

TEACHER FEEDBACK AND STUDENT
LEARNING OUTCOMES IN GOVERNMENT
AND PRIVATE SCHOOLS IN GILGIT
BALTIKSTAN



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CERTIFICATE

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I Ms. Yusra hereby state that my MPhil thesis titled TEACHER FEEDBACK AND STUDENT LEARNING OUTCOMES IN GOVERNMENT AND PRIVATE SCHOOLS IN GILGIT BALTISTAN is my own work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

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Dedication

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ABSTRACT

This study comprehensively examines the role of teacher feedback in shaping student learning outcomes among secondary school students in Gilgit Baltistan, both public and private, male and female. Utilizing a simple random sampling technique, the study surveyed 300 students using a five-point Likert scale. Among 300 students, 123 belongs to private schools and 173 belongs to government school. The necessary data is collected using semi-structured questionnaires. The survey is conducted solely with secondary school students from 9th and 10th grades, both from public and private schools in Punial Tehsil. In the Punial region, there are a total of nine schools, comprising six boys' schools and three girls' schools. This research included two public and two private schools. To examine the impact of teacher feedback on student learning outcome, multiple linear regression analysis is used for empirical analysis. The findings highlight the significant impact of teacher feedback on academic achievement, critical thinking, creativity, and communication skills. Quantitative analysis reveals that public school students show less improvement in learning outcomes compared to private school students, highlighting a disparity in educational effectiveness. Additionally, male students exhibit lower improvement than female students, indicating a gender disparity in academic progress. Moreover, private schools, particularly those affiliated with the Aga Khan Education Service, demonstrated more effective feedback mechanisms, leading to increase student learning outcomes. In contrast, public schools faced challenges like low-income backgrounds, lack of parental involvement, and student disinterest, which hindered the effectiveness of feedback systems. Despite the high qualifications and experience of public-school teachers, these issues faded the impact of their feedback. This research provides valuable insights into the perceptions of students regarding the effectiveness of teacher feedback and highlights the need for improved feedback practices in public schools to bridge the educational gap.

Keywords: Teacher feedback, student learning outcomes, public schools and private schools.

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CHAPTER 1

INTRODUCTION

1.1 Background

Investigating teacher feedback and its correlation with student learning outcomes in government and private schools in Gilgit Baltistan unveils intriguing dynamics within the region's educational landscape. While both sectors aim to cultivate academic excellence, disparities in resources, infrastructure, and teaching methodologies often distinguish their approaches. When talking about the education sector, effective feedback by teachers is very essential for student's learning and academic performance. On one hand, feedback is a good tool to assess students and it has many benefits like it can be a good way to enhance students' performance and positively influence students' perception about their abilities. This study also focuses on how male and female students of the two schools perceive teacher's feedback. The perception of students is very important to understand different areas of student learning.

Furthermore, the research also aims to find how the views of students about teacher feedback are influenced by the types of schools(public and private) they are studying in. Analyzing the views of students helps the study identify the inconsistencies that exist between the male and female students of these schools. This study is mainly focused on Gilgit Baltistan where with each passing day changes in the educational system are apparent and teachers feedback is very essential in improving students performance and learning. Understanding the nuances of teacher feedback, encompassing both its frequency and quality, alongside diverse student learning outcomes, ranging from academic achievement to critical thinking skills, offers valuable insights. Government schools, typically constrained by limited resources and larger class sizes, may rely more heavily on traditional pedagogical methods, potentially impacting the nature and effectiveness of teacher feedback. Conversely, private schools, often endowed with better resources and smaller class sizes, might

facilitate more personalized feedback mechanisms, potentially influencing student engagement and performance. Exploring these differences not only sheds light on the effectiveness of pedagogical practices but also underscores the importance of equitable educational policies and interventions tailored to the unique contexts of Gilgit Baltistan's government and private schools. In the academic's instructor feedback is very significant since it has a huge influence on student progress. One of the important factors of the teaching-learning process is teacher feedback. It enhances the teaching learning process by benefiting both the instructor and the learner. and students. Effective and proper feedback from teachers motivates students to improve their academic performances also, encouraging teachers to enhance and ensure their students' academic success.

Constructive teacher feedback is the basis for effective teaching-learning process fostering a sense of autonomy in learners, making the educational experience more engaging and ultimately leading to an improved academic performance in students (Ovando, 1994). Those students who receive regular and timely feedback from their instructors tend to perform better academically (Madigan & Kim, 2021). Feedback from teachers is an essential way of encouraging students to achieve success in academia. Through this constructive advice, praise, or encouragement, teachers help students to focus in the studies and to deal with any academic challenge they face (Santrock, 2007).

Every child within the classroom has the is a fundamental right to Quality Education which requires teachers' awareness on proper feedback techniques and strategies. When educators lack this kind of awareness students may not receive the quality education they deserve, often resulting in student's poor academic performances.

Feedback from teachers is considered as an essential part of the learning and instruction process since it motivates and provides a way for students how to gain success in academics. because it inspires students and gives them guidance on how to succeed academically, teacher feedback is seen as an essential part of the teaching and learning process (Mandhane et al., 2015).

Instructor's productive criticism supports students in looking at their areas of weakness and motives students to identify their weak points and adopt better techniques to enhance their learning and teaching activities. Hamid and Mahmood (2010) state that the theory of the productive feedback process and its significance in the Pakistani instructive system are not well understood. moreover, Kashif et al. (2014) examined the hypothesis that instructor evaluations are not given much weight in the areas of learning in third-world nations like Pakistan. Hafeez and Wahaj (2014) stated in their study that in our educational system, corrective feedback is not considered as much as important. Feedback which is in written form is used as an instrument to assist students in improving their work, without going over the faults and errors discovered in the assignments that are provided. Constructive feedback help student learning outcomes are improved by the provision of corrective and evaluative feedback from professors improves students' sense of self-efficacy and knowledge.

Donche et al. (2012) Productive feedback practices are one of the best practices which contribute to improving students learning. Toit (2012) stated that it is a necessary element for successful learning. Omer and Abularhim (2017) also one of the useful instruments for improving academic achievement honest feedback enhance the confidence of the students. Duffy (2013) states how students may believe that their professors are not providing them with useful feedback if they receive inconsistent input in terms of quantity, type, and timing.

Aston and Hallam (2011) Mention the necessity for careful consideration, sophistication, and in-depth knowledge to provide effective constructive criticism. Whereas Hattie and Timperley (2007) stated that in their study giving oral and written evaluative comments to students is the best, fastest, and straightforward strategy for instructors to improve their learning, academic performance, and motivation in the classroom. Formative or final evaluations have a substantial influence on learners' views of their effectiveness (Chan & Lam, 2010). Student's academic achievement is highly dependent on feedback (Oluwatayo & Fatoba, 2010). According to a comparative review of most studies evaluating the effectiveness of public and private

education, Public schools do better than private schools in arithmetic proficiency among American students (Lubiensk et al. 2006). According to the National Assessment of Educational Progress (NAEP), which is responsible for assessing American students' performance on a national scale in all subject areas, including science, private institutions outperformed public schools (U.S. Department of Education, 2012). On the other hand, Watkins (2006) examines that it is inappropriate to evaluate the performance that NAEP claims based on data from the public and private sectors.

All Education Conference of 1947: the first was that Islamic education ought to be made mandatory; the second was that elementary education ought to be provided free of charge; and the third was to prioritize technical education. Unfortunately, Pakistan does not value the cultural, ideological, civil, and religious standards that the country upholds, which place a premium on the role played by principals and teachers in improving students' academic performance.

The main focus of this study is to find out how a teacher's feedback is perceived by students and how this feedback influences the learning of students in private and public secondary schools in Gilgit Baltistan. This study will also focus on how teachers of both public and private schools give feedback to students on the task assigned to them and their overall performance in class where the frequency, the quality and duration and the mode used by the teacher to deliver the feedback will also be considered. The modes include oral, verbal and written. The study will also look into how students perceive the feedback and how much the feedback practices vary between private and public schools where different hurdles are seen like the resources provided, the strength in a class and the teaching methods of teachers.

1.2 Statement of Problem

The main point of the research is to look into how the feedback of teachers affect student's different areas of learning like their academics, interpersonal skills, creativity and critical thinking. The teachers of government schools have limited resources and a large strength of students in classes which limits teachers from providing feedback individually and on time. On the other hand, the teachers of private schools have enough resources and a limited number of students which makes it easier for the teachers to give personalized feedback to every student on time. This comparison is done in order to look into inconsistencies that are present in feedback approaches of teachers and how it influences students' learning and involvement. The core purpose of the study is to identify these areas and give a clear understanding regarding how a teacher's feedback can boost student learning and what can be done in different areas of feedback to make it better. The problem understudy will be Teacher feedback and student learning outcomes in Government and private schools in Gilgit Baltistan.

1.3 Objectives of the Study

The objectives of the study are:

1. To determine how male and female students in public and private secondary schools perceive teacher feedback and its influence on their learning outcomes.
2. To determine the perception of male and female students of public and private secondary schools regarding the type of school they are studying.

1.4 Research questions of the study

The research questions of the study are:

1. To find out the impact of teacher's feedback on student learning outcomes in public and private secondary schools in Gilgit Baltistan?

2. To find out the difference between the perception of public, and private male and female secondary school students regarding teacher's feedback on their learning outcomes?

1.5 Hypothesis of the Study

H₀: There is no difference in the perception of male and female students of public and private secondary schools regarding the teacher's feedback on students' learning outcomes.

H₁: There is significant difference in the perception of male and female students of public and private secondary schools regarding the teacher's feedback on students' learning outcomes.

1.6 Significance of the Study

The significance of studying teacher feedback and student learning outcomes in Government and private schools in Gilgit Baltistan lies in its potential to drive substantial improvements in educational quality and equity. Understanding the dynamics of feedback provision and its impact on student learning can inform targeted interventions aimed at narrowing the gap between Government and private schools. By identifying effective feedback practices and addressing barriers to their implementation, this study can contribute to the enhancement of teaching methodologies, teacher professional development programs, and resource allocation strategies. Ultimately, improving teacher feedback mechanisms can lead to better learning experiences, increased academic achievement, and enhanced opportunities for all students, regardless of the type of school they attend, thereby fostering socio-economic development and empowering future generations in Gilgit Baltistan.

1.7 Delimitations

The study was delimited to:

1. Gilgit Baltistan.
2. Male, female public and private secondary schools of Gilgit Baltistan.
3. Male, female public and private secondary school students of Gilgit Baltistan.

CHAPTER 2

LITERATURE REVIEW

This chapter covers the literature related to the research. The main focus of the chapter lies in the literature related to the objectives of the study such as the impact of teacher feedback on student's learning outcomes and factors that can impact the outcomes. In the beginning of the chapter, literature related to teacher feedback impacts on learning including differences and similarities of both educational systems in terms of quality of feedback and impact on learning outcomes are discussed. Moreover, a comprehensive literature about the teacher feedback and its influence on students learning.

2.1 Feedback and Learning

Student learning and instructor feedback are linked. According to the theory of Mulliner and Tucker (2017) feedback is extremely important for the student's learning process. Feedback has a pivotal function in the process of studying and teaching (Seker & Dincer, 2014). Furthermore, Ellison (2017) stated, when assessment is placed at the heart teaching and learning it enables students and teachers to identify strengths and next step in the development of learning. He suggested that assessment should be part of and contribute to, a learning process. Hattie and Timperley (2007) emphasize the importance of feedback in promoting student learning and highlights the characteristics of effective feedback, including its focus on specific goals, provision of actionable information, and opportunities for students to act on the feedback. Feedback is very important in assessment and has an important role in assisting students to learn from assessment (Irons, 2008).

2.2 Description of Feedback

All the form of guidelines provided by instructors regarding homework, whether written or spoken, is referred to as teacher feedback. Indeed (Mulliner & Tucker, 2015) were informed of the comments as well as the error maintenance outcomes.

Nonetheless, the feedback information is what helps students in filling up the knowledge gaps (Wiliam & Leahy, 2015).

2.3 Ways of Feedback

There are several methods to provide feedback. Correcting mistakes or replies made by students is the most popular (Swaran Singh et al., 2017). Feedback that speaks aloud in a class or to specific students is referred to as oral verbal feedback. It is a crucial component of education (Li, 2019). According to Khan et al. (2015) listening to comments in particular is fairly easy to understand. It is also important to know when to use them. However, the benefit of written feedback is that students may refer to it later or even use it as a reference when professors are unable to provide comments on something specific.

"Worst feedback" was described by every student as no feedback at all, observes (Rowe & Wood, 2008) Even instant feedback is considered by the number of students and faculty a mark by itself is unsatisfactory (Mulliner & Tucker, 2015).

2.4 Perceptions of Feedback

When students get constructive criticism, their self-esteem and self-evaluation (Struyven et al., 2005) enable students to transfer knowledge from one academic discipline to another to prepare for the final exam as well (Rowe & Wood, 2008). Whereas certain underlying factors ensure students respond positively to teacher feedback and the following are the determinant factors to ensure that feedback will be taken into consideration. First of all, it has to be understandable and secondly it should benefit them. Although students desire to perform better, they will not do so if they are unable to understand what feedback is provided to them.

2.4.1 The comment I received is related to academic learning.

Comment to be relevant, it has to relate to the tasks and procedures that students are involved in or will be involved. In the (Rowe & Wood, 2008) study states that students did not value feedback if they considered it unrelated to upcoming exams.

2.4.2 Get Positive comments that are related to student goals.

The response should be formulated to point out exactly what has to be improved and to make suggestions on how it can invariably be bettered. Therefore, in order to be truly effective, developmental advice contains more than just a proper rationale or explanation behind the assessment made. If it is to be acted upon, then it has to be appropriate to the student's upcoming education and focus on goals worth attaining (Rowe & Wood, 2008). Moreover, the absence of immediate feedback can discourage students and may lead them to unsuccessful learning (McDowell, 1995).

2.4.3 Feedback to tasks provide within 2 weeks

According to Wiliam and Leahy (2015) giving feedback to students while they are still processing the task is essential. Having an opportunity to apply it shows that the longer the period between gathering evidence and using it to enhance teaching the less likely it is to affect learning. Even though one of a teacher's many responsibilities is to provide feedback on time, some students were able to devise a reasonable timetable for feedback from their instructors. In most circumstances workload and time may prevent this from happening. According to Mulliner and Tucker (2015) in most cases the students were often prepared to wait 10 working days for their answer. Students expected responses on essays and reports before moving on to the next activity, but they were ready to wait fifteen working days for input on group projects and mid-module assignments. Students wanted feedback on the short answer and multiple-choice questions in five working days (Rowe & Wood, 2008). Students become bored as a result of receiving late responses over time and it results in demotivation for students (Seker & Dincer, 2014).

2.4.4 Precise feedback is better because it helps me to understand what I did correctly and mistaken in an assignment

Feedback study shows that specific feedback is Supportive Moss and Brookhart (2009) states that an effective comment may be precise enough, so the learner recognizes what to do next a good remark from the teacher just not highlight the child's work is right or wrong (Oishi & Murtagh, 2014).

2.5 Feedback related literature in national and international contexts

According to earlier research government school morale is lower than that of private schools although staff self-esteem graduated systems respond similarly to heterogeneity in qualifications, gender, age and other factors (Mustaqeem, 2008). In another research on private schools most government schoolteachers behave well refrain from arguing and refrain from making accusations against other people according to a different study (Shaheen, 2008). Liaqat (2009) studied and found that in comparison to government schools and private schools offer far higher quality education. Additionally, private school teachers prepare their lessons in advance and enter the classroom later. According to a different study, head teachers at government schools did well in terms of year-end administrative planning, while those at private schools concentrated on extracurricular activities year (Ali et al., 2020). Jimenez and Cox (1990) study found that educational institutions in private schools failed to provide state-of-the-art instruction despite evolutionary advances. A different study found that to improve the quality of instruction, performance evaluations are employed to gauge student behavior, teacher inspiration, classroom environment, and knowledge level. According to a study government school performance evaluations are lacking while private school performance evaluations are better. The government sector needs to be improved (Khan et al., 2015). The behavior of children, tutors, and parents was observed to assess the fundamental educational values in the public schools with 360 children based on four different perspectives the first being the quantity and quality of self-owned schoolteachers the part of schoolchildren and parental care and standards books 220 lecturers, 220 parents, 80 public servants and 90 schools and questions were

adopted. Research shows that private school teachers have given major priority to the provision of quality education, following rules and regulations hard work and honesty trying to help each other avoiding miscommunication and making fine future planning (Bishnoi et al., 2020).

Another research was conducted in Indonesia to assess the contributions of government and private schools towards labor market gains and assess whether or not controlling for individual characteristics and the school assignment process makes any difference. The results showed that attending a private school offering the highest gains was far superior to attending a public school (Bedi et al., 2000). Private schools are similar to public schools in both industrialized and less-developed nations. It was found that 75 percent of the children had been enrolled in private schools in the survey carried out in the Lagos State of Nigeria. According to (Tooley, 2005). A study conducted by Coulson and Fisher (2009) showed private schools have more teaching activities as compared to government schools. Informed her research that generally, private schools have performed better than the global average related to educational supplies. Comparably, the Africa Private Education study conducted in Kenya established that the percentage of primary school students increased from 4.6% in 2004 to 11.5% in 2007. After the Kenyan government declared the unfunded Primary Education Policy in 2003, a study indicated that the percentage of teacher-pupils in government schools had increased, which provoked parents to transfer their children to private schools (Nishimura & Yamano, 2008). Selvam (2014) states that in every means of education, a teacher can engage the student to grasp the knowledge in class. A teacher tries every time to practice modern instruction techniques so that learners can get effective inferences at the end of the lecture, which is fruitful in enhancing their coaching skills. The corrective feedback indicates the school children benefit from constructive criticism from teachers to enable improvements in exam scores, understand contents better, engage in active learning, as well as perform exemplarily in class (Manzoor & Ahmad, 2021). Furthermore, they say that with the help of constructive feedback provided by their tutor's students can complete their assignments on time able to

express themselves better and able to take part in any discussions in the class without fear. Corrective feedback is commonly used feedback for improving students' academic achievement worldwide. Chandler (2003) stated that teachers offer opportunities to the students to not make similar mistakes again through corrective feedback. Giving students corrective feedback is necessary and has numerous benefits for their classroom success. According to Aravena (2015) the learning of the students always relies on the teacher to provide the corrective feedback the learners remain, to be significant part of the valuation process for the teachers. Further, more students' academic achievement as well as their self-efficiency levels were significantly related (Meral et al., 2012). It is also argued that students who are confident in their abilities perform better in tests and examinations and can choose challenging courses for their subsequent studies (Ahmed & Safaria, 2013). Moreover, a study by Honicke and Broadbent (2016) has established a mediating relationship between higher education academic performance and self-efficacy. The relationship between academic achievement and self-efficacy was found to be direct by (Tiyuri et al., 2018) had argued earlier that self-efficacy is enhanced in students through giving them advice about their educational performance. Teachers' feedback built based on students' opinions will affect learners' self-efficacy views and performance (Uyulgan & Akkuzu, 2014). Basically, self-efficacy is a cognitive factor that is crucial in mediating the relationship between academic performance and feedback. Wang and Wu (2008) point out that the feedback from their teachers in forms such as constructive evaluating and corrective has always been claimed to boost students' self-efficacy hence it is in the best interest of the students.

Andrabi and Das (2002) matched the latest study of private schools in Pakistan to a survey of the population to arrive at the finding that private institutions were at the primary level becoming more important relative to overall education as well as compared to public institutions. They also matched a recent survey of private educational institutions. Although the study reckoned that middle-class and even lower-class members could still afford to pay the fees. Moreover, it also established that private schools are not exclusively reserved for the urban elite rather they are quite within the reach of the lower-class ruralists contrary to expectation. It was shown that

private schools had better facilities teacher-to-student ratios and per-pupil spending than public ones. The research says although private facilities are better in general public schools are far better in terms of human and physical resources. It was found out that the private schools in District Badin were more enthusiastically working for the cause of education as their students who scored well (obtaining A1 to B grades) in exams had more probability of getting admission to private colleges. Recently the survey of private educational institutions has been discussed by many researchers including (Almani et al., 2012). The educational environment in the private sector schools of Sindh was to be judged based on the roles and actions of the parents teachers, students, and officers. The initiatives that were taken to enhance and increase the students' learning outcomes include PAT, SAT, ASER, NEAS, and PEACE exams among others despite all these efforts math's, science, and English have shown low achievements. Consequently, therefore the Sindh Government prepared a framework for the standardization of assessments in light of the National Education Policy 2009 and other policy documents. All of these policies underscore the formative periodic authentic and standardized nature of summative assessment with the ultimate view of bringing about improvement in learning through assessment for learning. (Ahmad, 2016)

Examined a recent survey of private educational institutions. The use of formative assessment practices tends to shift classroom practice towards a culture of learning. (Black & Wiliam, 1998). Examined a recent survey of private educational institutions. While reviewing the recent survey of private schools there comes the evidential result that formative assessment feedback brings immense improvement in students' outcomes and instructional quality. These scores specifically give the students feedback on their strengths and weaknesses so that the teacher can change or re-focus his approaches whenever necessary during the school year. Provided a completed review of a recent survey of private educational institutions. Formative evaluation may be the route to success in summative evaluation and post-evaluation information remembering in the current learning environment for students. Formative assessment has the power to improve teaching and learning strategies for both teachers and students

by giving them specific feedback on their areas of strength and weakness and assisting them in mastering not only the material being covered but also the most effective learning (Salari et al., 2019)

examined a recent survey of private educational institutions. There is no denying that educators have used methods and techniques to educate students throughout history. To assess whether students have successfully understood the material teachers have employed a variety of methods (Tremblay, 2013). Book authored by Fisher and Frey (2013) examined a recent survey of private educational institutions. The two authors examine popular formative assessment techniques and how well they support students' learning. They contend that standard inquiries such as "Did you all understand?" are insufficient in measuring students' comprehension because they fail to capture the depth of knowledge needed to be assessed (Fisher & Frey, 2013), "Oral language, questioning writing projects and performances assessments and school-wide methods" are some of the categories of this book's structured work (Fisher & Frey, 2013). Examined a recent survey of private educational institutions teachers need a broad formative assessment feedback method according to them Student success was explored in a paper by (Black & Wiliam, 1998) as part of a meta-analysis for formative assessment. In an attempt to answer three important questions, the study polling of more than 250 sources was conducted. Does refining determinative assessment can raise values? Does it appear that there is room for improvement? How is it possible to advance formative assessments (Black & Wiliam, 1998) cited a recent survey of private educational institutions. According to those findings formative evaluation significantly increases student achievement. Indeed, no other method has such a high potential to increase academic standards, argue the authors (Black & Wiliam, 1998). Moreover, Hafeez and wahana (2014) contend that in Pakistan's educational system the feedback for students' correction is not regarded as important. What is mostly done is that students are only given written feedback to improve their performance. They are not properly guided, and mistakes are not identified and discussed in the given work submitted by students

Majority of the teachers rely on generic motivational terms of feedback such as "good," "very good," "excellent," "poor," or "weak." However, these comments are not proper teacher feedback. Effective feedback is the one that provides specific information about student's learning abilities and how these abilities can be enhanced and so it should be positive and achievable, aligning with the students' cognitive abilities to achieve the objectives (Qu & Zhang, 2013). Teacher feedback plays an essential role in enhancing student's academic achievements. According to Guardia et al. (2019), timely feedback from teachers helps students grasp expectations of their teachers providing them with clarity on how complete certain assignments or projects accordingly with the given feedback. Teacher feedback helps student to understand the areas they need to improve in order to achieve their academic goals. Mehregan and Seresht (2014) claims that evaluative feedback is a great tool through which a teacher directs their students to achieve their academic goals. The critical thinking ability of students can be boosted by teachers through their feedback. The feedback from teachers to students helps the students get to know about areas they need improvement in. They work on it to improve and perform better (Carless & Winstone, 2023). Teacher feedback is an important way through which students are motivated to achieve academic excellence. A teacher's feedback can be in any form like it may be an advice to students or it can also be praise that encourages students to keep up with their studies and get over different hurdles (Santrock, 2007). When students get written feedback on their home task from teachers, they become happy and try to perform better. It can easily be inferred that the way and method used by a teacher to provide feedback to students is very helpful for students to learn and perform in the educational setups (Crisp, 2007). According to Fluckiger et al. (2010) it is one of the main challenges for teachers to plan formative feedback concerning timing and student engagement in classroom. Considering their students as partners in the formative feedback process, educators can influence students' thinking and perceptions, ultimately enhancing their learning experience. To improve its effectiveness significantly students should be involved in formative feedback. Teachers feedback on classroom discussions is the best form of teacher feedback. Positive and encouraging feedback on students' participation in classroom activities and discussions

can motivate them to participate more actively in class. These discussions can either be One-on-one or group discussions. This type of feedback is very effective as if students do not understand the feedback, they may ask questions as this is a discussion and this way teachers will ensure that feedback is understood (BoresGarcía et al., 2020).

This literature review provides an organized approach for examining the complex interplay between teacher feedback and student learning outcomes in both government and private schools in Gilgit Baltistan. It acknowledges the multifaceted nature of the educational context and emphasizes the importance of considering various factors to understand the dynamics of this relationship comprehensively.

2.6 Theoretical framework

Social constructivist framework can be used to see the relationship between teacher feedback and learning. Social constructivists say that learning is a process that cannot be carried out in an individual mind rather it is done in a contribution context. In social constructivism, students actively work with their teachers and other students, and they develop a subjective view about their world. Social constructivism is a process in which the interactions we have with others shape our learning. It emphasizes that learning is a process that is facilitated by others and the learner's prior knowledge is necessary to take in new information. According to social constructivists, teachers learn from students and students also learn in the classroom setup. They further say that the teachers in a classroom observe how the students implement the feedback, and they also adjust their strategies accordingly. On one hand the teachers help students learn by giving valuable awareness and keep track of their progress through feedback while on the other hand, students also give feedback to teachers on the effectiveness of their strategies.

According to Dewey (1938) the effectiveness of a theory to explain the relationship and connections in teacher feedback and student learning. In every educational institute, teachers help students understand concepts with the help of their prior knowledge and try to make them understand the new concepts. What students can do is to use their prior knowledge and also get help from their peers to understand the new

concepts. The student teacher understanding is very important because it provides social mediation and a signal to students that they can easily understand the rationality of teacher feedback and students learning.

vygotsky's (1978) theory states that a competent person should help a weak student in understanding the concept that are being taught. When the student continuously does the task and also receives feedback from the teacher, he/she can then with the passage of time become intelligent and knowledgeable and can perform that specific task without anyone's help. With this the intensity of feedback can also be slowed down. This way, the learner can now perform the task alone and understand it better. When it comes to vygotsky's theories, they are more focused on the student learning outcomes that revolves around the active participation of students in their conceptual development.

CHAPTER 3

METHODOLOGY

This chapter gives an overview of the research methodology and data collection used in assessing the teacher feedback quality in Government and private schools in Gilgit Baltistan. A quantitative approach is adopted in the study to compare the teacher feedback practices and how much students were satisfied with prevailing teacher feedback practices in both public and private schools. How teacher feedback influences students learning. In this study, only student's views are incorporated to understand their perspective about the teacher feedback and whether they valued it or not. The research methodology follows various steps such as the selection of a suitable design, data collection, methodology, tools, and data analysis techniques.

3.1 Research design

The research approach employed in this study is a quantitative method methodology, encompassing the quantitative methods to collect the primary data. This comprehensive approach is designed to fulfill the study objectives effectively. To gain a deeper understanding of how students view teacher feedback and how it supports their academic achievement, critical thinking, and communication skills, to determine how teacher feedback influences the student students' academic achievement and critical thinking. A case study research has been conducted. This study's main goal is to analyze the perception of students regarding teacher feedback provision in public and private schools, examining how students value and use the feedback they receive from their teachers. A specific focus is placed on student perception of the teacher feedback practices between public and private schools in Gilgit Baltistan. To examine the relationship between the teacher feedback and students learning outcomes and also find the how feedback effects students communication skills, creativity critical thinking academic achievement. How feedback practices in different school's influences students learning. For this research, I have selected both boy's and girl's public schools,

along with private schools affiliated with the Aga Khan Education Service, Pakistan. In Gilgit Baltistan, the Aga Khan Development Network has established a network of schools ranging from primary to secondary level, spanning the entire region of District Ghizer. The research specifically focuses on secondary school students. I have chosen Aga Khan Higher Secondary School Gahkuch and Aga Khan Higher Secondary School Sherqilla, along with two government schools as the participating schools.

3.2 Research Strategy

In studies, researchers frequently use different approaches such as qualitative and quantitative study designs. The choice of method depends on the type of research being done. A researcher has the choice to select the methodology that best fits their research questions. In this study, a descriptive research design has been used. The purpose of the study is to determine the students' perception regarding the instructor feedback and how teacher feedback practices influence students' academic achievement moreover, how public and private school students value their teacher feedback. Either it helps to improve their communication and critical thinking.

3.3 Methods of data collection

This particular study used a quantitative method approach. A survey was conducted with secondary school students in both government and private schools to collect quantitative data. The study goal is to the secondary high schools within the district Ghizer, with greater importance on those secondary public and private institutions located in Punial Tehsil. In the Punial region, there are nine public schools, among them three are girl's and six are boy's schools. Among them, I choose only one boy and one girl's public high school for my research.

(1) UDC1 Students from classes 9th, and 10th both public and private schools have been selected for the survey. Because they are at the crucial stage of development, demonstrating maturity in understanding and responding to teacher feedback.

3.4 Unit of data collection

To understand how teacher-delivered feedback influences student learning and how students perceive and value the feedback given by the teachers in school. Either it helps in improving their learning and academic achievements. Moreover, the primary data was collected through semi-structured survey questionnaires that were filled from the secondary 9th and 10th class students.

3.5 Sampling

Probability sampling techniques used along with simple Random sampling techniques have been selected as sampling strategies for this study. Simple random sampling techniques were used to collect the primary data. Through this sampling technique data required has been gathered from the public and private secondary school students to get information about the feedback practices and how students perceive their teacher feedback, students from classes 9th, and 10th have been selected for the survey questionnaires. In district Ghizer there are a total of nine secondary public schools among them three are female and six are male high schools. For this research, I randomly selected the two government high schools along with two Aga Khan Higher Secondary schools chosen for data collection purposes. this research includes only secondary school students of grades 9th and grade 10th students from both institutes questionnaires were filled from all the students of both the grade 9th and 10th students.

Table 3. 1: Sample size

Types of school	Sample Size
Private	127
Public	173

3.6 Research instruments

Teacher feedback and students' learning outcomes were measured through questionnaires, which is a point Likert scale. The teacher feedback and student learning outcomes scale was comprised of the mode of feedback, frequency of feedback timeline of feedback quality of feedback moreover the student learning outcomes scale is comprised of Academic achievement, Critical thinking, creativity, and communication skills. These scales are derived from the literature on teacher feedback and some parts of the questionnaire taken from one of the research papers on teacher views about classroom assessment (Saeed, Tahir, & Latif,2018) however, the research questionnaires were based on literature about the teacher feedback and student achievement and learning. the first part of the questionnaire needs participants to select the responses. Students were instructed to give a response to the survey questionnaires by using the Likert scale. Once the questionnaires were ready the pilot test was performed with some random students from the public and private schools to check the wording and layout of how much the students could understand the question design.

3.6.1 Government Schools

In district Ghizer there are total public high schools are nine, six of which are Boys and three are female high schools. Schools are randomly selected for the research survey. It includes both the gender representation in the study data.

3.6.2 Private Schools

This study covers the two private schools to show the rational point of view. There are two Aga Khan Higher Secondary schools in Punial Valley so included both institutions in the study.

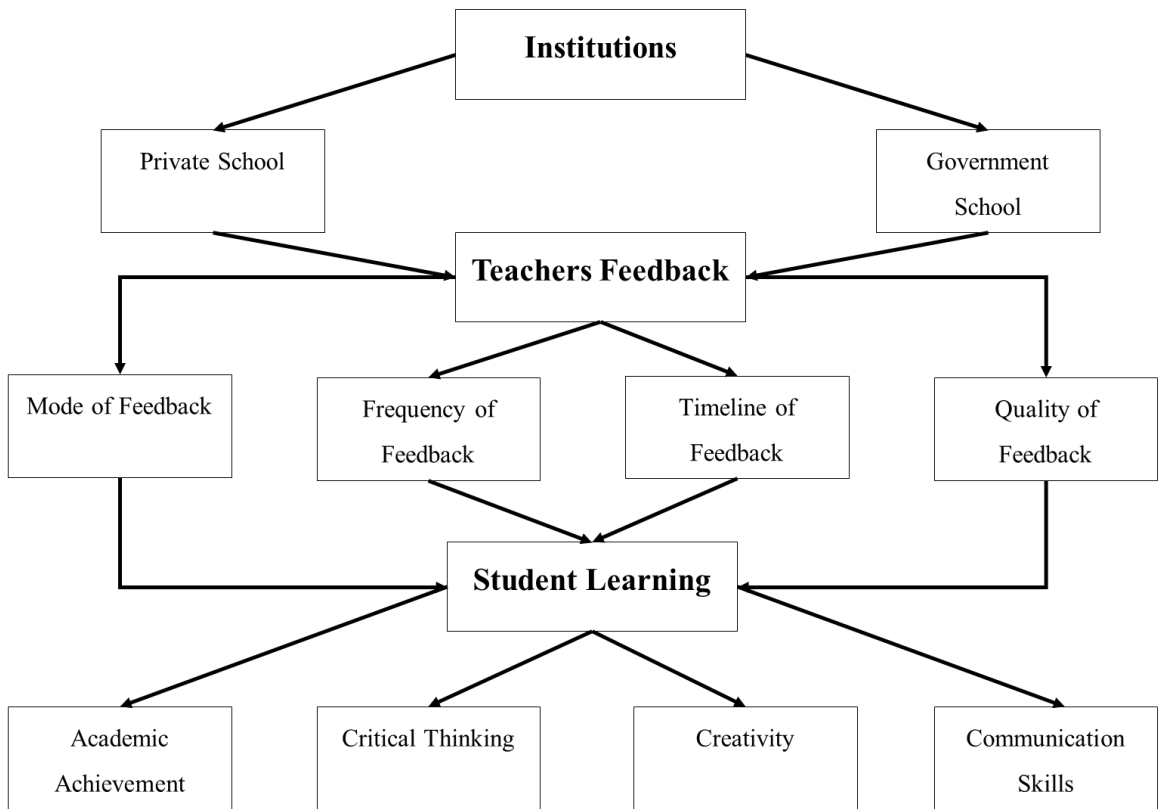
3.7 Data Analysis Technique

Descriptive statistics technique is used for the data analysis. Data is collected through survey questionnaires from both public and private schools and analyzed by using the summary statistics of the model. By applying the multiple linear regression models to

find the perception of public and private school students regarding their teacher feedback which is independent variable impacts on their learning outcomes.

3.8 Conceptual Framework

Developing a conceptual framework for understanding the relationship between teacher feedback and student learning outcomes in Government and private schools in Gilgit Baltistan requires considering various factors. Here's a potential framework. This conceptual framework provides a structured approach for examining the complex interplay between teacher feedback and student learning outcomes in both government and private schools in Gilgit Baltistan. It acknowledges the multifaceted nature of the educational context and emphasizes the importance of considering various factors to understand the dynamics of this relationship comprehensively.



3.8 Econometric model

An econometric model is a statistical tool used to find out the relationship between the independent and dependent variables studied in research. Here is the econometric model of the study

$$Y = \beta_0 + \beta_1F + \beta_2Q + \beta_3M + \beta_4T + \beta_5S + \beta_6G + \epsilon$$

Teacher feedback, School type and Gender are the independent variable in this study while the student learning outcomes are the dependent variable. To measure the independent and dependent variables further sub-variables are used to measure them. The independent variables F is “frequency of feedback”, “quality of feedback” is show as Q, “Mode of feedback” is represented as M, “timeline of feedback” which is T. Moreover, S and G are the dummy variables representing the “school type” and “gender” respectively. ϵ is the random error term in the model. These variables are often measured on a five-point Likert scale. Furthermore, public and private schools are incorporated as Dummy variables which indicates whether the student is from a public or private school. In the model, the β_0 , β_1 , β_2 , β_3 , β_4 , β_5 , and β_6 are the regression coefficients and show how the teacher feedback influences the student learning outcome variables such as critical thinking, creativity, and academic achievements.

The empirical model used in this study is a multiple regression model estimated through Ordinary Least Squares (OLS). This model is appropriate as it examines the effect of multiple independent variables such as teacher feedback, school type, and gender on student learning outcomes, which is the dependent variable. The choice of OLS is justified due to following reasons.

- OLS minimizes the sum of the squared residuals, leading to the best linear unbiased estimates (BLUE) of the regression coefficients. In other words, OLS gives unbiased and efficient estimates.
- OLS accommodates both continuous and categorical independent variables simultaneously. It makes OLS versatile for analyzing diverse types of data within a single model.

- Ordinary Least Squares (OLS) is particularly well-suited for cross-sectional data too, where observations are collected at a single point in time across different entities.

Table 3. 2: Types of Variables

		Variables	Scale
Independent Variables	Teacher Feedback	Mode of feedback	Likert
		Frequency of feedback	Likert
		Timeline of feedback	Likert
		Quality of feedback	Likert
Dependent Variables	Student Learning Outcome	Academic achievement	Likert
		Critical thinking	Likert
		Creativity	Likert
		Communication Skills	Likert

The above table shows a complete overview of the independent and dependent variables of the research study. It also includes sub-variables which is an important part of the research.

3.9 Locale

This study will be conducted in the district of Ghizer Gilgit Baltistan. Ghizer is one of the districts of Gilgit Baltistan where the Aga Khan Development Network is working to increase the quality of education and availability of learning opportunities for

students. The Aga Khan education services run primary schools as well as some higher secondary schools in different villages of District Ghizer. Along with that government schools are also functional and trying to provide ensure quality education in the district.

CHAPTER 4

RESULT AND DISCUSSION

In this chapter, a comprehensive analysis of the data is presented. The study primarily relies on primary data and provides a detailed report on demographic statistics, independent sample t-test, and multiple linear regression analysis to examine the impact of independent variables on the dependent variable.

4.1 Demographics

The demographic profile of the students includes information on school type, age, gender, and education. Each of them is discussed in detail.

4.1.1 School Type

Table 4. 1: School type

	Frequency	Percent	Cumulative Percent
Private	127	42.3	42.3
Public	173	57.7	100
Total	300	100	

The above table presents the distribution of students by the type of school they attend, categorized as either private or public. Out of a total sample of 300 students, 127 students, or 42.3%, are enrolled in private schools. Conversely, 173 students, representing 57.7% of the total, are enrolled in public schools. The cumulative percentage indicates that 42.3% of the students are in private schools, with the remaining cumulative percentage reaching 100%, inclusive of those in public schools.

This distribution shows that a larger proportion of students in the sample attend public schools compared to private schools, with a difference of 15.4 percentage points. The following graph shows the percentage of student interviewed from each school type.

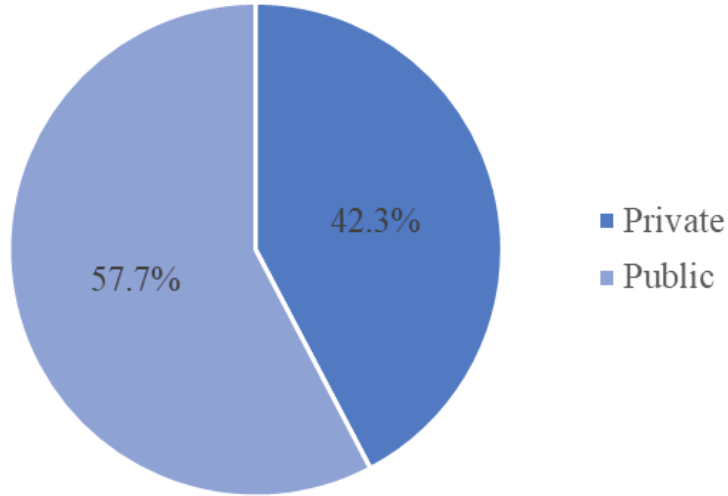


Figure 4. 1: School

Moreover, the following bar graph shows the number of schools interviewed. Four schools are listed on the bottom axis, and the number interviewed from each school is shown in percentages on the top of each bar.

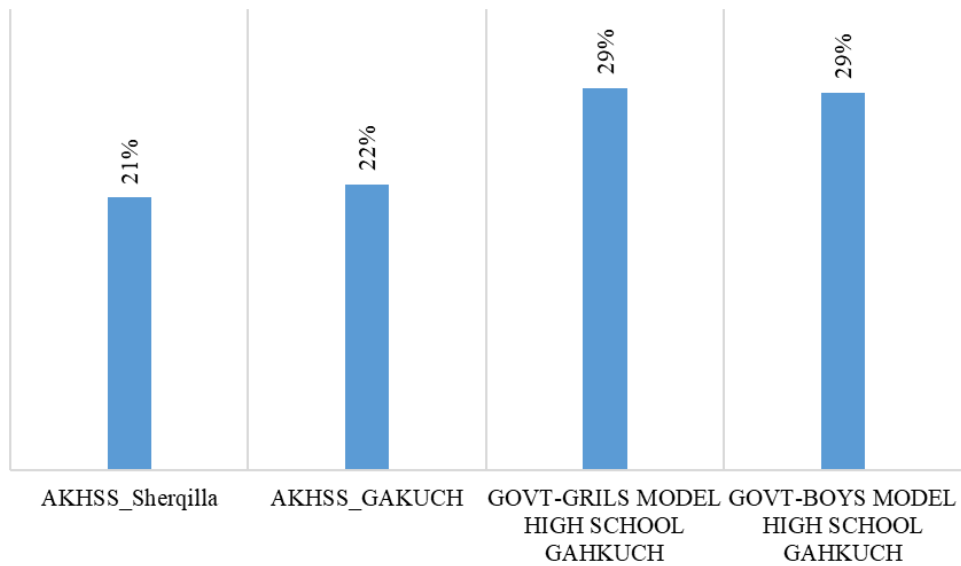


Figure 4. 2: School Interviewed

4.1.2 Age

Table 4. 2: Age

	Frequency	Percent	Cumulative Percent
10-15 years	112	37.3	37.3
16-18 years	188	62.7	100
Total	300	100	

The table presents the distribution of students by age group within the sample of 300 students. There are two age categories: 10-15 years and 16-18 years. In the younger age group of 10-15 years, there are 112 students, which constitutes 37.3% of the total sample. The older age group of 16-18 years comprises 188 students, representing 62.7% of the sample. The cumulative percentage shows that 37.3% of the students fall within the 10-15 years age range, with the cumulative total reaching 100% when including the 16-18 years age group. This indicates that a majority of the students, nearly two-thirds, are in the 16-18 years' age bracket. The following pie chart represent the percentage of students in each age group.

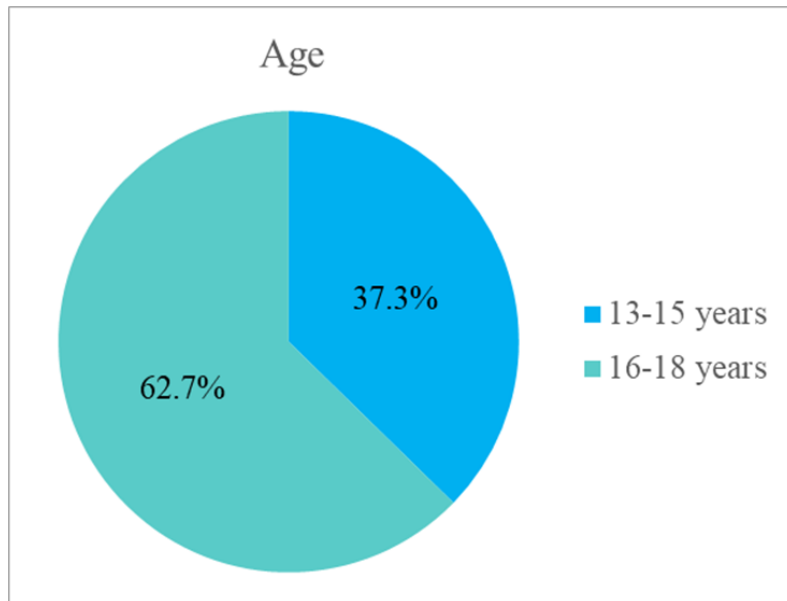


Figure 4. 3: Age

4.1.3 Gender

Table 4. 3: Gender

	Frequency	Percent	Cumulative Percent
Female	160	53.3	53.3
Male	140	46.7	100
Total	300	100	

The table presents the gender distribution of the 300 students in the sample, divided into female and male categories. There are 160 female students, which constitute 53.3% of the total sample. The remaining 140 students are male, accounting for 46.7% of the sample. The cumulative percentage indicates that after considering the female students,

53.3% of the sample is covered, and including the male students brings the cumulative total to 100%. This distribution shows a slight majority of female students over male students, with females making up just over half of the sample. The nearly balanced gender distribution suggests a relatively even representation of both genders, which is important for ensuring that the study's findings are applicable to both male and female students. The following pie chart represents the percentage of both males and females interviewed.

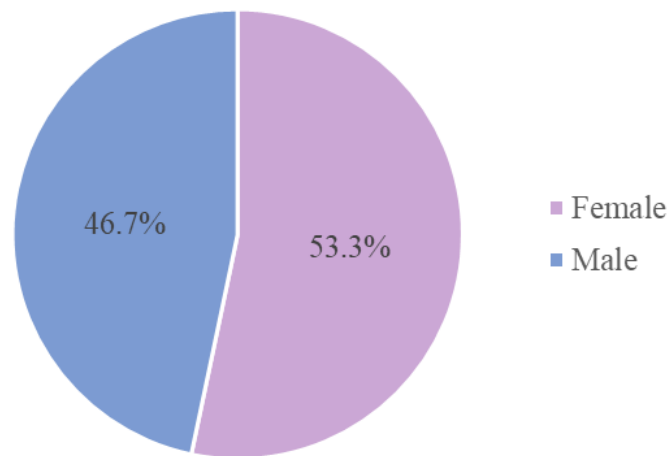


Figure 4. 4: Gender

4.1.4 Education

Table 4. 4: Education

	Frequency	Percent	Cumulative Percent
9th Class	174	58	58
10th Class	126	42	100
Total	300	100	

The table displays the distribution of students based on their educational level, specifically focusing on the 9th and 10th grades. Out of the total sample of 300 students, 174 students are in the 9th grade, which constitutes 58% of the sample. The remaining 126 students are in the 10th grade, representing 42% of the sample. The cumulative percentage shows that 58% of the students are in the 9th grade, with the cumulative total reaching 100% when including the 10th-grade students. This distribution indicates a higher proportion of students in the 9th grade compared to the 10th grade within the sample. The percentage of students enrolled in each class is presented in the following pie chart.

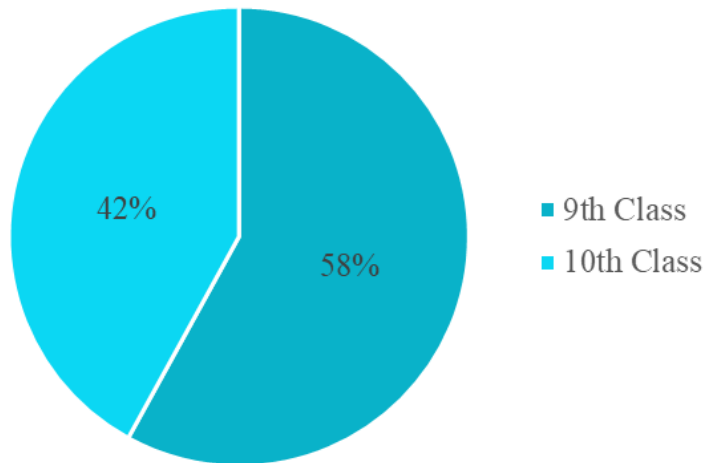


Figure 4. 5: Education

4.2 Reliability

The values of reliability coefficients of Chronbach's Alpha are measured by four independent variables (Frequency of Feedback, Quality of feedback, Mode of Feedback, Timelines of Feedback) and four dependent variables (Academic Achievement, Critical Thinking, Creativity, and Communication Skills) in the following table 4.5

Table 4. 5: Reliability Results

Variables	No of Items	Cronbach's Alpha
Dependent Variables		
Academic Achievement	5	0.760
Critical Thinking	5	0.620
Creativity	5	0.660
Communication Skills	5	0.766
Independent Variables		
Frequency of Feedback	4	0.610
Quality of feedback	4	0.605
Mode of Feedback	4	0.696
Timelines of Feedback	4	0.617

Cronbach's alpha will be used in a scale evaluation to determine the consistency of the study instrument, and it is compared to the standard acceptable value of above 0.6. In his research findings, Pallant (2013) highlighted that a Cronbach's alpha of greater than 0.6 indicates that the study instrument is internally consistent.

The independent variables in the study are measured by 5 items. The Cronbach's alpha values for these variables range from 0.620 to 0.766. Specifically, Academic Achievement has a Cronbach's alpha of 0.760, Critical Thinking has 0.620, Creativity has 0.660, and Communication Skills has 0.766. Since the standard acceptable value

for Cronbach's alpha is above 0.6, all the independent variables meet the threshold, indicating that the items measuring each variable are reliable and consistent.

4.3 Teacher Feedback

Table 4. 6: Teacher Feedback

Teacher Feedback	Almost never	Rarely	someti mes	often	almost always
Teachers in my school provide feedback on my assignments regularly	4.5%	4.9%	17.5%	27.8%	42.4%
The feedback I receive from teachers helps me understand my strengths and weaknesses in the subject	2.3%	9.1%	24.3%	29.8%	31.4%
I feel motivated to improve my work when I receive feedback from my teachers	1.6%	11.3%	25.2%	30.7%	28.2%
Teachers in my school encourage me to ask questions and seek clarification based on their feedback	4.2%	8.7%	18.8%	33%	32.4%

Table 4.5 indicates that the largest percentage of students, 42.4%, reported that teachers "almost always" provide regular feedback on their assignments. This highlights a strong emphasis on frequent feedback in their educational environment. Regarding the effectiveness of feedback, 31.4% of students stated that it "almost always" helps them understand their strengths and weaknesses, demonstrating the feedback's role in

fostering self-awareness and academic growth. When it comes to motivation, 30.7% of students felt "often" motivated to improve their work upon receiving feedback, suggesting that while feedback generally enhances motivation, there is potential to increase the instances where students feel "almost always" motivated. Lastly, 33% of students indicated that teachers "often" encourage them to ask questions and seek clarification based on feedback, reflecting a supportive atmosphere for student engagement and active learning, though there is room to elevate this encouragement to an "almost always" level.

4.4 Quality of feedback

Table 4. 7: Quality of feedback

Quality of Feedback	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The feedback I receive from teachers is clear and easy to understand	5.8%	6.5%	20.7%	44.7%	19.4%
Teachers in my school provide feedback that helps me understand what I did well and what I need to improve	4,2%	18.4%	27%	33%	13%
Teachers provide detailed feedback that goes beyond just marking correct or incorrect	6%	12%	28%	30%	18%
Feedback from teachers includes words of encouragement and motivation	4%	12%	21%	38%	20%

Table 4.6 reveals significant insights into the quality of feedback students receive. The largest percentage of students, 44.7%, “agrees” that the feedback from teachers is clear and easy to understand, indicating that a substantial portion of students find the feedback comprehensible and straightforward. Regarding feedback that helps students understand what they did well and what needs improvement, 33% of students also “agree,” suggesting that this aspect of feedback is effectively addressed but with room for more students to strongly agree. When it comes to the detail of feedback, 30% of students “agree” that teachers provide feedback that goes beyond merely marking answers as correct or incorrect, pointing to an area that could benefit from more depth to move students towards strong agreement. Finally, 38% of students “agree” that feedback includes words of encouragement and motivation, reflecting a generally supportive feedback environment, though further enhancement could elevate the students' motivational experience to a stronger level.

4.5 Mode of Feedback

Table 4. 8: Mode of Feedback

Mode of Feedback	Almost never	Rarely	Someti mes	Often	Almost always
Teachers in my school provide oral feedback during class discussions or one-on-one interactions	5%	6%	15%	25%	44%
Teachers give written feedback on my assignments or assessments, such as comments on papers or homework	4%	10%	29%	34%	18%
Teachers encourage us to assess our work and provide feedback to ourselves	6%	11%	27%	26%	24%
Teachers organize feedback sessions where students can discuss their work and receive feedback interactively	8%	13%	23%	31%	20%

Table 4.7 provides a clear picture of how students perceive the different modes of feedback they receive. The largest percentage of students, 44%, reported that teachers "almost always" provide oral feedback during class discussions or one-on-one interactions. This indicates a strong emphasis on verbal communication as a feedback

method, which is highly valued by students. For written feedback on assignments or assessments, 34% of students stated that it is "often" provided, suggesting that while written feedback is common, it is not as consistently delivered as oral feedback. Regarding self-assessment encouragement, 27% of students indicated that it "sometimes" occurs, highlighting an area where there is significant variability and potential for increased consistency. Lastly, 31% of students reported that teachers "often" organize interactive feedback sessions, pointing to relatively frequent use of this collaborative feedback method, though there is room to make these sessions a more regular part of the feedback process.

4.6 Timelines of Feedback

Table 4. 9: Timelines of Feedback

Timelines of Feedback	Almost never	Rarely	Sometimes	Often	Almost always
Teachers in my school provide feedback on assignments promptly after they are submitted	3%	9%	13%	32%	37%
Teachers ensure that feedback from one assignment is provided before the next assignment is due	3%	8%	15%	37%	31%
Teachers regularly provide updates on my progress, including areas of improvement, in a timely manner	2%	13%	28%	36%	17%
Teachers offer immediate feedback during class activities or discussions to address misconceptions or errors	3%	15%	26%	20%	30%

The survey results highlight students' perceptions of the timelines of feedback they receive. The largest percentage of students, 37%, reported that teachers "almost always" provide prompt feedback on assignments after submission. This indicates a

strong commitment to timely feedback, ensuring students can quickly apply corrections and improve. For ensuring feedback from one assignment is provided before the next is due, 37% of students "often" experience this, suggesting a good but not perfect adherence to timely feedback scheduling. When it comes to regular updates on progress, including areas for improvement, 36% of students indicated this happens "often," reflecting a frequent but not consistent practice of providing timely updates. Lastly, 30% of students reported that teachers "almost always" offer immediate feedback during class activities or discussions, addressing misconceptions or errors on the spot. This shows a high level of engagement and responsiveness in the classroom, crucial for immediate learning adjustments and understanding.

4.7 Academic Achievement

Table 4. 10: Academic Achievement

Academic Achievement	Almost never	Rarely	sometimes	often	Almost Always
Teachers provide constructive feedback to students on their academic performance	1%	1%	12%	30%	51%
Teacher feedback helps students understand their strengths and weaknesses	1%	6%	17%	42%	29%
Teachers encourage students to act upon the feedback provided	5%	8%	24%	21%	26%
Students feel motivated to improve their academic performance based on teacher feedback	3%	6%	19%	37%	29%
Teacher feedback has a positive impact on students' overall academic achievement	3%	13%	21%	31%	28%

Table 4.9 provides insights into how students perceive the impact of teacher feedback on their academic achievement. The largest percentage of students, 51%, reported that

teachers "almost always" provide constructive feedback on their academic performance. This indicates a strong emphasis on detailed and helpful feedback, which is essential for student growth and improvement. For understanding strengths and weaknesses, 42% of students stated that teacher feedback "often" helps them, highlighting the importance of feedback in self-assessment and personal development. Regarding encouragement to act upon feedback, 26% of students indicated that this "almost always" happens, showing that while encouragement is present, there is still room for making it more consistent. In terms of motivation, 37% of students feel "often" motivated to improve their academic performance based on teacher feedback, suggesting that feedback is a significant motivational tool. Lastly, 31% of students reported that teacher feedback "often" has a positive impact on their overall academic achievement, reflecting the vital role of constructive feedback in enhancing students' academic success.

4.8 Critical Thinking Skills

Table 4. 11: Critical Thinking Skills

Critical Thinking Skills	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Teachers provide feedback that challenges students to think critically about the subject matter	3%	13%	15%	44%	20%
Teacher feedback encourages students to analyze and evaluate information independently	4%	9%	15%	39%	27%
Students feel empowered to question assumptions and explore different perspectives due to teacher feedback	5%	6%	15%	37%	32%
Teacher feedback promotes the development of problem-solving skills and creativity in students	4%	8%	25%	46%	12%
Teacher feedback plays a significant role in enhancing students' overall critical thinking abilities	5%	6%	36%	37%	20%

Table 4.10 reveals how students perceive the role of teacher feedback in developing their critical thinking skills. The largest percentage of students, 44%, reported that teachers provide feedback that challenges them to think critically about the subject matter "to a great extent." This indicates that a significant portion of students find the feedback they receive to be intellectually stimulating and thought-provoking. For encouraging independent analysis and evaluation of information, 39% of students indicated this occurs "to a great extent," reflecting the feedback's effectiveness in fostering independent critical thinking. When it comes to feeling empowered to question assumptions and explore different perspectives, 32% of students responded, "to a very great extent," highlighting the strong impact of feedback in promoting intellectual curiosity and open-mindedness. Regarding the promotion of problem-solving skills and creativity, 46% of students said feedback helps "to a great extent," showing that feedback is crucial in nurturing these skills. Lastly, 37% of students believe that teacher feedback enhances their overall critical thinking abilities "to a great extent," underscoring the essential role of feedback in developing critical thinking.

4.9 Creativity

Table 4. 12: Creativity

Creativity	Not at all	slightly	Moderately	very much	Extremely
Teachers provide feedback that encourages students to think creatively and explore new ideas	3%	13%	21%	30%	28%
Teacher feedback fosters a supportive environment for students to express their creative thoughts	3%	13%	15%	44%	19%
Students feel inspired to take risks and experiment creatively due to the feedback received	4%	9%	15%	39%	28%
Teacher feedback acknowledges and appreciates students' creative contributions to assignments	5%	6%	18%	35%	32%
Teacher feedback significantly contributes	92%	-	1%	2%	1%

to enhancing students' overall creativity and innovation					
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Table 4.11 highlights the impact of teacher feedback on students' creativity. The largest percentage of students, 30%, reported that teachers provide feedback that "very much" encourages them to think creatively and explore new ideas. This indicates that a significant portion of students find feedback to be a strong motivator for creative thinking. For fostering a supportive environment for expressing creative thoughts, 44% of students responded, "very much," reflecting that feedback creates a nurturing atmosphere for creativity. Regarding inspiration to take risks and experiment creatively, 39% of students indicated that feedback inspires them "very much," showing the role of feedback in encouraging creative experimentation. When it comes to acknowledging and appreciating creative contributions, 35% of students said feedback does this "very much," highlighting the importance of recognition in motivating students to be creative. Lastly, an overwhelming 92% of students reported that teacher feedback does "not at all" significantly contribute to enhancing their overall creativity and innovation. Overall, teacher feedback is seen as a significant driver of creativity, although there may be complexities or inconsistencies in how its overall impact is perceived.

4.10 Communication Skills

Table 4. 13: Communication Skills

Communication Skills	Almost never	Rarely	Sometimes	Often	Almost always
Teachers provide feedback that helps students improve their verbal communication skills	2%	9%	16%	34%	33%
Teacher feedback assists students in organizing their thoughts coherently in written form	4%	8%	25%	47%	12%
Students feel encouraged to actively participate in class discussions due to teacher feedback	5%	6%	26%	37%	20%
Teacher feedback facilitates the development of listening skills among students	6%	11%	21%	39%	18%
Teacher feedback contributes significantly to enhancing students' overall communication abilities	7%	9%	14%	50%	15%

Table 4.12 provides insights into how teacher feedback affects students' communication skills. The largest percentage of students, 33%, reported that teachers "almost always" provide feedback that helps improve their verbal communication skills. This suggests a strong emphasis on enhancing verbal communication through feedback, which is vital for effective speaking and interaction. For assistance in organizing thoughts coherently in written form, 47% of students said feedback "often" helps, indicating that written feedback is a critical component in developing students' writing skills. Regarding encouragement to actively participate in class discussions, 37% of students reported this happens "often," showing that feedback plays a significant role in fostering class participation and verbal engagement. In facilitating listening skills, 39% of students indicated feedback does this "often," highlighting the importance of feedback in improving students' ability to listen and comprehend effectively. Lastly, 50% of students believe that teacher feedback "often" contributes significantly to enhancing their overall communication abilities, reflecting the broad and substantial impact of feedback on various aspects of communication skills. These results underline the pivotal role of consistent and constructive feedback in developing students' comprehensive communication capabilities.

4.11 Teacher Qualifications and Experience

Table 4. 14: Teacher Qualifications and Experience

Teacher Qualifications and Experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers in my school have the necessary qualifications to effectively teach their subjects	3%	4%	8%	39%	41%
Experienced teachers in my school positively impact students' understanding of the subject matter	2%	3%	17%	39%	34%
Teachers with higher levels of education (e.g., master's or Ph.D. degrees) provide better quality instruction	1%	4%	16%	40%	34%
Teachers' years of teaching experience correlate with their effectiveness in delivering lessons and engaging students	4%	16%	18%	45%	23%
Teachers' professional development opportunities contribute to enhancing	5%	6%	15%	25%	44%

their teaching skills and student outcomes					
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The survey results reveal students' perceptions of their teachers' qualifications and their impact on learning. For the statement "Teachers in my school have the necessary qualifications to effectively teach their subjects," 41% of students "strongly agree," indicating a high level of confidence in their teachers' qualifications. Regarding the positive impact of experienced teachers on students' understanding, 39% of students "agree," showing that experience is highly valued for improving subject comprehension. For the belief that teachers with higher education levels provide better quality instruction, 40% of students "agree," suggesting that advanced degrees are seen as enhancing instructional quality. Concerning the correlation between years of teaching experience and effectiveness in lesson delivery and student engagement, 45% of students "agree," highlighting the importance of experience in effective teaching. Lastly, for the contribution of teachers' professional development opportunities to enhancing their teaching skills and student outcomes, 44% of students "strongly agree," emphasizing the perceived value of ongoing professional growth in improving educational outcomes. These responses collectively underscore the significance of qualifications, experience, and continuous professional development in fostering effective teaching and positive student outcomes.

4.12 Classroom Environment

Table 4. 15: Classroom Environment

Classroom Environment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The classroom environment in my school is conducive to effective learning	4%	6%	18%	45%	23%
Teachers create a supportive and inclusive atmosphere where students feel comfortable to participate	5%	6%	15%	25%	44%
Classroom activities and discussions encourage active engagement among students	3%	9%	13%	31%	37%
Teachers effectively manage classroom dynamics to ensure a productive learning environment	3%	8%	15%	37%	32%
The physical layout and resources in the classroom facilitate student learning and interaction	2%	13%	28%	35%	17%

Table 4.14 provides insights into students' perceptions of their classroom environment and its impact on learning. For the statement "The classroom environment in my school is conducive to effective learning," 45% of students "agree," indicating a majority finds the environment supportive of their learning needs. Regarding the creation of a supportive and inclusive atmosphere by teachers, 44% of students "strongly agree," highlighting a strong perception of inclusivity and comfort in participation. When asked about classroom activities and discussions encouraging active engagement, 37% of students "strongly agree," suggesting that a significant number of students find these activities highly engaging. For the effective management of classroom dynamics, 37% of students "agree," reflecting confidence in teachers' ability to maintain a productive learning environment. Lastly, 35% of students "agree" that the physical layout and resources in the classroom facilitate learning and interaction, indicating that while the majority find the physical setup beneficial, there is room for improvement. These responses underscore the importance of a well-managed, inclusive, and resource-rich classroom environment in promoting effective learning and student engagement.

4.13 Parental Involvement

Table 4. 16: Parental Involvement

Parental Involvement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents in my school are actively involved in their child's education	3%	15%	26%	30%	20%
Teachers communicate regularly with parents about student's progress and areas for improvement	4%	11%	20%	28%	31%
Parent-teacher meetings are conducted regularly to discuss student performance and goals	18%	-	11%	36%	30%
Parental support at home positively impacts students' engagement and motivation in school	2%	18%	16%	39%	20%
Collaborative efforts between teachers and parents contribute significantly to students' success	1%	-	8%	52%	35%

The survey results highlight students' perceptions of parental involvement in their education. For the statement "Parents in my school are actively involved in their child's education," the largest percentage of students, 30%, "agree," indicating that while there is a notable level of parental involvement, it is not overwhelmingly high. Regarding regular communication between teachers and parents about student's progress and areas for improvement, 31% of students "strongly agree," suggesting that a significant portion of students recognize frequent and effective communication efforts. For the regular conduct of parent-teacher meetings to discuss student performance and goals, 36% of students "agree," reflecting the school's commitment to maintaining consistent dialogue about student progress. When considering the impact of parental support at home on students' engagement and motivation in school, 39% of students "agree," highlighting the positive effect of a supportive home environment on student motivation. Lastly, for the collaborative efforts between teachers and parents significantly contributing to students' success, 52% of students "agree," emphasizing the importance of a strong partnership between teachers and parents in fostering student achievement. These responses underscore the critical role of active parental involvement and effective communication in enhancing students' educational experiences and outcomes.

4.14 Perception of male and female secondary school students regarding teacher feedback on student learning outcomes

An Independent sample t-test was conducted to evaluate the perception of male and female secondary school students regarding teacher feedback on student's learning outcomes. After finding the mean score of all the domains. Perception of male and female students on the frequency of feedback shows (3.68±0.73) and (3.99±0.646) respectively with a p-value of 0.073. Perception of quality of feedback shows (3.47±0.624) among males and (3.55±0.744) among female students having a p-value of 0.033 that shows a statistical significance. Perception on the mode of feedback shows (3.43±0.818) among males and (3.79±0.689) among female students with a p-value of

0.030 which shows a statistical significance. Perception on the timeline of feedback shows (3.67 ± 0.747) among males and (3.78 ± 0.670) among females with a p-value of 0.113.

Perception regarding academic achievement among male and female students shows (3.76 ± 0.611) , and (4.05 ± 1.001) respectively, with a p-value of 0.686 that is statistically not significant. Perception regarding critical thinking skills among males shows (3.57 ± 0.641) and (3.83 ± 0.667) among females with a p-value of 0.173 which shows there is no statistical significance. Perception regarding creativity skills among male and female students shows (3.57 ± 0.641) , and (3.57 ± 0.641) respectively, with a p-value of 0.869 showing no statistical significance. Perception regarding communication skills shows (3.67 ± 1.067) among male students and (3.67 ± 0.873) among female students having a p-value of 0.221 which is statistically not significant.

Table 4. 17: Mean difference regarding Perception of Teacher feedback and learning Outcomes with respect to gender

Variables	Gender	Mean±SD	t	df	p-value
Frequency of Feedback	<i>Male</i>	3.68±0.731	-3.902	298	0.073
	<i>Female</i>	3.99±0.646			
Quality of Feedback	<i>Male</i>	3.47±0.624	-0.957	298	0.033
	<i>Female</i>	3.55±0.744			
Mode of Feedback	<i>Male</i>	3.43±0.818	-4.136	298	0.030
	<i>Female</i>	3.79±0.689			
Timeline of Feedback	<i>Male</i>	3.67±0.747	-0.984	298	0.113
	<i>Female</i>	3.78±0.670			
Academic Achievement	<i>Male</i>	3.76±0.611	-2.910	298	0.686
	<i>Female</i>	4.05±1.001			
Critical Thinking Skills	<i>Male</i>	3.57±0.641	-3.401	298	0.173
	<i>Female</i>	3.83±0.667			
Creativity	<i>Male</i>	3.67±0.106	-2.408	298	0.869
	<i>Female</i>	3.57±0.641			
Communication Skills	<i>Male</i>	3.67±1.067	-0.059	298	0.221
	<i>Female</i>	3.67±0.873			

4.15 Perception of private and public secondary school students regarding teacher feedback on student learning outcomes

An Independent sample t-test was conducted to evaluate the perception of private and public secondary school students regarding teacher feedback on student's learning outcomes. After finding the mean score of all the domains. Perception of public and private secondary school students regarding the frequency of feedback shows (3.85±0.669) and (3.84±0.741) respectively, with a p-value of 0.323. Perception regarding quality of feedback shows (3.47±0.657) among public school students and (3.55±0.726) among private school students having a p-value of 0.145 that shows no statistical significance. Perception regarding the mode of feedback shows (3.56±0.813) among public school students and (3.68±0.721) among private school students with a p-value of 0.139 which shows no statistical significance. Perception regarding the timeline of feedback shows (3.72±0.701) among public school students and (3.71±0.714) among private school students with a p-value of 0.002 that shows a statistical significance.

Perception of public and private secondary school students on academic achievement shows (3.84±0.603) and (3.99±1.057) respectively, with a p-value of 0.305 that is statistically not significant. Perception of critical thinking skills among public school students shows (3.73±0.652) and (3.68±0.684) among students from private schools with a p-value of 0.325 which shows there is no statistical significance. Perception of creativity skills among public and private school students shows (3.25±0.634), and (3.28±1.027) respectively, with a p-value of 0.524 showing no statistical significance. Perception of communication skills shows (3.71±1.094) among public school students and (3.63±0.769) among students from private schools having a p-value of 0.847 which is statistically not significant.

Table 4. 18: Mean difference regarding Perception of Teacher Feedback and student Learning Outcomes with respect to School Type

Variables	Type of School	Mean±SD	t	df	p-value
Frequency of Feedback	<i>Public</i>	3.85±0.669	-0.162	298	0.323
	<i>Private</i>	3.84±0.741			
Quality of Feedback	<i>Public</i>	3.47±0.657	-1.001	298	0.145
	<i>Private</i>	3.55±0.726			
Mode of Feedback	<i>Public</i>	3.56±0.813	-1.386	298	0.139
	<i>Private</i>	3.68±0.721			
Timeline of Feedback	<i>Public</i>	3.72±0.701	-0.109	298	0.002
	<i>Private</i>	3.71±0.714			
Academic Achievement	<i>Public</i>	3.84±0.603	-1.561	298	0.305
	<i>Private</i>	3.99±1.057			
Critical Thinking Skills	<i>Public</i>	3.73±0.652	-0.547	298	0.325
	<i>Private</i>	3.68±0.684			
Creativity	<i>Public</i>	3.25±0.634	-0.271	298	0.524
	<i>Private</i>	3.28±1.027			
Communication Skills	<i>Public</i>	3.71±1.094	0.705	298	0.847
	<i>Private</i>	3.63±0.769			

4.16 Regression Analysis

The main objective of this study is to explore the relationship between independent variables (teacher feedback) and dependent variables (student learning outcomes) is done in this section. The study performs multiple linear regression analyses for each dependent variable (academic achievement, critical thinking, creativity, and communication skills) separately. The estimated model for each student's learning outcomes (academic achievement, critical thinking, creativity, and communication skills) is interpreted below.

4.16.1 Academic Achievement

First, we estimate multiple linear regressions for Academic Achievement. The results of the Academic achievement model are as follows.

Table 4. 19: Academic Achievement Regression

	B	Std. Error	t	P-value
Constant	2.540	.402	6.324	.000
Frequency of Feedback	.154	.077	1.993	.047
Quality of Feedback	.051	.076	.667	.505
Mode of Feedback	-.075	.062	-1.210	.227
Timelines of Feedback	.265	.074	3.591	.000
School (Public)	-.005	.104	-.050	.960
Gender (Male)	-.233	.098	-2.392	.017

Constant

The constant term, with a coefficient of 2.540 and a p-value of 0.000, is significant at the 10% level, indicating that when all predictors are zero, the baseline level of academic achievement is 2.540. This highlights a substantial foundation of academic performance irrespective of the feedback-related variables.

Frequency of Feedback

The coefficient for Frequency of Feedback is 0.154 (p-value 0.047), significant at the 10% level. The student who receives 1 unit more feedback frequency as compared to another are observed to have higher academic achievement by 0.154 units. Regular feedback appears crucial for improving students' performance, as it helps them understand their strengths and weaknesses, fostering continuous improvement.

Quality of Feedback

With a coefficient of 0.051 and a p-value of 0.505, the Quality of Feedback is not significant at the 10% level. This suggests that, in this model, the quality of feedback does not significantly affect academic achievement. The impact of feedback quality might be overshadowed by the more immediate and measurable aspects of feedback such as frequency and timeliness.

Mode of Feedback

The Mode of Feedback has a coefficient of -0.075 and a p-value of 0.227, showing no significance at the 10% level. This indicates that the mode through which feedback is delivered (oral, written, or interactive) does not significantly influence academic achievement. The method of delivery may be less important than the feedback content itself.

Timelines of Feedback

The coefficient for Timeliness of Feedback is 0.265 (p-value 0.000), highly significant at the 10% level. The student receiving 1 unit more timely feedback as compared to another are observed to have higher academic achievement by 0.265 units. Prompt feedback significantly boosts academic achievement. This underscores the importance of providing students with timely responses to enhance their academic performance by allowing quick correction and reinforcement.

School (Public)

With a coefficient of -0.005 and a p-value of 0.960, attending a public school does not significantly impact academic achievement at the 10% level. This result indicates that, after accounting for feedback-related variables, the type of school (public vs. private) does not have a discernible effect on student performance.

Gender (Male)

The Gender (Male) coefficient is -0.233 (p-value 0.017), significant at the 10% level. This indicates that male students have on average, 0.233 lower academic achievements than female students, suggesting potential gender disparities in academic performance that could be influenced by various social or educational factors.

4.16.2 Critical Thinking

We estimate multiple linear regressions for Critical Thinking. The results of the Critical Thinking model are as follows.

Table 4. 20: Critical Thinking Regression

	B	Std. Error	t	P-value
Constant	2.451	.308	7.949	.000
Frequency of Feedback	.155	.059	2.609	.010
Quality of Feedback	.155	.059	2.646	.009
Mode of Feedback	-.126	.047	-2.660	.008
Timelines of Feedback	.202	.057	3.561	.000
School (Public)	-.151	.080	-1.893	.059
Gender (Male)	-.155	.075	-2.076	.039

Constant

The constant term has a coefficient of 2.451 with a p-value of 0.000, indicating statistical significance at the 10% level. This suggests that, when all independent variables are zero, the baseline level of critical thinking is 2.451. This foundational level of critical thinking skill exists irrespective of the feedback-related variables.

Frequency of Feedback

The coefficient for Frequency of Feedback is, with a p-value of 0.010, significant at the 10% level. The student who receives 1 unit more feedback frequency as compared to another are observed to have higher critical thinking skills by 0.155 units. Regular feedback from teachers appears to significantly enhance students' ability to think critically by providing consistent guidance and insights.

Quality of Feedback

With a coefficient of 0.155 and a p-value of 0.009, the Quality of Feedback is significant at the 10% level. The student who receives 1 unit more feedback frequency as compared to another are observed to have higher critical thinking skills by 0.155 units. This implies that better feedback quality boosts student's critical thinking skills. Clear, detailed, and motivational feedback effectively fosters students' ability to analyze and evaluate information independently.

Mode of Feedback

The Mode of Feedback has a coefficient of -0.126 and a p-value of 0.008, which is significant at the 10% level. The student who receives 1 unit more mode of feedback as compared to another are observed to have lower critical thinking skills by -0.126 units. This negative coefficient suggests that diverse modes of feedback, such as oral and written, are associated to lower student's critical thinking skills by 0.126 units. This might indicate that inconsistent or varied feedback methods could confuse students, hindering their critical thinking development.

Timeliness of Feedback

The coefficient for Timeliness of Feedback is 0.202 with a p-value of 0.000, showing high significance at the 10% level. The student who receives 1 unit more timely feedback as compared to another are observed to have higher critical thinking skills by 0.202 units. Prompt feedback significantly enhances critical thinking skills by 0.202 units. Timely feedback ensures that students can quickly apply corrections and improve their critical analysis capabilities.

School (Public)

The coefficient for School (Public) is -0.151 with a p-value of 0.059, which is marginally significant at the 10% level. This suggests that attending a public school, compared to a private school, is associated with a 0.151 decrease in critical thinking skills. This may reflect differences in resources or teaching methods between public and private schools.

Gender (Male)

The coefficient for Gender (Male) is -0.155 with a p-value of 0.039, significant at the 10% level. This indicates that male students have on average, 0.155 lower critical thinking skills than female students, highlighting potential gender disparities in the development of critical thinking abilities, possibly due to differences in learning styles or classroom dynamics.

4.16.3 Creativity

We estimate multiple linear regressions for Creativity. The results of the Creativity model are as follows.

Table 4. 21: Creativity Regression

	B	Std. Error	t	P-value
Constant	2.584	.419	6.171	.000
Frequency of Feedback	.151	.081	1.877	.062
Quality of Feedback	.126	.080	1.588	.113
Mode of Feedback	-.126	.064	-1.952	.052
Timelines of Feedback	.200	.077	2.603	.010
School (Public)	-.037	.108	-.341	.734
Gender (Male)	-.247	.102	-2.427	.016

Constant

The constant term, with a coefficient of 2.584 and a p-value of 0.000, is significant at the 10% level. This indicates that, when all other variables are held constant, the baseline level of creativity is 2.584. This suggests that students have a foundational level of creativity that is present irrespective of the feedback variables, highlighting the inherent creative potential among students.

Frequency of Feedback

The coefficient for Frequency of Feedback is 0.151 with a p-value of 0.062, marginally significant at the 10% level. The student who receives 1 unit more feedback frequency as compared to another are observed to have higher creativity by 0.151 units. Frequent feedback helps students to refine their ideas and encourages them to experiment and think outside the box, thereby enhancing their creative skills. The near significance underscores the potential importance of regular feedback in fostering a creative learning environment.

Quality of Feedback

With a coefficient of 0.126 and a p-value of 0.113, the Quality of Feedback is not statistically significant at the 10% level. This suggests that the quality of feedback does not have a significant impact on creativity in this model. Despite the expectation that detailed and encouraging feedback would foster creativity, the results indicate that other factors might play a more substantial role in influencing students' creative abilities, or that quality feedback alone is insufficient without considering other aspects.

Mode of Feedback

The Mode of Feedback has a coefficient of -0.126 and a p-value of 0.052, which is marginally significant at the 10% level. The student who receives 1 unit more mode of feedback as compared to another are observed to have lower creativity by 0.126 units.

This negative relationship suggests that diverse modes of feedback might be associated to lower student's creativity. The borderline significance may imply that inconsistency or a variety of feedback methods can confuse students or dilute the impact of feedback on their creative process, pointing to the potential need for a more streamlined feedback approach.

Timeliness of Feedback

The coefficient for Timeliness of Feedback is 0.200 with a p-value of 0.010, showing significance at the 10% level. The student who receives 1 unit more timelines of feedback as compared to another are observed to have higher creativity by 0.20 units. Prompt feedback allows students to quickly implement suggestions and corrections, thereby fostering a more dynamic and responsive creative process. This highlights the critical role of timely intervention in nurturing students' creative talents.

School (Public)

The coefficient for School (Public) is -0.037 with a p-value of 0.734, indicating it is not significant at the 10% level. This suggests that whether a student attends a public or private school does not significantly impact their creativity. The type of school, in this context, appears to be less relevant to students' creative development, which may be more influenced by individual, teacher, or classroom dynamics rather than the school category.

Gender (Male)

The coefficient for Gender (Male) is -0.247 with a p-value of 0.016, significant at the 10% level. This indicates that male students have on average, 0.247 lower creativity scores compared to female students. The significant negative relationship highlights potential gender differences in creative expression, suggesting that female students might benefit more from the educational environment or feedback mechanisms in place. This finding could prompt further investigation into gender-specific educational strategies to support creativity.

4.16.4 Communication Skills

We estimate Multiple linear regression for Communication skills. The results of the Communication skills model are as follows.

Table 4. 22: Communication Skills Regression

	B	Std. Error	t	P-value
Constant	2.485	.409	6.078	.000
Frequency of Feedback	.159	.079	2.018	.044
Quality of Feedback	.061	.078	.783	.434
Mode of Feedback	-.053	.063	-.843	.400
Timelines of Feedback	.052	.075	.688	.492
School (Public)	-.220	.106	-2.085	.038
Gender (Male)	.011	.099	.112	.911

Constant

The constant term, with a coefficient of 2.485 and a p-value of 0.000, is significant at the 10% level. This indicates that when all other variables are held constant, the baseline level of communication skills is 2.485. This baseline reflects the inherent communication abilities of students independent of the feedback variables, highlighting that students start with a considerable level of communication proficiency.

Frequency of Feedback

The coefficient for Frequency of Feedback is 0.159 with a p-value of 0.044, indicating statistical significance at the 10% level. The student who receives 1 unit more feedback frequency as compared to another are observed to have higher communication skills by 0.159 units. Regular feedback from teachers significantly enhances students' communication abilities, as consistent guidance helps students refine their verbal and written communication, leading to better articulation and expression.

Quality of Feedback

With a coefficient of 0.061 and a p-value of 0.434, the Quality of Feedback is not statistically significant at the 10% level. This implies that the quality of feedback does not have a significant impact on communication skills in this model. Although detailed and motivational feedback is generally beneficial, in this context, it does not show a measurable effect on improving students' communication skills, possibly due to the overshadowing influence of other factors.

Mode of Feedback

The Mode of Feedback has a coefficient of -0.053 and a p-value of 0.400, showing no significance at the 10% level. This indicates that the mode of feedback delivery (oral, written, or interactive) does not significantly influence communication skills. The method of feedback may not be as critical as the content and frequency of feedback in enhancing students' communication abilities, suggesting that the focus should be on what is communicated rather than how it is communicated.

Timeliness of Feedback

The coefficient for Timeliness of Feedback is 0.052 with a p-value of 0.492, indicating it is not significant at the 10% level. This suggests that timely feedback does not have

a significant impact on communication skills in this context. While prompt feedback is generally valuable for immediate improvement, it does not show a significant effect on students' ability to communicate effectively, highlighting the complexity of factors influencing communication skills.

School (Public)

The coefficient for School (Public) is -0.220 with a p-value of 0.038, significant at the 10% level. This indicates that attending a public school is associated with a 0.220 decrease in communication skills compared to private schools. This negative relationship suggests that private schools might provide a more conducive environment or better resources for developing communication skills, highlighting disparities in educational settings.

Gender (Male)

The coefficient for Gender (Male) is 0.011 with a p-value of 0.911, indicating it is not significant at the 10% level. This suggests that gender does not have a significant impact on communication skills in this model. The near-zero coefficient implies that male and female students have similar communication skills, indicating that gender is not a determining factor in the development of student's communication abilities in this context.

4.17 Discussion

A comprehensive study about teacher feedback and student learning outcomes in government and private schools was conducted in Gilgit Baltistan in which 300 students of government and private schools were involved. Through a quantitative methods approach encompassing surveys and questionnaires the research highlights variations in feedback mechanisms between the two school types and their respective

impacts on student achievement. The data was collected using a Likert scale. For each construct, we computed the average response by adding the relevant questions and dividing them by the number of questions within that construct. The perception of male and female secondary school students regarding teacher feedback on student learning outcomes was analyzed and findings show that the quality of feedback and mode of feedback show significant effects. Perception regarding the timeline of feedback (3.72 ± 0.701) among public school students and (3.71 ± 0.714) among private school students shows a statistically significant effect. The quality and frequency of feedback show insignificant results because my survey gained some insight views of the teacher regarding the feedback impact on student learning in public schools most of the students belong to low-income middle-class families. Some of them come from far away areas. So, their parents' involvement there is nothing. They have just sent their children to get an academic degree. Additionally, many students come to school in the morning and after school, they do labor work to meet their basic needs because most of the students were living in rented rooms. There is an evergreen admission policy in public schools. Where students can get admission to school at any form of the year even one day before the examination. This is done to maintain strength in school. Moreover, in Government schools, the basics of students are not strong. Many of the students in public schools are not interested in studies. They merely come to school due to their parents' pressure. Because of the student's non-serious attitude and behavior, the teacher was also demotivated to provide constructive feedback. The public public-school teachers are highly qualified, and a lot of teachers are experienced, but still, they are unable to improve the quality of education in public schools. The majority of teachers argued that these students have no vision or goals for higher education. Secondly, they highlighted that the examination system is not transparent in public schools while in private schools (Aga Khan Higher Secondary schools) there is a proper check and balance system in examinations they monitor the examination through CCTV cameras if any student is found cheating during their paper. The examination board cancels their paper and takes strong action against the students. Secondly, In private schools, there is a proper feedback mechanism. Teacher committees which deal

with student's issues related to study. There is a monthly teacher-parent meeting where student's overall performance is discussed with their parents. Before the new session AKUEB board conducts teacher training sessions where they thoroughly discuss the SLO (student learning outcomes) Whether the topic is definition level understanding or application-level teachers then the teacher presents the lectures in class according. The principal along with some senior teachers visits the different classes, attends the teacher lectures and discusses the weaknesses and strengths of teachers with them. The AKUEB team selected some senior staff along with the principal. They provide them with training so at the end of every month they will conduct the training session for the rest of the teachers. Instructor's feedback mechanism is quite prominent and good in private schools as compared to public schools. The majority of the private school students who are motivated to study have a clear vision of what they want to do in life and are goal-oriented due to which they regularly actively engage with teachers the feedback process is quite strong in private schools however it is effective as well.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This study has thoroughly examined the role of teacher feedback in shaping student learning outcomes. The study's primary goal is to determine how the secondary school (Public and Private) students of Gilgit Baltistan, both male and female, see the input they receive from teachers on their learning outcomes. The population consists of all male and female secondary school students in Gilgit Baltistan, both public and private, who were chosen using a basic random sample technique. The survey included 300 respondents in total. Data is collected using a five-point Likert scale i.e. with different responses "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree", and "Not at All", "Slightly", "Moderately", "Very Much", "Extremely" another response is almost never, Rarely, sometimes, often, almost always. The findings highlight the significant impact of teacher feedback on various aspects of student performance, including academic achievement, critical thinking, creativity, and communication skills. The quantitative analysis, based on primary data collected through a survey, has provided valuable insights into the perceptions of students regarding the effectiveness of teacher's feedback.

The demographic analysis reveals that the majority of students in the sample are from public schools. The age distribution shows a higher concentration of students in the 16-18 years age group. The gender distribution revealed that there are more female respondents compared to male in the survey. The regression analysis indicates that the frequency and timelines of feedback are critical factors in enhancing academic achievement, and the teacher feedback (Frequency of Feedback, Quality of Feedback, Mode of Feedback, and Timelines of Feedback) plays a vital role in enhancing the critical thinking skills and Creativity (except for the quality of feedback) of students. Moreover, the frequency of feedback stimulates students' communication skills. Regular feedback enables students to quickly understand their strengths and weaknesses, facilitating continuous improvement. Students in government schools exhibit less improvement in learning outcomes than students in private schools. This

indicates a difference in educational effectiveness between the two types of institutions. Moreover, Male students exhibit lower improvement in learning outcomes compared to female students. This indicates a gender disparity in academic progress, with female students outperforming their male counterparts in enhancing their educational achievements.

A notable difference was observed between the feedback practices in government and private schools. Private schools, particularly those affiliated with the Aga Khan Education Service, exhibited more effective feedback mechanisms. These schools benefitted from a strong emphasis on teacher training and professional development. Private school students demonstrate higher levels of engagement and motivation, partly due to the careful feedback processes and supportive educational environment. In contrast, public schools faced challenges such as students belonging to low-income and middle-class families, coming from far areas to schools, no/fewer parents involved in student academic activities, part-time labor, and lack of interest in studies. These factors contributed to a less effective feedback system, where teachers are often demotivated, and students showed less interest in academic activities. Despite the high qualifications and experience of public school teachers, the feedback mechanisms were less impactful due to these issues.

5.1 Recommendations

- Establish regular assessments of teacher feedback practices in schools to ensure adherence to established feedback standards, and to evaluate the direct impact of feedback on student performance and overall learning outcomes.
- Introduce mechanisms that involve students and their parents in the feedback process, such as self-assessment, peer assessment, and regular student-teacher and parent's feedback discussions Customizable.

- flexible feedback frameworks that allow teachers to adopt their feedback approach based on individual student needs, learning styles, and progress.
- Teacher collaboration networks: where teachers from both public and private and schools can share best practices, strategies, and experiences related to effective feedback.
- Workshops and Training Programs: Conduct regular workshops and training sessions focusing on effective feedback techniques. These should cover both verbal and written feedback methods, ensuring teachers are equipped with modern, research-based strategies.

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