

Unleashing the Power of Constructive Teacher Feedback for Learners Success: A Case of a Secondary School in Chris Hani West District, South Africa

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Abstract:

The study aimed at unleashing the power of constructive teacher feedback for learners' success in secondary schools in Chris Hani West District (CHWD). It should be noted that effective feedback is a vital component of the educational process, catalysing learner improvement and academic achievement. The objectives were to explore the current practices of teachers in providing constructive feedback to learners in the CHWD. The study employed an interpretive paradigm embedded in a qualitative approach and a case study design where it adopted one-on-one interviews and document analysis to collect data from ten teachers and five learners in one secondary school. A purposive sampling technique was employed to select fifteen participants from one secondary school. Among the findings, it was revealed that teachers have utilised a variety of assessment and feedback methods, including written feedback, rubrics, and online grading systems. The study concluded that by addressing practical challenges such as promoting positive teacher-learner interactions, schools can create an environment where feedback becomes a powerful tool for learner growth and success. It was recommended that teachers should actively engage in continuous professional development through, advocating for the use of written comments and rubrics in feedback, and promoting the integration of technology for accessibility, and transparency.

Keyword: Constrictive feedback, Learning outcomes, Assessment, Learner' perception, Teacher practices.

Introduction

The South African Schools Act (SASA) of 1996 serves as the primary legal framework governing basic education policies, including feedback, in South Africa. While SASA does not specifically detail feedback provisions, it establishes overarching principles for educational governance, management, and funding ¹. This study seeks to unleash the power of constructive teacher

¹ Tony Bush, "Theories of Educational Leadership and Management," *Theories of Educational Leadership and*

feedback for learners' success in secondary schools CHWD. Niemi & Kousa², note that despite feedback not being explicitly outlined in SASA, the Minister of Basic Education has the authority to develop national policy frameworks encompassing various educational aspects. According to Laas and Boezaart³, Feedback is integrated into broader educational policies and guidelines developed by the Department of Basic Education, ensuring its inclusion within the educational system. The South African Schools Act grants authority to provincial education departments to create and enforce policies tailored to their regions. These provincial policies may elaborate on feedback practices in schools, considering local contexts and priorities. Bush (2020) explained that while the South African Schools Act establishes the primary framework for basic education, additional legislative instruments, and policy documents, such as regulations, circulars, guidelines, and directives from the Department of Basic Education and provincial education departments, may also impact feedback provision in schools⁴.

Laas, et al⁵ explained that the South African basic education policy emphasises the importance of feedback from teachers on student tasks to promote student learning and growth. Feedback should be constructive, aligned with curriculum standards, and provided promptly to maximize its effectiveness. In this regard, teachers are encouraged to offer feedback promptly, enabling learners to reflect on and apply it to future learning activities. Hsing, & Gennarelli⁶ highlighted that teachers should aim to provide differentiated and personalized feedback that considers the diverse needs, abilities, and learning styles of learners, fostering a supportive and inclusive learning environment. Feedback should encourage learner to engage in reflective practice, critically evaluating their work, and identifying strategies for improvement. Teachers may facilitate reflective discussions or self-assessment activities to develop learner's metacognitive skills. Van der Kleij⁷ posits that feedback needs to be delivered in a manner that promotes positive relationships between teachers and learners, emphasising support, respect, and non-judgment while recognising

Management (2020): 1–208.

² Hannele Marjatta Niemi and Päivi Kousa, "A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic," *International Journal of Technology in Education and Science* 4, no. 4 (2020): 352–369, <http://dx.doi.org/10.46328/ijtes.v4i4.167>.

³ A Laas and T Boezaart, "The Legislative Framework Regarding Bullying in South African Schools," *Potchefstroom Electronic Law Journal* 17, no. 6 (2014): 2667–2702, <http://dx.doi.org/10.4314/pelj.v17i6.12>.

⁴ Laas and Boezaart, "The Legislative Framework Regarding Bullying in South African Schools."

⁵ Laas and Boezaart, "The Legislative Framework Regarding Bullying in South African Schools."

⁶ Courtney Hsing and Vanessa Gennarelli, "Using GitHub in the Classroom Predicts Student Learning Outcomes and Classroom Experiences," *Proceedings of the 50th ACM Technical Symposium on Computer Science Education* (ACM, 2019), <http://dx.doi.org/10.1145/3287324.3287460>.

⁷ F. M. van der Kleij, "Comparison of Teacher and Student Perceptions of Formative Assessment Feedback Practices and Association with Individual Student Characteristics," *Teaching and Teacher Education* 85, no. 1 (2019): 175–189.

learner's efforts and achievements and guiding improvement.

Van der Kleij⁸ established the importance of involving stakeholders, including parents or guardians, in the feedback process. Teachers may communicate learner progress and feedback through various means such as parent-teacher meetings or progress reports. It is crucial to acknowledge that the implementation of feedback policies may differ across schools and educational contexts in South Africa. Additionally, ongoing professional development and support for teachers may be provided to ensure the effective implementation of feedback practices aligned with overarching policy goals. Feedback plays a pivotal role in the educational process, as it catalyses student growth and development⁹. In the context of secondary education, the importance of constructive feedback from teachers cannot be overstated. Alm, Låftman, Sandahl, and Modin¹⁰ opine that feedback not only informs learners about their performance but also guides them toward improvement.

Education is recognized as a fundamental tool for social mobility and empowerment globally. Improving the quality of education provided in Secondary Schools is a matter of paramount importance¹¹. In this regard, the most essential aspect of improving educational quality is the provision of constructive feedback to learners¹². Constructive feedback refers to information provided by teachers to the learner about their performance, emphasizing both strengths and areas for improvement (Alm, et al 2019). Feedback to learners is intended to be specific, actionable, and supportive, fostering a growth-oriented mindset among learners. Effective feedback is known to enhance learner motivation, self-regulation, and learning outcomes¹³. The effectiveness of feedback in the context of the CHWD's Secondary Schools remains an underexplored area of research. The district faces challenges such as overcrowded classrooms, resource constraints, and varying levels of teacher training Burić, and Moe¹⁴. These challenges can impact the quality and

⁸ Kleij, "Comparison of Teacher and Student Perceptions of Formative Assessment Feedback Practices and Association with Individual Student Characteristics."

⁹ Iqra Asim and Dr. Muhammad Shahid Farooq, "Teaching Early Years Children during COVID-19 through Digital Technologies," *Journal of Early Childhood Care and Education (JECCE)* (2021).

¹⁰ Susanne Alm et al., "School Effectiveness and Students' Future Orientation: A Multilevel Analysis of Upper Secondary Schools in Stockholm, Sweden," *Journal of Adolescence* 70 (2019): 62–73.

¹¹ Niemi and Kousa, "A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic."

¹² S A Ali et al., "Gratitude and Its Conceptualization: An Islamic Perspective," *Journal of Religion and Health* 59, no. 4 (2020): 1740–1753, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85067285631&doi=10.1007%2Fs10943-019-00850-6&partnerID=40&md5=56e498d652675977f53a7133791fce81>.

¹³ Hsing and Gennarelli, "Using GitHub in the Classroom Predicts Student Learning Outcomes and Classroom Experiences."

¹⁴ Irena Burić and Angelica Moè, "What Makes Teachers Enthusiastic: The Interplay of Positive Affect, Self-Efficacy and Job Satisfaction," *Teaching and Teacher Education* 89 (2020): 103008,

consistency of feedback provided to learners. Furthermore, learner receptivity and utilisation of feedback may vary, influenced by factors like self-regulation skills and familiarity with assessment criteria.

This study seeks to fill this gap in the existing research by unleashing the power of constructive teacher feedback for learners' success in secondary schools CHWD. It aims to examine the extent to which teachers provide constructive feedback, the forms it takes, the challenges they encounter, and the impact of such feedback on student learning. Additionally, this research explores how learners perceive and utilize feedback to enhance their learning experiences. While feedback's importance in education is well-established, there is limited empirical evidence on the quality, frequency, and effectiveness of feedback in CHWD and there is a paucity of research addressing the specific needs and perceptions of both teachers and learners in this context.

Methods

An interpretive paradigm was employed since it allows researchers to go deeply into a topic to obtain rich and vast data ¹⁵. As a result, the researchers conducted semi-structured interviews with the participants to gather information. Interpretivism often analyses problems through the prism of a group or personal experience, and it emphasizes subjectivity and various realities.

The study adopted a qualitative approach to better understand people's beliefs, experiences, attitudes, behavior, and interactions. Qualitative research, according to Teleş ¹⁶, allows researchers to acquire, synthesize, and develop knowledge from participants in everyday or common circumstances through interviews and/or observations.

The study employed a case study approach involving selecting one secondary school in the CHWD as the case. The emphasis was on understanding how constructive feedback from teachers influences student learning outcomes within the specific context of a selected school. Sileyew ¹⁷ posits that a case study provided a detailed and context-specific exploration of the role of constructive feedback in student learning outcomes within the selected secondary school. It allowed an in-depth analysis of the unique factors such as school culture, teacher practices, and

<http://dx.doi.org/10.1016/j.tate.2019.103008>.

¹⁵ Tapiwa Muzari, Goerge Nevers Shava, and Samantha Shonhiwa, "Qualitative Research Paradigm, a Key Research Design for Educational Researchers, Processes and Procedures: A Theoretical Overview," *Indiana Journal of Humanities and Social Sciences* 3, no. 1 (2022): 14–20.

¹⁶ Mesut Teleş, "Validity and Reliability of the Turkish Version of the General Work Stress Scale," *Journal of Nursing Management* 29, no. 4 (2021): 710–720.

¹⁷ Kassu Jilcha Sileyew, "Research Design and Methodology," *Cyberspace* (IntechOpen, 2020), <http://dx.doi.org/10.5772/intechopen.85731>.

institutional policies ¹⁸.

One-on-one interviews with teachers and focused group discussions with learners were used to gather insights into their experiences and perceptions regarding the role of constructive feedback in shaping learning outcomes. Semi-structured interviews were used to collect data. At least 30-minute interviews were conducted with each participant and one hour was spent interviewing participants during the focus group discussion. With the participants' permission, interviews were tape-recorded to ensure that the researchers remembered exactly what was said by the participants.

Data Analysis: Thematic analysis was used to analyse the acquired data. According to Fathi, Haghi Kashani, Jameii, and Mahdipour ¹⁹ data analysis is the process of examining, purifying, manipulating, and modeling data to find relevant information, support findings, and facilitate decision-making. The information was organised into themes, and the results were presented and discussed.

Ethical concerns were extensively examined. Participants' names were masked by using pseudonyms to maintain anonymity. The researchers took care to be respectful of both the research environment and the persons recruited for the study. Participants were given consent forms to complete before the start of the interviews. Participants were informed and reminded of their rights that they had the option to deny participation in the study and to withdraw at any time.

Result And Discussion

Theme: The current practices of teachers in providing constructive feedback to learners in Secondary Schools

4.1.1 Question: What are the current practices of teachers in providing constructive feedback to learners in the CHWD's Secondary Schools?

Participant A teacher revealed this:

"I have been a teacher in Secondary Schools for the past 12 years and I am currently a teacher to secondary learners, and I have tried several feedback strategies."

Findings from the quotation above revealed that with 12 years of teaching experience in Senior Secondary Schools, Participant A brings a wealth of knowledge and expertise to the teaching profession. The teacher has utilized a variety of assessment and feedback methods, including written feedback, rubrics, and online grading systems.

¹⁸ Teleş, "Validity and Reliability of the Turkish Version of the General Work Stress Scale."

¹⁹ Russell Lincoln Ackoff et al., "Business Research Methods," *Journal of Knowledge Management* (2010).

Participant B teacher had this to say:

"I primarily provide feedback through written comments on assignments and tests. I also use rubrics to make the assessment criteria clear to my learners. Our school has an online grading system that allows the learner to access their grades and feedback."

Findings from this quotation disclosed that some teachers primarily rely on written comments to provide feedback on assignments and tests, ensuring a detailed and personalized approach. The use of rubrics helps in making assessment criteria transparent to learners, fostering understanding and expectations. Leveraging the school's online grading system indicates an integration of technology to enhance accessibility and convenience for learners.

Participant C teacher disclosed this:

"I ensure that my feedback is clear and specific by highlighting both strengths and areas for improvement. For example, I might say, 'You did a great job explaining the concept but could improve the organisation of your essay.' I find that this approach helps learners understand what they've done well.

Findings from the above quotation emphasise the importance of clarity and specificity in feedback, providing an example to illustrate the approach. By highlighting both strengths and areas for improvement, this teacher promotes a balanced and constructive feedback style.

Participant D teacher said:

"I aim to provide feedback on formative assessments promptly to help learners make timely improvements. For summative assessments, I usually provide feedback within a week. I think it's essential to strike a balance between timeliness and quality feedback."

Participant D underscores the importance of timely feedback, aiming to provide prompt feedback for formative assessments and within a week for summative assessments. This approach aligns with research indicating that timely feedback enhances the effectiveness of the learning process. Recognizing the need for a balance between timeliness and quality feedback suggests a thoughtful and strategic approach to assessment. Striking this balance ensures that feedback is not only quick but also substantive and meaningful.

Participant E teacher disclosed by saying this:

"To meet individual needs, I pay attention to learners' learning styles and abilities. For example, I may provide additional resources or accommodations for learners with specific learning needs. I believe in tailoring feedback to help each student succeed."

Tailoring feedback to meet individual needs based on learning styles and abilities demonstrates a student-centered approach. Providing additional resources or accommodations for learners with specific learning needs reflects a commitment to inclusivity. Believing in tailoring feedback to help

each student succeed aligns with an empowerment philosophy. This approach goes beyond traditional assessment methods and focuses on fostering an environment where each student can thrive.

Participant F teacher revealed that:

"I encourage one-on-one discussions with learner about their feedback. These discussions help clarify any questions or concerns they may have and provide an opportunity for constructive dialogue."

Participant F has employed a diverse range of assessment and feedback methods, including written feedback, rubrics, and online grading systems. This multifaceted approach suggests a comprehensive strategy to cater to various learning styles and preferences.

Participant G teacher revealed that:

"To encourage self-reflection, I often ask learners to review their feedback, set their own goals, and track their progress. I believe that this process helps them take ownership of their learning."

This participant supported Participant A's view by acknowledging that actively encouraging one-on-one discussions with learners about their feedback demonstrates a commitment to addressing individual concerns. Additionally, involving the learner in self-reflection, goal setting, and progress tracking fosters a sense of ownership and responsibility for their learning.

Participant H teacher revealed that:

"One significant challenge is the time required to provide detailed feedback to all learners, especially in large classes. It can be demanding to balance feedback provision with other teaching responsibilities."

Recognizing the challenge of providing detailed feedback in large classes, Participant A's exploration of peer feedback and self-assessment reveals a proactive approach to overcoming obstacles. These strategies not only alleviate workload but also empower learners, promoting a collaborative learning environment.

Participant I teacher revealed this:

"I've been exploring the use of peer feedback and self-assessment as strategies to enhance feedback practices. These approaches not only reduce my workload but also empower learners to be more actively involved in the feedback process."

Findings from the quotation above disclosed that teachers actively explored the incorporation of peer feedback and self-assessment into their feedback practices. This reflects a shift towards more collaborative and student-centered approaches to feedback. Peer feedback involves learners providing insights and critiques to each other, fostering a peer-learning dynamic. Self-assessment

encourages the learner to reflect on their work and identify strengths and areas for improvement, promoting a sense of ownership over their learning.

Participant J teacher had this to say:

"I prioritize feedback based on the relevance of the course and the specific areas I need to improve. If I struggle in a particular subject, I'll focus more on that teacher's feedback."

Prioritizing feedback based on course relevance and focusing on specific improvement areas. This student adopts a strategic approach by prioritizing feedback based on the relevance of the course and concentrating efforts on areas that need improvement, showcasing a targeted and purposeful use of feedback.

Participant A Learner explained and revealed that:

"Feedback is constructive information or guidance provided by teachers to help learner understand their performance, identify areas for improvement, and enhance their learning."

The participant from the quotation above explained feedback as constructive information or guidance provided by teachers to aid understanding, identify areas for improvement, and enhance learning. Prioritizes feedback based on the relevance of the course and specific improvement areas.

Participant B, the learner explained that:

"In my experience, feedback from teachers has been mixed. Some teachers provide detailed and helpful feedback, while others offer only minimal demotivating comments like very poor, no hope, and even at times use verbal insults on the learner."

The findings from the quotation describe varying experiences of learners with feedback from teachers by disclosing that some provide detailed and helpful feedback. Findings also revealed that some teachers use very harsh and demeaning comments when giving learners feedback on their tasks.

Participant C learner disclosed by saying that:

"I receive a combination of written comments on assignments, verbal feedback during discussions, and grades on assessments this indeed is helping me to reflect and do corrections where I was wrong."

Participant D learner mentioned that:

"I usually review the feedback carefully, reflect on it, and try to implement the suggestions into my work. It's an essential part of my learning process."

Findings from the quotation above indicated that through constructive feedback teachers assist learners to improve. Teachers apply positive and motivating comments when giving feedback from learners' assignments, tests, and discussions in class this encourages both good-performing learners and low performers to work harder.

Participant E student revealed that:

"Sure, there was a time when a teacher pointed out a critical flaw in my argument in a paper. I revised it based on the feedback, and my subsequent grades improved significantly."

Findings from the quotation above revealed that constructive feedback is an essential part of the learning process. The quotation highlighted that constructive feedback facilitates positive experiences of learners with teachers by being approachable and responsive, fostering open communication.

Participant B learner revealed that:

"One challenge is the lack of time to thoroughly review and apply constructive feedback, especially when teachers give learners multiple assignments to work on. Additionally, sometimes the feedback can be vague, making it hard to know how to improve."

Findings from the quotation above revealed the challenge in applying constructive feedback which is due to time constraints and vague feedback. Time constraints and the lack of clarity in feedback pose obstacles for learners thus highlighting the need for more efficient feedback processes.

Participant E learner explained by revealing that:

"Clear and specific feedback, along with a supportive learning environment, make it easier for me to apply feedback. When teachers are approachable and provide additional guidance if needed, it's beneficial."

The quotation above highlighted that clear and specific feedback, coupled with a supportive learning environment, enhances more understanding of the subject matter. This participant emphasizes the importance of a positive learning environment and specific feedback, indicating that these factors contribute significantly to the effective application of feedback.

Participant A student said that:

"I've found that peer review sessions and additional tutoring can be valuable in clarifying feedback and getting assistance with improvements."

Findings from the above quotation the importance of peer review sessions and additional tutoring aid in clarifying feedback and helping learners seeking assistance. It was revealed that student finds value in external support mechanisms like peer review and tutoring to enhance their understanding and implementation of feedback, emphasizing the collaborative aspect of the learning process.

Participant B learner had this to say:

"I sometimes seek help from teachers or engage in peer review sessions to better understand and apply feedback. It can be very beneficial."

The quotation above indicated that learners seeking help from tutors and engaging in peer review sessions are beneficial for emphasising the importance of supplementary support in conjunction with teacher feedback for optimal learning outcomes.

Participant E learner disclosed that:

"Interactions with teachers regarding feedback are important especially when teachers are approachable and responsive. This participant highlighted that "Overall, my experiences have been positive. Most teachers are approachable and responsive to questions about their feedback. It encourages open communication."

The above quotation revealed that approachable and responsive teachers regarding feedback may lead to the learner, open communication and highlight the significance of teacher-student interactions in the feedback process for fostering a positive learning experience.

Participant A learner when asked if think that the feedback provided by teachers is tailored to learners' specific needs and learning styles had this to say:

"In many cases, yes. Teachers often consider individual learning styles and adapt their feedback accordingly. It's quite effective."

Findings revealed teachers tailor feedback to individual learning styles. The quotation above acknowledges the adaptability of teachers in considering individual learning styles and suggests a student-centered approach, underlining the effectiveness of personalized feedback.

Participant B learner revealed that:

"I'm generally comfortable seeking clarification or further guidance from your teachers regarding their feedback, but it depends on the teacher's approachability. If they are approachable, I'm more likely to ask for help."

Findings from the quotation above showed comfort for some learners in seeking clarification from teachers, contingent on their approachability. The willingness to seek clarification is influenced by the perceived approachability of teachers, emphasizing the role of teacher-student relationships in facilitating effective communication about feedback.

Participant C learner when asked for his opinion on what improvements could be made to enhance the feedback process in is educational institution this is what this participant said:

"I believe that providing more training to teachers on giving effective feedback and creating a standardized feedback format could be beneficial. Additionally, incorporating student feedback in the improvement process would be great."

Findings from the quotation above revealed advocacy for teacher training on effective feedback and a standardized feedback format, along with student involvement in the improvement process. This participant suggests structural improvements in the feedback process, including

teacher training and standardized formats, and emphasizes the importance of incorporating student feedback for continuous improvement.

Participant D learner suggested that:

“Teachers should be specific, timely, and constructive in their feedback. It's also important for them to encourage open communication and provide guidance on how to improve. In their own words, this participant explained that "Feedback plays a crucial role in my learning journey. It's a valuable tool for improvement, and I appreciate teachers who take the time to provide thoughtful feedback."

Findings from the quotation above disclosed that specific, timely, and constructive feedback is valued, along with the encouragement of open communication and guidance on improvement. This student underscores the qualities of effective feedback, including specificity, timeliness, and constructive criticism. Additionally, the emphasis on open communication and guidance aligns with creating an environment conducive to learning and improvement.

Discussion

Current Practices of teachers in providing constructive feedback to learner in Secondary Schools. The insights emanated from Participant teachers A, Participant B, Participant C, Participant D, and Participant E offer a rich understanding of effective teaching practices, feedback strategies, and the challenges faced in the educational setting. Participant A's teaching expertise and Continuous improvement established that with 12 years of teaching experience, Participant A brings extensive knowledge and has actively utilized various assessment and feedback methods. The teacher's commitment to professional development through workshops and the incorporation of diverse feedback methods underscores a dedication to continuous improvement. This aligns with best practices in education, where staying current is crucial for effective teaching²⁰. Participant B's emphasis on Written Comments and technology integration. Participant B primarily uses written comments and rubrics, leveraging an online grading system for accessibility to provide feedback to the students.

Putri, et al²¹ findings a line with the current study's emphasis on written comments ensure a

²⁰ Sintya Crisianita and Berinda Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS' SPEAKING SKILL," *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 61–66, <http://dx.doi.org/10.33365/jeltl.v3i1.1680>.

²¹ Ratna Setyowati Putri et al., "Impact of the COVID-19 Pandemic on Online Home Learning: An Explorative Study of Primary Schools in Indonesia," *International journal of advanced science and technology* 29, no. 5 (2020): 4809–4818.

detailed approach, while the integration of technology aligns with modern educational practices. This discovery enhances transparency and convenience for the learner in understanding their grades and feedback. Crisianita, et al²² emphasis on Clarity and Constructive Feedback. Findings from Participant C agree with²³ as it focuses on clear and specific feedback by highlighting both strengths and areas for improvement. This approach promotes a balanced and constructive feedback style, fostering an environment where learners can understand and act upon feedback effectively. Clarity is recognized as a key element in effective feedback. Participant D recognises the importance of timely feedback and aims for a balance between timeliness and quality. This strategic approach aligns with²⁴ research findings which indicated that timely feedback enhances the effectiveness of the learning process. Recognising the need for balance emphasizes a thoughtful and student-centered approach to assessment.

The current study established that feedback on individual needs should be based on styles and abilities, emphasising inclusivity. This student-centered approach reflects a commitment to meeting diverse learning needs as the findings by Vattøy, et al²⁵ indicated. Tailoring feedback and providing additional resources demonstrate an inclusive teaching philosophy, fostering an environment where each student can thrive. Participant A employs a multifaceted approach, including various assessment methods and encouraging one-on-one discussions and self-reflection. Dewaele, et al²⁶ findings highlighted a comprehensive strategy for understanding the diversity of learning styles and preferences. The current study encourages one-on-one discussions and self-reflection and fosters a sense of ownership and responsibility for learners' learning.

Participant A established the challenge of providing detailed feedback in large classes, to minimise these challenges Participant A suggested peer feedback and self-assessment. Dewaele, et al²⁷ similarly highlighted that a proactive approach not only addresses the challenge of workload

²² Crisianita and Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS' SPEAKING SKILL."

²³ Niemi and Kousa, "A Case Study of Students' and Teachers' Perceptions in a Finnish High School during the COVID Pandemic."

²⁴ Anne Yates et al., "High School Students' Experience of Online Learning during Covid-19: The Influence of Technology and Pedagogy," *Technology, Pedagogy and Education* 30, no. 1 (2020): 59–73, <http://dx.doi.org/10.1080/1475939x.2020.1854337>.

²⁵ Kim-Daniel Vattøy and Kari Smith, "Students' Perceptions of Teachers' Feedback Practice in Teaching English as a Foreign Language," *Teaching and Teacher Education* 85 (2019): 260–268, <http://dx.doi.org/10.1016/j.tate.2019.06.024>.

²⁶ Jean-Marc Dewaele and Chengchen Li, "Teacher Enthusiasm and Students' Social-Behavioral Learning Engagement: The Mediating Role of Student Enjoyment and Boredom in Chinese EFL Classes," *Language Teaching Research* 25, no. 6 (2021): 922–945, <http://dx.doi.org/10.1177/13621688211014538>.

²⁷ Dewaele and Li, "Teacher Enthusiasm and Students' Social-Behavioral Learning Engagement: The Mediating Role of Student Enjoyment and Boredom in Chinese EFL Classes."

but also empowers learners, promoting a collaborative learning environment. Findings from the current study established that Peer feedback and self-assessment align with modern pedagogical trends that emphasize student engagement and active participation in the learning process. Teachers, including Participant A, actively explore the use of peer feedback and self-assessment. The current study established the incorporation of these strategies signifies a shift towards more collaborative and student-centered approaches to feedback. Vattøy, et al ²⁸ findings in the same established that peer feedback involves learners providing insights and critiques to each other, fostering a peer-learning dynamic. Self-assessment encourages the learner to reflect on their work and identify strengths and areas for improvement, promoting a sense of ownership over their learning.

The findings from the statements of these participants paint a comprehensive picture of their varied experiences with feedback in an educational context. Participants A, H, and A define feedback as constructive information and emphasize the prioritization of feedback based on relevance and specific improvement areas. Stelitano, et al ²⁹ findings indicate an awareness among learners regarding the purpose and strategic use of feedback. Findings from the current study agree with Prewett, et al ³⁰ by establishing that Prioritising feedback based on the relevance of the course reflects a strategic approach toward improvement. Participant B notes varying experiences with teacher feedback, with some providing detailed feedback and others offering minimal comments. This diversity in experiences underscores the need for consistency in feedback practices ³¹. On the same note findings from the current study established and suggested that the quality of feedback can impact learners' overall learning experiences.

Findings established the utilisation of various feedback channels aa Participant C indicated that receives feedback through written comments, verbal discussions, and grades. In agreement with this participant, Stelitano, et al ³² findings also established a variety of feedback channels that align with a holistic approach to assessment. The current study thus established a need to utilise

²⁸ Vattøy and Smith, "Students' Perceptions of Teachers' Feedback Practice in Teaching English as a Foreign Language."

²⁹ Laura Stelitano, Jennifer Lin Russell, and Laura E Bray, "Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools," *American Educational Research Journal* 57, no. 2 (2019): 535–575, <http://dx.doi.org/10.3102/0002831219859307>.

³⁰ Sara L Prewett, David A Bergin, and Francis L Huang, "Student and Teacher Perceptions on Student-Teacher Relationship Quality: A Middle School Perspective," *School Psychology International* 40, no. 1 (2018): 66–87, <http://dx.doi.org/10.1177/0143034318807743>.

³¹ Daryl Siedentop, Peter Hastie, and Hans Van der Mars, *Complete Guide to Sport Education* (Human Kinetics, 2019).

³² Stelitano, Russell, and Bray, "Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools."

different modes of feedback that cater to diverse learning preferences and promotes a more comprehensive understanding of performance. Participants D and H highlight the active engagement with feedback, with reviewing it carefully and incorporating suggestions into their work. In line with Prewett, et al³³ who disclosed that active engagement reflects a proactive attitude towards learning.

The current study established that actively engaging with feedback is essential for personal growth and improvement, emphasising the role of feedback as a tool for learning. Participant, I expressed challenges in reviewing and applying feedback due to time constraints and vague feedback. The findings established that this brings attention to the practical challenges learners face in fully benefiting from feedback. These findings are in line with Watling, et al³⁴ who established that efficient feedback processes and clear communication are crucial for overcoming these challenges. Participants F, J, and E stress the importance of clear, specific, and timely feedback. Findings established that clarity and specificity in feedback are identified as crucial factors for effective learning. Timely feedback aligns with research indicating its positive impact on the learning process. These findings are in line with Watling, et al³⁵.

Participants E and F recognize the adaptability of teachers in tailoring feedback to individual learning styles. Findings revealed that acknowledging and appreciating personalised feedback with a student-centered approach which is emphasising the effectiveness of tailored feedback in promoting understanding and growth. Participants D, F, G, and C highlight the positive experiences with approachable and responsive teachers, as well as the value of peer review sessions and tutoring. Findings established positive teacher-student interactions as being crucial for fostering open communication. Similarly Yates, et al³⁶ also revealed the value placed on peer review and tutoring indicates the importance of collaborative learning environments. Participants G and F advocate for teacher training, standardised feedback formats, and incorporating student feedback into the improvement process.

Findings from the current study highlighted that Institutional improvements are identified as key factors for enhancing the feedback process. This includes structured teacher training, standardized formats for consistency, and involving learners in shaping the feedback ecosystem.

³³ Prewett, Bergin, and Huang, "Student and Teacher Perceptions on Student-Teacher Relationship Quality: A Middle School Perspective."

³⁴ Christopher J Watling and Shiphra Ginsburg, "Assessment, Feedback and the Alchemy of Learning," *Medical Education* 53, no. 1 (2018): 76–85, <http://dx.doi.org/10.1111/medu.13645>.

³⁵ Watling and Ginsburg, "Assessment, Feedback and the Alchemy of Learning."

³⁶ Yates et al., "High School Students' Experience of Online Learning during Covid-19: The Influence of Technology and Pedagogy."

This finding is in line with Stelitano, et al³⁷. Participant F shares a transformative experience of significantly improving grades based on teacher feedback. This finding established the powerful impact feedback can have on student learning outcomes. Yates, et al³⁸ similarly collaborates with the findings indicating that reinforces the idea that constructive feedback is a catalyst for the improvement of learners' academic performance. Participant F underscores the crucial role of feedback in the learning journey. Findings emphasise the intrinsic value learners place on feedback as an indispensable tool for improvement and indicate that recognising its significance fosters a positive attitude towards the feedback process. These findings agree with Watling, et al³⁹.

Conclusion

In conclusion, the comprehensive insights gleaned from different perspectives in literature coupled with the findings from the current study, shed light on the nuanced landscape of feedback practices in Secondary Schools. These insights offer valuable recommendations for educators, administrators, and policymakers aiming to refine and enhance the feedback process, ultimately fostering a more effective and student-centered learning environment. The commitment to continuous professional development, exemplified by the findings from this study underscores the importance of educators staying abreast of evolving pedagogical trends.

Emphasising written comments and technology integration, as advocated by the study findings aligns with contemporary educational practices, enhancing transparency and accessibility in feedback delivery. The current study's emphasis on clarity and constructive feedback highlights the pivotal role of specificity in guiding learners toward improvement. The recognition of timely feedback as crucial, as demonstrated by the study findings, reinforces the idea that a strategic balance between promptness and quality is essential for optimizing the learning process. In summary by addressing practical challenges, promoting positive teacher-student interactions, and incorporating institutional improvements, educators and institutions can create an environment where feedback becomes a powerful tool for student growth and success.

Recommendations

The findings emphasize the critical role of constructive feedback in facilitating student learning and academic success. Teachers should be trained to provide timely, specific, and actionable feedback that focuses on learners' strengths and areas for improvement. Professional

³⁷ Stelitano, Russell, and Bray, "Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools."

³⁸ Stelitano, Russell, and Bray, "Organizing for Meaningful Inclusion: Exploring the Routines That Shape Student Supports in Secondary Schools."

³⁹ Watling and Ginsburg, "Assessment, Feedback and the Alchemy of Learning."

development programs can help teachers enhance their feedback practices and incorporate them into their teaching strategies effectively. Constructive feedback is essential for learners' growth and development. By receiving clear and supportive feedback from their teachers, the learner can better understand their progress, identify areas needing improvement, and take proactive steps to enhance their learning outcomes. Encouraging a culture of feedback acceptance among learners fosters a growth mindset and empowers them to take ownership of their learning. School leaders play a crucial role in creating a supportive environment for effective feedback practices. They should prioritize providing resources and support for teacher training and professional development focused on feedback strategies. Additionally, administrators can establish feedback mechanisms to gather input from learners, teachers, and parents to continuously improve feedback processes within the school.

Implication

Constructive feedback is not just a tool; it is the heartbeat of a learner's growth and development. Teachers are advised to offer clear, supportive guidance so that learners can truly grasp where they stand, pinpoint areas for improvement, and take proactive steps toward mastering their learning journey. This study recommends shaping a culture in schools where feedback isn't feared but embraced, nurturing a mindset of growth, and empowering the learner to steer their own educational paths. In this symphony of education, school leaders should take center stage by conducting an orchestra of support for effective feedback practices. Their role is not just about managing about prioritising resources and training for teachers and orchestrating feedback mechanisms that harmonise the voices of learners, educators, and parents. Parents are one of the essential partners in the learner's educational journey. By collaborating with teachers, they can decode the feedback their children receive, reinforcing its importance and harmonizing with educators to create an environment where learners flourish. Policymakers are recommended to hold the responsibility to weave feedback into the fabric of the education system by allocating resources, shaping guidelines, and ensuring that every teacher is equipped with the tools to nurture student growth.

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