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## The Impact of Using feedback on Students' Performance

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### Abstract

This study aimed to investigate the effectiveness of different feedback modalities (written, audio, and face-to-face) on the academic performance of undergraduate Common First Year (CFY) students at King Saud University, Saudi Arabia.

The results demonstrated that both audio and face-to-face feedback significantly improved student assessment marks, suggesting that more detailed and understandable feedback can enhance student engagement and academic achievement.

While all feedback modalities were found to be beneficial, the combination of audio and face-to-face feedback yielded the greatest positive impact on student performance, highlighting the importance of multi-modal approaches to providing constructive feedback.

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### Introduction:

Although feedback is an essential part of the assessment process, little is known about how it affects academic achievement. Universities have investigated novel forms of feedback, but little is known about how they affect students' academic achievement. The purpose of this study is to look into how three different kinds of feedback affect level (A) undergraduate humanities Common First Year (CFY) students' academic performance.

### Literature Review:

According (Fazenbaker, 2018), input is information on one's performance or comprehension of a subject provided by classmates, parents, instructors, or experiences. A learner receives feedback following their response or after providing input on a particular assignment (Ryan et al., 2023). Teachers systematically use feedback to get students to refocus on the value of understanding how much they have mastered a task rather than just their grades. Additionally, the finest feedback

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is tailored to each student's individual needs rather than being a simple list of remarks. Still, the impact feedback depends on its type, application, and timing on students. In practice, teachers use the feedback loop to let students know how they are doing as they are learning (Chalmers et al., 2018). In these situations, students receive feedback on their progress, accomplish their learning objectives, and compare their results to those of their peers. According to (Sadler, 2014), feedback should go beyond simply providing students with their exam results in the form of grades or marks because these results are insufficient to help students improve. For this reason, he believes that feedback plays a crucial role in molding and advancing students' academic growth. He goes on to say that formative feedback can be effective when it is connected to learning, which is the fundamental component of the learning process, which helps assess learning. (Selvaraj et al., 2021), who contend that students use feedback to pinpoint the areas they still need to work upon, support this point of view by saying that instructor criticism that is not followed through on cannot be regarded as feedback for self-improvement. Formative criticism is only beneficial when it is applied to improve instruction in order to help students bridge the achievement gap between their current academic standing and their desired outcome. One of the main points made by (Sadler, 2014) is that students should not rely on their teachers to tell them what is right or wrong, how to fix their mistakes, or how to get better; instead, they should take responsibility for their own knowledge and skill development.

#### Types of feedback:

Feedback can be offered to students in a variety of ways, and each type's efficacy varies depending on the situation and the learner. The following categories of feedback are applicable in many contexts:

- **Task- Oriented feedback:**

The task or the student's work is the main emphasis of this kind of feedback. It gives precise and thorough information on the student's strengths and areas for improvement.

- **Process- Oriented feedback:**

The method or techniques the student employed to finish the assignment are the main topics of this kind of feedback. It offers pointers on how the learner can hone their technique and expand their skill set.

- **Self-Regulation feedback:**

Students are encouraged to reflect on their own learning and take ownership of their advancement when they receive feedback like this. It supports students in creating learning objectives and refining their abilities to evaluate themselves.

- **Personal Feedback:**

Individual attention is the main focus of this kind of feedback, which can include compliments, encouragement, and helpful criticism. Students may feel more appreciated and inspired to learn as a result.

- **Formative feedback:**

This kind of feedback is intended to assist students in improving their work prior to assessment and is provided throughout the learning process. It is frequently casual and can

be expressed verbally, in the form of notes, in writing, or through peer review.

- **Summative feedback:**

This kind of feedback is intended to assess the student's performance and is provided after the conclusion of a unit of study or assessment. It is frequently formal and can be given verbally, in the form of a written report, or as a grade.

- **Peer feedback:**

Students can improve their communication and teamwork abilities by using this kind of peer-given feedback. Additionally, it can offer an alternative viewpoint on the assignment and facilitate peer learning.

- **Self-feedback:**

Since it comes from the student, this kind of feedback can help them become more adept at self-evaluation and take ownership of their education.

- **Constructive-feedback:**

This kind of feedback is observation-based, issue-focused, and specific. It is intended to assist students in raising their performance levels and can be either positive or negative. When providing feedback, it's critical to consider the context and goal of the feedback in addition to the unique demands and learning preferences of the learner. Feedback should be given in a courteous and encouraging manner and should be precise, actionable, and unambiguous. It's crucial to give students feedback on a regular and consistent basis and to motivate them to interact with it in order to enhance their learning.

- **What is written feedback?**

Written feedback is a record of guidance meant to help someone in the classroom improve and develop professionally. Generally, written feedback can include praise, a look at what can be improved, and some next steps for the person to follow. Written feedback can be formal or informal and can come in many mediums, including these common formats:

- 1- Evaluations
- 2- Weekly meetings
- 3- Peer feedback
- 4- Emails

- **Example of communication feedback:**

Dear students, I'm wondering if you have any issue related to your Continuous Assessment (CA) project update. If you've had any issues come up, please let me know as soon as possible so I can help you get back on track. As we're approaching the deadline of the (CA), could you please message me a few times throughout the week so I know where we stand? Thanks!

- **Example of communicating positive feedback:**

Dear students, thank you for being open-minded and persistent in our (CA). Your creative thinking helped us look at the issue in a new way, and I'm confident we'll be able to finish the (CA) project on time. Next, let's meet the deadline. Keep up the excellent work!

- **Audio feedback:**

- What is Audio Feedback?

Audio feedback can have a significant impact on the quality of performance. It can cause distortion, reduce clarity, and make it difficult for performers to hear themselves and each other. We considered that audio feedback could provide an opportunity to deliver richer feedback about learners' performance and that the use of additional cues, such as intonation, could help to deliver feedback in a less threatening way, thus minimizing potential threats to self-esteem.

- **Types of Audio Feedback**

There are two main types of audio feedback: positive and negative.

- **Positive feedback:**

Positive feedback has been recognized as a primary educational tool in the classroom, and its advantages are vast. With positive feedback, the teacher and student work towards a common learning goal.

The teacher can better direct students' attention and help them stay on track while rewarding their efforts. With positive feedback, students become more motivated, engaged and eager to learn since they can visibly progress in their studies and skills.

Not only that, but they build confidence in themselves and trust in their teachers. Positive feedback is essential to fostering successful learning experiences, so all should strive to implement it in their classrooms, while Negative feedback indicates that a behavior or task was not performed correctly, thus indicating that a change of behavior is needed. It has been found generally that those who receive positive feedback achieve greater success in subsequent performance while those who receive negative feedback perform worse.

- **Limitations of using the feedback:**

Although feedback is essential for raising students' performance, its usefulness is not without limits. One drawback is that structural limitations like large classrooms or modularized programs, as well as teacher concepts of teaching and student-teacher interactions, frequently influence feedback processes. Its effectiveness may also be impacted by the kind of feedback given.

Verification feedback gives learners little external direction on how to self-regulate because it only gives binary information about whether findings are correct or not. Conversely, students are more likely to form connections and participate in a more in-depth understanding process when they receive facilitative feedback, which offers remarks and recommendations to assist them in their own revision and conceptualization.

Another drawback is that the setting in which feedback is given might have an impact on its efficacy. For instance, feedback is typically given in a one-way manner in traditional classroom instruction, when the main goal is the transmission of information to the students. But when learning is viewed as a process where students actively provide their own feedback, feedback is more likely to be facilitative, it helps students connect the dots and go deeper into their comprehension of the material. Furthermore, the efficacy of feedback can be affected

by its timing and frequency. Feedback that is given too little or too late may not have the same positive effects on student performance as feedback that is given more regularly and on time. Additionally, the efficacy of feedback can be impacted by the manner in which it is given. It's possible that constructive criticism provided in a favorable way will have a greater impact on student achievement than critical or negative criticism. Lastly, there may be restrictions on how grades can be used as feedback. When combined with descriptive feedback, grades have the potential to impede learning and negatively impact future learning outcomes. Studies have indicated that when a grade is available, students may give priority to and concentrate on the grade rather than digesting and paying attention to written descriptive feedback. Consequently, in order for input to be utilized to enhance performance, it must motivate students to answer in a "mindful" manner, and feedback ought to be descriptive as opposed to critical. In conclusion, feedback can be a very useful tool for raising students' performance, but how effective it is depends on a number of variables, including the kind of feedback, the situation in which it is given, when and how often it is given, how it is delivered, and whether or not grades are used as a form of feedback. In order to optimize the efficacy of feedback, educators ought to consider these variables and endeavor to furnish input that is constructive, prompt, encouraging, and descriptive.

#### **Methods:**

40 level (A) students from King Saud University the Common First Year (CFY) were selected for the study. The same evaluation criteria were used to evaluate the two assessments (A and B) that the students completed. After Evaluation A, either written, audio, or face to face feedback was given to the students. The advice given to the pupils was to use the feedback to improve their assessment scores academically. B, it was determined how the feedback affected students' grades between the two evaluation points.

#### **Results:**

Analysis of the data revealed that, depending on the kind of feedback, there was a considerable influence. There was little effect of written feedback on assessment grade. However, the evaluation grade significantly improved as a result of both audio and face-to face comments.

#### **Discussion:**

The results imply that face to face and audio feedback could both increase student participation in the feedback process and raise academic achievement by providing more detailed and understandable criticism. Future research directions and the limitations of the study are explored.

Feedback plays a crucial role in education and has a wide range of effects on students' academic achievement. The results of the study imply that both audio and in-person feedback might improve student participation and academic achievement. The effects of various feedback formats on student learning and academic achievement require more investigation.

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