

A QUALITATIVE STUDY TO EXPLORE THE PERCEPTION OF INSTRUCTIONAL TEACHING FEEDBACK ON GENDER DIFFERENCES IN STUDENT LEARNING AT SECONDARY SCHOOLS IN JAFFARABAD, BALOCHISTAN, PAKISTAN

Mashooque Ahmed
khosomashooque77@gmail.com

Lecturer of Education Department Lesbela University
Agriculture water and marine sciences, University College of
Dera Murad Jamali Campus Naserrabad Baluchistan, Pakistan

Abdul Baqi
abaqikhoso@yahoo.com

Lecturer of Education Department Lesbela University
Agriculture water and marine sciences, University College of
Dera Murad Jamali Campus Naserrabad Baluchistan, Pakistan

Safia Begum
sufigul5@gmail.com

Lecturer of Education Department Lesbela University
Agriculture water and marine sciences, University College of
Dera Murad Jamali Campus Naserrabad Baluchistan, Pakistan

Abstract

This research explores the vital role of a Qualitative Study to Explore the Perception of Instructional teaching feedback on Gender Differences in Student Learning at Secondary Schools in Jaffarabad, Balochistan, Pakistan, including gender based students' learning experiences, emphasizing its impact on motivation, self-efficacy, and a growth mindset. Using a qualitative, phenomenological approach, it delves into students' perceptions of teacher feedback, with a specific focus on gender differences and effective feedback delivery strategies. Through purposive sampling, there is 25 male and female teachers and 95 girls and boy's student were selected. the study gathers insights from students through individual, semi-structured interviews. Thematic analysis is employed to identify recurring themes in students' feedback perceptions. The findings underscore the importance of creating a supportive and inclusive learning environment that values diversity and reinforces students' accomplishments. By acknowledging gender differences and individuality, educators can empower students, fostering a growth mindset and academic excellence.

Keywords: *Academic Excellence, Effective Feedback, Empowering Educators, Gender Differences, Inclusive Environment, Instructional Teacher Feedback, Motivation, Secondary School*

Corresponding Author: Mashooque Ahmed (Lecturer of Education Department Lesbela University Agriculture water and marine sciences, University College of Dera Murad Jamali Campus Naserrabad Baluchistan, Pakistan.)

Email: khosomashooque77@gmail.com

1. Introduction

Instructional teaching feedback is essential for improving students' learning outcomes and academic achievement. Through feedback, students become aware of what they do well and where further improvement is required, helping them to understand their progress and make informed adjustments to their learning strategies (Sadler, 2014). Numerous studies have demonstrated the positive impact of effective feedback on students' academic performance, motivation, and self-regulation (Ning & Downing, 2012).

The secondary school level is a critical juncture in students' academic and personal development, emphasizing the importance of their perception of teacher feedback, aligning with our objectives. Effective feedback serves as a guiding force, helping students assess their progress and areas for improvement (Kuhlmann Lüdeke & Guillén Olaya, 2020). However, the delivery and reception of feedback can significantly impact students' self-perception and attitudes toward learning, particularly in the context of gender differences, as identified in our objectives. Research suggests that boys and girls may respond differently to Instructional teacher feedback (Åhslund, Boström, & Research, 2018). Boys might be inclined to dismiss feedback perceived as negative, potentially leading to disengagement or a negative impact on their motivation to learn, while valuing task-specific feedback (BAILDON & Perspectives, 2023). These findings underscore the need for tailored feedback delivery to meet the unique needs of students, considering individual preferences and learning styles, central to our objectives.

1.1.TAILORING FEEDBACK FOR BOYS AND FOSTERING A POSITIVE FEEDBACK CULTURE

For boys, constructive and encouraging feedback that emphasizes skill improvement might be more effective in fostering engagement and motivation. Teachers should also be mindful of the language used in feedback to ensure it is constructive and supportive, rather than inadvertently contributing to feelings of disengagement among male students (Vattøy, Gamlem, & Rogne, 2021). In addition, creating a positive and inclusive classroom culture around feedback can contribute to more effective learning outcomes for all students. By emphasizing the value of feedback as a tool for growth and improvement, teachers can help students develop a growth mindset and view feedback as an opportunity for learning, rather than a source of criticism. Encouraging open communication and creating a safe space for students to discuss their perceptions of feedback can further enhance the feedback experience and promote a growth-oriented learning environment (Chene, 2018).

Moreover, embracing the interactive nature of the feedback process allows educators to recognize that the manner in which feedback is received and internalized can be shaped by various factors, including the student's prior experiences, individual learning styles, and their overall self-concept as learners (Sesta, 2020). This deeper comprehension

paves the way for fostering a feedback-rich classroom culture, where the student's voice is valued, and feedback is perceived as a vehicle for personal growth and continuous improvement (Sari & Sayekti, 2023). Armed with this multifaceted understanding, educators can refine their feedback practices to cater to the unique needs of each student, irrespective of gender. By creating an inclusive learning environment that acknowledges and celebrates individual differences, teachers can foster a sense of belonging and empowerment among their students. In this nurturing atmosphere, students are more likely to embrace feedback as a powerful tool for self-improvement, fostering a growth mindset and fostering a lifelong love for learning (Sun & Xu, 2024). However, there is a silver lining in the realm of feedback perception among boys. Research indicates that they tend to respond more positively to feedback that is task-specific and focused on concrete skills (Amorose, Smith, & Psychology, 2003). This type of feedback enables boys to understand precisely how they can improve and enhance their abilities, which can, in turn, foster a sense of competence and empowerment. By feeling that they have a clear roadmap for development, boys might be more motivated and invested in their learning journey (Simons, Leverett, Beaumont, & e-Learning, 2020). In light of these gender differences in feedback perception, educators bear a crucial responsibility in the way they deliver feedback to their students. A one-size-fits-all approach may not suffice, as individual students' learning styles and preferences must be taken into account (Brookhart, 2017a). Personalizing feedback to align with each student's unique needs and characteristics can be instrumental in creating an environment where students feel valued, understood, and supported in their learning endeavors (Roy, 2021).

1.2. Tailoring Feedback to Individual Needs

An essential aspect of effective feedback delivery is acknowledging that there is no one-size-fits-all approach (Braun & Clarke, 2021). Each student is a unique individual with distinct learning styles, personalities, and backgrounds. Therefore, teachers must be flexible and adaptable in their feedback practices, ready to tailor their approach based on the individual needs and preferences of each student (Brookhart, 2017b). By recognizing and embracing these individual differences, Educators can foster an inclusive and supportive learning environment that addresses the diverse learning needs of students. Moreover, feedback is not a one-way communication process; rather, it is an interactive exchange between the teacher and the student. The student's response to the feedback significantly impacts their learning outcomes (Gan, An, & Liu, 2021). When students feel heard, respected, and valued in the feedback process, they are more likely to internalize the feedback and use it to enhance their learning journey. By fostering an open and constructive feedback dialogue, educators can encourage students to actively engage with the feedback, seek clarification when needed, and ultimately take ownership of their academic growth (LUEDeke, 2023).

1.3. Effective Feedback Practices for Advancing Student Learning in Secondary Education

Through this comprehensive examination of the literature, we seek to provide valuable insights for educators and policymakers, informing them on evidence-based strategies to optimize feedback delivery for enhanced student learning outcomes. Our ultimate goal is to contribute to the enhancement of feedback practices in secondary schools, fostering a culture of continuous improvement and growth, and enabling every student to thrive academically and personally. By synthesizing the existing research on this topic, we aspire to bridge the gap between theory and practice, supporting educators in their mission to nurture the potential of each and every student (Allsopp, DeMarie, Alvarez-McHatton, & Doone, 2006). In this comprehensive study, our aim is to delve into the extensive research surrounding students' perceptions of teacher feedback, focusing particularly on the potential differences between boys and girls at the secondary school level. By conducting a thorough examination of the existing literature, researcher intend to shed light on the nuanced ways in which educators can effectively utilize feedback to support student learning and enable all students to achieve their utmost potential (D. Carless, Boud, & Education, 2018). The significance of Instructional teacher feedback in the educational process cannot be emphasized enough, as it serves as a pivotal tool in guiding students' academic progress and personal development (Cantaert, 2024). Through well-structured and constructive feedback, students can gain invaluable insights into their strengths and weaknesses, identifying areas that require improvement, while fostering a growth mindset that nurtures continuous learning and advancement.

1.4. Exploring Gender Differences in Student Feedback Perception: Implications for a Supportive Learning Environment

It is imperative to recognize that the delivery of feedback plays a critical role in how it is received and interpreted by students. The manner in which feedback is conveyed can significantly influence its impact on students' motivation, engagement, and overall attitude towards learning. As we delve into the research, we explored potential variations in how boys and girls perceive and respond to feedback. Understanding such gender differences can empower educators to tailor their feedback approaches, creating an inclusive and supportive learning environment that meets the diverse needs of all students (Lüdecke & Von Dem Knesebeck, 2020). Research findings have consistently indicated that gender differences can play a pivotal role in shaping students' perceptions of teacher feedback, significantly influencing their attitudes towards school and overall academic progress (Bahar, 2016). Notably, it has been observed that boys and girls may perceive feedback differently, leading to distinct responses and behaviors in the learning environment. Among these differences, boys have been shown to be more susceptible to

interpreting feedback as negative or overly critical, potentially leading to disengagement and a diminished enthusiasm for learning (Åhslund et al., 2018).

1.5. Implications of Negative and Positive Feedback Perceptions on Boys' Motivation &Engagement

The consequences of such feedback perceptions are of paramount importance for educators, as they can impact students' motivation and academic performance. When boys perceive feedback as negative, they may develop a sense of defensiveness or resistance, viewing feedback as an attack on their capabilities rather than an opportunity for growth. As a result, they might become disengaged, disheartened, or even discouraged from actively participating in the learning process (Macan, Shahani, Dipboye, & Phillips, 1990). Through embracing differentiation in feedback delivery, teachers can establish a feedback-rich classroom culture, where constructive feedback is seen as a means of growth and improvement rather than a form of criticism. Encouraging an open and positive dialogue between teachers and students about feedback can further enhance students' perception and utilization of feedback as a valuable tool for their academic advancement (D. Carless et al., 2018). Understanding students' perceptions of Instructional teacher feedback holds immense significance for educators aspiring to cultivate a positive and conducive learning environment. Delving into the extensive research on this topic offers a wealth of valuable insights into the potential differences between boys and girls in their responses to feedback. Armed with this knowledge, educators can refine their teaching practices to better cater to individual needs and foster enhanced student learning experiences. It is essential to grasp that feedback is not merely a unidirectional communication process; rather, it constitutes an interactive and dynamic exchange between the teacher and the student (Andrade, Brookhart, & practice, 2020). In this intricate dance, the student's receptiveness and response to the feedback wield considerable influence over their learning outcomes and overall growth as learners. By scrutinizing existing research, educators can unravel the intricacies of students' feedback perceptions, discovering how boys and girls may diverge in their interpretations and assimilation of feedback. Such insights offer a nuanced understanding of how gender-specific tendencies might impact the ways in which students internalize and act upon feedback (Nicol & Macfarlane-Dick, 2006). For instance, recognizing that boys may be more susceptible to perceiving feedback as negative or overly critical can prompt educators to tailor their feedback delivery with greater sensitivity and encouragement, so as not to inadvertently discourage engagement or diminish self-esteem (Weiner, 2006). Conversely, acknowledging that boys may respond positively to task-specific feedback can empower teachers to craft feedback that is concrete, specific, and goal-oriented, thereby fueling boys' motivation and agency in their learning pursuits.

1.6. Purpose of study

The purpose of study is to explore how male secondary school students perceive teacher feedback, with a specific emphasis on the aspects of feedback frequency, emotional responses, and their consequences on student motivation. By doing so, the study aspires to provide valuable insights for educators, which can be leveraged to enhance the effectiveness and fairness of feedback practices in educational settings, ensuring that both male and female students can equally benefit from these improvements.

1.6. Research Objectives

- To explore students' understanding and interpretation of Instructional teaching feedback at the secondary school level.
- To observe students' attitudes towards and perceptions of the effectiveness of Instructional teaching feedback in enhancing their learning.
- To identify the factors that influence students' perception of teacher feedback, such as the timing, frequency, specificity, and delivery of feedback.
- To explore the impact of Instructional teaching feedback on students' motivation, engagement, and self-efficacy in their learning process.

1.7. Research Questions

- What are the potential gender differences in feedback perception between boys and girls at the secondary school level?
- How does the perception of Instructional teacher feedback impact boys' attitudes towards school and academic progress?
- What are the most effective strategies for delivering feedback to boys in order to support their learning outcomes?
- How can educators tailor their feedback delivery to better address the unique needs and preferences of individual students, including boys at the secondary school level?

2. Litratue Review

Perceptions of Instructional teacher feedback play a critical role in shaping students' attitudes towards learning and their overall academic performance. When students perceive feedback as helpful and relevant, they are more likely to engage in self-regulated learning behaviors, which means they take ownership of their learning process and actively monitor and adjust their strategies to achieve their academic goals. the study conducted by (Sempe, 2020) highlights the significance of students' perceptions of feedback. When students view feedback as valuable, constructive, and connected to their learning objectives, they are more motivated to use it as a tool for improvement. Such positive perceptions of feedback can foster a growth mindset, where students believe that their abilities can be developed through effort and learning, leading to increased resilience

and persistence in the face of challenges. On the other hand, if students perceive feedback as overly critical or irrelevant to their learning needs, they may become disheartened and discouraged. When feedback is perceived as negative or not tailored to their individual progress, students might feel overwhelmed and may develop a sense of helplessness regarding their academic performance. Consequently, they may disengage from the learning process and avoid seeking or utilizing feedback in the future. It is essential for educators to understand the impact of feedback perceptions on student behavior and achievement. By recognizing that feedback is not only about providing information but also about how it is received and interpreted by students, educators can refine their feedback delivery methods to make it more effective and supportive (Busse, 2013).

Teachers play a pivotal role in shaping students' learning experiences, and the manner in which they deliver feedback can profoundly impact students' growth and development. To ensure that feedback is effective and conducive to learning, teachers should adopt several key practices (Lee, 2008). Firstly, feedback should be ongoing, offered consistently throughout the learning process. Timely feedback allows students to make immediate connections between their efforts and outcomes, promoting a deeper understanding of their progress (Shute, 2008). By providing feedback as students work on assignments and projects, teachers can guide their learning in real-time, helping them stay on track and make continuous improvements (Hu, Ng, & Chu, 2022). Secondly, feedback should be specific and actionable. General praise or criticism lacks the necessary guidance for students to understand how to improve or replicate their successes. Constructive feedback should address specific areas of strength or areas that require improvement, accompanied by clear instructions on how to enhance their performance further (Hattie & Timperley, 2007). This specificity empowers students to take ownership of their learning, setting them on a path of continuous growth. Additionally, feedback should inspire self-reflection and goal-setting in students. Encouraging students to reflect on their progress fosters metacognitive skills, enabling them to evaluate their own work critically. Through self-reflection, students develop a deeper understanding of their strengths and weaknesses, further enhancing their motivation to improve and achieve their goals (Travers, Morisano, & Locke, 2015).

2.1. Gender Differences in Feedback Perception

Gender differences in feedback perception have been a subject of interest in educational research, albeit with relatively limited studies exploring this specific area. The studies examined some light on potential disparities in how boys and girls perceive feedback (Rose & Rudolph, 2006).

The study revealed that male students tend to perceive feedback as threatening or intimidating. This negative perception of feedback might trigger defensive responses in boys, leading them to resist or dismiss feedback rather than embracing it as a tool for

improvement (Lampman, Phelps, Bancroft, & Beneke, 2009). On the other hand, female students in the same study were more likely to view feedback as helpful and supportive, indicating a more positive response to feedback (Lizzio, Wilson, & education, 2008). Similarly, observed that male students were prone to reacting negatively to critical feedback. This suggests that boys might be more sensitive to criticism in the feedback they receive, which could potentially impact their motivation and engagement in the learning process (Fine, Horowitz, Weigler, & Basis, 2010). Conversely, female students in the study tended to respond more positively to critical feedback, indicating a higher level of receptivity to constructive criticism and a greater willingness to use feedback to enhance their performance (Waples, 2015). The reasons behind these gender differences in feedback perception are not entirely clear and may be influenced by a combination of social, cultural, and individual factors. One possible explanation could be related to societal expectations and norms regarding masculinity and femininity. Boys may feel pressured to demonstrate competence and avoid any indication of weakness, leading them to perceive critical feedback as threatening to their self-image (Gefen & Straub, 1997). On the other hand, girls may be encouraged to be more receptive to guidance and nurturing, which could contribute to their more positive response to feedback. It is important to note that these studies offer valuable insights, but they did not imply that all boys or all girls respond uniformly to feedback. Individual differences played a significant role, and there was variation within each gender group (Field, 2000). Understanding these potential gender differences in feedback perception is crucial for educators. It highlights the importance of tailoring feedback delivery to meet the diverse needs and sensitivities of students, regardless of their gender. For boys, feedback could be framed in a way that emphasizes growth and improvement rather than focusing solely on areas of weakness. Educators can also create a supportive and non-threatening environment for receiving feedback, encouraging open discussions and promoting the idea that mistakes are a natural part of the learning process. For girls, educators can continue to provide constructive feedback, but also ensure that praise and recognition for achievements are equally emphasized. Creating an inclusive classroom culture that values effort and progress over gender stereotypes can help students of all genders develop a positive attitude towards feedback and learning (Ng, 2016).

Overall, the existing research on gender differences in feedback perception calls for a more nuanced approach to feedback delivery that takes into account the unique perspectives and needs of female and male students. By doing so, educators can foster a supportive and motivating learning environment that maximizes the benefits of feedback for all students, irrespective of their gender. (D. J. S. i. h. e. Carless, 2006).

Feedback plays a key role in the learning process, shaping students' perceptions and attitudes towards their academic journey. When a student perceives feedback as overly

critical or negative, they may experience feelings of discouragement, leading to disengagement from the learning process (Rawal & Research, 2023). Such a negative feedback experience can erode a student's confidence and motivation, hindering their willingness to actively participate in their own learning and impeding their academic progress. Conversely, when a student receives feedback that is specific, actionable, and supportive, they are more likely to feel motivated to improve and take ownership of their learning. Constructive feedback that highlights areas for growth and provides guidance on how to enhance skills fosters a sense of competence and empowerment within the student. It instills a belief that they can achieve success through effort and perseverance, nurturing a growth mindset that values continuous improvement (Siegle, Rubenstein, & Mitchell, 2014).

2.2. Impact of Instructional teacher feedback on students' attitudes towards learning

The impact of Instructional teacher feedback on students' attitudes towards learning is profound and far-reaching. When a student perceives feedback as overly critical or negative, it can have detrimental effects on their motivation and engagement in the learning process. Feeling discouraged by feedback, they may develop a sense of inadequacy or self-doubt, leading to disengagement from the academic journey altogether (Scanlon, Barnes-Holmes, & difficulties, 2013). This disheartened mindset can hinder their willingness to actively participate in class activities, complete assignments, or seek help when needed, ultimately impeding their overall academic progress. Conversely, when students receive feedback that is specific, actionable, and supportive, it can serve as a powerful catalyst for growth and self-improvement. Feedback that provides clear guidance on how to enhance their performance or develop essential skills fosters a sense of competence and confidence. Feeling supported by constructive feedback, students are more likely to embrace challenges and persevere in their learning endeavors (Schartel & anaesthesiology, 2012). This positive feedback experience instills a growth mindset, where students view mistakes as opportunities to learn and grow, leading to greater motivation and a sense of ownership over their own learning journey. However, it is crucial to recognize that feedback is not a one-size-fits-all approach. Every student is unique, with individual learning styles, personalities, and backgrounds that influence their perception and response to feedback. What may be effective feedback for one student may not resonate with another. Therefore, teachers must be flexible and adaptable in their feedback delivery, willing to adjust their approach based on the diverse needs and preferences of each student. This level of personalization in feedback demonstrates that educators recognize and value the individuality of their students, fostering a more inclusive and supportive learning environment. Moreover, when examining students' perceptions of teacher feedback, it is essential to consider the broader context of the learning environment (Misiejuk, Wasson, & Egelanddal, 2021).

2.3. The Holistic Approach to Effective Feedback: Balancing Growth and Recognition

Effective feedback goes beyond merely pointing out mistakes or areas for improvement; it also entails recognizing and reinforcing students' strengths and accomplishments. When teachers acknowledge and celebrate students' successes, they instill a sense of achievement and pride, which can boost students' confidence and motivation to excel further. This balanced feedback approach not only addresses areas of growth but also affirms students' capabilities, creating a positive and supportive learning environment (Brookhart, 2017a). By providing constructive feedback that highlights specific areas for improvement, students receive actionable guidance on how to enhance their performance (Hooda, Rana, Dahiya, Rizwan, & Hossain, 2022). However, coupling this with recognition of their strengths and accomplishments helps students see their potential for growth and development. This balanced approach fosters a growth mindset, where students view feedback as an opportunity for continuous improvement rather than a judgment of their abilities. Embracing a growth mindset empowers students to approach challenges with resilience and perseverance, nurturing a lifelong love for learning. Moreover, feedback should not be viewed as a one-time event but rather as an ongoing and continuous process throughout the learning journey (London & Smither, 2002). Effective feedback should be integrated seamlessly into the learning experience, supporting students at every step. By offering timely and relevant feedback, teachers ensure that students receive guidance when they need it most, facilitating immediate application and improvement (Chidiebere & Modest, 2021). This ongoing feedback loop also allows students to monitor their progress, build upon previous accomplishments, and make iterative advancements in their learning. By using feedback to inform instructional decisions, educators can tailor their teaching approaches to better meet the individual needs of their students, thereby promoting greater engagement and success. Hence, effective feedback is a well-rounded process that not only addresses areas for improvement but also celebrates students' strengths and achievements. Balancing constructive criticism with positive reinforcement helps to build students' confidence and motivation, fostering a growth mindset that supports ongoing learning and development (Frey, Fisher, & Smith, 2019). By embedding feedback as an integral part of the learning journey, teachers facilitate timely and relevant guidance, enabling students to make continuous progress and thrive academically. Embracing feedback as a dynamic and continuous process enhances the learning experience for students, empowers their growth, and cultivates a culture of excellence in education (Sackstein, 2017).

2.4. Developing a Learning Environment That Supports Effective Feedback

Fashioning a supportive and inclusive learning environment is equally crucial in maximizing the impact of feedback. Valuing and celebrating diversity among students

acknowledge their unique backgrounds, learning styles, and perspectives. Teachers must be mindful of these differences in their feedback delivery, recognizing that what may resonate with one student may not necessarily be effective for another (Qizi, Qizi, & innovation, 2024). By embracing these individual nuances, teachers can tailor their feedback to meet the diverse needs of their students, fostering a sense of belonging and empowerment. Furthermore, providing opportunities for self-reflection and peer feedback can enrich the learning experience. Engaging in self-assessment helps students develop critical thinking skills and self-regulation, enabling them to take greater ownership of their learning journey. Additionally, peer feedback cultivates collaboration and communication skills, as students learn to provide constructive input to their peers and receive feedback with openness and receptiveness (Ahea, Ahea, Rahman, & Practice, 2016).

3. Theoretical Framework

Review relevant theories on feedback and its impact on student learning, such as social cognitive theory, self-determination theory, or feedback processing models. Discuss how these theories inform the study and help understand the relationship between Instructional teacher feedback and student perception.

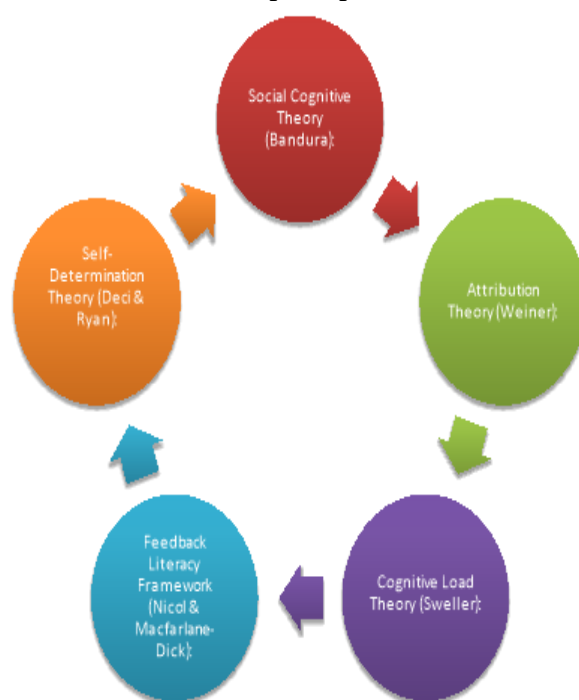


Figure 1: Theories related to theoretical framework

3.1. Social Cognitive Theory

Bandura's social cognitive theory explains how thinking, social interactions, and environmental factors work together to shape human behavior. This framework is useful for understanding how students perceive and respond to teacher feedback, the theory offers

valuable insights into how these perceptions can impact their learning outcomes (Bandura, 2009). According to social cognitive theory, individuals learn by observing others (social learning) and by evaluating the outcomes of their own actions (self-regulation). In the case of feedback, students not only receive information from their teachers but also observe how feedback influences their academic performance and progress (Nabavi, 2012). They internalize these experiences and form beliefs and expectations about the effectiveness of feedback in facilitating their learning. When students perceive feedback as constructive, specific, and relevant to their learning goals, they are more likely to view it as valuable information that can guide their efforts towards improvement.

3.2. Self-Determination Theory

Self-Determination Theory (SDT) is a framework that seeks to explain what drives human motivation. The theory suggests that people have inherent psychological needs for autonomy, competence, and connection with others. When these needs are fulfilled, individuals are more likely to feel intrinsically motivated and engage fully in their activities, which refers to engaging in an activity for its inherent enjoyment and interest, rather than for external rewards or pressures (Deci & Ryan, 2012). Competence relates to individuals' belief in their abilities to successfully complete tasks and achieve desired outcomes. When students receive feedback that highlights their strengths and provides guidance for improvement, they are more likely to develop a sense of competence in their academic abilities. Positive feedback that acknowledges their progress and effort can boost students' confidence, leading to increased intrinsic motivation to continue learning and improving. Relatedness refers to the need for social connection and a sense of belonging. In the educational context, students' relatedness is influenced by their interactions with teachers and peers. When feedback is carried in a respectful and supportive manner, it strengthens the teacher-student relationship, developing a positive learning environment. A sense of relatedness can enhance students' motivation to learn and engage actively in their studies. When students experience autonomy, competence, and relatedness through feedback, they are more likely to feel self-determined in their learning. This intrinsic motivation drives students to seek out challenges, persevere in the face of difficulties, and take initiative in their learning journey. As a result, they become more invested in the learning process, leading to improved learning outcomes. Educators can apply SDT principles to enhance feedback practices and promote intrinsic motivation (Sergis, Sampson, & Pelliccione, 2018).

3.3. Cognitive Load Theory

Cognitive Load Theory, that aims to understand how the human cognitive system processes information during learning. According to this theory, individuals have limited cognitive resources, and learning tasks can impose different levels of cognitive load. Cognitive load refers to the mental effort and capacity required to process and store

information in working memory while engaging in a learning activity (Sweller & development, 2020). In the context of teacher feedback, Cognitive Load Theory suggests that the way feedback is delivered can influence students' cognitive load, which in turn affects their ability to process and apply the feedback effectively.

4. STUDY FRAMEWORK

The study framework in educational research is a structured blueprint employed to systematically investigate the dynamics of how teachers deliver feedback to students and its subsequent effects on enhancing learning outcomes (Zeng, Huang, Yu, Chen, & Accountability, 2018). This framework delineates the study's objectives, research methodology, formulation of research questions, procedures for data analysis, and ethical considerations. By providing this structured approach, the framework serves as a compass to guide the research process, facilitating a systematic exploration of the intricate relationship between Instructional teacher feedback and student development.

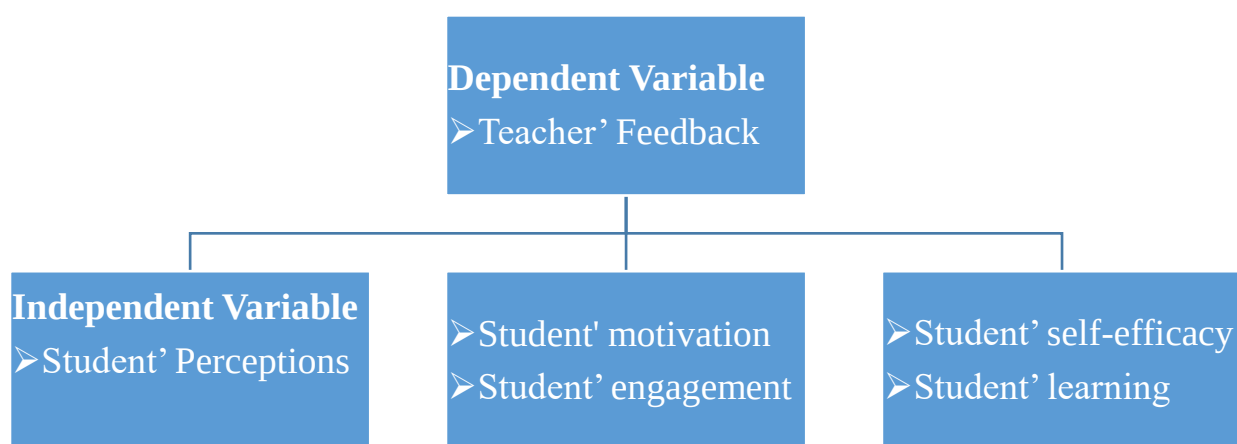


Figure 2: Study framework

5. Research Method

The selected research methodology employs a qualitative approach, with a phenomenological design (Khan, 2014). This comprehensive approach aims to provide a holistic understanding of the subjective experiences and perceptions of secondary school students regarding teacher feedback. Through purposive sampling, the study intentionally includes students who have direct experience with teacher feedback, making their insights highly relevant and valuable. Towards gather rich and in-depth data, the research utilizes individual, semi-structured interviews and quantitative surveys, giving participants the freedom to express their thoughts collection of qualitative data. The flexibility to conduct interviews face-to-face or through online platforms accommodates participants' preferences, ensuring ease of data collection. In-depth thematic analysis is employed to meticulously examine the interview data, allowing for the identification and organization

of recurrent themes into meaningful categories and sub-categories (Guest, Namey, O'Regan, Godwin, & Taylor, 2023). The primary objective of the study is to provide valuable insights into how students perceive and interpret teacher feedback, ultimately guiding educators in improving feedback practices to better support students' learning and academic growth.

5.1. Population and Sampling

There were 3 government high schools in city Dera Allah Yar (2 boys & 1 girl high school) and total male/female students 567; this study was conducted in Dera Allah Yar. The researcher focused on secondary school students from various grade 9TH, 10TH in Dera Allah Yar city and diverse backgrounds. Purposive sampling was used to select participants (Campbell et al., 2020). Selected a sample of 95 students for the study. Among these students, there were 51 males and 44 females. Additionally, to gain insights into teacher feedback, the study included 25 teachers with relevant experience. Out of these teachers, 10 were female, and 15 were male, the total numbers of sample were 120.

5.2. Results and Findings

Result analyzed through thematic analysis. "Thematic analysis is not merely a series of extracts linked together without significant analysis. It is also not a collection of extracts with comments that only restate their content. Instead, the extracts in thematic analysis should illustrate and support an analysis that interprets the data beyond their specific content, helping to explain what the data means or might imply. Another common mistake is using the questions from data collection (like interview questions) as the themes reported. This approach lacks the necessary analytic work to identify themes across the entire data set or to understand the patterns in responses (Braun & Clarke, 2006)". Responses conducted from male students and female students', Male students typically understand and interpret the feedback provided by their teachers, and do they find it helpful in improving schoolwork and female students practical pertinence of feedback is involved in refining homework.

5.3. Perception of Teacher Feedback

Male students generally perceive Instructional teacher feedback as valuable guidance, providing insights into specific areas for improvement. The practical applicability of feedback enhances its perceived helpfulness in refining schoolwork. According to study, the teacher mentioned that her focus varied for different genres. For descriptive essays, she concentrated on micro-level elements such as rhetorical devices, descriptive details, dialogues (Zhan, 2016).

Female students often view Instructional teacher feedback as valuable insights, interpreting suggestions as guidance for improvement. The practical applicability of feedback is instrumental in refining schoolwork. This understanding and appreciation may differ from male students.

5.4. Impact of Detailed Feedback

A notable instance involves detailed feedback on an essay, where constructive comments improved the male student's writing style and deepened their understanding of the subject, resulting in improved academic performance.

A notable instance involves detailed feedback on an assignment, where constructive comments significantly improved a female student's understanding of the subject and overall academic performance. Such instances may vary for male students.

5.5. Preference for Balanced Feedback

Male students generally prefer a balanced approach, appreciating both constructive criticism and positive reinforcement. Constructive feedback helps identify areas for improvement, while positive reinforcement fosters motivation and a sense of achievement.

Female students generally prefer a balanced approach, valuing both constructive criticism and positive reinforcement. Constructive feedback helps identify areas for improvement, while positive reinforcement fosters motivation and a sense of achievement. Male students might have different preferences.

5.6. Factors Influencing Feedback Perception

Timely feedback is crucial for male students to apply corrections promptly. Regular feedback, coupled with specificity, enhances understanding. A consistent feedback schedule fosters a supportive environment, positively impacting male students' perception of its effectiveness.

Timely feedback is crucial for female students to apply corrections promptly. Regular, specific feedback enhances understanding. A consistent feedback schedule positively impacts female students' perception of its effectiveness, but this may differ for male students.

5.7. Motivation and Engagement Boost

Positive Instructional teacher feedback as notably increased motivation and engagement for male students. For instance, encouraging remarks following active class participation or a well-executed assignment instill confidence and drive further enthusiasm for learning.

Positive Instructional teacher feedback as significantly increased motivation and engagement for female students. For instance, encouraging remarks following an assignment or class participation instill confidence and drive further enthusiasm for learning. Male students' experiences may vary.

5.8. Opportunities for Discussion

Yes, male students have opportunities to engage in discussions about feedback with teachers. These conversations prove beneficial as they clarify doubts, provide additional insights, and contribute significantly to male students' overall learning experience.

Yes, female students have opportunities to discuss feedback with teachers. These conversations prove beneficial as they clarify doubts, provide additional insights, and contribute significantly to female students' overall learning experience, which may differ from male students.

5.9. Student Suggestions for Improvement

Male students suggest that clear explanations and examples in feedback would enhance understanding. Additionally, encouraging open discussions on feedback would allow for personalized insights, ultimately improving the overall quality of support for their learning and schoolwork.

Female students suggest that clear explanations and examples in feedback would enhance understanding. Additionally, encouraging open discussions on feedback would allow for personalized insights, ultimately improving the overall quality of support for their learning and schoolwork. Male students may have different perspectives on improvement.

5.10. Perception of Student Interpretation of Instructional teacher feedback (Male and Female)

Male teachers have observed that students typically perceive the feedback provided in the secondary school setting as a critical assessment of their work. Students may sometimes feel overwhelmed or discouraged, especially when feedback highlights areas for improvement. This perception varies from student to student, depending on their confidence and prior experiences with feedback.

Female teachers have noticed that students typically view the feedback provided in the secondary school setting as a valuable tool for improvement. Students often appreciate guidance on areas where they can enhance their work and see it as an opportunity for growth. The perception of feedback varies among students, but it's generally seen in a positive light.

5.11. Alignment of Student Understanding with Feedback Intentions

In the experience of male teachers, aligning students' understanding of the feedback with their intentions for improvement can be a mixed bag. Some students readily embrace the feedback and make necessary changes, while others may resist or struggle to see the constructive aspects. Effective communication and follow-up discussions often help bridge this gap.

In the experience of female teachers, students tend to align their understanding of the feedback with their intentions for improvement quite effectively. They often embrace the feedback provided and make proactive efforts to implement suggested changes. Effective communication and follow-up discussions reinforce the constructive aspects of feedback.

5.12. Enhancing Feedback Effectiveness for Student Learning and Growth

Male teachers believe that they can improve the effectiveness of their feedback by making it specific, actionable, and constructive. Offering praise for what students have done well and providing clear guidance for improvement is crucial. Additionally, fostering a supportive and open environment where students feel safe to ask questions or seek clarification can improve feedback reception.

Female teachers believe that they can further improve the effectiveness of their feedback by maintaining a balance between praise and constructive guidance. Acknowledging students' achievements and offering specific suggestions for enhancement help create a supportive learning environment. Encouraging students to take ownership of their learning and growth is also a valuable approach.

5.13. Challenges Encountered when Giving Feedback

Challenges faced by male teachers when giving feedback to secondary school students include the potential for students to become demotivated, defensive, or overwhelmed by criticism. To address these challenges, male teachers try to balance constructive criticism with positive reinforcement, provide examples and alternative solutions, and be available for one-on-one discussions to address individual concerns.

Challenges faced by female teachers when giving feedback to secondary school students might include varying levels of motivation and self-efficacy among students. To address these challenges, female teachers emphasize providing positive reinforcement, fostering a growth mindset, and creating an atmosphere where students feel inspired and confident in their abilities.

5.14. Tailoring Feedback to Individual Student Needs and Learning Styles

Yes, male teachers believe that tailoring feedback to meet each student's individual needs and learning styles is essential. Every student is unique, and their responses to feedback can vary widely. Adapting the approach, providing diverse feedback formats (written, verbal, visual), and considering their preferred learning styles contribute to more effective feedback tailored to their growth and development.

Yes, female teachers believe that feedback should be tailored to meet each student's individual needs and learning styles. Recognizing the diverse preferences and strengths of students, they adapt their feedback to align with individual learning styles, thus enhancing students' motivation and self-efficacy in the learning process.

6. Findings

The findings of this thesis provide valuable insights into students' perceptions of Instructional teacher feedback at the secondary school level, with a particular focus on gender differences and effective feedback practices within the secondary school context. Here are the key findings:

6.1. Gender Differences in Feedback Perception at the Secondary School Level

The research reaffirms previous studies by demonstrating that boys and girls at the secondary school level may respond differently to feedback. Boys tend to perceive feedback as negative or critical, which can potentially lead to disengagement from the learning process at the secondary school level. However, boys at the secondary school level respond more positively to feedback that emphasizes specific skills or tasks, indicating their preference for practical and actionable guidance within the secondary school context.

6.2. Balanced Feedback Approach at the Secondary School Level

Effective feedback at the secondary school level should not solely focus on pointing out mistakes or areas for improvement. The findings highlight the importance of providing balanced feedback at the secondary school level that recognizes and reinforces students' strengths and accomplishments within the secondary school context. This approach fosters a growth mindset at the secondary school level, where students view feedback as an opportunity for continuous improvement and embrace challenges with resilience and determination within the secondary school context.

6.3. Ongoing and Timely Feedback at the Secondary School Level

The research emphasizes the significance of integrating feedback as a continuous process throughout the learning journey at the secondary school level. Timely and ongoing feedback at the secondary school level allows students to connect their efforts with outcomes, enabling them to make immediate connections and apply feedback constructively within the secondary school context. This real-time guidance empowers students at the secondary school level to take ownership of their learning.

6.4. Creating a Supportive Learning Environment at the Secondary School Level

Acknowledging and celebrating the diversity of students' backgrounds, learning styles, and perspectives fosters a sense of belonging and empowerment at the secondary school level. By adapting feedback delivery to meet the unique needs and preferences of individual students at the secondary school level, teachers can cultivate an environment that values and respects every learner, contributing to increased engagement and motivation within the secondary school context.

6.5. Self-Reflection and Peer Feedback at the Secondary School Level

The research highlights the significance of self-reflection and peer feedback in enhancing the learning process at the secondary school level. Encouraging students at the secondary school level to engage in self-assessment promotes metacognitive skills, allowing them to critically evaluate their work and progress. Similarly, peer feedback at the secondary school level fosters collaboration and communication skills, creating an enriching learning experience within the secondary school context.

The findings have profound implications for educational strategies and teaching practices at the secondary school level, advocating for a shift towards a more personalized

and student-centered approach to feedback delivery within the secondary school context. The recommendations outlined in the thesis provide a roadmap for educators to optimize feedback practices and create a positive and effective learning environment at the secondary school level. By embracing these research insights, teachers can play a transformative role in nurturing the potential of their students at the secondary school level and cultivating a culture of continuous learning and growth within the classroom.

7. Recommendation Collected From Male Teachers

- Emphasize Goal-Oriented Feedback, Tailor feedback to individual needs, customizing it based on each student's learning style, preferences, and background to enhance engagement and motivation.
- Balance Support and Challenge, include both positive reinforcement and constructive criticism to strike a balance that boosts students' self-confidence and encourage growth.
- Promote a Growth Mindset, foster a growth mindset by encouraging male teachers to view mistakes as opportunities for learning and growth, contributing to a positive and resilient learning environment.
- Professional Development Focus, prioritize professional development, offering training to enhance feedback delivery. Address gender differences in feedback perception and seamlessly integrate effective feedback practices into teaching methodologies.
- Encourage Two-Way Communication, promote open communication between male teachers and students, creating an environment where students feel comfortable sharing their experiences and perspectives.
- Foster a Supportive Learning Environment, Value diversity and inclusivity within the classroom, striving to create a supportive learning environment where students feel safe and confident in sharing their thoughts and learning from one another.
- Use Technology Effectively, explore digital tools to enhance feedback, providing interactive and multimedia-rich experiences. Additionally, leverage technology to streamline feedback processes, making them more efficient.
- Parent Involvement Strategies, emphasize involving parents in the feedback process. Share insights on students' progress with parents, fostering home-school communication and collaboration.

8. Recommendation for Female Teachers

- Tailor Feedback to Individual Needs: Customize feedback to match each student's learning style, preferences, and background, enhancing engagement and motivation.

- Balance Positive Reinforcement and Constructive Criticism: Include both praise for achievements and constructive feedback for improvement to boost self-confidence and encourage growth.
- Foster a Growth Mindset: Promote the idea that mistakes are opportunities for learning and growth, helping students become more resilient and open to challenges.
- Provide Ongoing and Timely Feedback: Offer feedback consistently throughout the learning journey to allow students to make immediate connections between their efforts and outcomes.
- Create a Supportive Learning Environment: Value diversity and inclusivity to make students feel safe and confident in sharing their thoughts and learning from one another.
- Encourage Self-Reflection and Peer Feedback: Promote metacognitive skills and collaboration by incorporating self-assessment and peer feedback activities.
- Training for Peer Feedback: Educate female teachers on delivering effective peer feedback to enhance their communication skills and create a supportive peer learning community.
- Emphasize the Process, Not Just the Outcome: Shift the focus from grades to the learning process, emphasizing effort, resilience, and continuous improvement.

9. Further Research Gaps

Researcher identifying research gaps is crucial for advancing the field of study. Here are key research gaps in exploring students' understanding and interpretation of Instructional teacher feedback at the secondary school level:

- Teacher Training and Professional Development, assess the impact of specialized teacher training and professional development programs on feedback practices.
- Feedback Technology, examine the potential of feedback technology, including AI-powered systems, to provide personalized and timely feedback to students.
- Parental Perspectives, investigate how parental perspectives on Instructional teacher feedback influence students' learning experiences and home-school partnerships.
- Mindfulness and Emotional Intelligence, study the role of mindfulness and emotional intelligence in students' perception and response to teacher feedback.
- Cross-Cultural Studies, explore cultural differences in feedback preferences to promote culturally sensitive feedback practices.
- Feedback in Online Learning Environments, assess the challenges and opportunities of providing feedback in online and blended learning environments.
- Impact of Feedback Literacy Framework; evaluate the effectiveness of the Feedback Literacy Framework in promoting students' feedback literacy skills.

10. Conclusion

In the pursuit of exploring students' understanding and interpretation of Instructional teacher feedback at the secondary school level, this research has uncovered valuable insights that align with the defined objectives. The study aimed to delve into students' attitudes towards feedback, identify the factors influencing their perception of feedback, investigate its impact on motivation, engagement, and self-efficacy, and assess the effectiveness of feedback practices.

One of the key findings of this research is the influence of gender differences on feedback perception, reaffirming existing studies. It was observed that boys and girls may respond differently to feedback. Boys tended to perceive feedback as more negative or critical, potentially leading to disengagement. On the other hand, boys responded more positively to feedback that emphasized specific skills or tasks, underlining their preference for practical and actionable guidance (Katz, 2017). These insights underscore the need to tailor feedback to individual learning styles and preferences, considering the diverse needs of students to optimize the impact of feedback on their growth and development.

Effective feedback practices emerged as another crucial aspect of this research. Feedback should not solely focus on pointing out mistakes but also recognize and reinforce students' strengths and accomplishments (Mbuva & Practice, 2023). This balanced approach fosters a growth mindset, where students view feedback as an opportunity for continuous improvement. Specific, actionable, and supportive feedback instills confidence and self-efficacy in students, creating a positive and empowering learning environment.

The study emphasizes the importance of integrating feedback as a continuous process throughout the learning journey. Timely and ongoing feedback enables students to connect their efforts with outcomes, allowing them to make immediate adjustments and apply feedback constructively. This real-time guidance empowers students to take ownership of their learning, nurturing a proactive approach to self-improvement and academic success.

Moreover, creating a supportive and inclusive learning environment is highlighted as a significant factor. Acknowledging and celebrating the diversity of students' backgrounds, learning styles, and perspectives fosters a sense of belonging and empowerment (Eden, Chisom, & Adeniyi, 2024). By adapting feedback delivery to meet the unique needs and preferences of individual students, teachers can cultivate an environment that values and respects every learner, contributing to increased engagement and motivation.

This research also highlights the role of self-reflection and peer feedback in enhancing the learning process. Encouraging students to engage in self-assessment promotes metacognitive skills, allowing them to critically evaluate their work and progress. Peer feedback fosters collaboration and communication skills, creating an

enriching learning experience that encourages students to learn from each other and develop their understanding collaboratively.

References

- Ahea, M. M.-A.-B., Ahea, M. R. K., Rahman, I. J. J. o. E., & Practice. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. 7(16), 38-41.
- Åhslund, I., Boström, L. J. I. J. o. L., Teaching, & Research, E. (2018). Teachers' Perceptions of Gender Differences: What about Boys and Girls in the Classroom? , 17(4), 28-44.
- Allsopp, D. H., DeMarie, D., Alvarez-McHatton, P., & Doone, E. J. T. E. Q. (2006). Bridging the gap between theory and practice: Connecting courses with field experiences. 33(1), 19-35.
- Amorose, A. J., Smith, P. J. J. J. o. S., & Psychology, E. (2003). Feedback as a source of physical competence information: Effects of age, experience and type of feedback. 25(3), 341-359.
- Andrade, H. L., Brookhart, S. M. J. A. i. e. p., policy, & practice. (2020). Classroom assessment as the co-regulation of learning. 27(4), 350-372.
- Bahar, M. J. E. J. o. E. R. (2016). Student perception of academic achievement factors at high school. 5(2), 85-100.
- BAILDON, M. J. T., & Perspectives, L. E. i. J. C. T. (2023). CHAPTER EIGHT IS IT WORTH IT? PERCEPTIONS AND IMPLEMENTATION. 117.
- Bandura, A. (2009). Social cognitive theory of mass communication. In Media effects (pp. 110-140): Routledge.
- Braun, V., & Clarke, V. J. Q. r. i. p. (2006). Using thematic analysis in psychology. 3(2), 77-101.
- Braun, V., & Clarke, V. J. Q. r. i. p. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? , 18(3), 328-352.
- Brookhart, S. M. (2017a). How to give effective feedback to your students: Ascd.
- Brookhart, S. M. (2017b). How to use grading to improve learning: ASCD.
- Busse, V. J. J. o. S. L. W. (2013). How do students of German perceive feedback practices at university? A motivational exploration. 22(4), 406-424.

- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., . . . Walker, K. J. J. o. r. i. N. (2020). Purposive sampling: complex or simple? Research case examples. 25(8), 652-661.
- Cantaert, G. (2024). Interprofessional Identity in Health and Social Care: Preparing Learners for Collaborative Practice. Ghent University,
- Carless, D., Boud, D. J. A., & Education, E. i. H. (2018). The development of student feedback literacy: enabling uptake of feedback. 43(8), 1315-1325.
- Carless, D. J. S. i. h. e. (2006). Differing perceptions in the feedback process. 31(2), 219-233.
- Chene, G. (2018). MA Education.
- Chidiebere, I., & Modest, O. J. S. S. T. R. f. g. F. F. (2021). Secondary School Teachers Rationale for giving Formative Feedback. 85(1), 16-16.
- Deci, E. L., & Ryan, R. M. J. H. o. t. o. s. p. (2012). Self-determination theory. 1(20), 416-436.
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. J. I. J. o. A. R. i. S. S. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. 6(3), 383-392.
- Field, K. J. I. i. m. f. l. t. (2000). Why are girls better at modern foreign languages than boys. 125-135.
- Fine, S., Horowitz, I., Weigler, H., & Basis, L. J. H. R. M. R. (2010). Is good character good enough? The effects of situational variables on the relationship between integrity and counterproductive work behaviors. 20(1), 73-84.
- Frey, N., Fisher, D., & Smith, D. (2019). All learning is social and emotional: Helping students develop essential skills for the classroom and beyond: Ascd.
- Gan, Z., An, Z., & Liu, F. J. F. i. p. (2021). Instructional teacher feedbackpractices, student feedback motivation, and feedback behavior: how are they associated with learning outcomes? , 12, 697045.
- Gefen, D., & Straub, D. W. J. M. q. (1997). Gender differences in the perception and use of e-mail: An extension to the technology acceptance model. 389-400.
- Guest, G., Namey, E., O'Regan, A., Godwin, C., & Taylor, J. (2023). Comparing interview and focus group data collected in person and online.
- Hattie, J., & Timperley, H. J. R. o. e. r. (2007). The power of feedback. 77(1), 81-112.

- Hooda, M., Rana, C., Dahiya, O., Rizwan, A., & Hossain, M. S. J. M. P. i. E. (2022). Artificial intelligence for assessment and feedback to enhance student success in higher education. 2022(1), 5215722.
- Hu, X., Ng, J. T., & Chu, S. K. J. I. J. o. C.-S. C. L. (2022). Implementing learning analytics in wiki-supported collaborative learning in secondary education: A framework-motivated empirical study. 17(3), 427-455.
- Katz, I. J. T. j. o. e. e. (2017). In the eye of the beholder: Motivational effects of gender differences in perceptions of teachers. 85(1), 73-86.
- Khan, S. N. J. A. S. S. (2014). Qualitative research method-phenomenology. 10(21), 298.
- Kuhlmann Lüdeke, A., & Guillén Olaya, J. F. J. U. M. (2020). Effective feedback, an essential component of all stages in medical education. 61(3), 32-46.
- Lampman, C., Phelps, A., Bancroft, S., & Beneke, M. J. S. R. (2009). Contrapower harassment in academia: A survey of faculty experience with student incivility, bullying, and sexual attention. 60, 331-346.
- Lee, I. J. J. o. s. l. w. (2008). Understanding teachers' written feedback practices in Hong Kong secondary classrooms. 17(2), 69-85.
- Lizzio, A., Wilson, K. J. A., & education, e. i. h. (2008). Feedback on assessment: Students' perceptions of quality and effectiveness. 33(3), 263-275.
- London, M., & Smither, J. W. J. H. r. m. r. (2002). Feedback orientation, feedback culture, and the longitudinal performance management process. 12(1), 81-100.
- Lüdecke, D., & Von Dem Knesebeck, O. J. F. i. p. h. (2020). Protective behavior in course of the COVID-19 outbreak—survey results from Germany. 8, 572561.
- LUEDeke, H. J. F. S. I. t. G. E. E. I. i. H. E. (2023). Language Education as an Antecedent of Management Careers: Findings from a Long-Term Career Panel in Germany HOLGER LUEDeke, Reinard Luedeke¹. 6, 181.
- Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. J. J. o. e. p. (1990). College students' time management: Correlations with academic performance and stress. 82(4), 760.
- Mbuva, J. M. J. J. o. H. E. T., & Practice. (2023). Understanding the Effects of the Best Practices of Formative Feedback and Intentional Follow-Ups on Online Students' Success. 23(18).
- Misiejuk, K., Wasson, B., & Egelanddsdal, K. J. C. i. h. b. (2021). Using learning analytics to understand student perceptions of peer feedback. 117, 106658.

- Nabavi, R. T. J. T. o. D. P. (2012). Bandura's social learning theory & social cognitive learning theory. 1(1), 1-24.
- Ng, Y. W. (2016). Challenging Gender Stereotypes and Fostering a Gender Equitable Classroom: Experiences and Perspectives of 3 Elementary and Middle School Teachers.
- Nicol, D. J., & Macfarlane-Dick, D. J. S. i. h. e. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. 31(2), 199-218.
- Ning, H. K., & Downing, K. J. B. E. R. J. (2012). Influence of student learning experience on academic performance: The mediator and moderator effects of self-regulation and motivation. 38(2), 219-237.
- Qizi, F. B. Z., Qizi, Z. M. A. J. S., & innovation. (2024). THE INFLUENCE OF INSTRUCTIONAL TEACHER FEEDBACK ON STUDENT ACHIEVEMENT. 3(Special Issue 28), 74-77.
- Rawal, S. B. J. T. J. o. S. S. S., & Research. (2023). Exploring Students' Perceptions on Teachers' Feedback in the Classroom (A Study of Achham Multiple Campus, Nepal). 3(05), 191-201.
- Rose, A. J., & Rudolph, K. D. J. P. b. (2006). A review of sex differences in peer relationship processes: potential trade-offs for the emotional and behavioral development of girls and boys. 132(1), 98.
- Roy, B. (2021). Koyla Kahini. The Political Ecology of Coal in India.
- Sackstein, S. (2017). Peer feedback in the classroom: Empowering students to be the experts: Ascd.
- Sadler, D. R. (2014). Beyond feedback: Developing student capability in complex appraisal. In Approaches to assessment that enhance learning in higher education (pp. 45-60): Routledge.
- Sari, B. Y. P., & Sayekti, I. C. (2023). Talking stick learning model assisted by media question box: Effectiveness on science learning outcomes in elementary schools. Universitas Muhammadiyah Surakarta,
- Scanlon, G., Barnes-Holmes, Y. J. E., & difficulties, b. (2013). Changing attitudes: Supporting teachers in effectively including students with emotional and behavioural difficulties in mainstream education. 18(4), 374-395.

- Schartel, S. A. J. B. p., & anaesthesiology, r. C. (2012). Giving feedback—An integral part of education. 26(1), 77-87.
- Sempe, R. J. (2020). Students' perceptions of lecturers and its influence on their need for autonomy, competence and relatedness. University of Pretoria (South Africa),
- Sergis, S., Sampson, D. G., & Pelliccione, L. J. C. i. H. B. (2018). Investigating the impact of Flipped Classroom on students' learning experiences: A Self-Determination Theory approach. 78, 368-378.
- Sesta, J. J. L. L. T. M. Y. (2020). Expanding perspectives on feedback in the literacy classroom: Reflections on key themes that embrace dialogic approaches. 28(3), 26-30.
- Shute, V. J. J. R. o. e. r. (2008). Focus on formative feedback. 78(1), 153-189.
- Siegle, D., Rubenstein, L. D., & Mitchell, M. S. J. G. c. q. (2014). Honors students' perceptions of their high school experiences: The influence of teachers on student motivation. 58(1), 35-50.
- Simons, J., Leverett, S., Beaumont, K. J. O. L. T. J. o. O., Distance, & e-Learning. (2020). Success of distance learning graduates and the role of intrinsic motivation. 35(3), 277-293.
- Sun, Y., & Xu, X. (2024). The Development of Personal Learning Environments in Higher Education: Promoting Culturally Responsive Teaching and Learner Autonomy: Taylor & Francis.
- Sweller, J. J. E. t. r., & development. (2020). Cognitive load theory and educational technology. 68(1), 1-16.
- Travers, C. J., Morisano, D., & Locke, E. A. J. B. j. o. e. p. (2015). Self-reflection, growth goals, and academic outcomes: A qualitative study. 85(2), 224-241.
- Vattøy, K.-D., Gamlem, S. M., & Rogne, W. M. J. S. i. H. E. (2021). Examining students' feedback engagement and assessment experiences: a mixed study. 46(11), 2325-2337.
- Waples, C. J. (2015). Receptivity to feedback: An investigation of the influence of feedback sign, feedback specificity, and goal orientation. Kansas State University,
- Weiner, B. (2006). Social motivation, justice, and the moral emotions: An attributional approach: Psychology Press.

- Zeng, W., Huang, F., Yu, L., Chen, S. J. E. A., Evaluation, & Accountability. (2018). Towards a learning-oriented assessment to improve students' learning—a critical review of literature. 30, 211-250.
- Zhan, L. J. E. L. T. (2016). Written teacher feedback: Student perceptions, teacher perceptions, and actual teacher performance. 9(8), 73-84.