

INFLUENCE OF TEACHERS' FEEDBACK ON MOTIVATION AND SELF-EFFICACY AMONG SECONDARY SCHOOL STUDENTS IN KWARA STATE

BY

Makinde, Semiu Olawale & Sa'adu Onikoko Rasheedat
Department of Science Education, Faculty of Education, Al-Hikmah University Ilorin Nigeria
Corresponding Author Email: rasheedatsaadu834@gmail.com
<https://orcid.org/0009-0003-3316-4677>

Abstract

This study explores the influence of teachers' feedback on motivation and self-efficacy among secondary school students in Nigeria. This study employed quantitative research design of survey type. The research involved 300 participants comprising students from various secondary schools in the state. A structured questionnaire titled "Teachers' Feedback, Students Motivation and Self-efficacy Questionnaire (TFSMSQ)" was used to collect data. The data collected were used to examine the perceived influence of teachers' feedback on students' motivation levels and self-efficacy beliefs. The findings reveal significant correlations between the nature of feedback provided by teachers and students' motivation to learn, as well as their confidence in their abilities to succeed academically. Specifically, constructive feedback that is specific, timely, and encouraging was found to positively influence students' motivation and self-efficacy. On the other hand, feedback characterized by criticism or lack of clarity was associated with decreased motivation and self-efficacy among students. These results underscore the importance of effective feedback practices in schools for enhancing student engagement and academic performance. It was recommended among others, that secondary school teachers should provide feedback to their students in order to motivate and improve their self-efficacy and academic performance and that the type of feedback back provided by secondary school teachers should be timely, specific and encouraging.

Keywords: Teachers' feedback, Motivation, Self-efficacy, Secondary school students,

Introduction

Teachers play a fundamental role in shaping the educational experiences and outcomes of students. As facilitators of learning, they are responsible not only for delivering subject content but also for creating an environment that fosters intellectual growth, critical thinking, and personal development. In classrooms, teachers are seen as guides who help students navigate their learning journey, ensuring that they acquire the necessary skills and knowledge to succeed academically and socially (Nwani, 2021). Education, particularly in secondary school, is a critical period in students' lives, as it forms the foundation for future academic and career pursuits. The quality of teaching during this stage directly impacts students' motivation, self-efficacy, and overall academic achievement. Learning is a dynamic process that requires more than just passive absorption of information. For students to succeed, they must engage actively in their studies, take ownership of their progress, and reflect on their strengths and weaknesses. This is where teachers play an instrumental role by not only delivering curriculum content but also supporting students' cognitive and emotional development. Effective teaching is centered on creating a learning environment that encourages student participation, fosters a sense of curiosity, and provides opportunities for growth. Teachers' ability to adapt their teaching methods and offer guidance tailored to individual student needs is essential to this process.

Central to the learning process is feedback—information provided by teachers about students' performance, progress, and achievements. Teachers' feedback is a powerful tool that shapes students' learning experiences by providing insight into what they are doing well and where they need improvement. Numerous studies have underscored the importance of feedback in influencing students' intrinsic motivation, self-regulation, and academic outcomes (Hattie & Timperley, 2020; Carless & Winstone, 2023). Feedback helps students develop a clearer understanding of their

learning objectives and equips them with the strategies needed to meet academic challenges. When feedback is specific, timely, and actionable, it can create a learning environment that not only boosts student engagement but also fosters a sense of self-efficacy—students' belief in their ability to succeed (Brookhart, 2020). By helping students recognize their achievements and guiding them toward improvement, effective feedback cultivates a growth mindset and enhances academic performance. This is particularly important during secondary education, where students are forming their self-concept and setting the foundation for lifelong learning.

Motivation is a key factor in determining students' academic success, and research shows that teachers' feedback plays a significant role in enhancing it. According to Vu et al. (2021), feedback can increase students' intrinsic motivation by helping them see the value in their learning efforts and encouraging them to take ownership of their educational progress. In secondary education, where students are at a critical stage of cognitive and emotional development, effective feedback can either inspire students to take on new challenges or demotivate them if not delivered constructively. Positive feedback, which emphasizes student achievements, fosters a growth mindset, encouraging students to view their abilities as malleable and improvable (Tanis, 2020). Self-efficacy, defined by Schunk, (2023).as the belief in one's ability to complete tasks and reach goals, is another crucial outcome of effective feedback. When feedback is specific and focused on actionable steps, it helps students develop a sense of mastery over their work, thereby boosting their confidence and resilience in the face of challenges (Carless & Winstone, 2023). Several studies have demonstrated the link between teacher feedback and improved self-efficacy in students, showing that feedback can help students identify areas for improvement and set realistic goals for academic achievement (Baars et al., 2020).

In Nigeria, the influence of teachers' feedback on students' motivation and self-efficacy is under-researched. Although there is a growing recognition of the importance of feedback in education, many schools face challenges in delivering effective feedback due to large class sizes, limited resources, and a lack of professional development for teachers (Osiesi, et, al. 2024). Therefore, examining how feedback influences secondary school students' motivation and self-efficacy in K is essential for improving educational outcomes and ensuring that students are equipped to succeed in their academic pursuits. This study seeks to explore the impact of teachers' feedback on student motivation and self-efficacy, focusing on the specific context of secondary schools. Understanding how feedback influences student outcomes can help educators refine their practices and contribute to the overall improvement of educational quality in Nigeria. Therefore, the objectives of this study are:

1. influence of teachers' feedback on motivation levels among secondary school students
2. relationship between teachers' feedback and students' self-efficacy beliefs in secondary schools.
3. effectiveness of specific, timely, and encouraging feedback on students' motivation and self-efficacy; and
4. implications of feedback practices for students' engagement and academic performance in secondary schools

The following null hypothesis were raised based on the specific purposes of the research to guide this study:

Ho1: There is no significant relationship between teachers' feedback and motivation levels among secondary school students.

Ho2: There is no significant relationship between teachers' feedback and students' self-efficacy beliefs among secondary school students.

Ho3: The type of feedback (specific, timely, and encouraging) does not significantly influence students' motivation and self-efficacy in secondary schools.

Ho4: Feedback practices do not significantly influence student engagement and academic performance in secondary schools.

Literature Review

Teachers' feedback is a vital aspect of the teaching and learning process, providing students with valuable insights into their performance and guiding them toward improvement. Research consistently demonstrates that feedback from teachers has a significant impact on student outcomes, including academic achievement, motivation, and self-efficacy. Feedback refers to information provided by teachers about students' performance, progress, and achievements, aimed at enhancing their learning outcomes. Brookhart (2020). Effective feedback plays an Important role in boosting student achievement. Regular and timely feedback helps students identify their strengths and areas of interest for improvement, leading to better academic performance. As Madigan and Kim (2021) point out, well-structured feedback guides students through the learning process, helping student's stay focused and reach their academic goals.

Hattie and Timperley (2020) define feedback as "information provided by an agent (e.g., teacher, peer, self) regarding aspects of one's performance or understanding." Brookhart (2020) similarly describes feedback as information given to students about their work, intended to guide them as they continue to learn. Manzoor et al. (2021) consider feedback an essential component of the teaching and learning process, as it motivates students and provides direction to help them achieve high academic performance. Recent research by Vu et al. (2021) highlights the reciprocal relationship between motivation and academic achievement, showing that each influences the other over time. The study emphasizes the importance of various motivational factors and behavioral mediators in understanding academic success of students. Baars et al. (2020) add that self-regulated learning plays a key role in linking motivation to academic performance, as more motivated students tend to set goals, monitor their progress, and adapt their strategies, leading to improved outcomes.

In secondary education, feedback plays a pivotal role in enhancing students' motivation and self-efficacy. Positive and constructive feedback tends to boost intrinsic motivation by fostering a sense of competence and self-worth, whereas negative or overly critical feedback can demotivate students if not delivered constructively. Positive feedback, which emphasizes students' successes and strengths, can significantly boost their confidence and encourage continued effort. This type of feedback is particularly effective in fostering a growth mindset, where students believe that their abilities can improve through hard work (Tanis, 2020). On the other hand, constant negative feedback may discourage students and decrease their willingness to engage in learning, especially if it leads them to develop a fixed mindset. Feedback is not solely about correcting mistakes; it also encourages students to reflect on their performance and critically assess their work. Carless and Winstone (2023) emphasize that feedback prompts students to analyze their learning strategies and outcomes, fostering deeper understanding and critical thinking skills. Reflective practice helps students become independent learners who can assess and improve their academic performance. By engaging in self-assessment, students can identify areas for improvement and set goals for their learning.

Effective feedback also strengthens students' self-efficacy—the belief in their ability to succeed. Feedback that is specific, timely, and actionable helps students build self-efficacy by providing clear guidance on how to improve and achieve their goals Carless& Winston. (2023). Finally, different types of feedback, such as formative and summative feedback, have varying impacts on student learning. Formative feedback, which is given during the learning process, allows students to make improvements before final assessments. Summative feedback, provided at the end of a task or course, evaluates students' overall performance but may not offer the same immediate opportunities for improvement. Both forms of feedback play essential roles in guiding students toward better academic outcomes.

Methodology

A quantitative research design was employed, involving the administration of structured questionnaires to three hundred students. The aim was to assess how teachers' feedback influences motivation, the relationship between teachers' feedback and students' self-efficacy, the implications of feedback practices for student engagement and academic performance, and the effects of specific, timely, and encouraging feedback on student motivation and self-efficacy. The study population comprised all secondary schools, a sample of three hundred students randomly selected

from six secondary schools. The researcher was mindful that, only schools that have been presenting students for WAEC and NECO examinations for at least five years were included in the study. The data obtained from the questionnaires were analyzed using regression analysis with the Statistical Package for Social Sciences (SPSS) software.

Results and Discussions

The results obtained from data analysis were presented and discussed based on the research questions and hypothesis as follow:

HO₁: There is no significant relationship between teachers' feedback and motivation levels among secondary school students.

Table 1

Regression Analysis of relationship between teachers' feedback and students' motivation level

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.461 ^a	.213	.199	.623

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.673	5	6.135	15.784	.000 ^b
	Residual	113.491	292	.389		
	Total	144.164	297			

The regression coefficient as shown in Table 1 has a positive value of 0.461 which shows that there is a positive relationship between teachers' feedback and motivation levels among secondary school students. This relationship is significant considering the ANOVA significance of 0.000 which is a less than 0.05 level of significance. It can be therefore concluded that there is significant positive relationship between teachers' feedback and motivation levels among secondary school students. When teachers provide feedback to students, definitely the students will have clearer understanding of their academic strength and weaknesses which will in turn encourage them to work more on their weak areas leading to motivation. This finding is in line with Wiliam (2020) who emphasized that effective teacher's feedback influence students' motivation in academic settings and answers the three basic questions of what, how and where am I going academically.

HO₂: There is no significant relationship between teachers' feedback and students' self-efficacy beliefs among secondary school students in Kwara State.

Table 2

Regression Analysis of Relationship Between Teachers' Feedback and Students' Self-efficacy Beliefs

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.544 ^a	.296	.284	.429

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.610	5	4.522	24.596	.000 ^b
	Residual	53.685	292	.184		
	Total	76.295	297			

The regression coefficient as shown in Table 2 has a positive value of 0.544 which shows that there is a positive relationship between teachers' feedback and self-efficacy belief among secondary school students. This relationship is significant considering the ANOVA significance of 0.000 which is less than 0.05 level of significance. It can be therefore concluded that there is significant positive relationship between teachers' feedback and self-efficacy belief among secondary school students. During the feedback process, the teacher ensures that that the students are actually aware of their academic progress and built the students' confidence in their ability to improve on their weak areas. This motivation towards the students' improvement gives the students confidence, self-worth and self-efficacy towards improving themselves. This finding corroborates Zimmerman (2021) who highlighted the importance of feedback as a means of providing students with information about their progress and competence, thereby impacting their self-efficacy – the belief in their ability to succeed in tasks.

HO₃: The type of feedback (specific, timely, and encouraging) does not significantly influence students' motivation and self-efficacy in secondary schools.

Table 3

Regression Analysis of Influence of Teachers' Feedback on Students' Motivation and Self-efficacy.

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.600 ^a	.360	.349	.438

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.715	5	6.343	33.110	.000 ^b
	Residual	56.322	294	.192		
	Total	88.037	299			

The regression coefficient as shown in Table 3 has a positive value of 0.600 which shows that there is a positive influence of teachers' feedback on students' motivation and self-efficacy among secondary school students. This influence is significant considering the ANOVA significance of 0.000 which is less than 0.05 level of significance. It can therefore be concluded that there is significant positive influence of teachers' feedback on motivation and self-efficacy belief among secondary school students. These findings show that teachers' feedback to their students cannot be overemphasized, however, for optimum positive effects of teachers' feedback on students' achievement, motivation and self-efficacy, the teachers' feedback must be timely, specific and encouraging. This finding supports that of National Teachers Institute (NTI, 2022) that opined that teachers' feedback will eventually motivate the students and lead to motivation, improved academic performance and self -efficacy beliefs if the teachers' feedback is timely, specific and encouraging.

HO₄: Feedback practices do not significantly influence students' engagement and academic performance in secondary schools.

Table 4

Regression Analysis of Influence of Teachers' Feedback Practices on Students' Engagement and Academic Performance.

Model Summary				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.633 ^a	.400	.390	.405

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.191	5	6.438	39.273	.000 ^b
	Residual	48.196	294	.164		
	Total	80.387	299			

The regression coefficient as shown in Table 4 has a positive value of 0.633 which shows a positive influence of teachers' feedback practice on students' engagement and academic performance among secondary school students. This influence is significant considering the ANOVA significance of 0.000 which is less than 0.05 level of significance. It can therefore be concluded that there is significant positive influence of teachers' feedback practice on students' engagement and academic performance among secondary school students in Kwara state. These findings may be due to the fact that students are motivated to study more and that their further studies will be concentrated on students' weak areas due to the teachers' feedback received. This finding agrees with those of Hattie and Timperley (2020) that found that teachers' feedback improves academic performance of students at secondary school level.

Conclusions

It is concluded based on the findings of this study that:

1. There is significant positive relationship between teachers' feedback and motivation levels among secondary school students.
2. There is significant positive relationship between teachers' feedback and students' self-efficacy beliefs among secondary school students.
3. Specific, timely, and encouraging teachers' feedback does have positive significant influence on students' motivation and self-efficacy in secondary schools
4. Teachers' feedback practices have significant positive influence on students' engagement and academic performance in secondary schools.

Recommendations

Based on the findings, discussions and conclusions of this study, the following recommendations were proffered:

1. Secondary school teachers should be encouraged to provide feedback to their students in order to motivate and improve their self-efficacy and academic performance.
2. The type of feedback back provided by secondary school teachers should be timely, specific and encouraging.
3. Feedback characterized by criticism or lack of clarity should be avoided by teachers to their student

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