STUDENTS' PERCEPTION OF TEACHER FEEDBACK AT THE GIRLS' SECONDARY SCHOOL LEVEL

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ABSTRACT
Feedback to students is the key instrument for teaching and learning. But we have less information about how students perceive feedback when they receive it from their teachers in the classroom. Therefore, the purpose of this qualitative study was to gain a deeper insight into the perceptions of the Girls' secondary schools' students about the teachers' feedback they receive in the classroom. The study used semi-structured interview for data collection. Through non probability sampling, 15 students were interviewed from class 9th and 10th, aged between 16- 17 from the public Girls' secondary schools in Turbat, Pakistan. Interview transcripts were coded and were thematically analyzed. The findings of the study showed that the students perceived feedback more beneficial for their learning. The students perceived positive and negative feedback in two distinct ways, the positive feedback leads them toward successful learning, however the negative feedback disturbs them emotionally and psychologically. Furthermore, the students expect the teachers to be well-equipped with the quality criteria of effective feedback. Moreover, the negative feedback needs proper time and more elaboration for the students' understanding to give fruitful results. The teachers must about their students' needs and feelings and they need to be trained to assess their students' performance and they must provide constructive feedback to their students so the students are able given their best in the classrooms.
Keywords: Teachers' feedback; Positive classroom feedback; Negative classroom feedback; Students' perception.

INTRODUCTION
Feedback is an essential ingredient of our educational system. In this regard, several researchers have conducted different studies in past and present era to identify the role of feedback for successful learning. Sadler (1989) defines feedback as a catalyst for successful learning, he explored that feedback provides useful information to the students and through that information they set their task and goals to recognize their strengths and weaknesses, and improve their performance. Hattie and Timperley (2007) said that feedback is an information and to be provided through an agent for the purpose to gage one's learning performance and understanding about the particular phenomena and also reduce the gape of inconsistency between what was understood and what is expected to be understood. That agent can be a teacher, peer, parents, and book and self-experience. Furthermore, Black and William (2009) made an effort to relate the feedback with classroom settings and said that "feedback must be part of instructional process and should be understood as the moments of contingencies". Though it is a quite critical point where learners change their direction and depends upon an evaluation, and the significant classroom feedback is the key element to facilitate self- regulation, assessment of student and teacher performance. Moreover, Mandhane (2015) Identifies, feedback is the basic component of learners' encouragement and teachers' professional performance. Issa et al, (2014) explain that feedback has a great role for improving and developing of communication concept, but it provides opportunity to elaborate, understood concepts, class misconceptions, and how to engage in deep learning. Crichton at

al' (2015) also found out that skill, and it also encourage the independent learning. According to Masson (2011) feedback is the source that, rises teachers and students' awareness of classroom practice, and they believe it is not only sources of motivation, but also the key element of learning outcomes. Carless (2006) examines that feedback develop effective learning, further he highlighted different perceptions of students and teachers and argued that "the assessment is the way that support to mitigate the mistrust or misconception of learners". Hence, a number of studies were conducted by researchers to identify the role and important of feedback in varies level of educational institutions in different countries as mentioned above literatures found feedback as the key of successful learning, source of information, reduce the gape of inconsistencies of the learners, part of instructional process, facilitate self-regulation, learner encouragement and rises teachers and students' awareness of class practice (Hattie and Timperley, 2007; Black and William, 2009; Mandhane, 2015; Issa et al., 2014; Crichton at al., 2015; Masson , 2011). However, it hasn't been given much attention as such especially in rural areas of Pakistan. The only form of feedback given is through report card, test marks and sometimes advices of teachers to the students. Most of the time feedback is not given with careful thought or details. Unfortunately, the individual differences of the students are not considered in the classroom and feedback are given without caring the mental and emotional values of the students and they are only appreciated or scolded in front of the entire class. So, this kind of feedback can be productive for intelligent students, but at the time it can shatter the confidence of some below average students. Therefore, Feedback need proper time and details understanding in order to give fruitful results.in addition, the teachers need to be aware that their words have a huge impact on students and their self-confidence. Teacher feedback has the ability to shape the personality of their students. The communication gap between the teacher and student needs to be listen. Hence to cater the related issues and problems while giving and receiving feedback, it needs to know the perceptions of students about teachers' feedback. The Present study was conducted to know the perceptions of public secondary schools' students about teachers' feedback, they receive in their class rooms in daily basis. The study also focused that, what type of feedback are perceived better and useful for effective learning. All respondents of the study are selected from class 9-10(aged 16-18) in government secondary girls' schools of District Kech Turbat, Balochistan, Pakistan.

Objectives of the Study

The aim of our study was to examine the perceptions of secondary school students about teachers' feedback, they receive in the classroom. For this purpose, we have conducted a depth interview session by applying semi-structured interview techniques to find out related information about our research study from public secondary school students. The objectives of the study were:

- To identify the perceptions of secondary schools' students about teachers' feedback they receive
- To determine, what kind of feedback are beneficial and useful for secondary schools' students

Research Questions

Our present study considers the answers of following questions related to classroom feedback.

- What are the perceptions of public secondary schools' students regarding teachers' feedback in the classroom?
- What kinds of feedback are beneficial and useful for students in secondary school level?

REVIEW OF LITERATURE

Carnell (2000) conducted an interview of 14 secondary school students of grade 7-11, and found out three forms of communication supporting learning: dialogue, cooperative discussion and teacher to student feedback. According to this study teacher is seen as an expert that provides information to the students regarding their work, clarify the goals, identify the mistakes of the students and provide them advice for further task. Study also concluded that feedback some time use to help the development of understanding and thinking forward. Feedback from teacher to students take place under the control of teacher's timing and content. But to work with others give the chance to discuss the work, and peers provide support when a student gets stuck. However, Cowie (2005) investigates students experiences Assessment for learning (AfL) of grade 7-10 students and focuses their learning goals, According to him when students want to understand an idea ,they prefer towards teacher' feedback in the form of suggestion because it provide them encouragement to maintain active role in developing sense of the

idea .Students with performance goals observed that assessment is the sole responsibility of teachers rather than their role to seeking help to extend understanding. They prefer to the feedback that how to complete tasks, and described the role of the teacher unhelpful to produce information regarding their thinking level, because action take time away while working in a task. Furthermore Cowie (2005) highlighted the possible moderate that how students perceive and use feedback is classroom climate. According to him lack of trust and mutual respect within classroom might limit students' thinking and questioning level because they concern to get harm in classroom. In this context (Hattie and Timperley 2007) said that "the climate of the classroom is critical, particularly if disconfirmation and corrective feedback at any level is to be welcomed and used by the students". King at al., (2009) examined that, Feedback is not only threatening a sensitive dimension, but the usefulness of feedback in the form of a single perceptual aspects, that make students vary. Furthermore, in their study they found that, Teachers need to find more way in order to make feedback more useful for students. Another two research of Andrade (2010); Butler and Winne (1995) findings show that feedback contains too simplistic, if it is merely considered in the terms of the information. However, prescribing a lot of feedback to the students does not mean that learning will take place.it is better to considerate that feedback imply different effects on learning process and as well as learner. Furthermore, Jessica (2016) conducted a research on the topic of "Conflicting assessment feedback" in a post-secondary school in Hong Kong and examines how post-secondary schools 'teachers and students perceive the feedback events in same context. The case study was comprised with two teachers and twenty first year students on assessment feedback in an English academic module .data collection method was involved on marked assignments, recording verbal feedback ,interviews with teachers, and focus group interviews .in this study three problems were indicated (1) insufficient explanation of feedback criteria the standards for interpreting feedback.(2) use of praise for building rapports at feedback sincerity costs (3) less interest to the correction of the error in end of term assignments. Hence to overcome the conflicting beliefs the most effective method "Feedback resilience" is recommended by this study to manage and help the negative emotions of the students in feedback process. In addition Kerr (2017) found that students perceive verbal feedback as a focused conversation form, different to normal dialogue of classroom. He claimed that students required more clarity through verbal feedback, and suggested that verbal feedback method to dialogue with teacher is desired but, not always be presented, regarding the difficulties of the process of verbal feedback and its recognition the learners believe varies variables such as emotion, expectations, and atmosphere. The study further highlighted that the role of teachers must be beneficial in the process of verbal feedback. Huisman at al., (2018) investigated the perceptions of undergraduate students about peer feedback on academic writing. In this study students' written performance were compared in an authentic academic task where, either they provided or received peer feedback. Furthermore, it is also examined that whether students' peer feedback perceptions are related to the nature of peer feedback which were received to the writing performance. Findings of the study showed that, peer feedback whether it is provided or received both leave similar improvement of academic writing of the students. And however, there is no direct relation between the peer feedback perceptions and the increasing of students' writing performance. Mosson (20011) found out that feedback increased the consensus among students and teachers, Student expectations not only way the task is to be completed but also how task should be completed. Poulos (2014) Study explored that, effective feedback involves not only boost on learning and teaching but, also open the door for transformation between school and University. In addition, Burnnet (2010) found feedback is the key part of classroom that support to develop students' self- perspective and academic achievements. Weaver (2006) study about student perception of written feedback identified that, the tutor written commits will increase the value of feedback and make it more helpful for students. Harris et al., (2014) explored the feedback most important part in classroom for the improvement of students learning. Lee (2008) study concluded that the reaction and attitudes of students toward teacher's feedback have been hard and difficult in the level of understanding but also with teacher's factor like believes, practices and interaction with student as well as the instructional context in which the feedback is situated. It is needed to examine the relationship between student's reactions their learning and performance, in order to link teachers' feedback to students' requirements. Further study of Hargreaves (2013) extended the role of feedback very important for students learning outcomes. Carless et al., (2011) Studied the growing sustainable feedback practices. Their findings concluded that, the feedback is key for student's learning. He further suggested for teacher and student's uptake of sustainable feedback. Jacly (2013) in his study explained the students respond toward

formative feedback and found that, formative feedback plays very crucial role for learning and improvement of study task. Hence, in the light of above literature, feedback as an essential part of teaching and learning process. it is also mandatory for a teacher to understand the nature of feedback, and improve feedback practices in order to fulfill the requirement of learning by creating an effective and creative classroom environment.
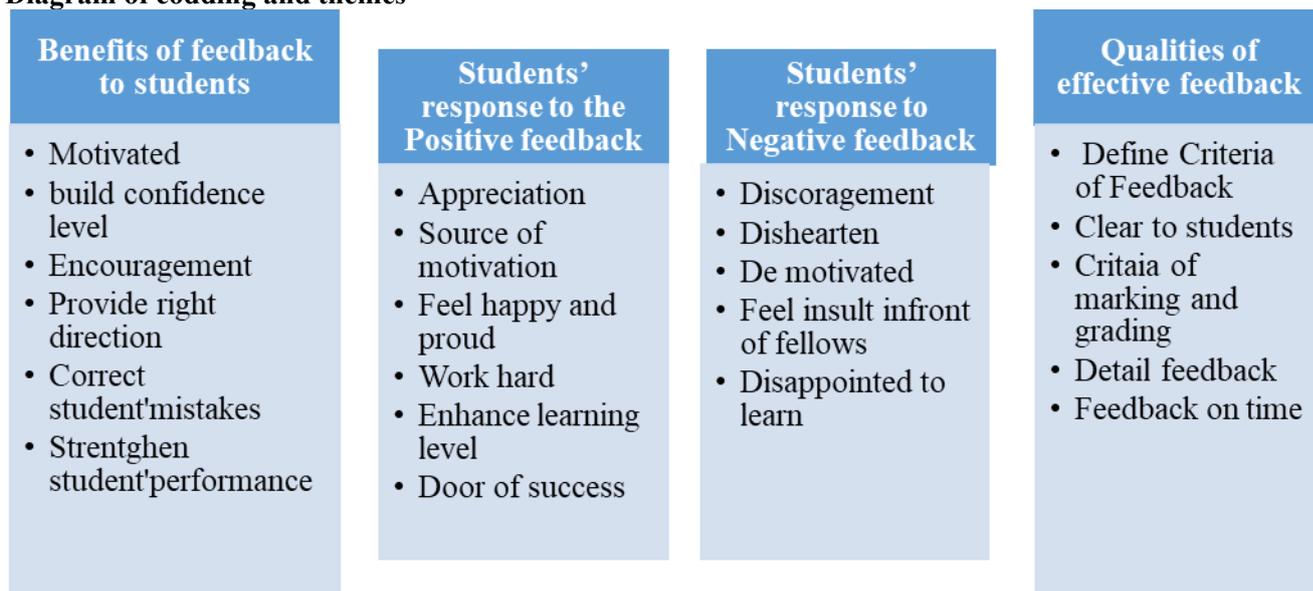
RESEARCH METHODOLOGY

The present study was based on qualitative research method. Semi-structured interview method has been used to know the perceptions of government secondary girls' schools' students about classroom feedback they receive from their teachers. The terminology used in the interview questions and their sequences were determined before the interview process was conducted. All respondents were interviewed on the base of the same questions as well as the same order. The interview guide was comprised of eight questions which was adopted from Gamlem and Smith (2013). The interview guide questions were based on the perceptions of students about teachers' feedback. The participants of the study were provided the opportunity to think and express their answers freely. Interview guideline was discussed with participants before conducting the interview. Furthermore, all interviews were conducted in the participants' local language (Balochi). The translation of the participants' interviews into English language as per requirement of our study was done by English language experts; by Ms.Nirgess Nisar (lecture English literature Atta Shad Degree College Turbat) and Ms.Anisa (Master in English literature). Total 15 students of class 9th and class 10th were selected as respondents through convenience sampling method, among them 7 students were from class 9th and 8 students were from class 10th, between age group of 16-17 at Government girls' higher secondary schools District Kech Turbat. Respondents' answer from each question was recorded and transcriptions were made for the thematic analysis. To follow the ethical consideration of qualitative research method, all of the participants of the study were prior informed about the recording of their voices and they were assured that their names and personal information would be kept confidential. In fact, all the respondents were showed their interest and willingness to be the part of this study voluntary. After conduction of qualitative data, the process of initial and focus coding was performed, total four important themes were emerged, which was comprised of Benefits of feedback to students, Students' response to the Positive feedback, Students' response to Negative feedback and Qualities of effective feedback.

Table No. 1 Respondents' Description

Respondent's Description	Codes
Student's class10th 1: Female respondent 1	FR1
Student's class10th 2: Female respondent 2	FR2
Student's class10th 3: Female respondent 3	FR3
Student's class10th 4: Female respondent 4	FR4
Student 's class10th 5: Female respondent 5	FR5
Student 's class10th 6: Female respondent 6	FR6
Student 's class10th 7: Female respondent 7	FR7
Student's class10th 8: Female respondent 8	FR8
Student 's class9th 9: Female respondent 9	FR9
Student's class9th 10: Female respondent 10	FR10
Student's class9th 11: Female respondent 11	FR11
Student's class9th 12: Female respondent 12	FR12
Student's class9th 13: Female respondent 13	FR13
Student's class9th 14: Female respondent 14	FR14
Student 's class9th 15: Female respondent 15	FR15

Diagram of codding and themes

Benefits of feedback to students	Students' response to the Positive feedback	Students' response to Negative feedback	Qualities of effective feedback
• Motivated • build confidence level • Encouragement • Provide right direction • Correct student'mistakes • Strentghen student'performance	• Appreciation • Source of motivation • Feel happy and proud • Work hard • Enhance learning level • Door of success	• Discoragement • Dishearten • De motivated • Feel insult infront of fellows • Disappointed to learn	• Define Criteria of Feedback • Clear to students • Critaia of marking and grading • Detail feedback • Feedback on time

FINDINGS AND THEMATIC ANALYSIS

Theme 1: Benefits of feedback to students

One of the most important them 'benefits of feedback to students' emerges after analyzing the perceptions of students about teachers' feedback in the classroom. The majority of the respondents identified feedback most helpful and beneficial for their successful learning. According to the respondents' teachers' feedback increases their level of happiness and pleasure to work hard for further achievement. One respondent shared that **"**For me, I find feedback more valuable and motivating source for my education because without getting feedback from teachers we cannot judge or bring improvement in our study.it is the only way that provides a direction to move and improve further myself towards my education" (FR10). Another respondent was asked about feedback she received from her teacher. She replied that "I am so happy and will not tear the page where teacher have written positive commits and praised and also show it to my family and class fellows. Now I will work hard and further do my best to get more positive feedback from my teachers" (FR9). Further one respondent considers feedback as the source of encouragement and energy, as she responded that "…when I receive feedback from teacher, than I try to perform better, because I feel feedback as source of encouragement for me it gives more courage and energy to perform well…" (FR1). However, respondents dislike and feel discouraged when they do not receive feedback from the teachers and the fellows after performance in the classrrom.one respondent said that "… it happened to me many time and I got discouragement. Even I expected from my teacher and class to get lots of appreciation and encouragement in the shape of feedback, but I couldn't. I think it should not be practiced in class, feedback is necessary when some students do well" (FR7).

Hence, the students of secondary school feel that their teachers' feedback more valuable and beneficial for effective learning and students become more active to learn and participate when they receive feedback from their teachers.

Theme 2: Students' response to the Positive feedback

Majority of the respondents of secondary school level response positive feedback as the source of pleasure and happiness, encouragement and motivation, reason of hard work, the moment of the proud in front of class fellows, helpful for developing confidence level, and provide clear and right direction to educational achievement. Regarding positive feedback one respondent said that "**…** today, I got positive feedback from my English teacher, when I was assigned to write English work, I did my work neat and correct, so teacher liked my work and gave me positive feedback. I felt pleasure and became motivated to show such a great performance in my teacher and further get such positive words from her" (FR9). Furthermore, another respondent shared her opinion about positive feedback and said that **"**Well! When I get positive feedback, then I become more motivated to do better. The answer of why? So every students wants to get motivation from his/her teachers to do better and learn more same

motivation comes, when teachers give us positive feedback after every work of us" (FR7). One respondent pointed out that "when I got feedback from teacher side which was not only source of happiness foe me also become source of encouragement that make me more energetic to do more, because I try to do more in class" (FR4). After receiving positive feedback from teacher one student expresses her feeling and said that "…felt so happy and proud among my class fellows in the classroom, now try to work better than that, so that I can receive further positive feedback from teachers and stand with good position in my class" (FR6). Furthermore, a respondent shared about positive feedback that "…when I receive it, I become more energetic because I try to do more, I think it is great source of motivation and encouragement. It can be useful for all level students… such kind of feedback not just encourage student but also motivate them for doing more work" (FR5).

Thus, the positive feedback has significant role to increase motivational and encouragement level of secondary school' students and help them to work hard and perform better in front of teachers and class fellows for further appreciations.

Theme 3: Students' response to Negative feedback

After identification of respondents' views about negative feedback, the majority of the respondents pointed out the negative feedback as a disturbing and discouraging moment in the classroom while receiving from their teachers. According to one respondent **"…**when I get negative feedback from my teachers, then I become more dishearten. I think negative feedbacks are not given to the students. Because students always try to do good efforts. If we get negative feedback after trying our level best than it disheartens me a lot" (FR7). Further one respondent said that "**…** negative feedback lead students to become dishearten or disappointed, as a student when I get negative feedback from my teacher after doing my efforts and knowledge what I had. But despite of that it was not appreciated and teachers give negative feedback than I feel dishearten and disappointed" (FR9). Another respondent felt that sometime teachers pass negative feedback in the classroom without knowing the actual reasons of not performing well and she expressed that "When teacher asked question to student, student keep silent, because they are answerless not understanding the topic but afraid to ask question to teacher. Teacher mostly passes negative feedback such as (this class the student are nil can't do anything in their life). Sometime such kind of feedback work, but mostly destroy student selves, they felt they won't be able to do anything in their lives" (FR3).Although two respondents appreciate negative feedback and take it the part of their learning process, one respondent takes negative feedback as the right direction of some takes she did wrong, according to her "… negative feedback I got a direction and try my best to do better…" (FR8).another respondent responses about negative feedback **"**I appreciate… negative feedbacks from my teachers ,they are more useful ,because from negative feedback I can work hard to do better as my previous work and bring improvement …" (FR6).

In short, the majority of the secondary schools' students response, negative feedback as the source of insulting, disappointment and discouragement for students in the process of learning, but in contrast two students consider it a more useful for bringing improvement in learning.

Theme 4: Qualities of effective feedback

This theme the 'quality of effective feedback' was emerged after respondents' perception about in what extend they judge the quality of an effective feedback that they receive from class teachers. The majority of the respondents were the point of view that teachers must define the criteria for feedback and clear it with students as to what criteria are for effective feedback. They showed unawareness regarding the criteria of effective feedback. They were of the opinion that teachers do not share the criteria of quality feedback with students in a clear way but however, but respondents made their own perceptions different ways about the quality of effective feedback. one respondent told that "Ah, My teachers have never told me about the criteria of checking assignments or Homework, but mostly they look our main points and vocabularies as I receive the given work back and check the feedback that was given by my teachers" (FR6). Another interviewee pointed out that "I am not a teacher to give detail to you about what is seen by teachers in a student assignment or homework, but I think she might see the concepts and main points of our assignments and home works and conform it whether students got it or not. As I get from my assignments and home works" (FR9). Although one interviewee showed her confusion about the criteria of feedback, she said that "… I don't know. I try my best to do well, but teachers never like it as such. I even submit on time but I always get bad scores. Maybe they want good handwriting in assignments and my handwriting isn't that good, and I don't participate much in oral assignments, and I am not even encouraged to do. I have never given a presentation in my entire life. So, I rarely

know what the teachers look for" (FR14). an interviewee told that "whenever we assigned work by the teacher if it is written or oral assignment, what I believe she always tries our understanding capability whether we have understood the topic or it is needed to make the student understand" (FR4). Another respondent believed that "… teacher want the assignment to be complete and should be written in good handwriting. There should be headings and she appreciate it when the assignment is submitted on time. Teachers usually want assignments that are written in a way that they are understandable. And are supposed to write detailed assignments…" (FR11).

From the above-mentioned perceptions of students, it is clear that the students of secondary school require their teachers to define and share the criteria of feedback before assigning any task or homework.

DISCUSSION
The study was to find out the perceptions of secondary school students about the feedback of teachers, they receive during the learning process in the classroom. On the base of the findings, feedback is beneficial and useful for the student's learning and gaining process, majority of the students treat feedback as an essential element for hard work and the key instrument to success. This result relates to the finding of Sadler (1989), he defines feedback as a catalyst for successful learning, he argues that feedback provides useful information to the students and through that information, they set their tasks and goals to recognize their strengths and weaknesses, and improve their performance. Furthermore, the study of Mandhane (2015) also supports our finding as he identifies that feedback is the basic component of learners' encouragement and teachers' professional performance. However, regarding different types of feedback, the result showed that the majority of the secondary school's students appreciate, and love to get positive feedback from teachers, and perceive positive feedback as a source of inspiration, motivation, and encouragements while negative feedback discourages, demotivate and a sense of insulting moment for the students. The result of positive and negative feedback is similar to the study conducted by Gamlema and Smith (2012) to understand the perceptions of Norwegian lower secondary school students of classroom feedback, result was found that positive feedback enhances the students, if it is integrated into the process of learning, while students felt negative feedback disapproval and useless. Furthermore, the findings of the study revealed that the most of the secondary level students are confused and are also unaware of the quality criteria of effective feedback because their teachers do not feel mandatory to share the set criteria of effective feedback to the students. Moreover, our theme of the qualities of effective feedback seconded the findings of the study of Cowie (2005); Gamlema and Smith (2012) which emphasizes that teachers seldom clarify the criteria of feedback effectiveness to their students. Furthermore, Cowie (2005) believes that the criteria teachers and students use for giving and receiving feedback are very important for students and they may influence their approach to learning.

CONCLUSION
The students in the Girls' secondary school level perceived feedback as much beneficial and useful for their learning and they are encouraged and motivated to work hard through positive feedback, and they are less appreciated and demotivated to receive negative feedback from their teachers. The students' assignments and homework are required to be checked regularly by telling the students about their weakness, in order to understand the mistakes, they have committed in their assignments for further improvement. In addition, the students must be made aware of the quality of effective feedback. Even though, they appreciate the teachers' proposed criteria for assigning marks and grades.

RECOMMENDATIONS
The following recommendations are emerged from the present study:
- The teachers do appreciate feedback and make it mandatory during the teaching and learning process.
- The students must be made known that both positive and negative feedback are essential for their learning and they have to accept negative feedback in the same as positive feedback.
- The schools administration should develop proper mechanisms or strategies to balance both feedback as equally important for students

- The module "how to give and receive feedback" is recommended to include in teachers' professional development in order to provide awareness to teachers about the importance of positive and negative feedback.
- The teachers should clarify the criteria for marking students' assignments or grading before any activity is assigned to the students.

Further Research

This study was limited to the girls' public secondary school level and all the participants were females. The same is required to analyze both boys' and Girls' private and public schools in order to study their perceptions of teachers' feedback in a better way. Moreover, this study used only one data collection method but to get 360 degree picture of the reality, the future studies can use multiple data collection tools such as observations, field notes, reflections, and videos and so on.

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Interview guide
Secondary schools' Student perceptions of Teachers feedback
(1) Can you think of today (or yesterday if it is early) and provide examples of feed- back obtained from one or more of your teachers? How did you experience this feedback? How was it useful?
(2) What do you find useful/appreciate when getting feedback from teachers? (Why?).
(3) What do you appreciate the least when getting teacher feedback? (Why?).
(4) What did you do with the teacher feedback you received today? (If received feedback).
(5) What usually happens when you receive (instructional) feedback in class? (How is the feedback followed up?).
(6) Are there things you do not get feedback on, but you would like your teacher or peer to comment on?
(7) Do you experience that your teachers give you non-verbal feedback? When? How do you find this feedback useful?
(8) Do you know what your teacher looks for when assessing your work? (Written/oral assignments).