fear of judgment, they are more likely to engage in meaningful discussions and collaborative learning experiences.

The results, with a mean rating of 3.72 and a standard deviation of 1.03, support the idea that fostering a culture of trust and respect manifests collaborative feedback. By implication, teachers and administrators in these schools should prioritize building positive relationships with students and colleagues in order to create a supportive environment for open communication and constructive feedback. This will ultimately lead to improved student outcomes and a more cohesive school community. Additionally, the findings suggest that investing in professional development opportunities focused on communication and collaboration skills could further enhance the effectiveness of feedback practices in these schools. On the qualitative side;

...Creates a supportive and positive school climate. In other words, when teachers work together to provide feedback to students, they can better identify areas for improvement and offer more holistic support. This can result in increased student engagement, motivation, and ultimately, academic success (Headteacher, school C, October, 2024). This quotation implies that collaboration among teachers not only benefits students academically but also contributes to a more positive and encouraging school environment. By coming together to provide feedback and support, teachers can create a sense of community and teamwork that fosters student growth and development. The results can be compared with Shi and Deng's (2024) assertion that collaborative feedback can manifest in various ways, encompassing both casual and structured, spoken and written, and instantaneous and postponed formats. In other words, collaborative feedback in Jinja City's public secondary schools is not limited to one specific method or approach. This flexibility in how feedback is given and received allows for a more personalized and effective learning experience for all individuals involved.

Furthermore, the results, demonstrating a mean rating of 3.68 and a standard deviation of 0.95, support the notion that fostering a growth mindset in public secondary schools in Jinja city fosters collaborative feedback. By implication, these findings suggest that by encouraging

students to view challenges as opportunities for growth and learning, teachers can create a more supportive and dynamic learning environment. Furthermore, the results, indicating a mean rating of 3.78 and a standard deviation of 0.90, support the notion that collaborative feedback manifests through collective celebration of successes. By implication, this suggests that the culture of collaboration and mutual support among teachers and students in these schools is strong, leading to positive outcomes and a sense of community. From the FGD results, it is indicating as follows;

.....gets students more involved and makes them happier with their schooling. That is, collaborative feedback makes students feel like they are being heard and respected, which makes the classroom a happier and more productive place to be. This open conversation between teachers and students builds community and mutual respect, which is good for everyone in the learning process (Student Leader, School C, October, 2024). These views signify that collaborative feedback is not just beneficial for academic growth but also for the overall well-being of students. By creating a sense of belonging and value within the classroom, students are more likely to engage in their education and feel motivated to succeed. This positive environment fosters a supportive community where both teachers and students can thrive and learn from each other's perspectives. In relation to Yang et al., (2022)'s assertion that collaborative feedback that solely focuses on flaws or deficiencies can occasionally be disheartening and foster the formation of a rigid mindset, it is inferred that collaborative feedback in Jinja City's public secondary schools emphasizes growth and improvement rather than criticism. This positive approach not only boosts morale and motivation but also encourages a growth mindset among teachers and students.

4.3 Ho₁: Collaborative feedback has no statistically significant influence on delivery of educational services in government-aided secondary schools in Jinja City

The results for this hypothesis were secured using a simple regression analysis with collaborative feedback on the independent and delivery of educational services, on the dependent side. Tables 5, 6 and 7 indicate the results obtained respectively.

Table 5: Model summary for collaborative feedback and delivery of educational services

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.290 ^a	.084	.081	.63280

a. Predictors: (Constant), Collaborative Feedback

The model summary for collaborative feedback and delivery of educational services shows that the R square

value is 0.084, indicating that 8.4% of the variance in the delivery of educational services can be explained by

collaborative feedback. The adjusted R square value is 0.081, suggesting that the model is a good fit for the data. The standard error of the estimate is 0.63280, indicating the average distance that the observed values fall from

the regression line. Overall, the results suggest that collaborative feedback plays a significant role in the delivery of educational services.

Table 6: ANOVA for collaborative feedback and delivery of educational services

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.177	1	10.177	25.415	.000 ^b
	Residual	110.519	276	.400		
	Total	120.696	277			

a. Dependent Variable: Educational Service Delivery
b. Predictors: (Constant), Collaborative Feedback

The ANOVA results indicate that there is a significant effect of collaborative feedback on the delivery of educational services. The regression model accounts for

the variance in delivery of educational services, with a large F-value of 25.415 and a very low p-value of .000. This suggests that collaborative feedback plays a crucial role in improving the delivery of educational services.

Table 7: Coefficients for collaborative feedback and delivery of educational services

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.280	.243		9.379	.000
	Collaborative Feedback	.319	.063	.290	5.041	.000

a. Dependent Variable: Educational Service Delivery

The results from the analysis show that collaborative feedback has a positive significant statistical influence on the delivery of educational services in public secondary schools in Jinja City (B = 0.319, p = .000). these results imply that a single unit change in collaborative feedback in turn leads to 0.319 increase in the delivery of educational service in secondary schools in Jinja City. The results **reject** the **hypothesis** "Ho1: Collaborative feedback has no statistically significant influence on the delivery of educational services in government-aided secondary schools in Jinja City". These results can be married to other findings too. According to Kumar et al. (2023), teachers recognize that consistently delivering timely and collaborative feedback may positively influence the learning experience within an instructional setting. Nevertheless, Akram and Li (2024) indicate that the enduring impact of feedback rests on a student who has the capacity to actively seek, offer, and employ input to enhance their self-assurance and efficacy. For instructors, collaborative feedback is an essential element of formative assessment because it enables them to adapt their lessons to meet the needs of learners. Mondal and Bhowmick (2024)'s view is that collaborative feedback is essential for a student's growth since it enables them to enhance their skills and build self-assurance.

model summary for collaborative feedback and delivery of educational services, with an R square value of 0.084. The adjusted R square value is 0.081, suggesting that the model is a satisfactory fit for the data. The standardized coefficient of .290 suggests that for every one-unit increase in collaborative feedback, there is a corresponding increase of .290 units in delivery of educational services. This highlights the importance of incorporating collaborative feedback mechanisms in the delivery of educational services process. The results reject the hypothesis "Ho1: Collaborative feedback has no statistically significant influence on the delivery of educational services in government-aided secondary schools in Jinja City."

5. Conclusion and Recommendations

5.1 Conclusions

Collaborative feedback explains 8.4% of the variance in the delivery of educational services, according to the

5.2 Recommendations

1. School leaders should prioritize stakeholder involvement in decision-making to improve the quality and effectiveness of their services. By actively engaging stakeholders in the decision-making process, schools can benefit from their perspectives and expertise, ultimately leading to better outcomes for both students and staff.
2. Policy makers should consider implementing participatory budgeting as a way to improve the delivery of educational services. Schools can effectively allocate resources to meet the needs of students and teachers by involving stakeholders in the budgeting process.

3. Education officials ought to persist in implementing participatory monitoring and evaluation practices to improve the quality of educational services offered to students. By actively involving stakeholders in the monitoring process, schools can better identify areas for improvement and make necessary changes to ensure that students receive a high-quality education.
4. Teachers ought to prioritize the implementation of collaborative feedback mechanisms to enhance the delivery of educational services. By actively seeking input from students, teachers, and administrators, schools can tailor their services to better meet the needs of their stakeholders.

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