

Teachers' Feedback and Students' Academic Achievement

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Abstract

The teachers' feedback that is given to students has played a key role in their academic performance. Thus, it is essential to analyze this feedback. An observation card was used for data collection since it is used to analyze the effect of teachers' feedback during the classes. The researchers analyzed twenty classes to notice the potential effect of this feedback on students' performance. The participants of the study were 50 male tenth-grade students from a public school in Jordan. Findings revealed that students' performance, particularly in tests, is judged objectively. Furthermore, it was discovered that providing accurate and detailed feedback reduces discouragement.

Keywords: achievement, analytical research, English language, feedback, Jordan, students, teachers

1. Introduction

Teachers can generate commitment and inspiration, support students' prosperity, and improve their performance by gathering, pondering, and acting on input from their pupils. Additionally, creating feedback is a low-cost, highly effective technique for enhancing schools (Evidence for learning). Rather than haphazardly delivering assistance, teachers should get to know their pupils and what they require, and be attentive and focused on them. This method assists teachers in both assisting understudy learning and promoting the development of connections (Fletcher-Wood, 2018). Teachers might also question preconceived notions about their classes by being curious (Timperley et al., 2014).

School is a great place to be for people with a lot of social anxiety. The quieter, more restrained students may become disoriented in crowded, joyful learning environments since they are making an effort not to join in class conversations. Coplan and Rudasill (2016) offer strategies in their book *Quiet at School* that give students time for reflection and the option to answer anonymously so that teachers may get to know them better and meet their needs in a secure setting. To enhance teaching and learning, a full grasp of the homeroom setting is required. The emphasis on learning for all students is a key component of Berman and Graham's (2018) work on responsive teaching and thorough training. They ask questions like, "What do we know and what do we really ought to dive into this understudy?" for teachers to think about. likewise, "How does my instruction aid in my students' learning?"

Make valuable inquiries, aligned with a purpose, at all phases of the learning system, to discern temperament, outlook, and previous information; explain aims and learning expectations; or look at understanding (William, 2013; Gonzalez, 2014).

Creating important questions in advance and getting ready to use them during draws are necessary for gathering meaningful data. For all students to be involved in thinking and providing evidence for their claims, teachers must think carefully about the questions they will ask to attain learning objectives (Berger et al., 2014).

In this regard, Masantiah et al. (2020) stated that teacher feedback is necessary for students to achieve their learning objectives and to help them recognize the critical and sensitive elements of their work. Feedback can help students bridge the gap between their current performance or understanding and the intended result. Feedback can have a real and significant impact on pupils' learning, depending on how much information the teacher offers for later development. For instance, Nez-Pea et al. (2015) found that giving students feedback in math class minimized learning gaps brought on by anxiety connected to mathematics, perhaps assisting them in succeeding in the subject. Orsmond and Merry (2011) and Evans (2013) both assert that feedback affects students' academic motivation and excellence.

1.1 Literature Review

Since they are aware of their pupils' prior knowledge and expertise levels, influential teachers consider separation and allocated instruction when starting a new subject. Section evaluations are capable of functioning with the connection of additional data in temporary memory and the activation of linked prior information memory circuits. If new information is produced from previously covered content, teachers should emphasize the incomplete understandings, flawed assessments, and uncritical interpretations of ideas that students convey to a subject (Bransford et al., 2000; McTighe and Willis, 2019).

Teachers and students that embrace a growth mindset understand that intellectual abilities may be improved with effort rather than being fixed. Teachers can employ addressing to distinguish between different student viewpoints. A developing attitude has an impact on a student's motivation, commitment, and desire to embrace new expectations as well as their educational success (Dweck, 2006). You might gain insight into someone's thinking by learning about their mistakes or how much they like their employment. This aids the instructor in developing exercises that promote faith in the face of adversity. A growing attitude is equivalent to innate motivation absent of external benefits (Ng, 2018).

Learning objectives must be communicated to students so that they are aware of what is required of them and how they will be assessed (Hattie and Clarke, 2019). Getting to know the "10,000-foot view" can help students understand the flow of learning and encourage them, but this is not always evident in class (for example, where an illustration fits within a bigger educational program). In his meta-analysis work, Hattie (2009) named this "educator intelligibility" and found an impact size of 0.75, which was much greater than the 0.4 number he believed to be "typical" (Hattie, 2012, p. 54; Hattie and Clarke, 2019). In his study hall research, Fletcher-Wood (2013) demonstrates how he employed intellectual science to enhance teamwork and understanding of learning objectives.

What direction are you taking your education in? Timperley et al. (2014) discovered that many pupils in one optional school could not adequately respond to this important metacognitive question. The duties that they attempted to do also didn't satisfy others. The teachers made the decision to focus on learning evaluation, paying particular attention to objective clarity. Additionally, they made sure that the tasks they produced were interesting, demanding, and not overly burdensome. Students develop trust and confidence when professors answer in this manner—quickly and substantively.

"Developmental evaluation" has a magnitude of 0.90 (Hattie, 2009). One example of an evaluation that can be utilized for developmental goals is the conclusion of a unit test. Since alternative study hall developmental evaluation components would be more beneficial for diverse teachers' teaching styles, students, and job contexts, every educator should learn how to adjust their thinking for their training. The equipment, sometimes known as "leave permits," "leave gates," "leave tickets," or "parking area," is typically used by teachers (Government of South Australia, 2010; Hattie & Clarke, 2019; Marzano, 2012). Everything will likely work out well no matter how much time educators spend attempting to comprehend the puzzling relationship between "What did I do as an educator?" and "What did my pupils understand?" (Wiliam, 2013).

Recognize that a follower will get better with practice (Noss et al., 2012). Consistent developmental evaluation allows for constructive criticism, which helps teachers and students in establishing confidence in one another (Wiliam, 2013).

In an educational environment, appearance should be a deliberate and dynamic cycle that includes reviewing the occurrence, providing conversation topics to explore why events unfolded as they did, and considering what probable activities would have resulted in a dissimilar result (Dewey, 1933).

Students that are "evaluation savvy" are knowledgeable of their advancement toward their objectives. Teachers encourage students to utilize their voices to focus on their thoughts and learning through study hall talks (impact size of 0.82), self-revealed grades, and small group studying (effect size of 0.49, impact size of 1.44). These are typically influence-heavy understudy powerhouses (Hattie, 2012).

Teachers that pay attention to their students' needs work together with them to help them develop into enthusiastic, sociable people. They have access to a vast literature to assist them in identifying and fostering the five characteristics of social and joyful learning (SEL) in their students—mindfulness, self-management, dependability, social mindfulness, and relationship skills. Williford and Wolcott (2016) state that in order to promote social and enthusiastic improvement for all students in study halls, it is necessary to teach and model social and enthusiastic abilities, provide opportunities for students to practice and perfect them, and allow students to apply the skills in a variety of settings. The goal of SEL, according to teachers, is for kids to develop emotional

literacy and decision-making skills. Having these skills as a result of explicit SEL instruction will undoubtedly have an impact on their ability to thrive.

The OECD's Program for International Student Assessment collects information on students' well-being, which is defined as "the mental, intellectual, social, and actual functions and capacities that youngsters require to have a blissful and productive time" (PISA).

The PISA 2018 results reveal a significant correlation between students' school experiences and wellbeing at the age of 15 (OECD, 2021). Researchers showed that, on total, among OECD nations and in 43 instruction frameworks, students who received more significant help from their teachers fared better in reading after taking into account the socioeconomic level of kids and schools (Schleicher, 2020).

According to a contemporary study, 79 percent of teachers through five major countries agreed that encouraging emotions is "truly" or "critical" for helping students advance academically, especially in the development of fundamental abilities like reading and math (77 percent), a passion for learning (82 percent), interpersonal skills (81 percent), and clear-headed reasoning (78 percent, Economist Intelligence Unit, 2019).

According to many educators, since they began their careers, increased child worry and desperation as well as shifting labor markets have made joyful prosperity more crucial. According to Schleicher (2020), administrators and teachers should be aware of what is going on outside of the classroom because children's sense of belonging at school has decreased over the previous century. Teachers routinely draw connections to inspire students' talents throughout the school day. Adult understudy groups enhance SEL through increasing understudy commitment, fostering positive relationships between understudies and teachers, and giving teachers a platform to demonstrate their social skills to students (Williford & Wolcott, 2015).

Aggregate viability refers to the widely held belief that, despite external conditions, school staff may have a significant impact on student accomplishment. Engaged students, responsive teachers, and overall viability are all influenced by a consistent routine of gathering and recognizing understudy input. With an impact size of 1.75, Hattie ranks aggregate viability first among the variables affecting undergraduate achievement. (Donohoo et al., 2018) By understanding their qualities, convictions, and presumptions, chatting with kids is a system that can be used to achieve results and engage in school reform, claim Rudduck and McIntyre (2007).

In order to determine the most effective ways to address issues that promote students' sense of belonging to the community and school, teachers require a dedicated opportunity to gather, examine, and discuss data about students' flaws and strengths with their peers, such as in expert learning groups (OECD, 2021; Schleicher, 2020).

To evaluate their instruction and better understand its overall impact, teachers and responsive school groups ask their students for feedback. Teachers can motivate students, support their success, and improve their performance by considering and acting upon what they learn from understudy remarks. A robust feedback management plan is an essential first step in developing a school.

In this regard, Selvaraj et al. (2021) conducted research to ascertain whether instructor comments affected students' academic performance. Although teachers' feedback helps encourage students to become more independent and improve their academic performance, feedback, particularly in written form, has the potential to impair or negatively affect learning.

Forsythe and Johnson assert that feedback is used to help students deepen their comprehension and change their learning in productive and effective ways so they can grow intellectually strong (2017). Alderman et al. (2014) claim that as students learn how crucial feedback is to their academic achievement, they will become more passionate about it. Thus, feedback has an impact on students' motivation and academic progress, according to Orsmond and Merry (2011) and Evans (2013).

In order to achieve their learning objectives and to support them in identifying the important and vulnerable parts of their work, students need feedback from academics. Feedback enables pupils to close the achievement gap between the planned target and their existing performance or knowledge. Depending on how much information the teacher provides for future growth, feedback can have a useful and significant impact on students' learning. For instance, Nez-Pea et al. (2015) found that providing feedback to students during math class reduced learning gaps brought on by mathematics-related anxiety, possibly helping them excel in the subject.

2. Method

This study followed the analytical-descriptive method by analyzing the teachers' feedback while they teach their students.

2.1 Participants of the Study

In this study, 50 tenth-grade students from a public school in Jordan took part. They were chosen at random by the researchers to take part in this study.

2.2 Research Instrument

The researchers created a checklist for data collection to make gathering and analyzing the data easier. This tool was created following the review of a number of studies.

2.3 Reliability of the Instrument

A checklist was utilized twice, with a gap of two weeks in between, to ensure the dependability of the instrument results. The researchers examined the data. The first analysis was conducted among the researchers, and the second was carried out by another researcher. Following the study, an agreement coefficient of 85% was calculated, indicating that there is strong agreement between the findings. This demonstrates that the instrument's results were reliable.

3. Results

According to the findings of the systematic literature review (SLR), teachers' contributions to student academic growth were significant. Teachers' comments should motivate students rather than demoralize them. The primary goal of the study was to examine how teachers evaluated the academic performance of their students. The findings demonstrated that remarks made by professors can affect students in a variety of ways, including 1) academic achievement, 2) motivation for studying, 3) independence in learning, and 4) anxiety related to learning. Table 1 provides an overview and summary of the results.

Table 1. Teachers' feedback and students' achievement

No.	Teachers' Feedback and Students' Achievement	Clarification
1	The assessments of teachers have an impact on students' performance.	Positive correlations exist between the comments made and students' academic achievement.
2	Students' motivation (perception of learning) can be helped or harmed by the way teachers provide feedback to them.	The association between instructor comments and students' attitudes and enthusiasm for studying is positive.
3	The feedback from their teachers inspires students to develop as autonomous learners.	A link between student learning self-regulation and instructor evaluation that is favorable.
4	Feedback from teachers may help students who are struggling with difficult material feel less worried (science and language).	The link between reduced anxiety and encouraging instructor comments.

4. Discussion

Teachers provide students feedback that both focuses on their strengths and helps them get better at what they're learning, while also emphasizing their current weaknesses. The analysis demonstrated an unbreakable link between teachers' comments and students' academic success. Feedback is necessary for pupils to improve themselves. They must enhance their scholarships and learn to support themselves as students. On the other hand, teachers' feedback has issues, particularly when it is offered without consideration for the student's previous knowledge and feelings.

This teaching-learning course can be linked to study hall-based exploration to arrange the advancement of each understudy using a mixture of detailed feedback and appraisal. In the classroom, primary teaching or learning takes place. It is up to the instructor to decide what should be assessed and how it should be assessed. The importance of feedback in teaching and learning is undeniable since it is listed as one of the top ten elements influencing understudy achievement. As course design shifts toward fostering communication and collaboration between teachers and students, feedback has become an increasingly important component of educational planning and support.

Although there is no doubt that teachers' feedback affects how successfully students complete their assignments, prior research has demonstrated that such feedback may also have unfavorable effects. When given in writing, especially, evaluations from lecturers are frequently interpreted by students as sloppy and undervaluing their abilities. Their unfavorable response to the criticism could discourage them from developing and learning. On the other hand, students who are motivated by feedback are more likely to learn independently because they might strengthen their weak relationships on their own and put more effort into getting better.

As a result, we must have a thorough understanding of feedback and the factors that influence the feedback cycle. For something comparable, extensive and unmistakable titles were created. Comparisons and evaluations of records should be made. This result goes with the previous studies (e.g., Masantiah et al., 2020; Nez-Pea et al., 2015) who showed in their results that feedback had played a major role in developing students' performance. Besides, the result proposed from this study is consistent with the studies of Forsythe and Johnson (2017) and Alderman et al. (2014), who stated that feedback affects students' comprehension positively.

5. Conclusion

In the literature under consideration, it has been made clear how beneficial feedback is at improving students' learning experiences. In order to ensure that students are aware of their academic development, the study supported the importance of teachers' feedback systems. Techniques for providing feedback must progress beyond basic remarks and become a way to advance learning. The ability to give feedback effectively is more crucial than ever because it has been demonstrated to enhance students' academic performance and learning.

Nonetheless, offering criticism is vital since it could alter how students interpret teachers' intentions and discourage them from attempting to do better. Feedback develops balance in how students are learned and how teachers address teaching to fulfill the educational needs of their pupils. Both teachers and students participate in the processes of teaching and learning. Teachers can use feedback to reflect on their teaching methods in addition to informing students of their academic achievement. Teachers need to be able to modify their lessons to meet the various needs of their students.

6. Recommendations of the Study

The significance of feedback on students' performance should be understood by teachers. Teachers are requesting training from the Ministry of Education on how to use feedback more successfully. Additionally, additional researchers are requested to carry out additional studies that examine teachers' comments for different samples and circumstances.

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