

Original Article

Perception of Secondary School Students Towards the Effectiveness of Teachers Feedback in Improving their Academic Achievement

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Abstract

The study of perception of secondary school students towards the effectiveness of teachers feedback in improving their academic achievement. Survey method was used to gather data for the study. 76 secondary school students from two schools of Bangalore participated in the current study. The perception of students towards the effectiveness of teachers feedback on their academic achievement tool. The collected data was analysed with the help of independent sample t-test. The results also reported in the form of graphical representation. The study found that there was a significant difference in the perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement. Whereas the gender wise difference in secondary school students' perceptions towards the effectiveness of teacher's feedback on their academic achievement showed that the difference is only significant for private secondary school and not for the entire sample and BBMP secondary school.

KeyWords: Student, Feedback, Secondary School and Academic Achievement.

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Introduction:

The overall development of students is the primary goal of education. The school system and teachers must be heavily involved in influencing a child's overall development. In order to accomplish this, the teacher must provide the students feedback and assist them in developing their skills. Feedback refers to provide information to an individual about his behavior or achievement with a view to modifying it in the desired direction (Shailaja and Gundale, 2006). Perhaps the most significant source of assessment data that aids in learning is feedback or data from formative assessments. School achievement is significantly impacted by formative feedback. Feedback is arguably the most important source of assessment information that supports learning or formative assessment information. Formative feedback has large impact on school achievement (Brookhart, 2020). Although it is acknowledged as an essential element of improving the learning process of the students (Ahe and Ahe, 2016). In the teaching and learning process, teacher feedback plays a crucial role since it enables teachers to give students an unbiased evaluation of their work and support them in raising their academic achievement (Charalampous and Darra, 2025). It is clear from the discussion that feedback has a direct impact on students' academic achievement. Additionally, it must be examined from the viewpoints of both teachers and students. In light of this, the research made an attempt to explore teachers feedback enhances academic achievement from the viewpoint of the students.

Review of Related Litterateur:

Mackineey, (2021) Carried out a study on the effect of feedback type on academic achievement. This study recruited 91 physical education students from a University in the South of England. The participants completed two assessments (A and B) that were assessed according to the same assessment criteria.



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Following Assessment A, the participants received either written feedback, audio feedback, or face-to-face feedback. The participants were advised to utilise the feedback to positively impact their academic achievement in Assessment B. The effect of the feedback on participant grades between the two assessment points was measured. Analysis of the results showed a significant effect depending on the feedback type. Written feedback had a limited impact on the assessment grade, whilst both audio and face-to-face feedback resulted in a significant improvement in the assessment grade. Joseph and Sivamani, (2024) conducted a study on Exploring the Impact of Teacher Feedback on Academic Achievement: A Quantitative Analysis with a Focus on Timely Grading and Expectations. The manuscript has focused on data collection through the primary quantitative method in this research. In this process, 10 topic-based questions and 3 demographic questions have been set to gather information from 55 participants. Collected information through the survey has been analyzed in this section using SPSS software. The study established that the relationship between teacher feedback and the academic achievement of students was positive.

Brown, Peterson, and Yao, (2016) carried out a study on Student conceptions of feedback: Impact on self-regulation, self-efficacy, and academic achievement. A total of 278 university students in a general education course on learning theory and approaches in a research-intensive university. Self-reported survey responses for students' conceptions of feedback (SCoF), self-regulation (SRL), academic self-efficacy (ASE), and Grade Point Average (GPA) were evaluated first with confirmatory factor analysis and then interlinked in a structural equation model. The model found that the centrality of believing that feedback exists to guide next steps in learning and thus contributes to self-regulation, academic self-efficacy and increased grade point average. Maharma and Abusa'aleek, (2022) explored Teachers' Feedback and Students' Academic Achievement. An observation card was used for data collection since it is used to analyse the effect of teachers' feedback during the classes. The researchers analyzed twenty classes to notice the potential effect of this feedback on students' achievement. The participants of the study were 50 male tenth-grade students from a public school in Jordan. The study found that; students' achievement, particularly in tests, is judged objectively. By providing accurate and detailed feedback reduces discouragement.

It is clear from the literature analysis above that research has been done on the impact of feedback on many variables. The Effectiveness of Teachers feedback in improving students' academic achievement is explored in the current study from the viewpoint of the students

Statement of Problem:

The main objective of the study is to explore Perception of Secondary School Students Towards the Effectiveness of Teachers Feedback in Improving their Academic Achievement. The study examined the gender i.e., boys and girls wise and type of management background i.e., BBMP [Bruhat Bengaluru Mahanagara Palike] and private secondary school wise difference in the students perception towards the effectiveness of Teachers feedback in improving their academic achievement.

Variables of the Study:

Both independent and dependent variables were taken into account in the study. Gender and type of management are demographic independent variables, whereas Students' perception towards the effectiveness of teachers feedback in improving their academic achievement is dependent variable.

Objectives of the Study: To find out

- Type of management wise difference in secondary school students towards the effectiveness of teachers feedback on their academic achievement.
- Gender wise difference in secondary school students towards the effectiveness of teachers feedback on their academic achievement.
- Gender wise difference in BBMP [Bruhat Bengaluru Mahanagara Palike] secondary school students towards the effectiveness of teachers feedback on their academic achievement.
- Gender wise difference in private secondary school students towards the effectiveness of teachers feedback on their academic achievement.

Hypotheses of the Study:

Hypothesis-1: There is no significant difference in the perception of BBMP and private secondary school students towards the effectiveness of teachers feedback on their academic achievement.

Hypothesis-2: There is no significant difference in the perception of secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement.

Hypothesis-3: There is no significant difference in the perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement.

Hypothesis-4: There is no significant difference in the perception of private secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement.

Research Design:

Survey method was used to gather data for the study. Its primary goal is to examine how secondary school students currently perceive the effectiveness of teachers feedback on their academic achievement based on their gender and management style.

Sample of the Study:

76 secondary school students from two schools of Bangalore participated in the current study. Which included 38 pupils from a BBMP school and another 38 from a private secondary school

Tools Used in the Study:

The perception of students towards the effectiveness of teachers feedback on their academic achievement tool was constructed by the researcher for the current study. The tool was constructed with the help of opinion of experts in the field of education. It has twenty-four items on a five-point Likert scale. In order to answer, students must choose between Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire's minimum score is 24 and its maximum is 120.

Statistical Techniques Applied in the Study:

The data collected was analysed with the help of independent sample t-test. The results also reported in the form of graphical representation.

Analysis and Interpretation of Data:

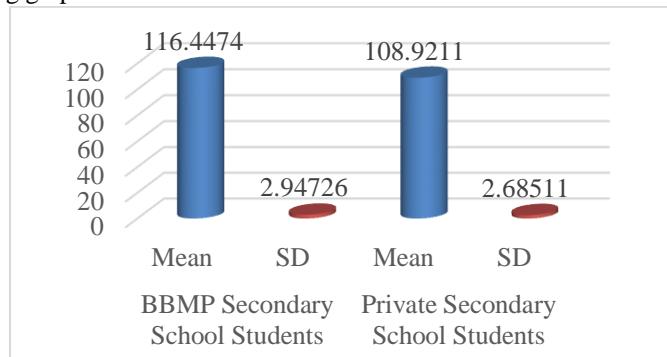
Hypothesis-1: There is no significant difference in the perception of BBMP and private secondary school students towards the effectiveness of teachers feedback on their academic achievement.

Table-1: Comparison of perception of BBMP and private secondary school students towards the effectiveness of teachers feedback on their academic achievement school

School	N	Mean	SD	t-value	p-value	S/NS
BBMP	38	116.4474	2.94726	11.637	.000	S
Private	38	108.9211	2.68511			p < .05

The above table indicates that, mean is 116.4474 and SD is 2.94726 for perception of BBMP secondary school students towards the effectiveness of teachers' feedback on their academic achievement school and 108.9211 and SD is 2.68511 for perception of private secondary school students towards the effectiveness of teachers feedback on their academic achievement school. The corresponding computed t value is 11.637 and p value is .000. The obtained p value is less than .05 level of significance. Thus, null hypothesis is rejected and research hypothesis is accepted. Therefore, there is a there is a significant difference in the perception of BBMP and private secondary school students towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, $t = 11.637$ and $p = .000$.

The mean comparison indicates that the mean scores of perceptions of BBMP secondary school students towards the effectiveness of teachers feedback on their academic achievement is higher than the students of private secondary school. Thus, the study reveals that according to the perception of students, the effectiveness of teacher feedback on academic achievement is higher in BBMP secondary school than in private secondary school. The results also reported in the following graph.



Graph-1: Comparison of perception of BBMP and private secondary school students towards the effectiveness of teachers feedback on their academic achievement school

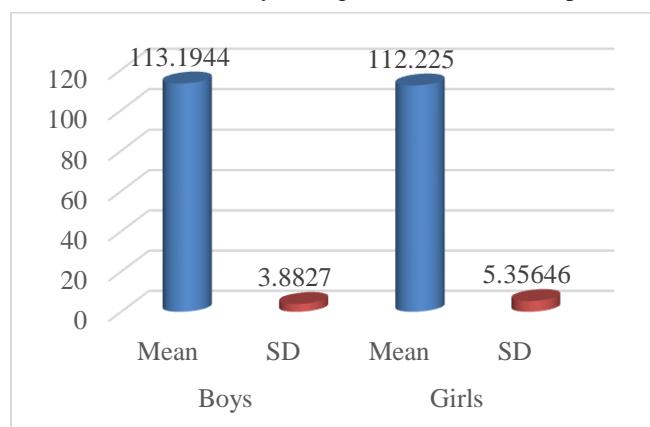
Hypothesis-2: There is no significant difference in the perception of secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement.

Table-2: Comparison of perception of secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement

Gender	N	Mean	SD	t-value	p-value	S/NS
Boys	36	113.1944	3.88270	.895	.374	NS
Girls	40	112.2250	5.35646			p > .05

The above table indicates that, mean is 113.1944 and SD is 3.88270 for secondary school boys towards the effectiveness of teachers feedback on their academic achievement and 112.2250 and SD is 5.35646 for secondary school boys towards the effectiveness of teachers feedback on their academic achievement. The corresponding computed t value is .895 and p value is .374. The obtained p value is higher than .05 level of significance. Thus, null hypothesis is accepted and research hypothesis is rejected. Therefore, there is no significant difference in the perception of secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, t = .895 and p = .374.

Thus, the study shows that secondary school students' perceptions of the effectiveness of teachers feedback on their academic achievement are the same for both boys and girls. The data also reported in the following graph.



Graph-2: Comparison of perception of secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement

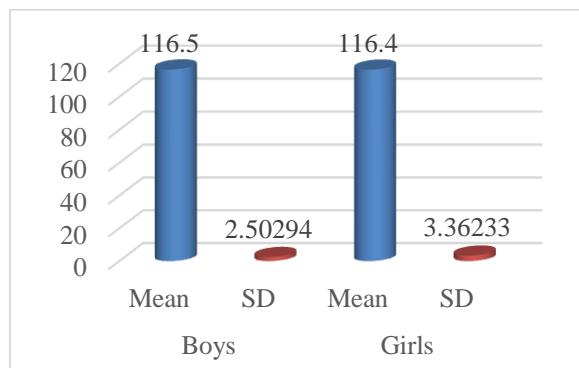
Hypothesis-3: There is no significant difference in the perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement.

Table-3: Comparison of perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement

Gender	N	Mean	SD	t-value	p-value	S/NS
Boys	18	116.5000	2.50294	.103	.919	NS
Girls	20	116.4000	3.36233			p > .05

The above table indicates that, mean is 116.5000 and SD is 2.50294 for BBMP secondary school boys towards the effectiveness of teachers feedback on their academic achievement and 116.4000 and SD is 3.36233 for BBMP secondary school boys towards the effectiveness of teachers feedback on their academic achievement. The corresponding computed t value is .103 and p value is .919. The obtained p value is higher than .05 level of significance. Thus, null hypothesis is accepted and research hypothesis is rejected. Therefore, there is no significant difference in the perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, t = .103 and p = .919.

Thus, the study shows that BBMP secondary school students' perceptions of the effectiveness of teachers feedback on their academic achievement are the same for both boys and girls. The data also reported in the following graph.



Graph-3: Comparison of perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement

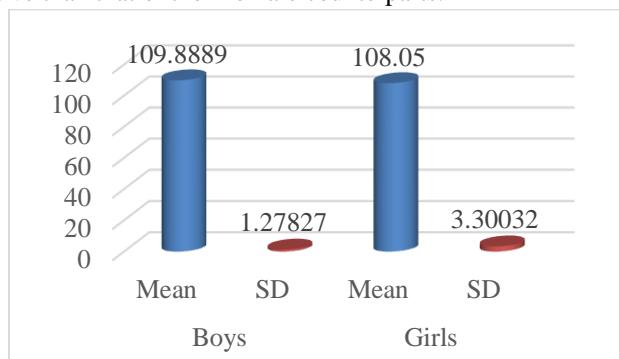
Hypothesis-4: There is no significant difference in the perception of private secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement.

Table-3: Comparison of perception of private secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement

Gender	N	Mean	SD	t-value	p-value	S/NS
Boys	18	109.8889	1.27827	2.217	.033	S p < .05
Girls	20	108.0500	3.30032			

The above table indicates that, mean is 109.8889 and SD is 1.27827 for private secondary school boys towards the effectiveness of teachers feedback on their academic achievement and 108.0500 and SD is 3.30032 for private secondary school boys towards the effectiveness of teachers feedback on their academic achievement. The corresponding computed t value is 2.217 and p value is .033. The obtained p value is less than .05 level of significance. Thus, null hypothesis is rejected and research hypothesis is accepted. Therefore, there is a significant difference in the perception of private secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, $t = 2.217$ and $p = .033$.

As a result, the study reveals that secondary school boys perceive teachers' feedback on their academic achievement to be more effective than that of their female counterparts.



Graph-4: Comparison of perception of private secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement

Major Findings of the Study:

- There was a significant difference in the perception of BBMP and private secondary school students towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, $t = 11.637$ and $p = .000$.
- There was no significant difference in the perception of secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, $t = .895$ and $p = .374$.
- There was no significant difference in the perception of BBMP secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, $t = .103$ and $p = .919$.
- There was a significant difference in the perception of private secondary school boys and girls towards the effectiveness of teachers feedback on their academic achievement at .05 level of significance, $t = 2.217$ and $p = .033$.

Discussion and Conclusion:

The main objective the research was to study the perception of secondary school students towards the effectiveness of teacher's feedback on their academic achievement. The study found the type of management of school wise difference exist in the perception of secondary school students towards the effectiveness of teacher's feedback on their academic achievement. Compared to students attending private secondary schools, BBMP secondary school students had higher mean scores for their perceptions of the effectiveness of teachers' feedback on academic achievement. According to students' perceptions, teacher feedback has a greater impact on academic achievement in BBMP secondary schools than in private ones, the study concludes.

However, the gender wise difference in secondary school students' perceptions towards the effectiveness of teacher's feedback on their academic achievement showed that the difference is only significant for private secondary school and not for the entire sample and BBMP secondary school. It means, both boys and girls in the overall sample and the BBMP secondary school sample have same level of effectiveness of teacher's feedback on their academic achievement. On the other hand, private secondary school boys believe that their teachers are more effective than their female counterparts at providing feedback on their academic achievement.

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