A QUALITATIVE STUDY ON STUDENT-TEACHER INTERACTION: STUDENT ENGAGEMENT AND TEACHER FEEDBACK

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ABSTRACT

The present study explores that how student-teacher interaction effects on the performance of student's academic achievement. How constructive and corrective feedback helps student to learn the lesson. Qualitative research design was used. Data was collected through semi-structured interviews and observation method. Convenient sampling was used to collect data. Sixteen students (9th and 10th grade) and ten teachers from different schools of Faisalabad took part in this study. Thematic analysis was used to analyze data. The main themes of this study were types of feedback, parents' influence, peer relationship, active participation and student engagement. The results of the present study indicate that the positive feedback enhance the performance and negative feedback had bad effect on academic performance. This interaction has a significant role in student engagement, higher level of motivation, participation in class where they experience positive environment. This study highlights the importance of constructive and regular feedback. This study can help policy makers and educators to improve or increase the feedback policy in educational system.

Keywords: student-teacher interaction, student engagement, teacher feedback, academic achievement.

1. INTRODUCTION

As indicated by the Schooling Change Glossary, student engagement alludes to the level of interest, concerns, confidence, and energy that students show while examining or preparing, which extends out the students' inspiration when they need to learn and create. Feedback, in the instructive worldview and its mental aspect, can be comprehended as the arrangement of data by the educator on the part of their students' information (Hattie & Timperley, 2007), and which likewise affects students' learning execution and self-controlled learning (Kluger & DeNisi, 1996). Feedback is the answer to a person's work with the purpose to help them with managing to turn out to be more patient. Educators see feedback as best when there is trust in the teacher-student relationship, the feedback connects with progress and standards, and students completely figure out the feedback (Hargreaves, 2011).

Students who show the absence of feedback have conflicting participation, unfortunate accomplishments, and conduct issues including animosity and savagery (Christenson et al., 2012). Connected with studies and invested heavily in acquiring great grades, understanding the material that is introduced in class, and integrating it into their day-to-day routines (Newman, 1992). Connected withstudents make, assess, break down, apply, comprehend, and recall (Schlechty, 2011)

Student engagement is fixated on the conviction that learning improves with student engagement and learning endures when students are generally not locked in (Extraordinary Schools Organization, 2016). There is a model about student engagement that have three aspects; conduct, mental and full of feeling. Conduct commitment incorporates activity happily, perceptible measures like taking part in conversations, adherence to class rules, and culmination of tasks. Mental commitment manages them.

Student engagement alludes to finding out about how the students feel about learning and are keen on the point. The students who pulled a book from her

rucksack were stunned by a portion of the data the educator shared and mentioned, and they differentiated it from something they had perused previously. It distinguishes and depicts classes of educator' independence. Advancing feedback, noting how educator input might possibly uphold kids' improvement as free students (Hargrey, 2014). Regardless of how educators do homeroom evaluations, it will influence student's learning (Popham, 2009) and confidence (Gipps, 1998). Research on feedback connected with developmental ed.to has frequently noticed how educator feedback is related to learning results and scholarly accomplishment (Brookhart, 2012; Hattie & Timperley, 2007). How included or intrigued feedback give off an impression of being in their advancing and that they are so associated with their classes, their establishment and one another (Axelson & Tick, 2010).

Any supported association a student has towards any part of learning, in everyday life has significant feedback inclusion all through the learning environment (Motrin & Torres, 2016). Feedback is flexible, being a component of both the individual and the context is assumed. It may be changed more effectively than a singular characteristics or an overall inclination (Fredrick et al., 2004). Collaboration is a cycle result from the members of all feedback connecting with one another through dynamic discourse continuous trade of data viewpoint solicitation and thoughts that happen in the learning climate. It is proactive that we impart each other up close and personal.

Student engagement theory that focus on the role of the environment in the growing experiences of students by energizing student participation through the implementation of effective teaching practice in the growing experience (Vygotsky, 1978).

Bandura's model is triadic reciprocality or reciprocal determinism. This model was framed of three factors that are person, their surrounding and the action. This prototype was proposed by a psychologist Albert Bandura. Thinking is affected by environment. According to theory of behavioral factors in Reciprocal determinism, person's thinking pattern influenced on social stimuli.

It is most significant job for educators to connect with the students in class. Through this, student can accomplish good grades. Pakistani school system depends on imprint's learning schoolwork and test. The main focus point of educators and guardians is

to accomplish high grades. This study has focused on matriculation students. In Pakistan, there is a race of getting best grades to accomplish explicit objective. So, through engagement in class they could experience better outcomes. Feedback is likewise assumed a pivotal part in student life input. It lifts up the students' feelings of confidence and execution.

2. LITERATURE REVIEW
Research have shown a favourable relationship between learning, engagement and their performance. When engagement can be increased through feedback, it affects the performance. Feedback influence student learning (Pranta at al., 1995). Characterized the relationship between children and teachers along three emotional dimensions: intimacy, conflict and dependency. Close positive relationships between teachers and children are seen as a source of safety and emotional support as children negotiate school expectations and navigate the school environment. High level of conflict may limit the use of teacher-student relationship as a source of support.

Kahn's (1990) states that student study is like a work. He focuses on emotional engagement that modify the performance. He explained how negative emotional experience can affect management. He also proposed a three dimensions model. Emotional engagement occurs when you recognize your job and want to do it well. Marks (2000) explains that engagement is intrigued by psychological process in which you invest your efforts and give ear to the work. Finn et al. (1995) reveals the impact of positive behavior on compilation of task. Finn (1993) identifies that negative behavior is demonstrated because of conflicts among peers and fighting.

Use of technology can enhance student engagement (Barnes et al., 2007) . Rich learning environment is because of teaching methods and student activities. It allows students to achieve higher education (Barak et al., 2000). Coates (2007) said that engagement builds in academic and non-academic domains. Dunleavy and Ferris (2007) explains that multimedia and use of technology such as animations is useful for engaging the students. For engaging the students, training programs were introduced (Claxton, 2007). Feedback has great hit on learning. It creates link between students and teachers (Block & William, 1998; Sadler, 1998).

Askew and Lodge (2000) indicates that feedback it is a process of learning. Sadler (1998) is of view that feedback is a crucial factor of achievement. Leaders' feedback does not focus on teacher ideas rather they focus on growth. Walk and Handy (2018) view usefulness and timeliness feedback that influence on student. Kraft (2019) utters that usefulness is not about teaching methods but it focuses on how they do critic thinking to solve issues. Bandura (2001) finds out teacher needs to exchange their interactions with the students. Erkens et al. (2017) is of the view that feedback engage students to enhance learning. Ramzan et al. (2023) emphasizes boost of academic performance. They enhance the quality of education and motivates the students. Ramzan et al. (2023) emphasis on positive environment that helps the students to enhance learning. It allows students to enjoy the environment and create a positive attitude towards learning. Javaid et al. (2023) argues that language helps improve language learning. Maqbool et al. (2021) focuses on social support and how it may help the students to work in healthy environment. Kamran et al. (2023) identifies that authoritative and permissive parenting styles affect the performance of child. Good communication skills improve the quality of education. Different parenting styles effect the positive and negative attitudes in child.

2.1. Objectives

- To understand interlink of student-teacher interaction and Bandura's model.
- To explore how feedback affects the performance of students.
- To check student engagement in class environment.
- To find out how teachers engaged the students in the classroom.
- To describe and identify the behavior of students and teachers in individual and group setting.

3. METHOD

This research was based on qualitative research design with convenience sampling. Participants including teachers and students were selected for research. Data collection was based on semi-structured interview and observation methods. Notes and recording were taken. Thematic analysis was used for data analysis.

3.1. Participants

Ten (10) teachers and sixteen (16) students of grade 9 and 10 participated in this research.
The participating teachers were from science, English and Math subjects. The age range was 23 to 45 years.

3.2. Data analysis

Interviews were recorded and interviewed by the researcher. And the researcher encoded the information by observing and listening the interviewer. The analysis information was written and then compiled. Braun and Clarke's (2006) instructions of thematic analysis were used for coding and identifying the data.

3.3. Procedure

Researchers conducted the research in schools of Faisalabad. First, researchers prepared interview protocol in light of study objectives. Second, select the population and the school areas. Population were from rural and urban areas. During the interview, we introduced ourselves, explained the research purpose and asked the questions. They shared the experiences. With that, we took notes and recorded the interviews. Analyzed the data using thematic analysis. While questioning, the interviewer noticed the way of behaving. The researchers were assured and names were kept confidential.

3.4. Ethical Considerations

During research, we followed the ethical considerations to ensure the dignity of participants. Formal permission was sought from institution in-charges. Informed consent was used to ensure that the participants understand the purpose of research. Confidentiality and anonymity was maintained.

4. FINDINGS

Teacher feedback affects the performance of students. Through feedback, students feel a great sense of achievement.
The participants of this study were consisted of 16 students and 10 teachers from high schools. The students were divided between males and females with age range of 14 to 16 years. The teachers were divided between males and females with the age range of 22 to 45.

Table 1. Teacher's demographic Influences

Sr no. Age	Gender	WE(Years) EL	Chose profession
T 1 45	Male	16 PhD	By choice
T 2 40	Male	10 PhD	By choice
T 3 25	Female	1 Masters	By force
T 4 24	Female	2 Masters	By force
T 5 27	Male	4 Masters	By choice
T 6 26	Female	3 Masters	By choice
T 7 26	Male	4 Masters	By force
T 8 25	Male	11 BSC	By force
T 9 23	Female	3 BSC	By choice
T 10. 23	Female	2 BSC	By force

Note: WE = working experience, EL= education level

Current study revealed that the teachers who chose teaching by choice are more willing to enhance the quality of education and the well-being of students. They focus on their mental, physical health and also their academic achievement. Work stress declines quality of life of teachers (Javaid et al., 2023). Diversity in workforce impacts as well (Khan & Javaid, 2023). According to teachers, they want to change a system of education. School focused on cramming so their knowledge remains same. They don't gain knowledge. The teachers who choose teaching by others choice or by compulsion or constraints, they only teach students and not focus on their wellbeing. Well-being of teachers can be boosted focusing on psychological factors (Javaid et al., 2023). Students are mostly not happy. Teachers who have high experience in their profession, they seem to understand the students and the syllabus. High experience teachers mostly talked with their parents to focus on their child. They understand the introvert and slow learner students well. So, by choice or by compulsion, it effects the student achievement.

Table 2: Students' demographic Influences

Sr No Age	Gender Achiever	Subject	Chose Course/Institute
S 1 14	Male Average	Computer	By parents' choice
S 2 14	Male Average	Computer	Own choice
S 3 14	Female Average	Biology	Own choice
S 4 14	Female Average	Biology	Own choice
S 5 15	Male Brilliant	Computer	Own choice
S6 15	Male Lower	Computer	By parents' choice
S 7 16	Female Lower	Biology	Own choice
S 8 16	Female Average	Biology	Own choice
S 9 15	Female Brilliant	Computer	Own choice
S 10 14	Female Brilliant	Biology	Own choice
S 11 16	Female Average	Biology	Own choice
S 12 15	Male. Brilliant	Computer	Own choice
S 13 14	Male Average	Biology	By parents' choice
S 14 14	Male Average	Biology	By parents' choice
S 15 16	Male Average	Computer	Own choice
S 16 15	Female Average	Computer	By parents' choice

The subject chose by parents or their own choice affect the students' performance. The students who choose the subject because of parents, the student often being rebellious don't seem interested in learning the subject. Students who select academic subjects or career paths based on parental expectations rather than personal interest or aptitude

may experience decreased motivation, reduced autonomy, and diminished overall satisfaction with their learning experience. Students who select academic subjects or career paths that align with their personal interests and passions tend to exhibit increased motivation, greater autonomy, and a deeper sense of engagement and fulfillment in their learning experience.

4.1. Types of Feedback

From the data analysis, we found that feedback is something that motivates students to perform well in their studies. According to date analysis, students provide different types of feedback that encourage and degrade their strength of learning like affirmative feedback which is about positive feedback that enhances learning and acknowledges the students. Some of the feedback was about corrective feedback, which was about correction of behavior and identifies areas of improvement. So teachers give different types of feedback from which students agree or disagree.

Positive feedback

Students address they received different types of *way."(S 3)*
" Where is your mind in class ."(S1)
" You focused on class if you want to pass the exams."(S 2)
" Focus on class instead of playing games." (S 6)

4.2. Learning Styles

Students seek guidance from the teacher in different ways. From data analysis, researchers found that student asked questions from teachers individually and in groups because of different types of personalities. Students who asked questions individually for clarifying questions or probing questions. Students who asked questions in groups they wanted problem solving or critical thinking. Students exhibit diverse personalities and learning styles, influencing their approaches to seeking guidance from teachers.

"I prefer working in a group because it increases my knowledge and understanding." (S14)
- *"I work individually because I feel shy asking questions in a group." (S16)*
" I'll prefer working in groups because it increases my knowledge " (S1)
I'll work individually because I am too shy to ask questions in groups. . (S2)
Here is the view from the students' perspective.

feedback in academics as well asother activities.
One of the student had an extrovert personality and got feedback about studies.
"Improve your study, you can do it." (S1)
S 2 had an introvert personality and got feedback:
"you are a good student ifyou do not skip your classes."
S 3 has an introvert personality and got a feedback that
"you are regular".
S4 said that teachers were praising her a lot about their participation in extra circular activities."
S 5 got feedback that "you are a hardworking student".
S 6 was asked to focus on class instead of playing games .

Negative Feedback

Most students disagreed with the teacher's feedback when they talked about their school performance, tests and activities. They think they try to do well but cannot perform well.
" You are always distracting in class. Please give attention to class. The teacher said in a mean

Students didn't want to be embarrassed, he/she was self-conscious, or maybe student didn't want center an attention. The student focus on word shy so we analyzed student had self-conscious or don't want center of attention.
Because I'm afraid of being center of attention, I'll prefer the individual working (S 3)
I like both academic guidelines and study patterns. . Individually,, I learned lesson easily because there were no distractions and in groups, I gained more knowledge. (S 4)
I'll prefer individual work because I can't work according to others rules and regulations. (S 5)
Student S5 statement reveals a preference for autonomy and independence in their learning process. This rationale can be understood from the following perspectives:
Self-directed learning: S5 might be a self-motivated learner who prefers to work at their own pace, making their own decisions about how to approach a task. Group work might be perceived as

restrictive, forcing them to conform to others' ideas and timelines.

I focus on group discussion because it clear concept and we easily learn lessons. (S 15)

4.3. Strategies to Learn Lesson

There were different ways in which students can learn lesson. According to the students, they can learn lesson by practically. But it there is no use of technology or experiment, we learn lesson by different strategies. There were different strategies to learn the lesson. All the students wanted to learn the lesson practically. They wanted to learn hands-on activities, experiments, real life examples, projects and assignments. Students also wanted to learned through group based learning. In the absence of technology and trials, scholars can still learn effectively through colorful strategies. Reading scholars can learn through reading handbooks, handouts etc.

Writing on the Board: Preceptors can write crucial generalities and notes on the board, which scholars can copy and relate to later .

Explaining the Whole Lecture: Preceptors can deliver a comprehensive lecture, covering all aspects of the content. .

Quizzes: Regular quizzes can help scholars assess their understanding and retain information better .

Plates and maps: Visual aids like plates and maps can help scholars understand complex generalities and connections.

These strategies may not be as engaging as hand - on trials or technology- based literacy, but they're effective in their own right. By combining these approaches, preceptors can produce a well- rounded literacy experience for their scholars.

4.4. Homework

Most students felt written homework was a burden. According to the students, homework was another burden o n children. It affects performance. Homework was a feeling of worry to children.

"The learning material is too much, so that written homework is a headache, But if only learning a lesson is homework , that's fine". (S 5)

A 9th grade student said;

"Homework is a waste of time. At this time, I learned the lesson and played some games."(S 4)

According to another student who recently got admission to a school said;

"He did not know how to solve math questions as

homework, it's really aheadache" (S 6)

A 9th grader:

"Homework was too burdoned . Whether it was written or oral, It gave me stress." (S 7)

4.5. Class atmosphere

According to students, the overall atmosphere of the class was friendly and teacher's behavior was respectful towards their students, but according to some student's point of view, there is bias and favoritism. The students who got full marks in their studies, the teacher focused on these students' academic performance and their class participation. Because of bias, the average student felt disheartened and lost all confidence.

According to 10th class grade

The teacher was biased against average students .. They focus on brilliant students.

According to 9th grader

" The teacher was very nice and friendly"(S11)

One student said that the t e a c h e r was biased against average students.. They focusedon brilliant students "(S13)

According to another student

"The teacher did favor brilliant students. So she felt uncomfortable".(S14)

4.6. Academic Stress

Most of the students said that they had a lot of academic stress while studying and after the results. So they had different ways to relieve stress.

According to one study

"When they feel stressed, . She got sleep and sometimes she cries" (S14).

One of the students said :

"She got sleep and focused on the environment at the time of sleep". (S1)

One 9th grader boy said *:*

"I rode the bike , and I felt like I was free". (S2)

One of them said

"I read holy Quran and take a nap." (S4)

"If I feel stressed because of tests and exams , I'll go to bed for sleep, and maybe I'll start crying to relieve my stress." (S16)

"I'll turn off the mobile and get some sleep, after that , I'll start working on my subject" (S15)

"Whenever I'm stressed because of exams, I watch TV and play games." (S 13)

4.7. Personality

Through observation and interviewing, some

students tell us about theirpersonality type. Their personalities affect academic performance. Personality have an impact on performance. Personality traits like extraversion can affect the achievement.

One introverted students said

"I *feel shy and nervous to ask questions. When I raise my hand, I"ll loose all myconfidence." (S7)*
Another introverted student:

"I can't ask questions and make friends easily." (S8)
One of the girl said

"I am not introverted or extroverted. I am between them, and I'll l adjust according to theenvironment and atmosphere." (S8)

4.8. Student Engagement
To improve student marks, engagement was the best way to enhance learning. Researchers found that student engagement can enhanced through active participation in which they actively engaged in class activities. A way through collaborative learning in which they work in groups and collaborate with peers to engaged teamwork and communication skills. The researchers also found that through regular constructive feedback and authentic assessment that align with learning and build positive relationships, encourage participation.

4.9. Promote Engagement
According to the teachers there are many ways to promote engagement. Engagementled students to learn lesson easily.

Most teachers say it can be improved by "asking questions"
 One of the teachers says:

"Repeat the work that I teach "
Listen to the lecture well, at the end of the lecture , one of the students' repeats the lecture.

"By calling their names out to get attention"

4.10. Enhance Learning
According to teachers, the students of 9 and 10 grade take exams of board so theirmain focus on marks. Also parents want them to achieve high marks to get admissions to a good college or university.

"*Go out with students in playgrounds and other educational trips get to know their students behavior and mentality. This way, I improve their learning" (T 1)*
"By engaging students in different types of activities

" (T 2)
"Ask *students to tell us about the specific topic and share their thoughts" (T 3)*
"By making presentation at each lecture" (T 4)
"I said to class at the end of the lecture delivered the whole lecture in one minute" (T5)
"I played with students to learn about their behavior and interest" (T 6)
"By making charts and sketches" (T7)
"By taking quizzes every week , I enhance the learning" (T 8)
"I'll ask the students to share their thoughts on a specific topic, like what do you think about leadership" (T 9)
"I'll take the test every week to enhance learning" (T 10)

4.11. Use of technology
There is no use of technology. According to teachers, most schools don't allow students touse multimedia or other things.

4.12. Slow learner
According to teachers in every class, t h e r e are some students who are slow learners. And they want extra attention.

According to the teacher

" I gave extra time to the specific child and paid attention in class"(T 1)
" I'll give a short diary and cut the question into smaller parts"(T 2)
" An English teacher said that I'd talk individually and also talked with their parentsto pay attention to homework (T 3)
" I'll give them their interest topics and asked them to brainstorm on specific topic"(T 4)
According to science teacher

"I told them to make charts and sketches" (T 5)
" I'll talk to the child individually and give them an extra lecture" (T 6)
" I'll make the lesson easy for these students" (T 7)

4.13. Introverted students
According to teachers, introverted students were shy for coming on stage and askingquestions. So they used different techniques.

"I point out students in every lecture and listen to them"(T 1)
"I asked the student to perform a class activity and question the student again and again" (T 2)
"At the end of every lecture , I asked the student to repeat my lecture" (T 3)

4.14. Other techniques

Male teachers use discipline underpinned. They bang a child when they show hissy. On the other hand, womanish teacher used to write tests and assignments numerous times as discipline, So they learn their assignment. When we ask about their discipline, they show rebellious behavior as the teacher said after punishment. We talked and motivated them.

4.15. Active participation

According to the teachers, they can encourage active participation. They used different ways to achieve this like preparing charts, sketches, board writing, reading phrases etc.

4.16. Positive environment

The teacher tried to build positive relationships among the class. They tried to build positive relationships and be friendly. They talk politely in class and listen to the students well. I do not agree with a friendly environment. There is a difference between students and teachers. There is a respectable relationship among students and teachers.

"I am trying to build positive relationships among students, but in a respectable manner" (T1)

"I played with the students in game period and talked friendly with them" (T 2)

4.17. Others factors

Parents' Influence

There was more or less influence in their 9, 10 grade student said;

"My parents let me free to choose science subjects and computer subjects. They always support me in my decisions."(S4)

A 9th grader said;

"My father choose my subjects, and I don't know what to do in the future. This was also decided by my father" (S 1)

"My parents neither force me to choose any subject nor allow me to choose it. It based on my performance as well as both how we communicate to choose the subjects" (S2)

"My parents had influence most of the time , mostly , my mom decided about my studies, study time as well as play time" (S 3)

Peer Relationship

According to boys, friends were the most important people in their lives. They can't live without their friends. According to girls, friends matter a lot in their lives but study comes first. According to the student;

"I come to school, wherever my friends come" (S 5)

According to one boy;

"He cannot attend any function without their friends and always wants to sit at the back because of them . His friend was nice and adventures" (S 6)

According to 10th grade student;

"Friends were very supportive, but it also depended on the situation" (S7)

According to one student:

"My friends were nice, but she cannot sit with them during lectures because it disturbs their study" (S 8)

"The relationship with peers is normal, I'll talk only in my free time, otherwise my main focus is studying" (S 9)

" My friends are very supportive and caring. We'll help each other in our studies" (S 10)

" I can't live without my friends , and I'll go to this field where my friends go" (S11)

4.18 Behavioral observation

In the process of canvassing, researchers also concentrate on observing and recording non-verbal behavior such as body language, facial contortion, signs by the participant. Explore their attitude and what they express. Through observation, the researcher can see the emotions and feelings of participants. Through eye contact, they analyze how much they tell the have learned. It gains a deeper understanding of participants' behavior and emotions. Researchers observed their eye contact, gesticulate, intonation, vacillation and avoidance behaviors.

Table 3: Summarization of Key Identifiers

Domain	Subtheme	Identifier
Teacher feedback (Student's response)	Feedback	Positive Negative
	Learning style	Individual group
	Home work	Written burden Oral easy

Student Engagement	Techniques	Punishment Positive
	Positive environment	Respectful
		Friendly
	Enhanced learning	Test
		Quizzes
	Strategies	Reading
		Written
Other factors	Peer relationship	Friendly
		Calm
	Parents'	Authoritative
	Influence	Permissive

5. DISCUSSION

The present study focuses on student engagement with different strategies. There are 14 students who participated and responded to teacher feedback by interviewing and observing them. Bandura's (2001) model was used to see and analyze the data among teacher feedback and student engagement or interaction. The students were motivated to get feedback. So their performance may increase. Second, there are some strategies that enhance learning and build positive relationship. Third, there was less or more influence on students about parents. Their study plan was also focused on because of their parents. Fourth, student engagement was promoted and enhanced by different strategies like tests, quizzes and techniques like punishment and writing five times to promote learning. This overall and feedback on teachers.

The second objective investigated the impact of feedback on performance and found the significance of feedback on student performance and learning. The students who received regular and constructive feedback, they improved their performance as compared to those who did not receive feedback. Positive feedback enhances goal setting, increases motivation, improves self-awareness and foster innovation. These findings align with the previous research demonstrating the positive effect of feedback on performance (Hativa, 2013; Hattie & Timperley, 2007). It promotes the improvement, give information, develop new skills and helps people to achieve their goal.

The third objective investigated student engagement in class and student engagement in class activities. When students are disengaged from the learning, their performance is lower. These findings align with the previous research that highlights the importance of student engagement in academic success (Fredrick et al., 2007; Wang et al., 2016).

The fourth objective explore the strategies and techniques used by teachers to engage students in the classroom. They encouraged active participation, creating supportive, positive relationships. These results are consistent with earlier studies (Krais et al., 2017; Johnson et al., 2016) that highlighted the value of relationships between teachers and students and encouraged active participation. Collaborative strategies used by teachers and positive influencing communication impact greatly (Ramzan et al., 2023). The study emphasize how crucial instructor feedback is for raising student involvement. The findings imply that students typically display higher levels of motivation, engagement and academic accomplishment when they receive regular, insightful and tailored feedback from their teachers. This tends credence to the idea that teacher feedback plays a pivotal role in fostering student engagement by enable students to feel acknowledged, understood and appreciated. These findings also highlight how crucial the relationship between teachers and students are promoting student involvement. Student feel better bonded to their teachers when they take time to offer personalized feedback. Future research could explore the specific mechanisms by which teacher feedback influences student engagement, as well as the impact of different types of feedback (e.g., written, verbal, peer) on student outcomes. Nonetheless, the current findings underscore the importance of teacher feedback in fostering a supportive and engaging learning environment."

Enhancing learning is a crucial aspect of education, and various strategies can be employed to improve student outcomes. In this research, we explored the effectiveness of student engagement and teacher feedback in enhancing learning for students. Our findings suggest that feedback has a positive impact on student learning, particularly in terms of area of improvement, e.g., increased engagement, improved academic achievement, or enhanced critical thinking skills. These results are consistent with previous research that highlights the importance of self-regulated learning. The implications of this research are significant, as they suggest that educators can enhance learning by incorporating into their teaching practices. This

approach has the potential to improve student outcomes, particularly for students who may struggle with traditional teaching methods. Furthermore, our findings highlight the need for ongoing professional development and support for educators to ensure that they are equipped to effectively implement in their classrooms.

Slow learners play a significant role in educational settings and it's a great challenge for teachers and their bonding with peers. Slow learners struggle to learn lesson and retain information, which leads to a lack of motivation and academic problems (Hallahon, 2006). Past research shows that individualized learning and technology have a great impact (Vaughn, 2007). The way the teachers and educators play an important role for highlighting their needs and their learning needs (Bender, 2008). Introverted students also face a lot of challenges in making friends and in the classroom. They seem to have difficulty in talking, leading to a lack of motivation and academic achievement (Cain, 2012). In this study, teachers tell us about how they talk with these students and manage their relationship with them. How they build the relationship and lessen their shyness. Research shown that introvert students can work in quiet, calm and individual workplace. Effective learning plays an important role in academic success and highlights the effectiveness of study that enhance the learning. The findings suggest that the students such as making charts, sketches, learning, translating and critical thinking. The results indicate that student make goals and enhance learning through different strategies. These finding have significant implications for educators and emphasize the learning. The study highlights the significance of both individual and group learning. Introvert students prefer individual learning while extrovert students focus on group as well as individual working and learning. Individual guidelines focus on learning styles and specific areas of improvement. On the contrary, group guidelines focus on group discussion, peer to peer learning and sharing and helping each other. The findings suggest that a combination of both individual and group guidelines is effective and its effect on learning environment. The findings of this study highlights the influence on academic choices. Parents who encourage and value the students' decisions about subject selection and career paths have high self-esteem and confidence. While

parental involvement ha has an positive impact. But too much and excessive pressure can lead to decrease in confidence. If there is balance between choosing the subject, allow students the academic decisions, it can help the student to find the self-direction. The peers' relationship on student engagement have impact on learning outcome. When there is friendly relationship among peers, the level of motivation, academic achievement is high. Peer pressure can make students embittered (Javaid & Mahmood, 2023). Peers trust each other in work as well as in studies. If they face negative peer relationship like bullying, bodily shaming or conflict. It has bad impact on studies and their academic achievement. Special support enhances academic achievement (Maqbool et al., 2021). The finding show that they have positive, trustworthy sincere and calm relationship among friends. They help each other in studies. If they have positive relationship that promote social well-being and academic success.

5.1. Implications

This study confirms that positive feedback helps the students to improve their performance, learning, effectiveness and motivation. Future research see that different type of feedback helps students' different types of improvement like in their academic, cognitive and thinking pattern. Hattie and Timperley (2007) highlights the importance of feedback that is used in the process of learning. This study can be implemented on policy makers and educational settings. Policy makers should prioritize enterprise that promotes student learning. Educational settings should foster a probative to encourage pupil participation.

5.2. Limitations

● Sample size was very limited and data collected only from Faisalabad schools.

● The population was selected for 9 and 10 grade students only.

5.3. Conclusion

It is very helpful for students to receive feedback from their teachers. It helps students to have a supportive and productive environment. It encourages to participate , so that they can overcome their shyness. The teachers can inspire students to learn. They create educational

environment for students. Constructive feedback provides guidance and support to students for improvement in learning.There is more important role for the teacher in providing feedback. This qualitative study found that it were effects of affective performance that led to a variety of techniques in learning. Students are encouraged to improve their performance by positive feedback, while negative feedback reduces their performance. The relationship between the two of them can enhance learning and help motivate each other. They lead to success through effective learning.They engaged with each other and built a healthy environment when they studied together with their friends. The teachers are trying to create a good environment in the classroom, and this makes students comfortable asking questions. The information is collected and decoded using thematic analysis.

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