Understanding Undergraduate Students' Perceptions of Feedback: Implications for Practice

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The objective of this study is to examine how undergraduate students perceive different types of feedback, such as oral, written, peer, corrective, and timely feedback. The study used a questionnaire with 345 students from three government universities in Multan. Data were analyzed using SPSS. Results indicated that oral, peer, and corrective feedback were more effective than written feedback. This study employed descriptive statistics (mean, variance, standard deviation) and inferential statistics (Chi-square, ANOVA, correlation). The Chi-square test results showed an association between gender. Oral feedback from teachers showed a less significant difference. The ANOVA tables assessed the factors of oral feedback: the F-value indicates whether there are notable differences among group means, while the p-value shows the likelihood of these results occurring. The ANOVA test shows significant results. The findings revealed that students found oral, peer, and corrective feedback more helpful than written feedback. Results also showed meaningful differences in how students from various backgrounds and genders responded to feedback. Overall, students valued feedback that was clear, supportive, and timely. This study recommends that teachers incorporate more interactive and constructive feedback methods, especially oral and peer feedback, to better support student learning and engagement.

1. Introduction

Feedback helps students understand their learning progress. When feedback is clear, timely, and involves student-teacher interaction, it becomes more useful. However, many students struggle to understand written feedback or don't find it helpful. Feedback is an essential component affecting student learning. Evidence derived from feedback has been utilized to formulate various conceptual models that significantly enhance our comprehension of effective feedback practices. Considerable guidance exists regarding the enhancement of feedback effectiveness (Dawson et al., 2019).

Van der Schaaf et al. (2011) demonstrated that students perceive teacher feedback as more valuable when they participate in feedback exchanges with their teacher (Agricola et al., 2020). The study suggests that both quantity and quality of feedback are crucial for students' engagement with feedback (Channa & Kazimi, 2020). Many college students struggle with the feedback procedures. They don't think it will help them, they have trouble understanding instructors' written and spoken comments, and they don't know what to say in response (Beltran, 2021).

When it comes to the process of education, the assessment that is tracked by positive reaction should aim to emphasize the degree to which educational results and, by extension, the course objective are met. The feedback given to the students tells us about their level of skill improvement and current knowledge. Having a thorough understanding of each student's progress and accomplishments enables the instructor to prepare the next step in the curriculum with suitable judgment (Paduraru et al., 2022).

Students benefit from feedback when the feedback messages are clear about learning and not based on comparisons, competition, or ability. Feedback can encourage all students to believe they can improve their work, learning, understanding, and skills compared with others (Wangchuk & Nidup, 2022). To assist students in gaining a clearer understanding of the course material and to increase the instructor's capacity to modify the instruction and enhance course design and coordination, Pardo (2018) and Pardo et al. (2019) proposed that feedback involves a dialogue between students and instructors regarding the course. In addition, Pardo et al. (2018) suggested that prompt feedback improves the likelihood of assisting students in meeting their learning objectives and enhancing their overall performance. This idea may, among other things, lower the percentage of dropouts from institutions (Cavalcanti et al., 2021).

Although Written Corrective Feedback (WCF) is generally supported, it is still unknown which kinds and quantities of WCF are most effective. Additionally, research has shown that students frequently do not comprehend the meaning of a large portion of the WCF on their writing assignments and are also unaware of the expectations about the use of teachers' WCF. For instance, Grabe and Kaplan (2014) and Hyland (2015) discovered that students frequently did not use WCF in a way that the objectives of the teacher were aligned with their needs, and they struggled to comprehend the WCF that was presented to them. (Samuel & Akther, 2021).

There is a range of learner-centred feedback models and frameworks (for an overview, see Ryan et al. 2020), and while each has its nuances, many appear to be founded on three main

principles. The first is learner agency, which requires learners to be the central actors in the feedback process. Self-directed learners cultivate the abilities needed to assess the quality of their work, recognize when and how to request feedback from others, and comprehend how to utilize that feedback to enhance their performance (Boud and Molloy 2013; Carless and Boud 2018; Ryan et al.,2023).

1.1 Significance of the Study

The significance of this study lies in understanding students' perceptions of effective, high-quality feedback. Feedback is crucial for improving student engagement, interest, self-efficacy, self-confidence, and academic performance. It helps shape their future by enabling them to achieve their goals. Additionally, enhancing feedback procedures can lead to better performance and overall achievement among students.

1.2 Objectives of the study

- To explore undergraduate students' perceptions of how effective feedback practices enhance their learning and academic performance.
- To identify which types of feedback, such as written, oral, peer, or corrective, students find most helpful in their academic journey.
- To examine how students' perceptions of feedback relate to their engagement with it, including how they understand and apply feedback to improve their work.

2. Literature review

Al Hattami (2019) cited Bloom (1976) as saying that feedback may help a self-correcting system identify and rectify learning faults quickly so that they don't lead to further mistakes (Padurarua et al., 2022). Students were believed to play a passive role, and the outcome of providing criticism was believed to be easily predictable (Van der Kleij et al., 2021). An essential link between input and suitable responses, feedback was first defined under the behaviourist paradigm. Research was carried out by Van der Kleij et al. (2021) at The University of Queensland, St Lucia, Queensland, Australia. According to Van der Kleij et al. (2021), "feedback perception" encompasses students' cognitive and affective experiences with feedback, as well as their understanding, value, and interpretation of feedback messages. It differs from students' broader conceptions of feedback's meaning.

Research was carried out by Wisniewski et al. (2020) at the University of Augsburg in Augsburg, Germany. According to Hattie and Timperley (2007), feedback can be divided into three types: feed-up (what is the goal?), feedback (how am I doing?), and feed-forward (what's next?). Carless and Boud (2018) said that students need feedback literacy — the skill to understand and use feedback. "Feed-forward" (which explains the target status based on the current status, informs teachers and students about how to adapt their learning, leading to more difficult assignments, improved self-regulation, more fluency and automaticity, more methods and procedures to complete the tasks, a dee (Glazard & Stone 2019) investigate the situation at England's Leeds Beckett University. When it comes to undergraduates in England, the results of the National Student Survey (NSS) show that students generally hate their comments. Higher education institutions highly value feedback as an integral component of the learning process. As a result, educational institutions in the UK are working to improve the quality of professors'

feedback by requiring more specificity and ensuring that it is more organized, timely, relevant, and clear.

Researchers Han and Xu (2020) looked at the Chinese market. The "ability to read, interpret, and use feedback" was characterized by Sutton (2012) as student feedback literacy, drawing inspiration from the academic literacies approach. Student feedback literacy was described by Carless and Boud (2018) as the "understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies," expanding on Sutton's work. "Appreciating feedback, making judgments, managing affects, and taking action" were the four traits they listed as observable in kids who are feedback literate. According to Han and Xu (2019), "the cognitive capacity, socio-affective capacity, and socio-affective disposition that prepare them for engaging with WCF" is how student feedback literacy is defined in the context of written corrective feedback (WCF: i.e., written feedback on language faults). The ability to self-regulate one's learning and the student's skill in receiving, understanding, and acting upon feedback were key to all of these models.

Larasaty & Reza (2022) conducted a study in Indonesia to define peer feedback as the source of information and interaction among students. Paduraru et al. (2023). A study of European universities. According to Chokwe (2015), feedback is regarded as the foundation stone of effective learning. Feedback is vital for educators, students, and educational institutions. It can be given in a variety of ways and is a valuable tool for raising the standard of instruction. Although feedback is frequently regarded as essential to student learning, students in higher education frequently express dissatisfaction with their feedback.

Figure No 1: Dissatisfaction with their Feedback
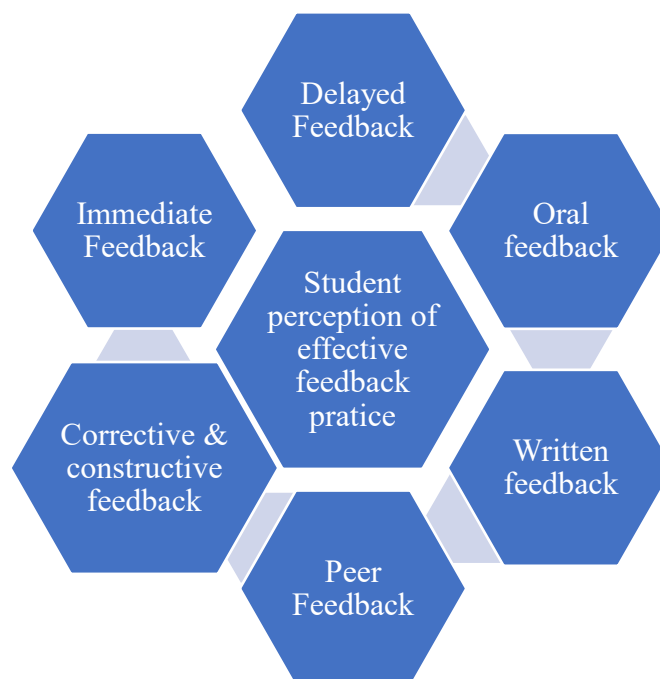
3. Research Methodology

This study employed a quantitative approach with a survey design for data collection. In Multan district, there are eight public universities, and the researcher selected three:

Bahauddin Zakariya University, The Women's University, and The Emerson University. Five social science departments—Education, Mass Communication, Sociology, Psychology, and Political Science—were chosen for participant selection. A total of 345 undergraduate students were randomly sampled to ensure equal chance and impartial selection from the population. The questionnaire employed a 5-point Likert scale from 'strongly disagree' to 'strongly agree'. It consisted of two sections: Section A collected participants' demographic information, and Section B included 25 statements (24 positive and 1 negative) related to oral, written, peer, and corrective feedback, as well as general feedback perception. The instrument was reviewed and validated by expert supervisors. To assess reliability, Cronbach's Alpha was 0.871, indicating high internal consistency. SPSS software was used for data analysis, including descriptive statistics (mean, standard deviation) and inferential statistics (ANOVA, correlation, Chi-square test, and cross-tabulation).

3.1 Population and Sampling

The target population consisted of undergraduate students from three public sector universities in the **Multan district**:

- The Women University, Multan

- Bahauddin Zakariya University, Multan

- The Emerson University, Multan

From five social science departments (Education, Mass Communication, Sociology, Psychology, and Political Science), a total of 345 students were selected using a simple random sampling technique.

4. Results

The collected data were analyzed using SPSS software. The following section presents descriptive and inferential statistical results. The aim is to understand students' perceptions of various feedback types and their effectiveness at the undergraduate level.

Table No 1: *Descriptive Statistics of Respondents' Demographic Information*

Statements	Mean	Std. Deviation
Gender	1.72	0.449
Department	2.62	1.481
Semester	2.27	0.961
Age	1.24	0.459
Institute	1.97	0.764

Table 1 presents the demographic information of the students who took part in the study. We can observe that gender has a mean of 1.72 with a 0.449 SD, and the department shows the most variation because students came from different fields. The least mean and variation show the age group, which is 1.24 and a variation of 0.764.

Table No 2: Chi-Square for Association Between Gender and Oral Feedback Practices

Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4	.006
Likelihood Ratio	4	.007
Linear-by-Linear Association	1	.026
N of Valid Cases		345

Table 2 shows the relationship between gender and the type of oral feedback received from teachers. Showing the significance as the p-value is less than 0.05, 0.006 (p < 0.05). This means that gender plays a role in how students receive oral feedback from teachers.

Table No 3: Crosstabulation of Gender and Student Perception on Helpful Oral Feedback

Helpful Learner Objectives	Male	Female	Total
Strongly Disagree	9	17	26
Disagree	13	21	34
Neutral	14	58	72
Agree	46	114	160
Strongly Agree	14	39	53
Total	96	249	345

Table 3 presents a cross-tabulation of gender and students' views on how helpful oral feedback is for their learning objectives. It shows how many male and female students chose each response option, from 'strongly disagree' to 'strongly agree.' Most students agreed or strongly agreed, showing that oral feedback is generally seen as helpful.

Table No 4: ANOVA Results on General Perception of Learners Toward Effective Feedback

Statements	Sum of Squares	df	Mean Square	F	Sig.
Crucial Role	67.067	4	16.767	15.020	.000
Satisfied	42.426	4	10.607	10.084	.000
Constructive Encouraging	62.134	4	15.533	16.795	.000
Immediate	36.149	4	9.037	8.028	.000
Highlight Mistake Helpful	36.310	4	9.078	10.184	.000

Table 4 displays the ANOVA results showing differences in general student perception towards feedback types. The hypothesis is that there is no mean difference between all variables of general perception towards learners. However, the ANOVA table shows a statistical

difference among all the variables. The results are statistically significant because the p-value is less than 0.05.

Table No 5: Correlation Matrix for General Feedback: Different factors

Items	Crucial role	wish	Satisfied	General feedback	Goal	Constructive encouraging	Highlight mistake
Crucial role	1	0.447	0.373	0.335	0.301	0.445	0.380
Wish	0.447	1	0.429	0.369	0.379	0.431	0.391
Satisfied	0.373	0.429	1	0.450	0.428	0.382	0.308
General feedback	0.335	0.369	0.450	1	0.374	0.389	0.274
Goal	0.301	0.379	0.428	0.374	1	0.362	0.262
Constructive encourage	0.445	0.431	0.382	0.389	0.362	1	0.341
Highlight the mistake.	0.380	0.391	0.308	0.274	0.262	0.3761	1

Table 5 shows the correlation (strength of relationship) among the general perception of learners towards effective feedback, observing that feedback plays a crucial role in the future and has a strong positive relationship with feedback, encouraging learners because its correlation value is 0.445. The feedback is goal-oriented and has a positive (0.428) correlation with feedback-satisfied work. After receiving the highlights, mistakes have a positive correlation with all the variables, as feedback plays a crucial role for future learners.

Table No 6: Correlation Matrix for Written Feedback Variables

Statements	Written received from a teacher	The writing is not understandable	Writing provides knowledge	written feedback helpful	Like written feedback
Written received from a teacher	1	-0.017	0.369	0.297	0.321
The writing is not understandable	-0.017	1	-0.003	-0.083	-0.098
Writing provides knowledge	0.369	- 0.03	1	0.258	0.275
Written feedback helpful	0.297	- 0.83	0.258	1	0.264
Like written feedback	0.321	- 0.098	0.275	0.264	1

Table 6 shows the correlation results of written feedback. We can observe that written feedback received from teachers has a negative (-0.017) relationship with written feedback that is not understandable. As much as the written feedback received from the teacher, the students will not understand it. This written feedback is not understandable and has a negative correlation with all other variables, like providing knowledge (-0.003), written feedback helpful (-0.083), and like written feedback (-0.098). Overall, the researcher can say that our

results show that corrective feedback and oral feedback are helpful for the learner in the future than written feedback.

4.1 Discussion

This study found that oral and peer feedback were more helpful than written feedback, especially for motivating students. Similar results were seen in past studies (e.g., Milliner & Tucker, 2015; Wang, 2023). In the recent study, there is a significant result between peer feedback and modification of work; the P value is less than 0.05. Similarly, (Huisman et al., 2018) stated that peer feedback comments show significant results regarding student willingness to provide guidelines to improve performance. In the recent study, there is an association between gender and oral feedback, showing a significant result with a P value less than 0.05. Similarly, Pirhonen (2016) shows that there is a strong association between gender and the oral feedback learners receive oral feedback from teachers.

Another result of the recent study shows that feedback is always encouraging and constructive in nature. Similarly, (Milliner & Tucker, 2015) showed the same result that 74% of students agreed that feedback is always encouraged and constructive. Also result of the present study shows that peer feedback and corrective feedback have a positive relationship with each other similarly (Wang, 2023) described that peer feedback and corrective feedback have always modified work and have a positive relationship between them.

6. Conclusions

The study found that students value feedback that is clear, timely, and encouraging. Oral, peer, and corrective feedback were more helpful than written feedback. Teachers should provide feedback that is easy to understand and allows students to improve their work. A mix of different feedback types is the most effective. While feedback is often regarded as vital to student learning, students in the higher education sector frequently indicate unhappiness with the input they get (Mulliner & Tucker, 2015).

Paduraru et al. (2023) state that on both an institutional and individual level, educators should strive to understand the value of feedback in education and support students through behaviors and actions like: communicating to students that feedback is meant to help them understand how their learning is valued; giving students feedback regularly, either individually or in small groups; giving students specific feedback, with examples and explanations; encouraging students to ask for clarification when needed; having students discuss how they think their learning could be improved; and finally, offering guidance and suggestions on how to improve.

Similarly, the study by Rezazadeh et al (2018) results show that oral and corrective feedback is more effective for students, and similar to our study results, shows the same result oral and corrective feedback is more helpful for student learning than written feedback. Also, undergraduate students usually see feedback as an important component of their academic progress. Students understand that feedback gives them insights into their strengths and areas for progress. However, perceptions vary depending on whether the feedback is timely, clear, and helpful. Many students reported a desire for thorough and practical feedback, allowing them to make concrete modifications to their work. According to the study, students like

confirming and challenging comments because it inspires them to engage more fully with the subject matter. Thus, feedback given shortly after assignments is seen as more valuable because it helps students recall the context of their work and apply advice to future projects. Feedback that is clear, precise, and focused on specific parts of the job is highly valued. Vague or general feedback is frequently viewed as ineffective.

Moreover, constructive criticism combined with positive reinforcement encourages and motivates pupils to develop. How feedback is provided (orally, in writing, or via peer assessments) influences its perceived efficacy. Each technique has benefits, and a mixture of these is sometimes seen as the most efficient method. Students are able to gain insight from one another's perspectives when they work together in a classroom that uses peer feedback. Peer feedback helps pupils improve their critical thinking and self-assessment abilities. The quality of peer feedback varies greatly depending on peers' comprehension, effort, and feedback-giving abilities. Corrective feedback helps students develop by addressing particular faults and misconceptions. It also gives clear advice on what needs to be rectified, promoting student learning and progress.

Finally, undergraduate students hold differing perspectives on various forms of feedback techniques. Each style of feedback—oral, written, peer, and corrective—has distinct advantages and disadvantages that impact perceived efficacy. A balanced and integrated approach that capitalizes on each feedback type's strengths while limiting its flaws is likely to be the most effective. This method guarantees that feedback is fast, clear, actionable, and helpful, resulting in improved student learning outcomes and satisfaction. Educators should be aware of these assumptions and work to offer feedback that is comprehensive, positive, and suited to their students' various needs. Students consistently valued timely feedback, with instant feedback leading to increased engagement and faster adaptations to learning tactics. Delayed input, while still valuable, was frequently perceived as less meaningful. While some students valued the collaborative learning component, others questioned the reliability of instructor comments. Instructor input was often seen as authoritative and more dependable. In this study, research results show that corrective, oral, and peer feedback are more helpful for learners than written feedback.

5.1 Recommendations

1. Give feedback throughout the semester, not just at the end. Make sure feedback is clear and timely. Ask students how they use feedback and support them in understanding it.
2. Inspires learners to contemplate their acquired knowledge and set goals for personal development.
3. The effects of timely feedback on learning outcomes and students' perceptions of spoken vs. written feedback in undergraduate education.
4. Undergraduate Students' Perspectives on Personalized Versus Generic Feedback
5. The perspective of undergraduates on peer feedback in contrast to teacher feedback.

5.2 Suggestions for Future Studies

There are a few suggestions for future research that are described below.

- This study focused on public universities in Multan. Future studies can include private universities or colleges.

- This was a quantitative study. Future research could use qualitative methods like interviews.

- This study focuses on the university level, so it is suggested that can consider the college level can be considered.

- This study focuses on the B.S level, so it suggests that feature studies can consider M. Phil and PHD level.

- This research study was based on the questionnaire method; further research studies can be conducted on the interview method.

- This study covers oral, written, peer, and corrective feedback. The future researcher should study other modern technological factors of feedback

- This study focused on student perception. Future studies could explore teacher perspectives.

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