THE EFFECT OF FALSE FEEDBACK ON ACADEMIC ACHIEVEMENT OF STUDENTS

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ABSTRACT

The study was based on the hypothesis that “there is no significant effect of false feedback on the performance of the students”. These studies disclose to some extents the role of the teacher by realizing him to help the child to think about him positively. A sample consisting 7th class student was taken as it was divided in to two equal groups i.e. control group and experimental group. Statistical technique (t. test) was used to know the performance of the students before and after treatment. In order to analyze data “t test” as a statistical technique was applied.

The results showed that false feedback affected the academic achievement of the students. This study will help in restricting the mood of examiner at the time of setting and marking the paper. It will also be helpful in controlling the evil practice of false feedback on the academic achievement of students.

KEYWORDS: Students, false feedback, examiner, marking paper, academic achievements

INTRODUCTION

In a school students come across so many situations. Many students have difficulty in school not as a result of low intelligence or physical impairment, but because they have come to perceive themselves as unable to do academic work. When a student says "I will never understand this material, he is saying more about himself than about the subject matter. The expectation of failure reaps its poor harvest.

A number of experiments have found that when students success teacher attribute the success to themselves while students attributes the success to themselves, but when students fail, teacher attribute the failure to the student while student attributes the failure to the teachers. Some studies have found the opposite trend teachers tend to attribute students failure to themselves and student success to students. Similarly, student may attribute success to teacher and failure to themselves, so false feedback as a basis for making attribution. There are two kinds of teachers some teaches signal to their student, they value them as people that they consider them capable of developing the necessary skills to cope with their work and they consider them important enough to face any kind of situation successfully.

They set their student consistent and realistic standards encourage them to be undismayed by failure and encourage them to have the confidence to act independently and responsibly, and on the other hand many teachers send signals of the opposite kind and leave student with negative feelings about themselves and their abilities.
They are not fair while to prepare and marking the papers of their students. Self-awareness plays an important role in academic achievement of the students. Strong negative feelings reduced interest and lead towards high level of anxiety which is harmful for all kind of performance.

The study therefore was conducted to know the effect of false feedback on the academic achievement of students and if it is leading students towards failure.

**MATERIAL AND METHODS**

**Sample**

25 Students enrolled in 7th class at Government Girls Higher Secondary School No. 4 D.I. Khan constituted the sample. Those students from class 7th who were never failed in the examination were divided into an experimental and control group, both the groups were administered test. There was no significance difference in scores of both the groups. Three days later both groups were again given test, but just before the test, members of experimental group were given slips of paper indicating that they had failed the previous test the score of experimental and control group were then compared.

**Statistical Analysis**

In order to measure the significant effect of false feedback on the academic achievement of students t-test discussed by Cronbach (1970) was used.

**RESULTS**

In this study the negative feedback about performance have put the student in threat full condition as a result they failed to compare their current state with their goals and the gape between reality and their goals become too large, they failed to adjust their behavior to move closer to desired states, consequently they made error. False feed back about performance can lower self concept and impair later performance, through the mediation of anxiety and the set expectation of other about us may have imprisoning effect and restrict our capacity to do effectively consequently we fail to anticipate our own behavior and do wrong.

**DISCUSSION**

According to Baumeiste (1990) when student experience set backs, they become less competent and undesirable. These negative attributions increase self-awareness, as the persons involved pour salt in their own psychological wounds and dwell on their real and imagined adequacies. This of course generates, strong negative effect, and in order to try to avoid these unhappy feelings individuals enter a state of cognitive deconstruction. Student thinks in less sophisticated way, focusing on present rather then the future and on concrete rather than abstract issues along with this go reduced interest in searching for higher-level meaning. When this practice is repeated finally it becomes too difficult for such students to eliminate troubling thoughts and negative feelings. So students make error actually do worse.

Present study support this report because it explain that students of experimental group when receive slip of paper indicating under the stress of failure even quite able students performed less effectivly consequently children in the experimental group tended to regard themselves less a highly, tended to believe that they were as highly regarded by significant others in their lives, and showed a decrement in intellectual productivity. The negative effect of failure manifested in the measured cognitive function.

The study is consistent with findings made by Eson (1964) Turner (1977) Ames (1978) Felker (1979) Grasha (1980) Lindgern (1980) Baron (1992) According to these resorts that once we focus our attention on or selves, we compare our current state with important goals and values in to large, we make adjustments in our behavior to move closer to these desired states. Thus in this way self-awareness is an important component in the self-regulation of our own behavior negative feedback about performance has put the students in threat ful condition, as a result they failed.
Baron (1992) says that individual find himself in a state of increases self-awareness, which can interfere with actual performance, so that the individual makes error. Gabler (1967) showed that behavior can be affected by false feedback indicating failure. Because while doing some thing we focus our attention on ourselves, we compare our current state with goals is too large, we make adjustment in our behavior to move closer to the desired state. False feedback lead toward incongruence between self and goal the result is development of tendency to deny and distort.

This study is significance because it will disclose to some extents the role of the teachers by realizing them to help the child to think about himself positively, to recognize and develop strength to formulate life goal that he thinks will enhance him self concept and give him an awareness of personal value and worth. It will help in planning our future by enabling to anticipate our behavior in future situation in responsible certainty.

It will explain that understanding one self is not simply an interesting past time, but it is necessary of life. The study will be helpful in restricting the mode of the examiner at the time of setting paper and also marking the paper. This study will be helpful in controlling the evil practice of false feedback indicating failure, which is hindering the performance of our students at the time of different examinations especially in home examinations.

**Statistical Analysis (t-test)**

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Mean</th>
<th>S.D</th>
<th>d.f</th>
<th>Level of Significance</th>
<th>t calculated</th>
<th>t tabulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>9</td>
<td>75</td>
<td>13.61</td>
<td>14</td>
<td>0.5</td>
<td>2.82</td>
<td>1.76</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>16</td>
<td>60</td>
<td>11.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The S.D of control group is 13.61 while S.D of experimental group is 11.05; t calculated is 2.82, which is significant at 0.05 level the null hypothesis is therefore rejected.

**RECOMMENDATIONS**

- School must give the child a major part in the formation and modification of the concepts that he holds by providing experiences and proper guidance.
- Student may be invited to see themselves in positive ways and to reach beyond their present performance then students are more likely to have clear picture of their potential as human being and to realize what they can achieve.
- Students must be provided with valid educations experienced because false feedback affects the academic performance of students.
- Individual attention may be given to each and every student by organizing guidance and counseling services within a school system.
- Teacher must provide honest appraisal and evaluation for student success.
- Teacher can get more out of a student and can lead him to get more out of himself by building him up through encouragement than by destroying him.
- Teacher is requested to stress the positive because what he offers help children to discover their resources and their limitations.
- Teacher as agent influencing the developing self-concept of the student may be emphasized through news media.
REFERENCES


