

Impact of Teacher Feedback Styles on Student Self-Regulation and Cognitive Growth

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DESCRIPTION

Teacher feedback is a central element of classroom learning, influencing not only academic achievement but also how students perceive their own abilities and regulate their learning processes. Feedback serves as a form of communication that guides students in understanding their progress, identifying areas for improvement, and refining their strategies. The style, tone, and timing of feedback can significantly shape cognitive development, particularly in relation to self-regulation, which involves planning, monitoring, and evaluating one's own learning.

Self-regulation is a critical skill that enables students to take an active role in their education. Rather than relying solely on external direction, self-regulated learners set goals, select strategies, and adjust their approach based on outcomes. Teacher feedback plays an important role in supporting this process. When feedback provides clear and specific information about performance, students are better able to understand what they need to change and how to proceed. In contrast, vague or overly general comments may leave students uncertain about their next steps.

Different feedback styles can lead to varying cognitive outcomes. Descriptive feedback, which focuses on the task and provides detailed guidance, tends to promote deeper understanding. For example, when a teacher explains why a particular answer is incorrect and offers suggestions for improvement, the student gains insight into the underlying concept. This type of feedback encourages reflection and helps students develop more effective problem-solving strategies.

Evaluative feedback, on the other hand, often emphasizes judgment, such as grades or brief comments indicating correctness. While such feedback can provide a quick measure of performance, it may not offer sufficient information for cognitive growth. Students who receive primarily evaluative feedback may focus more on outcomes than on the learning process itself. This can limit opportunities for developing self-regulation, as the emphasis shifts toward achieving a certain score rather than understanding the material.

The emotional tone of feedback also plays a role in how it is received and acted upon. Supportive and respectful communication can

enhance students' willingness to engage with feedback, even when it highlights areas of difficulty. Conversely, harsh or dismissive comments may lead to defensiveness or avoidance, reducing the likelihood that students will use the feedback constructively. The relationship between teacher and student therefore becomes an important factor in determining the effectiveness of feedback.

Cultural factors can influence how feedback is interpreted. In some contexts, direct criticism may be accepted as a normal part of learning, while in others it may be perceived as discouraging. Teachers need to be aware of these differences and adapt their communication accordingly. Sensitivity to cultural expectations can help ensure that feedback supports rather than hinders student engagement.

The integration of technology has expanded the ways in which feedback can be delivered. Digital platforms allow for written, audio, or even video feedback, offering flexibility and accessibility. Automated systems can provide immediate responses to certain types of tasks, freeing teachers to focus on more complex feedback. However, reliance on automated feedback should be balanced with personalized input to maintain a meaningful connection between teacher and student.

Developing self-regulation through feedback also involves teaching students how to use the information they receive. Simply providing feedback is not sufficient; students need to understand how to interpret and apply it. Activities that encourage reflection, such as revising work based on feedback or setting goals for improvement, can strengthen this process. Over time, students may become more independent in evaluating their own performance.

CONCLUSION

Teacher feedback is a powerful tool that shapes both cognitive development and self-regulatory skills. The style, tone, and timing of feedback influence how students interpret and use the information provided. By offering clear, supportive, and actionable feedback, educators can help students develop the ability to manage their own learning processes. This, in turn, supports deeper understanding and more effective engagement with academic tasks.

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