

Relationship Between Students' Perceptions about Teachers' Feedback, Assessment for Learning, and Learning Approaches



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INTRODUCTION

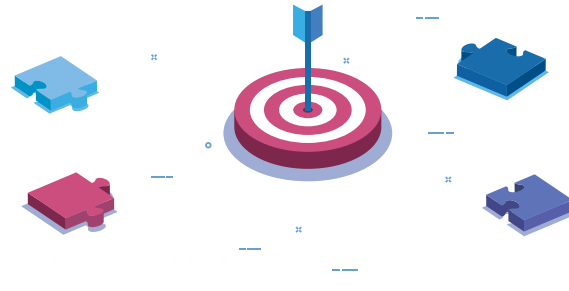
Teacher feedback and Assessment for Learning (AfL) are widely recognized as key factors in improving student learning. However, feedback practices are often limited due to exam-focused systems, large class sizes, and a lack of formative assessment culture, leading many students to rely on surface learning approaches.

This study examines how students' perceptions of teacher feedback relate to Assessment for Learning (AfL) and learning approaches.



OBJECTIVES

- 1 Examining the relationship between students' perceptions of teacher feedback, assessment for learning (AfL), and learning approaches in higher education.
- 2 Investigating the mediating role of AfL in the relationship between teacher feedback and students' learning approaches.



METHODOLOGY

- Design**
Quantitative, correlational research design
- Sample**
294 University Students from Lahore, Punjab, Pakistan
- Instrument**
Structured questionnaire
- Analysis**
Descriptive statistics, correlation analysis, mean difference tests, and mediation analysis

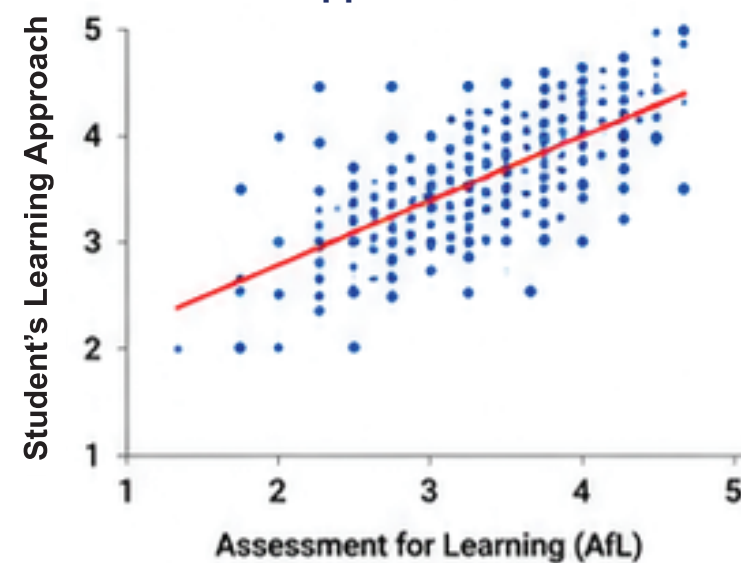
MAIN RESEARCH FINDINGS

1. Relationship between Types of Feedback and Assessment for Learning (AfL)

Type of Feedback	Correlation with AfL (r)	p-value
Verification Feedback	0.467	< .01
Directive Feedback	0.503	< .01
Scaffolding Feedback	0.488	< .01
Praise Feedback	0.410	< .01
Criticism Feedback	0.086	> .05(0.214)

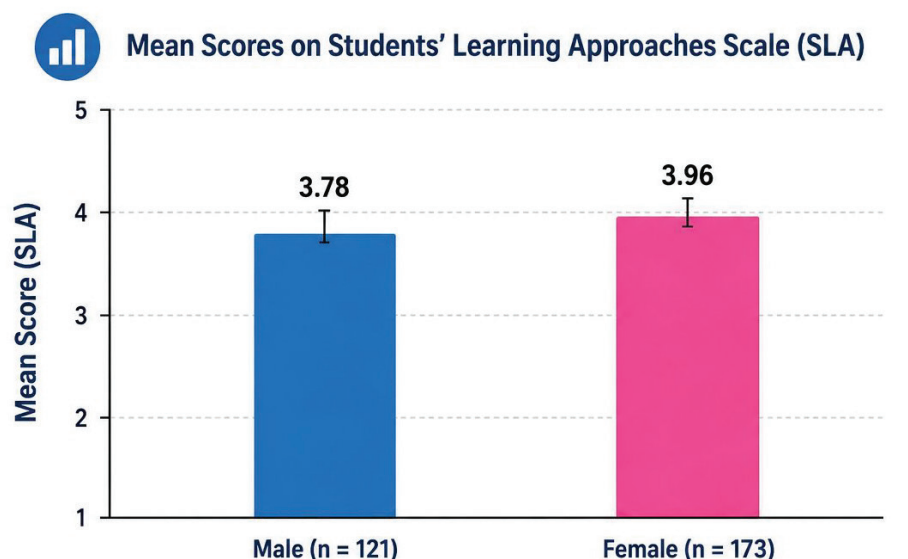
Verification, directive, scaffolding, and praise feedback are positively associated with AfL, whereas criticism feedback shows no significant relationship.

2. Relationship Between Assessment for Learning (AfL) and Students' Learning Approaches



AfL is positively and strongly related to student's learning approaches ($r = 0.577, p < .01$).

3. Gender Differences in Learning Approaches



Sample Information

Male Students
n = 121 (41.2%)
Female Students
n = 173 (58.8%)

Independent Samples t-test

$t(285.51) = 2.198$
 $p = .029^*$
Mean Difference = 0.167
95% CI [0.017, 0.317]

KEY FINDING

Female students reported significantly higher scores on learning approaches compared to male students.

4. Age Differences in Perceptions of Directive Feedback

AGE GROUP	MEAN TREND (DIRECTIVE FEEDBACK)	STATISTICAL RESULT
18–20 years	Lower perception	Reference group
21–25 years	Higher perception	Significantly higher ($p = .004$)

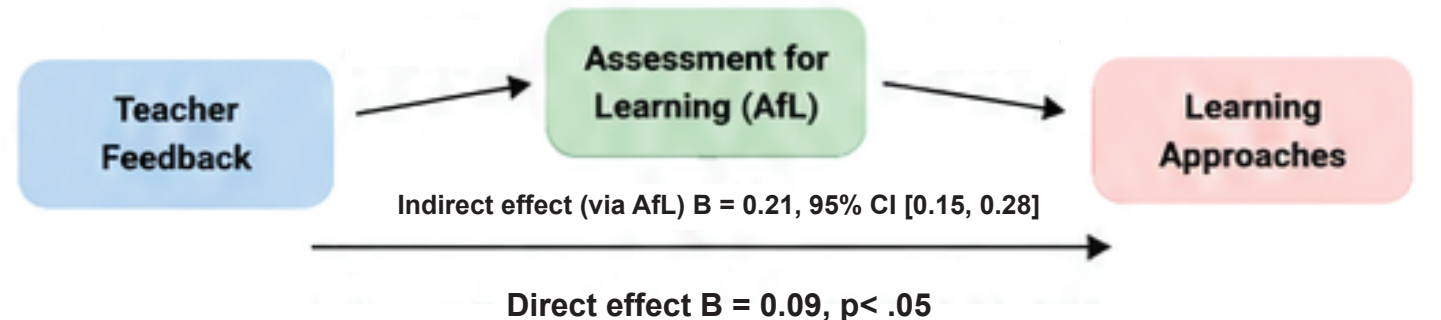
TEST STATISTICS

$t(292) = 2.88$
Mean Difference = 0.51
95% CI = [0.16, 0.86]
Significant at $p < .01$

INTERPRETATION

Students aged 21–25 years reported significantly higher perceptions of directive feedback compared to students aged 18–20 years, indicating that older students value structured instructional guidance more strongly.

5. Mediation Analysis: AfL as a Mediator



AfL partially mediates the relationship between teacher feedback and learning approaches.

CONCLUSION

The findings highlight that Assessment for Learning (AfL) plays a crucial role in transforming teacher feedback into meaningful learning outcomes. Strengthening feedback literacy and embedding AfL practices can support deeper learning and reduce reliance on rote memorization in higher education.



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KEYWORDS

Teacher feedback; Assessment for Learning (AfL); Learning approaches; Higher education; Feedback literacy