Teachers' Beliefs and Practices Regarding their Feedback to Students at Elementary Level

Inamulhaq Hashmi

Senior Principal, Department of Elementary & Secondary Education, AJ&K, Pakistan

inamulhaqhashmi98@yahoo.com

Dr. Rahmat Ullah Bhatti

Assistant Professor, Department of Early Childhood Education & Elementary Teacher Education,

Allama Iqbal Open University, Islamabad, Pakistan.

rehmat.ullah@aiou.edu.pk

Dr. Muhammad Asghar Ali

Assistant Professor, Department of Education, Women University of AJ&K Bagh, Pakistan.

aamasgharali@gmail.com

Abstract

The study aimed to discover the feedback beliefs and practices teachers use to improve their students' learning at elementary level in Tehsil and District Muzaffarabad, AJ&K, Pakistan. Non-probability convenient sampling technique was used, and out of the population of 1012 teachers, the sample size comprised of 170 teachers, when precision level was ±7%, confidence level was 95% and P=0.5. Three dissimilar research tools were set for teachers for data collection. The questionnaire was used to study teachers' feedback beliefs and oral and written feedback check lists were used to investigate teachers' actual feedback practices. Statistical tests of Mean, Standard Deviation, t-Test Independent Sampling and One-Way ANOVA were used for data analysis. With varying degrees of agreement, majority of teachers held satisfactory beliefs regarding types, purposes and other related aspects of feedback. Contrarily, teachers' actual oral and written feedback practices were quite unsatisfactory. Multitier educational management was recommended to establish systematic mechanisms of promoting and monitoring teachers' pedagogical skills.

Key Words: Feedback, Task Based Feedback, Process Based Feedback, Self-Regulation Based Feedback, Self & Peer Feedback

Introduction

Teachers' feedback is a systematic phenomenon with valuable implications in improving the learning quality. Teacher's feedback bridges the gap between students achieved and desired learning intents. Feedback is primarily linked with while-teaching interaction between learner and teacher with the purpose of learner's improvement (Black & William, 2010). Feedback is a pedagogical framework of assessment with the purpose of promoting learning, instead of gauging learning, and it keeps teaching practices aligned with the students' learning needs (Black, et.al. 2004). Teacher's feedback is an intervention at a learning point where the learner has arrived, as sorted out by the assessment, for his future learning. Teacher's assessment data shows the point where students fall, from where teacher's feedback enables students move forward (McFadden, 2015).

Hattie and Timperley (2007) defined feedback as the facts and evidences provided by an instructor, related to the various aspects of the learner's performance. Voerman et al. (2012) referred feedback as the data provided by a tutor to a learner with reference to certain learning objectives with the purpose of his learning improvement. Quality feedback almost doubles the average student's growth during an academic year (Hattie and Timperley, 2007). William (2010) reported that teacher's feedback accelerates the students' learning by 50%. A teaching toolkit places quality feedback central to increase students' learning by additional eight months over a year (William, 2010). According to Black and William (2010), studies proved that better quality-ongoing feedback enables the low achievers to achieve more than the rest and reduces the gap between the high and the lower achievers. Teachers need to incorporate feedback practices in their instructional practices for addressing students' learning needs (Par and Timperley, 2010).

According to Shute (2008), formative teaching feedback can indicate a gap between a learner's present and desired levels of achievement, as shown in the following figure:

Feedback process

Adapted from Voerman et al. (2012)

Teacher's feedback provides him with a means to improve his own instruction, and an opportunity to correct his students' errors (Akkuzu, 2014).

Educational feedback phenomenon is reasoned from the theory of behaviorism that expects a teacher to bring about an observable and desirable change in his students' behavior. Behaviorists claim that there exists a connection between an agent or stimulus and an outcome or response. Application of Thorndike's famous law of effect can be seen when correct and true feedback remarks of teacher show a desirable change in behavior of children. Teachers feedback delivered before, during or after instruction, performs the role of stimulus. Behavior of a student can be manipulated by using positive and constructive feedback as stimulus. Reward and praise are stimuli to the correct response of a learner that strengthen his newly learnt behavior, whereas punishment stops him from showing undesirable behavior. Thus, feedback procedures operate in a straight and linear course and certain outcome follow as a result (Thurlings, M. et.al. 2013).

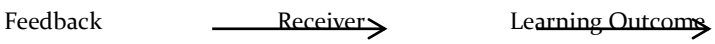
Linearity of Feedback

Feedback ⟶ Learning Outcome

Cognitivism focuses on learners' cognitive processing of information. Teacher's feedback works in the fashion advocated by cognitivism when its content is processed, decoded and used by students. Teachers provide feedback to students which they vigorously process to decipher and interpret new curriculum. According to the cognitivism,

delivery and use of feedback is a linear process in which teacher provides guidelines and students process them leading to achievement of the learning outcomes.

Linear Process of Feedback



Adapted from Thurlings, M. et al. (2013)

Cognitive processing of teacher's feedback firstly indicates a gap between a student's current and desired level of achievement, secondly it reduces his cognitive burden of a complex problem-solving task, and thirdly it enables him modify his unfitting task, schemes, tactics, operational mistakes and mistaken beliefs (Shute, 2008). Teacher-students dialogue is an act of social interaction. Student's learning takes place in the zone of proximal development (ZPD) by a more knowledgeable other (teacher in teaching context). Educational talk between teachers and students is, thus an application of social cultural theory also. Theory of social constructivism works when learners use their prior knowledge as starting point to build new knowledge. During the construction of new knowledge and skills, teachers' and peers' feedback play significant role in maintaining true dimensions and logical hierarchy of knowledge (Shute, 2008 & Thurlings, M. et. al., 2013). Teachers' feedback activates the process of metacognition, because it targets students' self-regulation (Hattie and Timperley, 2007). Teacher's feedback provides students a means to think about their own thinking, and to constructively adjust their method in future work (Taraban, 2014). Process of self-regulation is reasoned from behaviorism, cognitivism, meta-cognitivism and constructivism (Schunk, 2012).

This study used two well-referenced models devised by Hattie and Timperley (2007), and Black and Wiliam (2010). These researchers described that purpose of effective feedback is to provide answers of the three basic questions, i.e. "Where am I going?" related to the goal of giving or receiving feedback, "How am I going?" related to the progress being made to achieve the learning goals, "Where to next?" related to the type of activities taken up for better achievement. These models address these three questions which shape the teachers' feedback knowledge and practices in dimensions of 'feed-up, feed-back and feed-forward' respectively. Each question specifies a particular type of feedback. Addressing to these questions, feedback researches endorsed four levels (types) of teachers' feedback: a. task *based feedback*: corrective in nature and most frequently used to describe how well a task is done; b. *process based feedback*: specific to the process underlying the learning task; c. *self-regulation based feedback*: deals with the way students monitor, direct, and regulate their learning actions; d. *feedback about self as a person*: positive or negative and is frequently used. Process based and self-regulation-based feedback interventions are powerful, task-based feedback is useful, whereas feedback about self as a person is ineffective for learning (Hattie & Timperley, 2007). Both the models claimed that the objective of feedback is to arrive at the changes in learning so that students achieve the desired goals.

Irving, et.al. (2011) worked with a teachers' focus group to study their feedback beliefs and practices. Data of discussion with teachers about definition, purpose and personal response was divided into feedback on learning, feedback on behavior, and grades and marks. Teachers' perspectives of feedback purposes were categorized as: a. feedback *for* encouragement, improvement, reporting and compliance, and b. *for* no purpose (as providing comments with grades, students focused solely on the grades; thus, making feedback comments irrelevant).

Hattie (2000, 2007) claimed that feedback *about self as a person* is the most frequently used practice, but is less effective. Teacher's praise of student's attainment has effect size 0.12. *Task based feedback* informs about learner's correct or incorrect answer, and helps him obtain more or different knowledge. The most usual feedback practices are those which combine both task-level and self-level feedback comments. Such mixed feedback comments weaken the power of feedback. Extensive amount of task related feedback makes students unable to guess the rotation by sequential developments. Therefore, extensive task-based feedback makes students focus only on the instant target rather than the tactics and procedures to attain the cumulative target. Task level feedback delivered to a whole group may confuse students because they find it difficult to decide whether it has been delivered to a particular student or the whole group. *Process based* feedback practices specifically focus on the process involved in performing a task. Such feedback practices are based on targeting students' perceptions, and their environment, and developing relationship between their personal beliefs, knowledge and their working environment. Task related feedback practices are concerned about surface understanding, i.e. acquiring, storing, reproducing and using new information. Process based feedback practices focus on deep understanding, i.e. constructing new knowledge and relationships, and cognitively processing and converting in to complex or untested tasks, setting new goals and modeling a learning task strategy. However, there exists a powerful interaction between task related feedback aimed at mere achieving the task and process related feedback aimed at strategizing the process of achieving the task. The focus and purpose of process level feedback provides learners information about relationships among ideas and strategies they need to use for error detection, learning from errors and cues regarding various strategies and errors.

Self-regulation feedback practices develop in students the capability and autonomy of creating ideas, beliefs, concepts, feelings and actions on their own to plan and adjust to achieve targets; and lead to seek, accept and accommodate feedback information. They point towards self-sufficiency, self-control, self-direction, and self-discipline. Six major features of self-regulation feedback practices are the ability to generate internal feedback and to self-evaluate; to develop readiness to spend effort into searching of and dealing with feedback information; to achieve the level of confidence in accuracy of the reaction, to gain attributions about success or failure; and to arrive at the degree of ability at seeking help (Zimmerman (2000). Such feedback plays its role as an inherent catalyst during learning activities. The students use internal feedback mechanism by applying checks and monitors on their progress to regulate their tasks. Such feedback defines the nature of products and the features of the intellectual progressions (Osuala, et. al. 2018).

Peer-and self-feedback practices inspire students to recognize their learning targets and understand the standards used to evaluate their effort which in turn engages them in self-regulation. Students; a decisive source of such feedback, gain their continuous and immediate contact with their own points of view, actions and practices (Andrade & Heidi, 2010). Irving (2008) stated that the interpersonal relationship, and psychological and emotional attachment and trust are the factors that make peer-feedback productive and effective. Constructive interpersonal relationships between peers make environment suitable for working. Self-feedback depends upon the psychological issues related to self-disclosure and confidence. Peers need to be self-disclosing, confident and trusting in order to play the role of assessor.

Studies have provided different views about the *timing* of giving feedback. Task based feedback practices involving immediate error correction make acquisition rate faster, but task and the process-based feedback can divert the

students' attention away from the task during fluency of its building. They, therefore, badly affect the process of getting automaticity and the related strategies of learning. Delay in task-based feedback, for example, in the situations of testing is beneficial, whereas immediate process-based feedback, for example, during the process of conducting classroom activities is beneficial. Task based feedback is powerful if it is delivered immediately and process-based feedback is beneficial when delivered with delay (Clariana, et. al. 2000). Wiggins (2012) and Brookhart (2008) advocated providing feedback when students' efforts and their effects are alive in their minds. Feedback delayed for several days after students had completed their assignment would lose its effectiveness. Studies endorsed that feedback should come to the students when they are still thinking about their task and making efforts to solve their problems.

Shute (2008) recommended that effective feedback comments should: (a) focus on the task, not on the learner; (b) be elaborated, i.e. describing what, how and why is it required by the learner; (c) avoid from cognitive load, (d) be manageable in terms of brevity, specificity, clarity, simplicity; (e) lessen uncertainty between progress and objectives to assist learners to find where they have reached relative to the success benchmark; (f) be fair, objective, written, verbal or via computer; (g) encourage a learning goal orientation, i.e. it should transfer attention from performance to the learning; (h) prepare teachers and peers welcome errors and avoid reactivity towards making mistakes to expose them; and (i) give learners opportunity of self-regulation and critical thinking.

Rationale of Study

Teaching quality at elementary level in public sector in AJ&K had been questioned by several studies. Farooq & Kai (2016) and Shabbir, et. al. (2014) discovered that public sector elementary teachers are unable to solve students' learning problems and manage their behavior. Deficit of parents' trust is a reason of low enrolment in public sector schools. Hence, to identify the areas of weaknesses in elementary teachers' teaching skills, educational feedback beliefs and practices of teachers were analyzed in this study. The correspondences and discrepancies between the teachers' feedback knowledge and practices were discovered.

Significance of Study

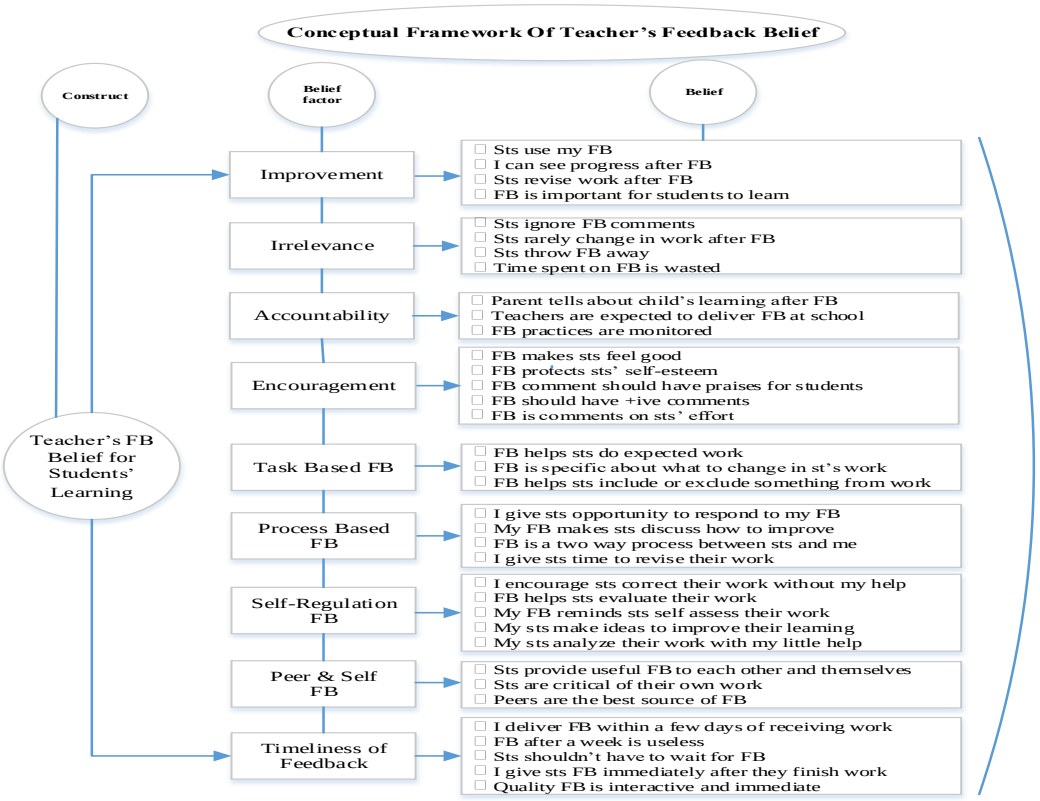
This study aimed to identify elementary teachers' incapacities in their feedback beliefs and practices in public sector schools of Muzaffarabad, AJ&K. Such weaknesses make the teachers' pedagogical practices ineffective which ultimately add to the poor-quality elementary education. Findings of this study provided evidence to affect change in elementary teachers' application of educational feedback to make their teaching strategically effective. It has potential to draw attention of school leadership, educational management and policy makers to initiate professional development plans to address the pedagogical incapacities of teachers.

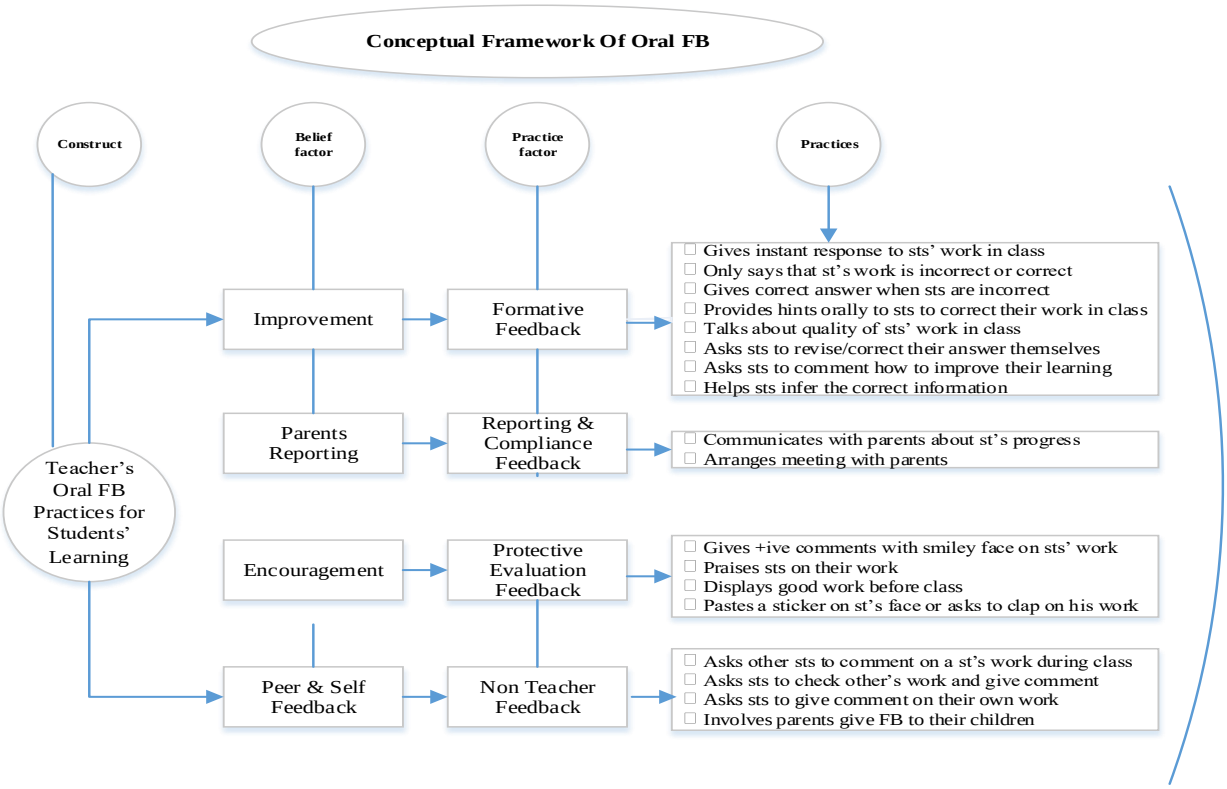
Objectives of Study

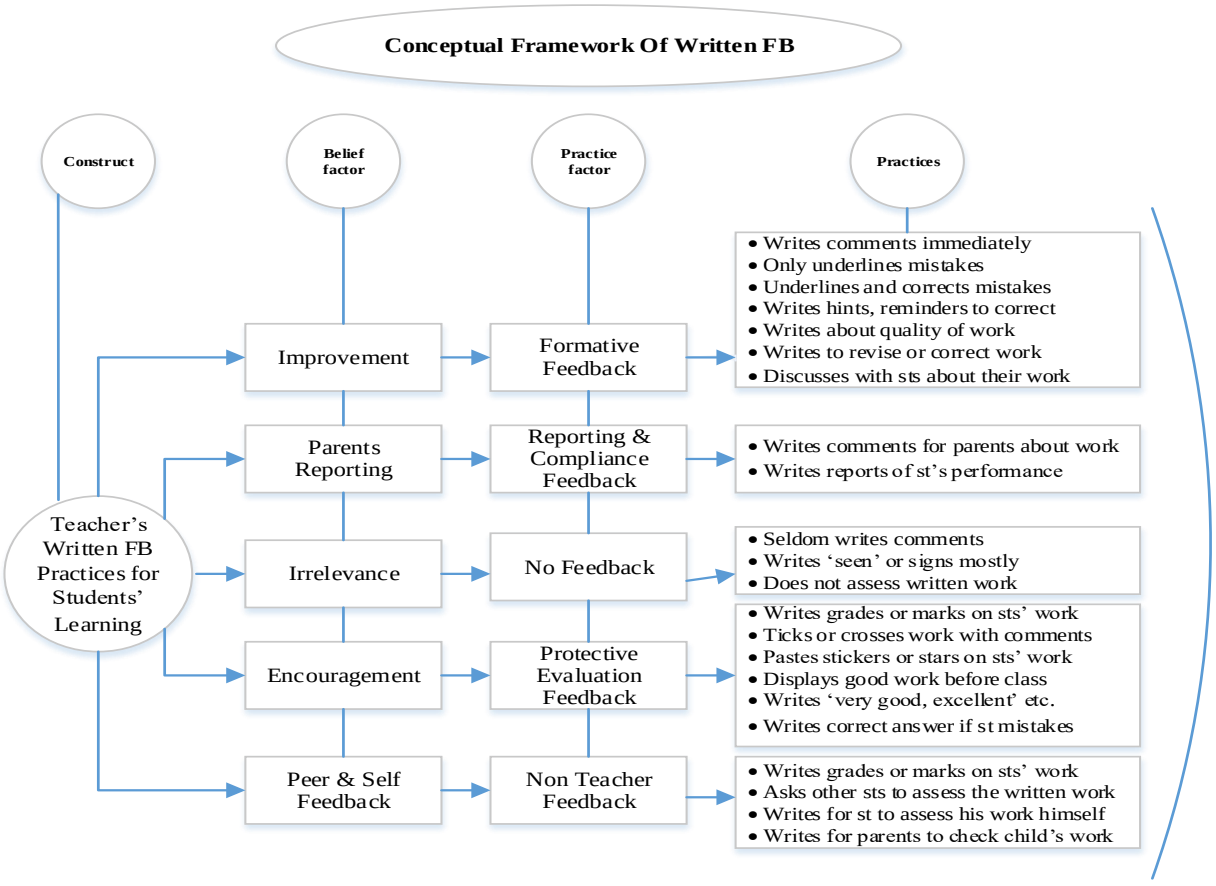
1. To explore the elementary teachers' beliefs of feedback in educational setting.
2. To identify feedback practices used by elementary teachers.
3. To find out feedback beliefs and practices of teachers working at elementary level with respect to demographic variables.

Conceptual Framework

This research used an existing Teachers' Conceptions of Feedback (TCoF) questionnaire devised by Brown, Harris and Harnett, (2012). Based on the work provided by Hattie and Timperley (2007) and Irving, Harris, and Peterson (2011), Brown et. el. (2012) drafted items related to ten feedback constructs for their survey questionnaire. Four factors were related to the purposes of feedback, i.e. irrelevance, improvement, reporting & compliance, encouragement. Four factors were related to the types of feedback bases, i.e. *task, process, self-regulation and self*. Two factors were constructed on the basis of questions posed in literature i.e. about validity of *self and peer feedback* and *timing* of feedback. The TCoF consisted of 37 items of six-point, positively-packed agreement Likert rating scale. Brown et. al. (2012) perceived four factors related to feedback practices during cluster analysis of teachers' feedback beliefs. These practices were grouped as *Non-teacher Feedback*, *Teacher's Formative Feedback*, *Teacher's Protective Evaluative Feedback* and *Parents Reporting Feedback*. The researchers found that teachers' improvement factor predicted teachers' formative feedback factor, peer & self-feedback belief factor predicted non-teacher feedback factor, and encouragement factor predicted protective evaluative feedback factor, and parents reporting factor predicted reporting and compliance factor. In this study, the researcher used an additional factor of *irrelevance* to study the cases where teacher does not write any comment or only signs on written work or does not assesses it.




Conceptual Framework Of Oral FB
Construct
Belief factor
Practice factor
Practices
Teacher's Oral FB Practices for Students' Learning
Improvement
Formative Feedback
Gives instant response to sts' work in class
Only says that st's work is incorrect or correct
Gives correct answer when sts are incorrect
Provides hints orally to sts to correct their work in class
Talks about quality of sts' work in class
Asks sts to revise/correct their answer themselves
Asks sts to comment how to improve their learning
Helps sts infer the correct information
Parents Reporting
Reporting & Compliance Feedback
Communicates with parents about st's progress
Arranges meeting with parents
Encouragement
Protective Evaluation Feedback
Gives +ive comments with smiley face on sts' work
Praises sts on their work
Displays good work before class
Pastes a sticker on st's face or asks to clap on his work
Peer & Self Feedback
Non Teacher Feedback
Asks other sts to comment on a st's work during class
Asks sts to check other's work and give comment
Asks sts to give comment on their own work
Involves parents give FB to their children


Conceptual Framework Of Written FB
Construct
Belief factor
Practice factor
Practices
Teacher's Written FB Practices for Students' Learning
Improvement
Formative Feedback
Writes comments immediately
Only underlines mistakes
Underlines and corrects mistakes
Writes hints, reminders to correct
Writes about quality of work
Writes to revise or correct work
Discusses with sts about their work
Parents Reporting
Reporting & Compliance Feedback
Writes comments for parents about work
Writes reports of st's performance
Irrelevance
No Feedback
Seldom writes comments
Writes 'seen' or signs mostly
Does not assess written work
Encouragement
Protective Evaluation Feedback
Writes grades or marks on sts' work
Ticks or crosses work with comments
Pastes stickers or stars on sts' work
Displays good work before class
Writes 'very good, excellent' etc.
Writes correct answer if st mistakes
Peer & Self Feedback
Non Teacher Feedback
Writes grades or marks on sts' work
Asks other sts to assess the written work
Writes for st to assess his work himself
Writes for parents to check child's work

Methodology

This study was based on descriptive and quantitative paradigm. Population comprised of 1012 teachers (male and female), whereas 170 teachers were sampled using non-probabilistic convenient technique. The researcher visited schools and spent time with teachers administering the questionnaire and observation checklists. The survey questionnaire consisted of 37 items. Oral feedback observation checklist consisted of 18 items and written feedback practices observation checklist consisted of 22 items.

Results

Data was categorized into teachers' feedback beliefs, teachers' oral and written feedback practices. Data related to teachers' responses (N=170) confirmed the following results of their feedback beliefs and practices.

Table: 1: Responses on items related to feedback for improvement

Statements	N	Mean	SD
Students use the feedback I give them to improve their work.	170	4.69	1.28
I can see progress in student work after I give feedback to students.	170	4.77	1.31
Students use comments I give them to revise their work.	170	4.82	1.28
Giving students feedback is important because it helps them learn.	170	5.29	1.16

Mean value = 4.69 to 5.29 and SD ≤ 1.31 show that teachers believe that their feedback improves their students' performance.

Table: 2: Responses on items related to feedback for accountability

Statements	N	Mean	SD
Parents can tell how well their child is learning from my feedback.	170	4.70	1.22
At my school, teachers are expected to give both spoken and written feedback to students.	170	4.87	1.20
Feedback practices at my school are monitored by school leaders.	170	4.49	1.48

Mean value = 4.49 to 4.70, and SD ≤ 1.48) indicate that teachers are responsible to provide students proper teaching feedback.

Table: 3: Responses on items related to feedback is irrelevant

Statements	N	Mean	SD
Feedback is pointless because students ignore my comments and directions.	170	2.16	1.75
Students rarely make changes in their work in response to my feedback.	170	2.85	1.54
I seldom give written feedback because students throw it away.	170	2.72	1.61
. Time spent on giving feedback is wasted effort.	170	2.18	1.63

Mean value =2.16 to 2.85 and SD ≤ 1.75) show that majority of teachers think that their feedback is relevant to improve learning.

Table: 4: Responses on items related to feedback for praise

Statements	N	Mean	SD
The point of feedback is to make students feel good about themselves.	170	4.15	1.66
The goal in giving feedback is to protect and enhance the student's self-esteem.	170	4.91	1.28
Good feedback praises students.	170	3.77	1.63
Feedback should be full of encouraging and positive comments.	170	5.00	1.32
Teachers should always include praise in their feedback about student work.	170	4.64	1.25
My feedback includes comments on the effort students put into their work.	170	4.91	1.27

Mean value = 3.77 to 5.00 and SD ≤ 1.66 indicate that teachers think the purpose of their feedback is to praise students.

Table: 5: Responses on items related to task based feedback

Statements	N	Mean	SD
My comments help students create the kind of work I expect from them.	170	4.74	1.36
My feedback is specific and tells students what to change their work.	170	4.72	1.22
My feedback helps students decide what to include and/or exclude in their work.	170	4.71	1.37

Mean value = 4.71 to 4.74 and SD ≤ 1.37 reveal that teachers support task-based feedback.

Table: 6: Responses on items related to process-based feedback

Statements	N	Mean	SD
I give students opportunities to respond to my feedback.	170	4.98	1.18
In feedback, I describe students work to stimulate discussion about how it could improve.	170	4.68	1.32
Feedback is a two-way process between my students and me.	170	4.35	1.39
I organize time in class for students to revise, evaluate, and give themselves feedback about their own individual work.	170	4.43	1.36

Mean=4.35 to 4.98 and SD ≤ 1.39 indicate that teachers think moderately in favor of giving process-based feedback.

Table: 7: Responses on items related to self-regulation-based feedback

Statements	N	Mean	SD
I encourage students to correct/revise their own work without my prompting.	170	4.22	1.49
Feedback is about helping students evaluate their own work.	170	4.69	1.39
My feedback reminds each student to self-assess his or her own work.	170	4.48	1.41
My students generate ideas about improving their learning independent of me.	170	3.51	1.61
My students analyze their own work with little direction from me.	170	4.11	1.55

Mean value = 3.51 to 4.69 and SD ≤ 1.61show that teachers' majority strongly favor self-regulation based feedback.

Table: 8 Responses on items related to usefulness of peer and self-feedback

Statements	N	Mean	SD
Students are able to provide accurate and useful feedback to each other and themselves.	170	3.99	1.45
Students can be critical of their own work and can find their own mistakes.	170	4.12	1.49
Peers are the best source of feedback	170	4.24	1.40

Mean value = 3.99 to 4.24 and SD ≤ 1.49 discovered that teachers think peer and self-feedback as useful for learning.

Table: 9: Responses on items related to timeliness of feedback

Statements	N	Mean	SD
I aim to deliver feedback to students within a few days of receiving their work.	170	4.45	1.45
Feedback that takes more than a week to get to the students is useless.	170	3.84	1.69
Students should not have to wait for feedback.	170	2.54	1.67
I give students feedback immediately after they finish.	170	4.55	1.36
Quality feedback happens interactively and immediately in the classroom while students are learning.	170	5.03	1.14

Mean value = 2.54 to 5.03 and SD≤ 1.69 revealed that teachers' majority is confident that feedback should be delivered in time.

Table 10: Oral Feedback Practices related to formative feedback for improvement

Statements	N	Mean	SD
Teacher gives instant response to students' work in class.	170	3.04	.56
Teacher only says that students' work is incorrect or correct.	170	2.71	.58
Teacher gives correct answer when students are incorrect.	170	1.99	1.13
Teacher provides hints to students to correct their work.	170	1.37	.62
Teacher talks about quality of students' work.	170	1.21	.48
Teacher asks students to revise/correct their answer themselves.	170	1.36	.68
Teacher asks students to comment how to improve their learning.	170	1.05	.28
Teacher helps students infer the correct information.	170	1.04	.27

Mean values (1.04 to 3.04) and (SD≤ 1.13) showed that teachers do not provide formative oral feedback for students' improvement.

Table 11: Oral Feedback Practice related to feedback for parents reporting and compliance

Statements	N	Mean	SD
Teacher calls the parents about students' progress.	170	1.36	.67
Teacher arranges meeting with parents about students' progress.	170	1.65	.89

Mean values (1.36 to 1.65) and (SD≤ 0.89) indicated that teachers do not orally communicate to the parents about their child's progress.

Table 12: Oral Feedback Practice related to protective evaluation feedback for encouragement

Statements	N	Mean	SD
Teacher gives positive comments with smiley face on students' work.	170	2.29	.817
Teacher praises/appreciates students on their work.	170	3.61	.73
Teacher displays students' good work before class.	170	1.38	.62
Teacher pastes a sticker on student's face or asks to clap on his work.	170	1.12	.32

Mean values (1.12 to 3.61) and (SD≤ 0.817) discovered that teachers do not deliver positive comments but rarely appreciate the students, hence they do not provide protective evaluation feedback to students.

Table 13: Oral Feedback Practice related to non-teacher feedback for peer and self-feedback

Statements	N	Mean	SD
Teacher asks other students to comment on a student's work.	170	1.2	.59
Teacher asks students to check other's work and give comments.	170	1.00	.00
Teacher asks students to give comment on their own work.	170	1.00	.00
Teacher involves parents give feedback to their children.	170	1.00	.00

Mean values (1.00 to 1.20) and (SD≤ 0.59) indicated that teachers never provide opportunities of peer and self-feedback.

Table 14: Written Feedback Practice related to formative feedback for improvement

Statements	N	Mean	SD
Teacher writes comments immediately on notebook.	170	2.85	3.32
Teacher only underlines mistakes.	170	1.68	1.12
Teacher underlines and corrects mistakes.	170	1.63	1.13
Teacher writes hints, reminders to correct.	170	1.41	.80
Teacher writes about quality of work.	170	1.59	.87
Teacher writes to revise or correct work.	170	1.71	.89
Teacher discusses with students about their work.	170	1.18	.51

Mean values (1.18 to 2.85) and (SD≤ 3.32) proved that teachers only sometimes write comments on notebooks but never give task, process or self-regulation-based feedback to the written works.

Table 15: Written Feedback Practices related to feedback for parents reporting & compliance

Statements	N	Mean	SD
Teacher writes comments for parents about work.	170	1.35	.64
Teacher writes reports of student's performance.	170	1.33	.61

Mean values (1.33 to 1.35) and (SD≤ 0.64) discovered that teachers do not communicate to the parents about their child's progress in writing.

Table 16: Written Feedback Practices related to protective evaluation feedback for encouragement

Statements	N	Mean	SD
Teacher writes grades or marks on students' work.	170	1.46	.84
Teacher ticks or crosses work with comments.	170	2.19	1.34
Teacher pastes stickers or stars on students' work.	170	1.40	.73
Teacher displays good work before class.	170	1.17	.44
Teacher writes 'very good, excellent' etc.	170	1.53	.82
Teacher writes correct answer if student mistakes.	170	1.31	.67

Mean values (1.17 to 2.19) and (SD≤ 1.34) showed that teachers do not use protective evaluation written feedback practices, but mostly tick or cross without correcting the written work.

Table 17: Written Feedback Practices related to non-teacher feedback for peer and self-feedback

Statements	N	Mean	SD
Teacher asks other students to check the written work.	170	1.01	.08
Teacher writes for student to assess his work himself.	170	1.00	.00
Teacher writes for parents to check child's work.	170	1.00	.00

According to table 17, Mean values (1.00 to 1.01) and (SD≤ 0.08) indicated that teachers never give written instructions to students to engage them in peer or self-based feedback.

Table 18: Written Feedback Practice related to no feedback for irrelevance

Statements	N	Mean	SD
Teacher seldom writes comments on homework.	170	1.00	.00
Teacher writes 'seen' or signs mostly on homework.	170	1.99	1.60
Teacher does not assess the written work.	170	1.57	1.33

Mean values (1.00 to 1.57) and (SD≤ 1.60) indicated that teachers almost always check the written work.

Table 19: Feedback Beliefs with respect to gender (t-Test Independent Sample)

Factor	Gender	N	Mean	Std. Deviation	T value	df	Sig
Beliefs of Teachers Regarding Feed back	Male	80	4.24	.58	.065	168	.948
	Female	90	4.25	.52			

Values of M=4.24, SD=0.58 and M=4.25, SD=0.52, t (168) =0.065, P >.05 discovered that teachers of both the genders have the same belief regarding feedback.

Table 20: Feedback Beliefs with respect to Employment Mode (t-Test Independent Sample)

Factor	Employment Mode	N	Mean	Std. Deviation	T value	df	Sig
Teachers Feedback Beliefs	NTS	56	4.33	.45	1.32	168	.190
	Non-NTS	114	4.21	.59			

Values of M=4.33, SD=0.45andM=4.21, SD=0.59, t (168) =1.32, P >.05 indicated both NTS and Non NTS teachers have the same belief regarding feedback.

Table 21: Feedback Beliefs with respect to age groups (One Way ANOVA)

Factor	Age Groups	N	Mean	Std. Deviation	df	F value	Sig
Teachers Feedback Beliefs	18-30 years	27	4.26	.53	2	.281	.755
	31-40 years	63	4.21	.58			
	Above 40 years	80	4.28	.53	167		

Values of M=4.26, SD=0.53, M=4.21, SD=0.58 and M=4.28, SD=0.53, F (2, 167) = .281, P >.05 indicated teachers of all age groups had the same concept of feedback.

Table No 4.22: Oral Feedback Practices with respect to gender (t-Test Independent Sample)

Factor	Gender	N	Mean	Std. Deviation	T value	Df	Sig
Oral Practices of Teachers Regarding Feedback	Male	80	1.60	.14	2.28	168	.024
	Female	90	1.66	.18			

Values of M=1.60, SD=0.14, M=1.66 and SD=0.18, t (168) = 2.28, P < .05 discovered that both male and female teachers use the same oral feedback practices.

Table 23: Oral Feedback Practices with respect to employment mode (t-Test Independent Sample)

Factor	Employment Mode	N	Mean	Std. Deviation	T value	Df	Sig
Oral Practices of Teachers Regarding Feed back	NTS	56	1.58	.14	3.01	168	.003
	Non – NTS	114	1.66	.17			

Values of M=1.58, SD=0.14, M=1.66 and SD=0.17, t (168) = 3.01, P < .05 showed that both NTS and non NTS based teachers use the same oral feedback practices.

Table 24: Oral Feedback Practices with respect to age group (One Way ANOVA)

Factor	Age Groups	N	Mean	Std. Deviation	Df	F value	Sig
Oral Practices of Teachers Regarding Feed back	18-30 years	27	1.59	.17	2 167	2.01	.137
	31-40 years	63	1.62	.16			
	Above 40 years	80	1.66	.16			

Values of M=1.59, SD=0.17, M=1.62, SD=0.16 and M=1.66 and SD=0.16 F (2, 167) = 2.01, P >.05 showed that teachers of all age groups use the same oral feedback practices.

Table 25: Written Feedback Practices with respect to gender (t-Test Independent Sample)

Factor	Gender	N	Mean	Std. Deviation	T value	Df	Sig
Written Practices of Teachers Regarding Feed back	Male	80	1.48	.26	.537	168	.592
	Female	90	1.51	.36			

Values of M=1.48, SD=0.26, M=1.51 and SD=0.36, t (168) = .537, P > .05 showed that teachers of both the genders use same written feedback practices.

Table 26: Written Feedback Practices with respect to employment mode (t-Test Independent Sample)

Factor	Employment Mode	N	Mean	Std. Deviation	T value	df	Sig
Written Practices of Teachers Regarding Feed back	NTS	56	1.57	.27	2.188	168	.030
	Non- NTS	114	1.46	.33			

Values of M=1.57, SD=0.27, M=1.46 and SD=0.33, (168) = 2.188, P <.05 showed no significant difference in written feedback practices of NTS and non NTS based teachers

Table 27: Written Feedback Practices with respect to age group (One Way ANOVA)

Factor	**Age Groups**	**N**	**Mean**	**Std. Deviation**	**Df**	**F value**	**Sig**
Written Practices of Teachers Regarding Feed back	18-30 years	27	1.62	.28	2 167	2.890	.058
	31-40 years	63	1.50	.27			

Above 40 years	80	1.45	.36

Values of M=1.62, SD=0.28, M=1.50, SD=0.27 and M=1.45, SD=0.36, F (2, 167) =2.890, P >.05 revealed that written feedback practices of teachers of all age groups are the same.

Discussion

Study revealed that majority of teachers possessed well defined and firm beliefs regarding purposes, types and other aspects of teachers' educational feedback. They hold positive belief towards feedback timeliness; significance and relevance of task, process, self-regulation, and peer and self-based educational feedback for students' improved learning. No significant difference between feedback beliefs of teachers was found with respect to their demography. These views of teachers related to feedback beliefs are supported by the studies of Hattie and Timperley (2007), Shute (2008), Andrade & Heidi (2010), Irving, et.al. (2011), Brown, et.al. (2012), and several mata-analyses.

However, a negative relationship was exposed between the teachers' feedback beliefs and their actual oral and written feedback practices. It was revealed that their oral and written feedback practices in classroom were either non-existent or nominal and much poor. They were found in difficulty while providing oral feedback to students, a clear evidence of their poor feedback delivery skills. Such a discrepancy between their feedback beliefs and practices is not supported by any research study.

Conclusion and Implication

Our educational system does not address teachers' inability to provide proper and timely educational feedback. Teaching methods and techniques used in classrooms lack feedback practices. Monitoring of the teaching activities does not pay attention to the aspect of proper educational feedback. As a result, children do not participate actively and cannot achieve the desired goals of learning and all creative and imaginative abilities are going waste. This situation should no longer be prevailed. Therefore, we have to redesign our teaching skills schools to make them favorable for children; otherwise we cannot provide quality education.

Recommendations

Keeping in view the results, conclusions and discussions, following were the recommendations for future:

1. Teachers need to modify and adjust their teaching methods and stitch effective feedback with them to bridge their students' learning gaps.
2. Educational management, curriculum designers, textbooks developers and teacher trainers need to revise teacher need based induction policies, develop pedagogy focused learning materials, plan and implement need-based teachers training plans, and qualitatively evaluate teaching performance, respectively
3. This study can be taken as basis for studying the instructional monitoring system in AJ&K.
4. Future researchers can move forward for exploring the effective ways of promoting quality of teaching in AJ&K.

References

Akkuzu, N. (2014). The role of different types of feedback in the reciprocal interaction of teaching performance and self-efficacy belief. *Australian Journal of Teacher Education*, *39*(3), 37-66.

Andrade, H. L. (2010). Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning (pp. 90-105). Routledge.

Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *92*(1), 81-90.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *86*(1), 8-21.

Brookhart, S. M. (2008). Feedback that fits. *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership*, *65*(4), 54-59.

Brown, G. T. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. *Assessment in Education: Principles, Policy & Practice*, *11*(3), 301-318.a

Brown, G. T., Harris, L. R., & Harnett, J. (2012). Teacher beliefs about feedback within an assessment for learning environment: Endorsement of improved learning over student well-being. *Teaching and Teacher Education*, *28*(7), 968-978.

Clariana, R. B., Wagner, D., & Roher Murphy, L. C. (2000). Applying a connectionist description of feedback timing. *Educational Technology Research and Development*, *48*(3), 5-22.

Farooq, M. S., & Kai, Y. T. (2016). A critical study of primary education situation in AJK state. *International online journal of primary education*, 5(1), 40-50.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, *77*(1), 81-112. doi: 10.3102/003465430298487

Irving, S. E., Harris, L. R., & Peterson, E. R. (2011). 'One assessment doesn't serve all the purposes' or does it? New Zealand teachers describe assessment and feedback. *Asia Pacific Education Review*, *12*, 413-426.

Irving, S. E., Harris, L. R., & Peterson, E. R. (2011). 'One assessment doesn't serve all the purposes' or does it? New Zealand teachers describe assessment and feedback. *Asia Pacific Education Review*, *12*, 413-426.

Irving, S. E., Peterson, E. R., & Brown, G. T. (2008). Feedback and academic achievement: The relationship between students' conceptions of feedback and achievement. In *6th Biennial Conference of the International Test Commission, Liverpool, UK*.

McFadzien, N. (2015). Why is effective feedback so critical in teaching and learning?

Osuala, R., Onwuagboke, B., & Agoha, T. (2018). Continuous assessment feedback and students' performances in semester examinations in a college of education'. *American Journal of Educational Research*, *6*(6), 688-93.

Parr, J. M., & Timperley, H. S. (2010). Multiple 'black boxes': Inquiry into learning within a professional development project. *Improving schools*, *13*(2), 158-171.

Schunk, D. H. (2012). *Learning theories an educational perspective*. Pearson Education, Inc.

Shabbir, M., Wei, S., Nabi, G., Zaheer, A. N., & Khan, H. (2014). Job Satisfaction Status of Public Primary School Teachers: A Case of Pakistan Administrative Kashmir. *European Journal of Educational Sciences*, *1*(4), 56-71.

Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, *78*(1), 153-189.

Taraban, R. (2014). Mind the feedback gap. Retrieved from: https://www.improvewithmetacognition.com/mind-the-feedback-gap/

Thurlings, M., Vermeulen, M., Bastiaens, T., & Stijnen, S. (2013). Understanding feedback: A learning theory perspective. *Educational Research Review*, *9*, 1-15.

Voerman, L., Meijer, P. C., Korthagen, F. A., & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. *Teaching and teacher education*, *28*(8), 1107-1115.

Wiggins, G. (2012). Seven keys to effective feedback. *Feedback*, *70*(1), 10-16.

Wiliam, D. (2010). The role of formative assessment in effective learning environments. *The nature of learning: Using research to inspire practice*, 135-155.

Wilkinson, I. A., Hattie, J. A., Parr, J. M., Townsend, M. A., Fung, I., Ussher, C., ... & Robinson, T. (2000). Influence of Peer Effects on Learning Outcomes: A Review of the Literature.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, *25*(1), 82-91.