Exploring the Impact of Teacher Feedback on Academic Performance: A Quantitative Analysis with a Focus on Timely Grading and Expectations

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ABSTRACT: The background of the research is set in this part. Along with this, objectives and research questions have been set effectively. Hypotheses have been developed to improve the standard of research in the following parts. To improve students' academic performance, it is essential to comprehend the significance of timely grading or feedback-generating systems. Each student has their individual pace of progression in academics and encouraging them through positive or optimistic feedback can boost their confidence level. Establishing clear and achievable expectations by teachers can help students get better feedback after exams or projects. The manuscript has focused on data collection through the primary quantitative method in this research. In this process, 10 topic-based questions and 3 demographic questions have been set to gather information from 55 participants. Collected information through the survey has been analyzed in this section using SPSS software. The use of the SPSS tool has helped in analyzing the information statistically which increases the clarity of findings. Findings in this research have helped in meeting the research question effectively. The regression analysis has helped in justifying the hypotheses and improving the knowledge regarding the research topic. The purpose of this research is to understand the impact of teacher feedback on the academic performance of students. Thus, an accurate methodical choice has been made that helps in gathering relevant information.

KEYWORDS: Teacher Feedback, learning pattern, academic improvement, academic stress.

I. INTRODUCTION

Teacher feedback is an important aspect of the educational process since it has a substantial impact on student achievement. Students who receive regular as well as timely feedback from teachers tend to do better in their studies (Madigan & Kim, 2021). Understanding the goals of studies can be possible for each student when teachers actively provide feedback. Giving feedback timely is highly important to modify learning patterns or allow students to eliminate mistakes by students efficiently. Both negative and positive feedback has an individual impact on the performance of the student in educational matters. Tanis (2020) stated the use of positive and constructive feedback can help improve the confidence of students to do better next time and reduce the errors in studies effectively. Whereas constant negative comments from teachers can demotivate students and lead to a complete detachment from studies. Feedback from teachers also plays an important role in improving the critical thinking ability of students effectively. Students are encouraged to reflect on their performance and rectify the critical areas for development as they receive feedback from teachers on their work (Carless & Winstone, 2023). This can help students improve their critical thinking skills and become more self-sufficient learners. This part of the research, thus, explains the background of this study. To form a proper structure to conduct the research, objectives and research questions have been set adequately. The method has been set in the later part of this research which helps in collecting relevant information effectively.
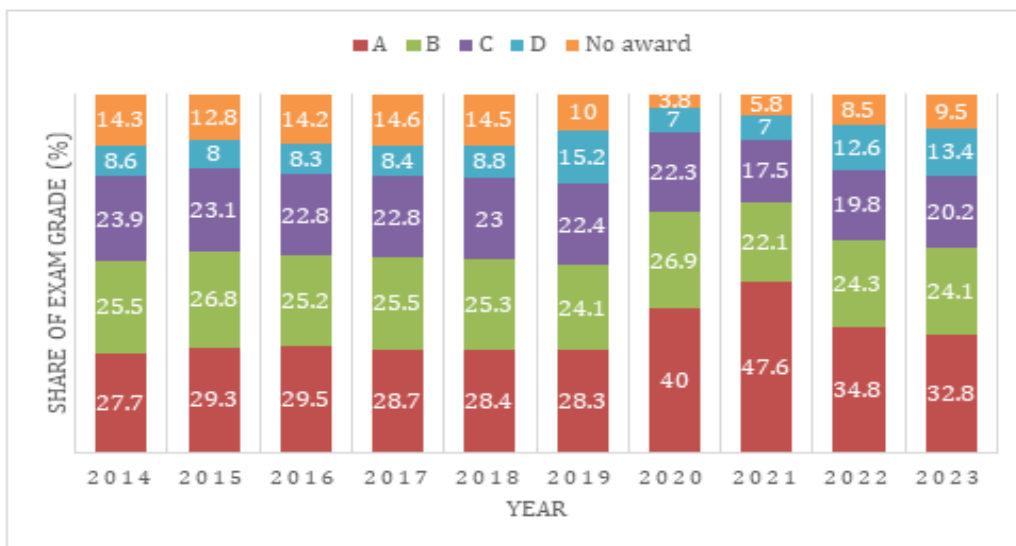
Figure 1: Higher level grade results in Scotland 2014-2023 (Source: Statista, 2023)

Figure 1 Represents The Higher-Level Grades In Scotland From 2014 To 2023. In 2023, 32.8 % Of Higher-Level Test Submissions In Scotland Received An A, 24.1 % Received A B, And 20.2 % Received A C (Statista, 2023). Even Though 2021 Had The Highest Proportion Of A Grades Awarded, The Conditions Under Which The 2020 And 2021 Exams Were Graded Were Notably Different From Previous Years Due To The Coronavirus Epidemic (Statista, 2023).The Graphical Representation Highlighted The Importance Of Good Grades In The Academic Excellence Of The Students. Appreciation And Good Marks In Exams Or Assignments Can Help Students Build Self-Confidence Which Helps Them Improve Each Time After Getting Feedback.
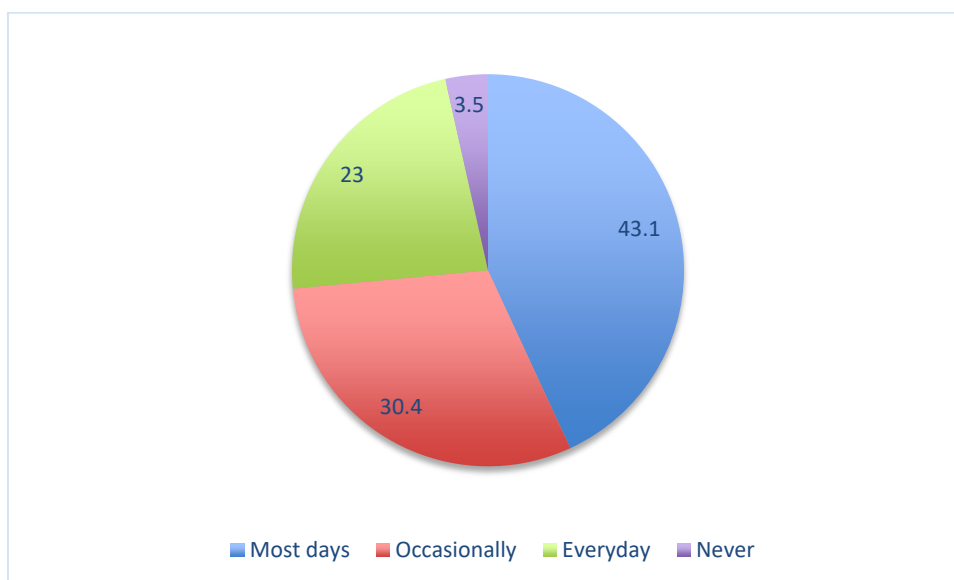

Figure 2: Impact of grades on the student's mental state (Source: GWHS News, 2023)

Awarding students with grades can help in analyzing their performance in exams and class assignments effectively. The role of students also plays an essential role in getting better feedback and scores from teachers (Toropova et al. 2019). In Figure 2, the impact of grades on the mental health of students can be seen. 43.1% of students face anxiety and experience stress due to their grades (GWHS News, 2023). Thus, it needs to be understood that grading must be constructive for the career and learning style of students, although causing stress is highly unlikely in this scenario. Proper actionable feedback through written or verbal mediums can assist teachers inform fellow students in acknowledging their areas for improvement without causing any stress of staying beyond or performing poorly in class.

Feedback systems can aid in the identification and resolution of issues of diversity, equity, and inclusion. This helps to create a more culturally sensitive and inclusive environment on campus (Elshami et al. 2021). To improve the relationship between teachers and students many schools conduct training programs for teachers. Feedback-providing or grade-providing skills need to be improved among teachers with changing times as it is associated with the sentiment and mental health issues of students. Here, Gómez & Valdés (2019) mentioned, that instead of highlighting the flaws and mistakes repeatedly, teachers can help in informing about the improvement process through their feedback system.

II.   AIM OF THE STUDY:

This study has solely determined to find out the impact of feedback from teachers on the educational performance of students.

Research Objectives:
RO1: To identify the importance of teacher feedback on the educational performance of students.
RO2: To examine the factors that are important for teachers before providing feedback to each student.
RO3: To analyze the effectiveness of different feedback-delivering methods to increase the educational performance of students.
RO4: To discuss the way the feedback-giving system by teachers helps in creating an amicable atmosphere within the campus.

Research Questions
RQ1: Why does teacher feedback have a high importance on the educational performance of students?
RQ2: Which factors are important for teachers before providing feedback to each student?
RQ3: What is the feedback-delivering mechanisms that can be used by the teachers for their students?
RQ4: How feedback-giving system by teachers help in creating an amicable atmosphere within the campus?

Hypotheses
H1: Timely generated feedback by teachers has a highly positive relation with the academic improvement of students.
H2: Constant negative feedback and reduced confidence in doing well in studies are strongly correlated.
H3: There is a significant interrelation between constructive and actionable feedback and the improvement in studies by students.

It is important to learn the importance of teacher feedback for the academic development of students. This study holds significance in informing the same along with different mechanisms used by teachers to provide feedback timely. According to Podolsky et al. (2019) feedback retains educators and administrators accountable for the academic and service quality they give. Comprehending that their actions and judgments will be scrutinized encourages teachers to behave in the best interests of the pupils. The teacher's feedback often depends upon the interaction in the classroom (Bdair, 2021). In this situation, children with a lack of socializing skills remain silent while others show active participation. Unintentional biased interaction can be established between teacher and students which needs to be mitigated sincerely.

III.   LITERATURE REVIEW

Importance of teacher feedback on the educational performance of students : Teacher feedback is extremely important in influencing and improving the educational achievements of students. In this matter, Guardia et al. (2019) mentioned that timely feedback from teachers helps each student understand what is expected of them. This provides clarity to complete assignments or projects with a proper focus for the students that helps them in meeting academic achievements effectively. It can be seen from the discussion of Rajabalee & Santally (2021) that feedback from teachers is able to pinpoint the educational strengths and weaknesses of students. Positive and constructive feedback from teachers is able to boost the motivation of students to learn with extra effort. Progressing in educational tasks by eliminating mistakes can be done by a student by getting structured feedback from teachers. Recognizing the efforts of each student and providing feedback accordingly helps them stay engaged and survive tough challenges in academic courses (Figure 3).
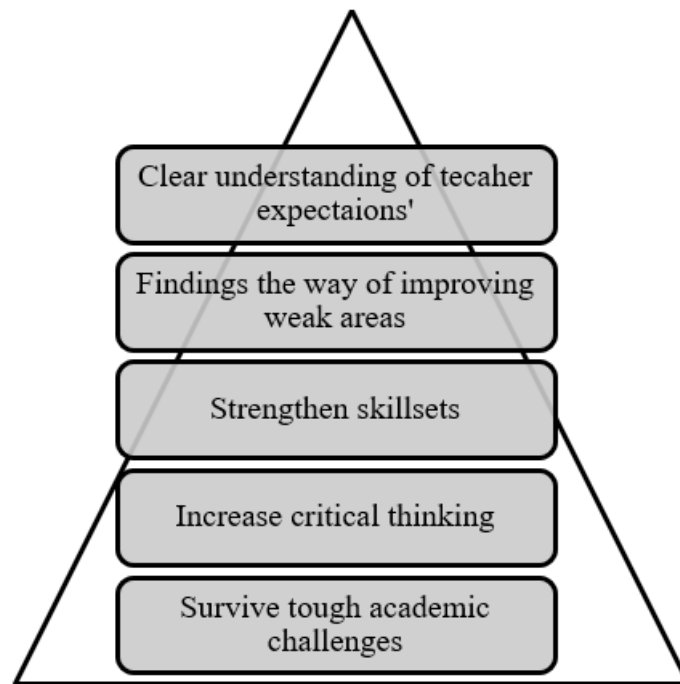
Figure 3: Impact of teacher feedback on academic performance of students (Source: Self-developed)

Constructive feedback from teachers allows students to assess their work critically. Here, Alawamleh et al. (2020), stated students are encouraged to reckon their errors and develop alternate techniques from feedback, which improves their problem-solving and analytical abilities. Effective feedback encourages students to adopt a growth mentality. Students are able to accept difficulties and setbacks as opportunities for progress as they get feedback from teachers to improve their skills and talents (Simamora, 2020). Feedback from teachers can be adjusted to the specific needs of each student. According to Ajjawi et al. (2022) personalized feedback can ensure that students receive guidance and support that is appropriate for their individual learning styles and capacities. Thus, feedback from teachers plays a vital role in improving the education of students effectively.

Important factors need to be analyzed before providing feedback to each student.

Prior to the feedback-providing process, teachers need to analyze many factors to ensure that the feedback is able to tailor the needs of individual students. According to Liu (2021) analysis of the current level of knowledge, skill and understanding of a student is important before giving feedback. Using the process can help in determining the proper point of starting feedback. Agricola et al. (2020) mentioned it is critical to recognize the learning style and preferences of a student by the teacher. Some students learn best through visual aids, while others comprehend best through hands-on exercises or textual explanations (Glazzard & Stones, 2019). Customizing the feedback to the student's desired learning style helps them improve their knowledge and ability to take up information properly. It is important to acknowledge the impact of teacher's feedback on students as some can feel motivated after receiving them and some feel discouraged. Ensuring that the feedback for students is specific and actionable can trigger their sense to improve the quality of effort for next time. Here, Zhou et al. (2021) stated being mindful of the emotional state of students and their well-being is important prior to providing feedback. Each student has their individual pace of progression in academics and encouraging them through positive or optimistic feedback can boost their confidence level. Establishing clear and achievable expectations by teachers can help students get better feedback after exams or projects (Ye & Liu, 2023). Thus, educators are able to guarantee that their feedback is individualized, effective, and beneficial to the student's learning and growth by taking these variables into account before offering feedback to each student.

Discovering the mechanisms of providing feedback to the students from teachers : Giving feedback to the students is an essential component of their learning process. According to Dahal et al. (2022), effective feedback can assist students in understanding their progress, identifying areas for development, and motivating them to

keep learning. Numerous techniques and ways for providing feedback to students are provided depending on the purpose of the feedback.

Written Feedback : Providing clear and concise written feedback about the performance of the student in their exam, project or assignments can help them in understanding their mistakes. As stated by Rico-Juan et al. (2022) providing suggestions along with feedback can also show them a pathway to recover weak areas in studies. It can be seen using predefined rubrics or grade processes in assessing and providing feedback can help them understand their performance standard well.

Verbal Feedback : Engaging students in class discussions and providing feedback on their contributions can encourage them to participate in activities. Providing feedback to students through one-on-one or group discussions can be highly effective. This can assist in clarifying points, answering queries, and ensuring that feedback is well-received (Bores-García et al. 2020). Apart from this, indulging with students by fostering a proper communication process in the classroom can help teachers address issues in learning patterns in students and procedures to improve on the spot.

Peer-Feedback : Encouraging students to comment and modify the work of each other can help in improving interpersonal skills effectively. In this context, Loureiro & Gomes (2022) stated analysis of peer's work can help students to understand their personal weak and strong points. It is a highly effective way of getting feedback where critical thinking can be improved for all the students.

Self-Assessment : Teachers can ask students to reflect on their individual tasks and show the process of their progress. This is a process of boosting confidence which promotes metacognition and self-awareness. Giving students self-evaluation tools or checklists to help them evaluate their work against certain criteria can help improve their learning capability effectively (Sugino, 2021).

Role of feedback system for students by teachers in creating an amicable atmosphere within the campus
A feedback system allows students and teachers to communicate in an open and transparent manner. According to, Nambiar (2020), students are able to understand that their thoughts and concerns are valued, which contributes to a more trustworthy and respectful environment on campus. It gives students a say in the educational process. In this context, Sakiroglu (2020), mentioned students feel more engaged and invested in their educational experience when they know they can provide input on numerous parts of campus life. The development of students and their overall well-being depends upon the environment and infrastructure of the school along with the curriculum set by the head of the institute (Malecka et al. 2022). Feedback regarding the behavior of students on the school campus and their obedience towards the rules can help shape character which helps in future events.

IV. METHODOLOGY

This study has collected information with the primary quantitative method. To perform the research method, a survey questionnaire has been prepared with 3 demographic and 10 topic-based questions. Performing primary methods in research helps in gathering real-time data through the collection of information from people. Survey responses can help analyze the data statistically which is able to ease the process of explaining findings (Chargualaf, 2023). The information has been collected from participants who have shared their views regarding the feedback system of teachers improving the academic skills of students. As a result, demographic analysis and statistical information have been highlighted in this section. Researchers can acquire more relevant information to assess the influence of the energy-efficient solution for green wireless solutions using descriptive analysis, regression analysis, ANOVA, coefficient test, and correlation test. The primary goal of this data collection strategy is to reduce bias. As a result, subjectivity is an important component of this data collection strategy (Benny Gerard et al. 2020). Following that, researchers can use this study to determine the significant association between the variables. As a result of the significance analysis, a correlation between the variables must be identified with the help of this study. The data-gathering procedure is a crucial aspect of this study because it allows us to comprehend the significance of this research issue.

Finding and Analysis
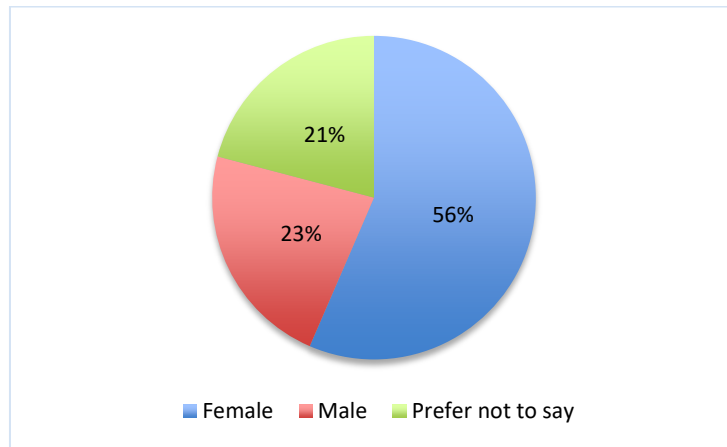
Demographic Analysis
Gender

Figure 4: Gender (Source: IBM SPSS)

Figure 4 aids to analyze the response rate of the participants as per their gender. Therefore, this table indicates that 32 female participants are taking part in this survey process, whereas 12 male participants are allowed to take part in this process. Moreover, 11 participants did not prefer to take part in this survey process. Figure 4 is based on the response rate of the participants according to their gender. 54.2% of female respondents take part in this process, and it is considered the maximum response rate for participants. Therefore, 20.3% of male participants also take part in this data collection process. These are the minimum response rate participants. Additionally, 18.6% of participants do not prefer to take participation in this process of collecting data which is related to the impact of caste on social mobility.
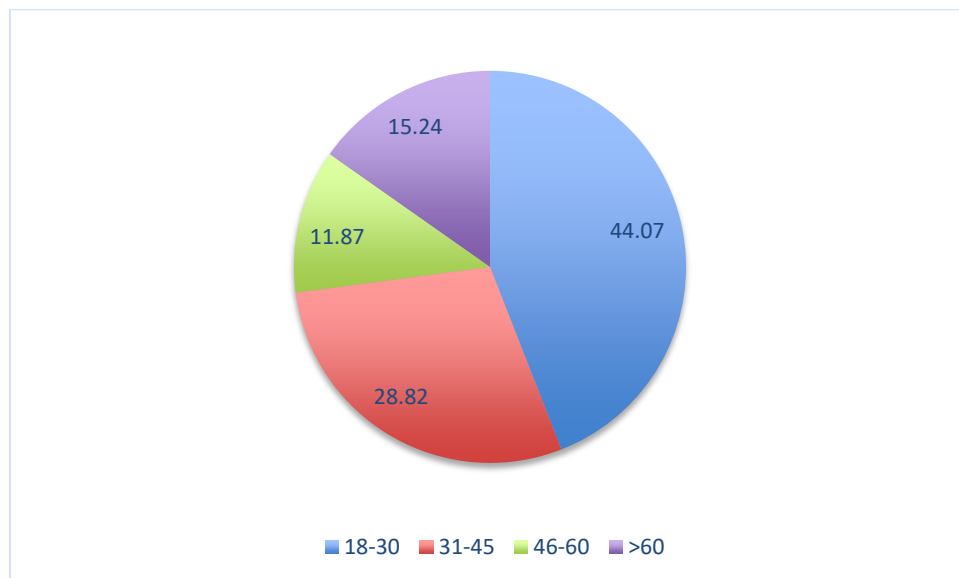
Age Group

Figure 5: Age Group (Source: IBM SPSS)

Figure 5 reflects the age-based frequencies in this part of the explanation. Here, 25 participants belong to the age group of 18-year to 30. Moreover, 16 participants among all belong to the 31 years to 45 years age group. In addition to this another group of people that are 45 years to 60 years age group is 6. Besides that, 8 participants have also taken part in this research process who belonged to the gage group of above 60. Figure represents the age group of the respondents in this research. Moreover, 41.8% of participants belong to the age group of 18-year to 30, who are the maximum responder for this research. With 42.4% rate of giving response in this part, people who belonged to the 31 years to 45 years age group are the second highest responders. Another group of people who belonged to the age group of 45 years to 60 years have shown 27% participation.
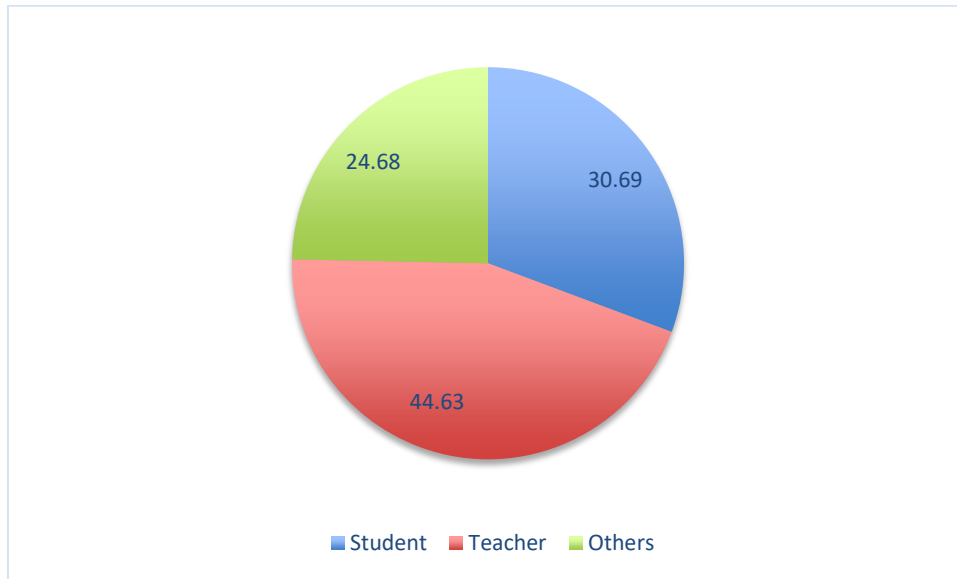
Profession

Figure 6: Profession (Source: IBM SPSS)

Figure 6 indicates the responses according to their profession. 25 numbers of respondents are based on teacher occupation; therefore, 15 participants belong from the student category. After that, 15 participants belonged to the other category. Above Figure represents the response rate of the participants that is completely based upon their profession. The maximum response rate participants belong to the teacher category and their response rate is 42.4%. Additionally, student's category respondents are carried out 25.4% response rate.

V. STATISTICAL ANALYSIS

Descriptive Analysis : Table 1 mandated the Mean, and Standard deviation standards of the variables. Hence, Standard Error has been presented along with this table to support the information adequately. The Mean value of the first variable is 3.78, and the Standard Error is .170. Thus, as visible in this tabular format, the Standard Deviation value is 1.257 which leads to the second variable of this part with 3.78 Mean values and .170 Standard Error values. It also carried out a 1.257 Standard Deviation value. It is registered now that 3.78 is the Mean value of IV3, as well as .170 is its Standard Error value. Thereafter, this third variable carries out a 1.257 Standard deviation value. Later, the last variable is carried out at 3.78 mean value, and .170 standard error value. Finally, it also carried out a 1.257 standard deviation value.

Table 1: Descriptive analysis of different variables (Source: IBM SPSS)

	N statistic	Minimum statistic	Maximum statistic	Mean		Std. deviation statistic	Kurtosis	
				Statistic	Std. error		Statistic	Std. error
DV	55	1	5	3.78	0.17	1.257	0.413	0.634
IV1	55	1	5	3.78	0.17	1.257	0.413	0.634
IV2	55	1	5	3.78	0.17	1.257	0.413	0.634
IV3	55	1	5	3.78	0.17	1.257	0.413	0.634
IV4	55	1	5	3.78	0.17	1.257	0.413	0.634

Hypothesis 1

Table 2: Linear regression analysis for the first Hypothesis (Source: IBM SPSS)

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	1.000^a	1.000	1.000	.000	1.000	.	1	53	.	.^b

a. Predictors: (Constant), IV1
b. Not computed because there is no residual variance.
c. Dependent Variable: DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.382	1	85.382	.	.^b
	Residual	.000	53	.000		
	Total	85.382	54			

a. Dependent Variable: DV
b. Predictors: (Constant), IV1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.000	.000		.	.
	IV1	1.000	.000	1.000	.	.

a. Dependent Variable: DV

As seen in Table 2, the Linear regression analysis of the first hypothesis has been addressed properly. The R-value according to the illustration in this part is 1.00, and the R Square value is 1.00. After that, the Adjusted R Square value is 1.00. Thus, the information based on The ANOVA table the significance value of the first hypothesis is 0.001, this value is less than 0.05. Furthermore, it is mentioned that there is a significant relationship that has to be presented prominently between the dependent and first independent variables.

Hypothesis 2

Table 3: Linear regression analysis for Hypothesis 2 (Source: IBM SPSS)

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	1.000^a	1.000	1.000	.000	1.000	.	1	53	.	.^b

a. Predictors: (Constant), IV2
b. Not computed because there is no residual variance.
c. Dependent Variable: DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.382	1	85.382	.	.^b
	Residual	.000	53	.000		
	Total	85.382	54			

a. Dependent Variable: DV
b. Predictors: (Constant), IV2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.000	.000		.	.
	IV2	1.000	.000	1.000	.	.

a. Dependent Variable: DV

Table 3 highlights the hypothesis analysis of the second variable. The R-value as per this table is 1.00, and the R Square value is 1.00. After that, the Adjusted R Square value is 1.00. Therefore, the significance value of this variable is 0. 001.Moreover, this standard is addressed by the ANOVA table. Therefore, it is mentioned that there is a healthy relationship highlighted within these variables. Additionally, the t value of this variable is also addressed by this regression analysis. With the support of this value, the impact of the financing process for business has to be determined.

Hypothesis 3

Table 4: Linear regression analysis for Hypothesis 3 (Source: IBM SPSS)

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
					Change Statistics					
1	1.000^a	1.000	1.000	.000	1.000	.	1	53	.	^b

a. Predictors: (Constant), IV3
b. Not computed because there is no residual variance.
c. Dependent Variable: DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.382	1	85.382	.	^b
	Residual	.000	53	.000		
	Total	85.382	54			

a. Dependent Variable: DV
b. Predictors: (Constant), IV3

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.000	.000		.	.
	IV3	1.000	.000	1.000	.	.

a. Dependent Variable: DV

Linear regression analysis of hypothesis 3 is highlighted in Table 4. Therefore, the R-value which is indicated by this table is 1.00, and the R Square value is 1.00. later, to this, the Adjusted R Square value is 1.00. Moreover, the significant value as per the ANOVA table is 0.001; this value is also less than 0.05. After that, it is highlighted that a positive correlation is indicated between these variables.

Correlation Test : The proper formation of the correlations between taken variables can be seen being established in the above Table 5. Therefore, as per this table, the significance value of the first variable is .001, which is less than 0.05. Therefore, it is indicated that there is a positive correlation is present between the variables. Additionally, the significance value of the second variable is 0.001, therefore, a positive correlation is indicated between these two variables. Moreover, the third variable also carried out a significant value of 0.013, therefore, this value is higher than 0.05, moreover, it is concluded that there is no pre-established connection between these two variables. After that, the significance value of the fourth variable is 0.001 which is less than 0.05. It is evaluated that these two variables also correlated with each other. With the aid of this correlation test, researchers are capable of understanding the existence of these variables.

Table 5: Correlation test between a dependent variable and four independent variables (Source: IBM SPSS)

Correlations

		DV	IV1	IV2	IV3	IV4
DV	Pearson Correlation	1	1.000**	1.000**	1.000**	1.000**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	55	55	55	55	55
IV1	Pearson Correlation	1.000**	1	1.000**	1.000**	1.000**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	55	55	55	55	55
IV2	Pearson Correlation	1.000**	1.000**	1	1.000**	1.000**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	55	55	55	55	55
IV3	Pearson Correlation	1.000**	1.000**	1.000**	1	1.000**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	55	55	55	55	55
IV4	Pearson Correlation	1.000**	1.000**	1.000**	1.000**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	55	55	55	55	55

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

VI.   DISCUSSION

Teacher feedback plays an important role in improving the skills and learning abilities of students in an effective manner. In this section, Goh et al. (2020) highlighted the issues with the students in their academic section that need to be evaluated with care and patience to provide accurate and actionable feedback. Informing students regarding their performance in exams and projects through a feedback process helps them understand the areas that need to be improved for betterment in the future. In many cases it has been found timely feedback formation by the teacher can give the student a certain amount of time to upgrade skills and modify mistakes properly (Papi et al. 2020). The findings in this research have established a strong correlation between the constant negative feedback and the demotivation of students in their studies. It can be stated that pessimistic comments from teachers for a student due to past academic records can significantly impact the future of that student. Thus, by providing equal opportunity for all to learn, teachers need to provide feedback in an unbiased manner.

Consider the motivation and involvement level of a student with the topic to provide proper feedback. Here, Van Ginkel et al. (2020) stated, that feedback can be used to encourage and motivate pupils who are having difficulty or are disengaged. Considering the cultural background of student's prior educational experiences and any unusual events that may affect their learning can help in improving their relationship with their teachers which improves feedback or grading quality. Sensitivity to these aspects can aid in tailoring feedback. On the other hand, Perrault et al. (2019) mentioned that determining the time for giving feedback plays an essential role as timely feedback can help in implementing changes in studies while the subject is still fresh in their minds. Effective feedback encourages pupils to adopt a growth mentality. Here, Adelantado-Renau et al. (2019) opined, that using digital tools to streamline feedback and learning records can help students access required information at any time. Digital platforms usually deliver features for following improvement and delivering feedback electronically. A healthy learning environment fostered by a classroom culture that encourages feedback can eventually become helpful for the academic improvement of students. Here, Bores-García et al. (2020) mentioned it promotes open communication, trust between teachers and students, and an openness to learning from mistakes. Through this method identifying the strengths and weaknesses in the subject matter of each student can be easy.

From the discussion of Dahal et al. (2022), there are various ways present for the feedback mechanism. Through the written or verbal feedback method, teachers can address the essential issues in studies that need to be resolved by students. On the other hand, peer assessment or self-assessment process can be helpful also in getting knowledge of the performance of the individual in academics. Apart from this engaging with a student individually to discuss their problems and clearing their doubts after providing feedback can improve their academic performance of them effectively (Agricola et al. 2020). Higher expectations of teachers from their students can improve their quality of learning that improves grade quality. Therefore, it can be established that the relationship between teacher feedback and the academic performance of students is positive.

VII.   CONCLUSION
Understanding the impact of teacher feedback on the academic performance of students is a vast topic, thus setting primary goal for this research is in the introduction chapter to ease the research process. As a result, the research objectives are highlighted in this section. Following that, researchers are capable of producing research questions based on the research objectives, which are an important aspect of this study. Furthermore, the value of the research investigation is emphasized in this section. Researchers are capable of establishing hypotheses that aid in understanding the specifics of this research issue based on the research objectives. As a result, the literature gap has become an essential factor that must be addressed. Researchers, on the other hand, have detailed the data collecting and analysis procedure in the methodology section. The use of primary quantitative methods to gather the view of survey participants helps in getting real-time information which is later analyzed with SPSS software. The tool has helped in evaluating statistical information to establish a correlation between teacher feedback's impact on the performance level of students.

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DECLARATIONS
Competing interests: The author confirms that there are no conflict of interest or significant financial support that could influence the outcome of the submitted work.

Ethics Approval Statement: This study was conducted in accordance with the Academic Integrity and Honesty Policy of the University of Technology and Applied Sciences.

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