Reframing Teaching and Learning Through Students' Voices: A Narrative Inquiry During Teacher Monitoring

[1]Kharisma Salfahira, [2]Nico Irawan*, [3]Nunung Nurjati, [4]Komm Pechinthorn, [5]Elchin Gashimov
[1,2,3]*Universitas PGRI Adi Buana Surabaya, Indonesia*
[4]*Thai Global Business Administration Technological College, Thailand*
[5]*Moscow City University, Samara Campus, Russia*

*Corresponding Author
Email: nicoirawan@unipasby.ac.id

Abstract

Class monitoring is widely used to support students' academic progress and classroom engagement, but research has largely focused on teachers' and administrators' views, not students. This study investigates high school students' accounts of classroom monitoring and their perceptions of its impact on their learning, motivation, and personal development. It used qualitative narrative inquiry to capture students' evolving meanings of their experiences. It selected five high school students (aged 16–18 years) who were currently enrolled, experienced regular teacher monitoring in classroom learning and were willing to talk and reflect on their monitoring experiences. Our small sample emphasises student narratives rather than statistical generalisation. This study examined students' accounts and classroom experiences through semi-structured interviews and classroom observations. Data analysis involved multiple readings of interview transcripts and observation notes, identifying significant events and experiences, coding recurring meanings, constructing narratives, and comparing themes across narratives. It identified supportive and constraining aspects of classroom monitoring. Monitoring could be a motivating tool, promote academic responsibility and improve learning through constructive criticism. However, it could be restrictive and anxiety-inducing. Students said that the fairness, purpose, frequency, and interpersonal quality of teacher–student interactions determined whether monitoring was supportive guidance or intrusive oversight. Reframing classroom monitoring as a relational and interpretive practice, rather than a control and accountability mechanism, helps students understand it. This paper discusses implications for teacher training and classroom management practices that balance academic accountability with students' autonomy, emotional wellness, and opportunities to express their voices.

Keywords: *Academic performance, monitoring classes, motivation, personal development, student perception*

INTRODUCTION

In recent decades, classroom monitoring has emerged as a key focus in educational systems worldwide, aimed at enhancing learning achievement and promoting students' academic success and well-being (Narkhede et al., 2023). This process involves teachers observing students' academic progress, behaviors, and interactions, aiming to provide necessary support. However, it is crucial to understand that students are active agents who interpret and respond to monitoring practices, sometimes resisting them. Research indicates that when students perceive monitoring as supportive and engaging, it leads to positive outcomes, whereas if seen as mere surveillance, it can generate discomfort and reduced autonomy (Moore, 2022). Traditionally, classroom monitoring has been analyzed from the

perspectives of educators rather than students, often focusing on measurable outcomes like academic achievement and compliance (Alqahtani, 2023). However, students identify distinctions between supportive interactions and those that feel coercive. When monitoring practices are perceived as helpful, they correlate with greater motivation and engagement; conversely, surveillance yields anxiety and a sense of constraint (Flunger et al., 2022; Yang et al., 2022).

The relationship between classroom monitoring and student engagement is complex. Effective monitoring should not simply be about frequency or task completion but rather how students interpret and emotionally respond to these practices. Student narratives can provide insights into how they make sense of monitoring experiences, negotiate their identities as learners, and the implications for their engagement. The study emphasizes the importance of understanding classroom monitoring from a student-centered perspective, recognizing that students' subjective experiences can significantly dictate their academic engagement and sense of agency. Recent research has highlighted the emotional dimensions of monitoring, showing that teacher observations can evoke a spectrum of feelings that impact learning. Therefore, understanding these perceptions is essential for creating a supportive educational environment.

Moreover, the notion of student voice is critical; while it can foster agency, it may also reflect institutional power dynamics. Critical scholarship advises caution in incorporating student voices into monitoring systems, as it can reinforce power relations (Finefter-Rosenbluh et al., 2021). This study aims to fill the gap in the literature by exploring how senior high school students interpret their experiences of teacher monitoring. It attempts to convert the focus from an outcome-based to a student-centered framework, which acknowledges the relational, emotional, and contextual dimensions of monitoring. Ultimately, classroom monitoring should be valued not just for its ability to regulate behavior but also for how fair, meaningful, and respectful it is towards students' developing agency. The research questions are:

1. How do senior high school students view the impact of monitoring on their academic performance?
2. How do students perceive its role in their personal development?
3. What motivational effects do students experience from being monitored in the classroom?

Classroom Monitoring in Teaching and Learning

Teachers monitor, track, and interpret students' learning activities in class. This may include students' comprehension, task completion, learning difficulties, behavior, and instructional goals. Monitoring helps teachers make pedagogical decisions by collecting student learning data. Teachers use student learning data to adjust instruction and provide feedback in classroom monitoring and formative assessment. Black and Wiliam (1998) say formative assessment can improve learning by changing teaching and learning activities based on students' understanding. Recent research shows that formative assessment works best when used to elicit evidence, interpret students' thinking, and respond to it (Wiliam, 2018; Yan et al., 2021).

Monitoring helps teachers meet immediate student needs. Teachers can spot misconceptions, identify students who need help, change explanations, adapt activities, and provide feedback during learning. Monitoring involves both observing students and applying those observations to teaching. This distinction matters because observation without meaningful instructional follow-up may hinder learning. Recent formative assessment studies emphasize teachers using evidence to make instructional decisions and students actively engaging and responding to feedback (Yan et al., 2021). An effective feedback loop involves teachers observing students, interpreting learning evidence, responding, and reassessing learning. Monitoring is seen as an interactive part of teaching,

not a way to ensure project completion.

However, a teacher-centered view of classroom surveillance may overlook student opinions. Monitoring teachers' observations and pedagogical choices can make students passive observers. Student-cantered perspectives question this assumption because students interpret teachers' actions and construct their own understanding of why they are monitored, what teachers expect, and whether monitoring supports or controls learning. Moore (2022) showed that student voice affects educational agency. In teacher autonomy support research, students' perceptions of teacher practices affect engagement and motivation (Yang et al., 2022). These findings suggest teacher behavior cannot fully explain classroom monitoring's effects. The difference between supportive and controlling monitoring is key. Teachers who set expectations, give useful feedback, praise students, and use observations to support learning create positive monitoring experiences. Monitors may show students that teachers care about their learning and want to help them improve. Monitoring can be harmful if students feel constantly watched, judged, corrected, or evaluated without explanation or autonomy. Recent teacher autonomy support research shows that acknowledging students' perspectives, providing meaningful explanations, and supporting autonomy boosts motivation and engagement (Flunger et al., 2022; Yang, 2022). The pedagogical value of monitoring may depend on how teachers use and interpret it in teacher–student relationships, not just how much they monitor.

Classroom surveillance increases education power and surveillance issues. Teachers can monitor students' learning for pedagogical and regulatory purposes. Teachers use visibility to identify learning needs, provide support, enforce classroom rules, and assess student behavior. Student voice literature warns that institutional surveillance and power can muddle education observation, accountability, and participation (Skerritt, 2023). Student-voice assessment can include “techniques of power” in teacher–student relationships, according to Finefter-Rosenbluh (2022). These views suggest that classroom monitoring is not good because it does not improve learning. Students' views on fairness, trust, autonomy, and teacher intentions should be considered.

Student voice is crucial to rethinking classroom monitoring. Student-centered approaches focus on how students negotiate and respond to monitoring, not whether teachers are effective. Students may interpret the same monitoring practice differently depending on their prior experiences, relationships with teachers, academic confidence, and autonomy. A teacher who checks frequently may encourage one student or mistreat another. These differences suggest monitoring is a social rather than a teaching practice. Therefore, listening to students can reveal classroom surveillance that academic outcomes, teacher practices, and external classroom effectiveness indicators cannot. This student-centered approach considers temporal and contextual factors. Students may interpret monitoring differently across classrooms and over time. Monitoring anxiety may be beneficial if the teacher gives positive feedback and students improve academically. Monitoring can limit students' independence, making a helpful practice restrictive.

Changes in perception are hard to measure with a questionnaire or cross-sectional measure. Narrative approaches allow researchers to study how people interpret events, interactions, emotions, and turning points that shape their education. This study views classroom monitoring as a relational and interpretive practice embedded in teaching and learning, not just a way to observe students or regulate behavior. Teacher-student interactions, learning tasks, feedback, expectations, and classroom contexts define education. This conceptualization asks how students experience and make meaning of monitoring in their daily learning lives, not whether it produces predetermined results. This study examines monitoring's supportive, motivational, developmental, and potentially controlling effects from students' perspectives. This reframes classroom surveillance and teaching and learning as student-constructed and interpreted experiences for narrative inquiry.

Classroom Monitoring and Academic Performance

Teachers measure academic achievement, task completion, learning progress, and expectations. During classroom monitoring, teachers observe student participation, assess progress, identify learning difficulties, and provide feedback to improve academic outcomes. Teachers use monitoring to identify students' knowledge gaps and provide additional support. Students need feedback to know where they are, where they need to improve, and how to progress. According to a 2020 meta-analysis of 435 studies by Wisniewski et al., feedback moderate's student learning. This study found that feedback effectiveness depends on quality and informational content. According to Cai et al. (2023), explanatory feedback had a medium effect on academic achievement in technology-rich learning environments. These findings suggest monitoring may be useful for student observation and instructional feedback.

Focusing only on academic outcomes limits monitoring's educational value. How teachers communicate expectations, respond to mistakes, provide feedback, and involve students in learning decisions affects monitoring. Positive feedback and opportunities for improvement are part of academic support, but monitoring compliance, accuracy, and task completion can feel like pressure or control. Yang et al. (2022) meta-analyzed 31 longitudinal studies and found that questionnaires and broad quantitative measures have dominated teacher autonomy support and student engagement research, with little attention paid to specific teaching practices and students' lived experiences. This method is important because academic performance indicators cannot explain how students understand achievement monitoring. Monitoring and academic performance are therefore interpretive and relational. Students may benefit from monitoring if teachers want to help them improve, but they may not if they feel controlled or mistrustful. Student voice reveals how they view teacher monitoring. When students consult and make decisions, Moore (2022) found that student voice and perceptions of agency are strongly correlated.

Classroom Monitoring and Students' Personal Development

Responsibility, self-confidence, discipline, and learner awareness can be promoted by classroom monitoring. Traditional teacher monitoring helps students understand expectations, manage behavior, complete tasks, and take more learning responsibility. Current self-regulated learning theories emphasize that external supervision does not explain student responsibility. Instead, learners' agency and learning environments shape self-regulation. A systematic review and meta-analysis by Pérez et al. (2023) found that perceived social support positively impacts self-regulated learning. Most consider teachers social support.

The findings suggest that self-regulated learning through social support may boost academic performance. When students feel empowered, teacher involvement can help them develop. Monitoring may help transition. Students who initially need teachers to remind them of deadlines, correct errors, organize tasks, or maintain learning routines may eventually internalize these practices and become more independent. Student perceptions of teacher support and autonomy determine monitoring's developmental value. Monitoring with trust, encouragement, and improvement opportunities may boost student academic management confidence. Intensive monitoring can make students dependent on outside supervision or feel their judgement is not respected. Therefore, monitoring can help or hinder personal development depending on relationships. Student voices explore this tension. Students' accounts show that monitoring can teach responsibility or limit independence. Moore (2022) found that student voice and participation are linked to agency and the importance of education participation. Teacher autonomy support studies show that student engagement depends on teachers' opinion recognition, meaningful rationale, and autonomy-supportive conditions (Yang et al., 2022). These findings apply to monitoring, which balances external regulation and learner independence. Tracking a student's progress

can scaffold, but preventing independent judgement can feel intrusive. Consider personal growth a process, not a goal. Senior high students must increasingly manage their academic choices. Their stories may show how surveillance affects this developmental process, including moments when students gain confidence, responsibility, discipline, or capacity and moments when they feel anxious, control, or overreliance on teacher surveillance. Experiences can shape students' learning identities. This study examines students' confidence, responsibility, discipline, and autonomy stories to understand personal development. Personal development is temporal, so narrative inquiry is best. Students can describe their early monitoring reactions, how teacher interactions changed their perspectives, and how these experiences affected their behavior. Hearing these stories, classroom monitoring can be seen as a relational experience in which students negotiate expectations, develop responsibility, and co-construct identities as independent learners as an external mechanism for student regulation.

Motivational Impact of Classroom Monitoring

Motivation is another factor in students' classroom monitoring experiences. Students are motivated by their social and instructional environments, not their individual traits. Self-Determination Theory (SDT) suggests that students' motivation depends on how well their basic psychological needs for autonomy, competence, and relatedness are met in their learning environments (Ryan & Deci, 2020). So, teacher monitoring can motivate students differently depending on how they interpret the teacher's intentions and behaviors. Constructive criticism, validation of students' perspectives, recognition of progress, and appropriate guidance can improve students' perceived competence and relatedness. Monitoring as pressure, over-control, or constant evaluation can reduce students' autonomy and motivation to learn.

Recent studies support the idea that teacher support strongly influences student motivation. Yang et al. (2022) systematically reviewed longitudinal studies and found that teacher autonomy support is linked to student engagement and that students' perceptions of their learning environment are crucial to understanding their motivational responses. Recent longitudinal research has also linked student motivation profiles to teacher support (2024). Because classroom monitoring is neither intrinsically motivating nor demotivating, this evidence is especially relevant. Whether students see teachers' actions as supportive or as attempts to control their behavior determines motivation.

Thus, the same monitoring may inspire or depress students. In senior high school, perceived autonomy matters most. As they become more aware of their academic identities and future educational or career paths, students may want more choice and independence. Thus, intensive monitoring may conflict with students' autonomy and need for guidance. Flexible, responsive monitoring can help students stay on task and feel ownership over learning. Alternatively, surveillance involves constant checking, correction, or compliance. Critical student voice scholarship warns that participation and accountability can be tangled with surveillance, suspicion, and stigma (Skerritt, 2023). This perspective is crucial because it challenges the idea that teacher involvement motivates students.

Therefore, student voice is crucial to understanding monitoring's motivational value. Students can describe which monitoring practices motivate them to work harder, seek help, finish tasks, or persevere, and which cause anxiety, resistance, or disengagement. Moore (2022) showed that student voice can shape agency. This emphasizes the importance of students as active interpreters of educational practices rather than passive recipients of teacher influence. Motive comes from students' perceptions of their interactions with teachers and their place in the learning environment, not just from teachers' monitoring. The present study reframes the motivational dimension of classroom monitoring by focusing on students' narratives of how monitoring makes them feel, how they respond to

teachers' attention and feedback, and how these experiences affect their willingness to participate and persist in learning. The study will assess students' concern for being monitored rather than measuring motivation with predefined scales. They may suggest that monitoring can encourage, accountability, pressure, reassurance, or surveillance, depending on teacher–student interaction. Thus, these narratives illuminate motivation in monitored classrooms and support a rethinking of teaching and learning in which effective monitoring promotes competence and responsibility without compromising student autonomy.

METHOD

This study used a qualitative research paradigm and narrative inquiry as a research design to investigate how senior high school students experience, interpret, and make sense of teacher monitoring in their everyday learning contexts. Narrative inquiry was selected as the most appropriate approach, given the assumption that people make and communicate meaning through stories of lived experience. Narrative inquiry does not treat students' accounts as objective representations of events; instead, it explores how participants interpret experience, assign significance to particular events, and develop meaning from the stories they tell (Clandinin & Connelly, 2000; Clandinin, 2013). Thus, this study is not only concerned with what students experience during teacher monitoring, but also with how they understand and represent their experiences in terms of their learning, emotions, relationships, and emerging identities as learners.

Understanding students' perceptions is especially relevant in the study of classroom practices because students' meanings of the same pedagogical practice can differ depending on their individual characteristics, previous experiences, social relationships, and classroom contexts. In this sense, perception is the process of interpreting experiences and constructing meanings from the individual's interactions with the surrounding environment. Educational research has emphasised the significance of students' perspectives as a source of knowledge about learners' lived experiences of teaching practices, rather than simply the intended practice of teachers. Barkhuizen (2014) contends that narrative inquiry provides meaningful opportunities to explore learners' experiences and the meanings they create through their stories. More specifically, narrative approaches allow researchers to explore how participants position themselves within specific educational environments, and how their interpretations of experience are transformed through interactions with others and over time. This lens is particularly relevant to teacher monitoring because students may view monitoring as guidance, support, encouragement, accountability, pressure or surveillance depending on how the practice is enacted and experienced.

Narrative inquiry is also especially well-suited to capturing the complexity, contextuality, and temporality of students' lived experiences. Unlike research designs that reduce experiences to predefined variables or numerical indicators, narrative inquiry treats participants' stories as rich sources of experiential and interpretive knowledge. Participants' narratives provide insight into how people organize events, make sense of interactions, express emotions, and construct meaning from their experiences. Most importantly, narratives are understood not only as accounts of what happened but also as reflections of how participants understand themselves and their social worlds. Clandinin (2013) conceptualizes narrative inquiry in terms of the interconnected dimensions of temporality, sociality and place. This enables researchers to examine how experiences unfold over time, how they are shaped by relationships and personal conditions, and how they are situated in physical and social contexts. These dimensions are most relevant for the present study, since students' interpretations of teacher monitoring may differ from classroom to classroom and over time.

Within this framework, the students' narratives are analyzed as situated accounts

of their experiences of teacher monitoring, and not as isolated expressions of positive or negative attitudes. For instance, a student who initially feels uncomfortable with close monitoring by a teacher may later reinterpret the same practice as supportive after receiving positive feedback or experiencing academic improvement. However, what initially appears to be supportive monitoring can feel constraining when students feel their independence is being reduced. This complexity shows why student voices are important in understanding what monitoring means. A narrative approach keeps these potentially contradictory experiences in view, rather than forcing them into preconceived categories. It therefore offers an opportunity to understand how students negotiate the boundaries between teacher support, academic accountability, autonomy, and control.

Recent educational research has also demonstrated the value of narrative inquiry for investigating learners' experiences and perspectives. For example, Castellano (2023) used narrative inquiry to study students' perspectives on learning materials and showed how students' stories could help reveal aspects of classroom experience that may not be easily detected through conventional measures. Similarly, recent narrative research within education has investigated learning experiences, learner identities, emotions, engagement and the meanings attached to pedagogical practices via the stories of participants. The studies show that by maintaining the participants' contextual and temporal perspectives, narrative inquiry can provide a complex understanding of educational experiences that does not separate individual experiences from their environments.

Thus, in the present study, narrative inquiry operates both methodologically and interpretively. Methodologically it gives a way to generate rich accounts of the experiences of senior high school students through their own stories. The researcher can then interpret how students make meaning about teacher monitoring and how this relates to their academic learning, personal development, motivation, emotional responses, and sense of autonomy. So, instead of questioning whether teacher monitoring works, the study seeks to understand how monitoring is experienced and perceived by the students who are directly involved in it. The research seeks to reframe classroom monitoring as a relational and meaning-making activity in teaching and learning, rather than simply a tool for observation, regulation or assessment of students' behaviour and performance, by positioning the narratives of the students at the heart of the inquiry.

RESULTS AND DISCUSSION

Table 1. Thematic Coding of Students' Interview Responses

Students	Transcript	Keyword	Theme
S1	"Support dari guru, jadi tahu kemampuan saya dan jadi motivasi." "*Support from the teacher helps me understand my abilities and motivates me*."	support, motivation *support, motivation*	Monitoring sebagai dukungan belajar *Monitoring as learning support*
S2	"Guru memastikan tetap fokus belajar … jadi terbantu." "*The teacher ensures that I stay focused on learning, which helps me*."	fokus, terbantu *focus, helped*	Monitoring sebagai dukungan belajar *Monitoring as learning support*
S3	"Jadi lebih disiplin dan tepat waktu karena diawasi." "*I become more disciplined and punctual because I am monitored*."	Disiplin, tepat waktu *Discipline, punctuality*	Monitoring meningkatkan kedisiplinan *Monitoring enhances discipline*

S4	"Pengawasan bikin cepat selesai tugas." "*Monitoring makes me finish assignments more quickly*."	selesai tugas, cepat *task completion, efficiency / quickly*	Monitoring meningkatkan kedisiplinan *Monitoring enhances discipline*
S5	"Sangat berpengaruh pada nilai akademis." "*It has a significant impact on academic grades*."	nilai meningkat *improved academic performance*	Monitoring meningkatkan performa akademik *Monitoring improves academic performance*

Monitoring as a Learning Support

The first narrative theme concerns students' understanding of teacher monitoring as learning support. Rather than describing monitoring exclusively as observation or control, Students 1 and 2 interpreted teacher attention as evidence that their teachers were actively concerned about their learning progress. Student 1 explained: "Support from the teacher helps me understand my abilities and motivates me." Similarly, Student 2 stated: "The teacher ensures that I stay focused on learning, which helps me." These accounts suggest that students attached positive meanings to monitoring when teacher observation was accompanied by support and attention to their learning needs. For these students, being monitored created a sense that the teacher was aware of their progress and available to provide assistance when necessary. Monitoring therefore became meaningful not because students were simply being watched, but because teacher observation was connected to guidance and encouragement.

This finding supports research emphasizing the importance of perceived teacher support in students' engagement and learning. Yang et al. (2022) found that teacher autonomy support is associated with student engagement and noted that students' perceptions of teachers' practices are central to understanding how they respond to classroom environments. Similarly, a meta-analysis by Tao et al. (2022) found positive associations among perceived teacher support, student engagement, and academic achievement. These findings help explain why the participants in the present study did not necessarily experience monitoring as intrusive. When monitoring was interpreted as teacher interest and assistance, it became part of a supportive learning relationship.

However, the narratives also suggest that **monitoring itself was not the source of support**. Rather, support emerged from what teachers did with the information obtained through monitoring. This distinction is important for reframing classroom monitoring. A teacher may observe students frequently, but observation alone does not necessarily constitute meaningful pedagogical support. Students appeared to value monitoring when it resulted in attention, guidance, feedback, and encouragement. Thus, from the students' perspective, the educational value of monitoring lies in the transition from **observation to responsive interaction**. This interpretation is also consistent with research on feedback. Cai et al. (2023), in a meta-analytic review of 61 studies and 182 effect sizes, found that feedback had a medium effect on academic achievement, with explanatory feedback producing particularly strong effects. The present findings extend this evidence by illustrating how students experience the interpersonal dimension underlying such feedback. Students did not describe monitoring as valuable merely because teachers checked their work; they valued the sense of being guided and supported that accompanied teacher attention.

Monitoring Improves Discipline and Task Completion

The second theme concerns the relationship between teacher monitoring, academic accountability, and students' developing responsibility. Across the narratives, students

described teacher monitoring as creating an external structure that encouraged them to remain focused, complete tasks, and meet academic expectations. Student 3 stated "I become more disciplined and punctual because I am monitored." Student 4 similarly explained, "Monitoring makes me finish assignments more quickly." These accounts indicate that students perceived monitoring as creating a sense of accountability. The presence of teacher attention appeared to make academic expectations more immediate and encouraged students to regulate their behavior in relation to deadlines and task requirements. Importantly, however, students' narratives suggest that this accountability was not necessarily experienced negatively. Instead, monitoring could function as a temporary external structure through which students organized their learning behavior.

This finding can be interpreted through contemporary research on teacher support and student engagement. Yang et al. (2022) reported that autonomy-supportive teacher practices are associated with stronger student engagement, particularly when teachers recognize students' perspectives and provide appropriate support rather than relying primarily on controlling strategies. The present findings add a narrative dimension to this relationship by showing how students themselves describe the practical consequences of being monitored: completing work sooner, paying greater attention to deadlines, and becoming more disciplined. Nevertheless, the narratives also reveal an important distinction between **accountability and dependence**. Monitoring may initially help students regulate their behavior because the teacher provides an external reminder or expectation. However, if students come to depend entirely on being monitored, the practice may not necessarily promote long-term autonomy. The developmental value of monitoring therefore depends on whether external accountability gradually supports students' capacity for self-regulation or simply maintains their dependence on teacher supervision.

This distinction is particularly important for senior high school students, who are increasingly expected to demonstrate independence and responsibility. From a student-cantered perspective, monitoring should therefore be understood as potentially developmental when it provides sufficient structure while gradually allowing students to assume greater responsibility for their own learning. In this sense, students' narratives challenge a simple interpretation of monitoring as either "good" or "bad." Instead, monitoring appears to function along a continuum between **external regulation and emerging self-regulation**. The findings also support the broader importance of student voice in understanding agency. Moore (2022) demonstrated that student voice can influence students' perceptions of agency and participation in educational decision-making. In the present study, students' narratives similarly demonstrate that they actively interpreted the purpose and consequences of teacher monitoring. Their accounts suggest that students were not merely passive recipients of teacher supervision; they were evaluating whether monitoring helped them become more focused, responsible, and capable of managing their learning.

Monitoring Improves Academic Achievement

The third theme concerns students' perceived relationship between teacher monitoring and academic performance. Participants generally associated teacher monitoring with improved academic outcomes, particularly through increased attention to learning tasks, greater accountability, and teacher feedback. Student 5 stated, "It has a significant impact on my academic grades."

This statement illustrates how students connected teacher attention with academic achievement. However, the narrative interpretation requires caution. The participants' accounts demonstrate a **perceived relationship** between monitoring and academic performance rather than an objectively measured causal effect. The study did not statistically compare students' grades before and after monitoring; therefore, the findings should not be interpreted as evidence that monitoring directly causes higher academic

achievement. Instead, the narratives indicate that students perceived monitoring as creating conditions that supported academic improvement. These conditions included greater attention to tasks, increased accountability, timely assignment completion, and opportunities to receive guidance from teachers. This interpretation is consistent with research on teacher support and achievement. Tao et al. (2022), for example, reported positive relationships between perceived teacher support, student engagement, and academic achievement. Cai et al. (2023) found that feedback can produce meaningful improvements in academic achievement, particularly when feedback contains explanatory information that helps students understand how to improve. The narratives therefore suggest that the academic value of monitoring may be indirect and relational. Monitoring can make students' learning visible to teachers; teachers can then use this information to provide feedback or intervention; students subsequently respond by adjusting their learning behavior. The process can thus be represented as:

Teacher monitoring → recognition of learning needs → feedback/support → student response → perceived academic improvement.

This interpretation reframes monitoring. Rather than positioning monitoring as an independent intervention that automatically produces better grades, the findings indicate that its educational value emerges through the interactions that follow observation. Monitoring becomes pedagogically meaningful when students perceive that teacher attention results in useful guidance and opportunities for improvement.

Emotional and Motivational Effects

The fourth theme concerns the motivational and emotional meanings students attached to teacher monitoring. Students described monitoring as motivating when it communicated teacher attention and encouraged them to remain engaged with their academic responsibilities. For example, Student 1 described monitoring as motivating because it encouraged a stronger commitment to learning and academic effort. These accounts suggest that monitoring can influence motivation through students' interpretations of teacher involvement. When teacher attention is perceived as supportive, monitoring may strengthen students' sense that their learning matters and that their efforts are recognized. This interpretation is consistent with Yang et al. (2022), whose systematic review identified teacher autonomy support as an important correlate of student engagement. It is also consistent with the broader finding that perceived teacher support is positively associated with engagement and achievement (Tao et al., 2022).

However, the narratives indicate that motivation cannot be separated from students' emotional responses. Students' motivation appeared to be strengthened when monitoring generated feelings of support, encouragement, and accountability, but these emotional responses were not uniform across participants. This finding is significant because it demonstrates that the motivational function of monitoring depends on the relational quality of teacher–student interaction. The findings can therefore be interpreted through the concept of **perceived autonomy**. Students may accept and even value close teacher attention when they understand its purpose and experience it as helping them become more competent learners. However, when teacher attention is perceived as excessive control, the same behavior may undermine students' sense of autonomy. Thus, the motivational meaning of monitoring is constructed through the balance between **support and control**.

This interpretation reinforces the importance of listening to students' voices. Students can explain why a particular monitoring practice motivates them, while another practice creates pressure or disengagement. Such explanations would be difficult to obtain from achievement scores or teacher evaluations alone. In this sense, the students' narratives

provide evidence that motivation is not simply an outcome produced by monitoring but an experience that is actively constructed through interactions between students and teachers.

Stress Caused by Excessive Monitoring

Although most participants narrated teacher monitoring positively, one narrative introduced an important counterpoint by describing intensive monitoring as restrictive. The student stated, "The supervision was so strict… it felt like I couldn't be free." This account challenges an overly positive interpretation of monitoring and shows that students' experiences cannot be reduced to the assumption that more monitoring produces better learning. For this student, monitoring was associated with reduced freedom and a diminished sense of autonomy. The narrative suggests that the perceived intensity and manner of monitoring can determine whether teacher attention is experienced as support or control. This finding is particularly important for the present study because it reveals an **ambivalent dimension of monitoring**. The same pedagogical practice that some students described as supportive could be experienced by another student as restrictive. This variation reinforces the value of narrative inquiry because it keeps divergent experiences visible rather than treating them as anomalies. The purpose of the narrative analysis is therefore not to determine whether monitoring is objectively positive or negative, but to understand the conditions under which students assign different meanings to it.

The finding also resonates with critical scholarship on student voice and surveillance. Skerritt (2023) cautions that educational practices involving student voice and accountability can become entangled with surveillance, suspicion, and forms of control. Similarly, research using students' voices to examine classroom practices found that students distinguished between surveillance intended merely to maintain quietness and monitoring that involved genuine teacher check-ins, assessment of progress, and assistance. Students regarded the former as less conducive to learning, while teacher engagement that included meaningful support was perceived more positively.

This distinction is highly relevant to the present findings. Students did not appear to reject monitoring itself; rather, their responses depended on **what monitoring was for and what teachers did with the information obtained through monitoring**. Monitoring that led to assistance, feedback, and encouragement was experienced as supportive. Monitoring that primarily communicated constant observation or restriction was more likely to be experienced as pressure. The findings therefore suggest that the boundary between support and surveillance is not determined solely by the teacher's observable behavior but by the meaning students construct around that behavior. The contrasting narrative also demonstrates that student voice can challenge dominant assumptions about effective teaching. If research focuses only on academic outcomes, the negative emotional consequences of intensive monitoring may remain invisible. By contrast, the student's narrative makes visible the tension between academic accountability and learner autonomy. This tension is particularly significant for senior high school students, who are developing greater independence and responsibility. Monitoring that supports these developmental processes may be beneficial, whereas monitoring that replaces external control with students' own decision-making may undermine the very autonomy education seeks to develop.

Thus, this finding provides a central basis for **reframing teacher monitoring**. Effective monitoring should not be defined by how frequently students are observed or how strictly teachers enforce compliance. Instead, it should be evaluated according to whether students experience monitoring as meaningful, fair, supportive, and conducive to learning while preserving opportunities for autonomy and student voice.

CONCLUSION

This study explores senior high school students' experiences and interpretations of teacher

monitoring in their learning environments. Findings reveal that students view monitoring on a spectrum, ranging from supportive learning guidance to feelings of pressure and surveillance. Most participants regarded monitoring positively when coupled with constructive feedback and genuine engagement in their academic progress, helping them focus, complete tasks, and stay motivated. However, there were instances where excessive monitoring was perceived as restrictive, diminishing students' autonomy. The study reframes teacher monitoring from a mere control mechanism to a relational aspect of teaching, emphasizing that effective monitoring becomes meaningful when it fosters interaction, guidance, and support.

Conversely, if perceived as surveillance, it might lead to emotional discomfort and reduce autonomy. The study highlights the importance of considering students as active participants in their educational journeys rather than passive subjects of observation. Several limitations are noted: the small sample size of five students, the specific educational context, reliance on subjective narratives rather than objective metrics, and the lack of teachers' perspectives. Future research could expand narrative inquiry across a broader demographic and include diverse stakeholders to gain richer insights into monitoring practices. Longitudinal studies could further investigate how students' interpretations evolve and mixed-method approaches could integrate quantitative measures with qualitative narratives to evaluate the influence of monitoring on learning outcomes. Ultimately, the study posits that the effectiveness of teacher monitoring should be assessed not just by compliance rates or observation frequency, but by how students perceive and experience it, advocating for an understanding-based approach that promotes dialogue, support, and the development of student autonomy.

REFERENCES

Ajjawi, R., & Boud, D. (2016). Assessing students' feedback literacy: Their perceptions of assessment and feedback. *Assessment & Evaluation in Higher Education, 41*(8), 1234–1254. https://doi.org/10.1080/02602938.2015.1073245

Al-Imamah, H., Nurjati, N., Rahayu, E. Y., & Irawan, N. (2024). Innovative perspective on formative assessment: Perception and experience of EFL students in Sidoarjo. *Premise: Journal of English Education and Applied Linguistics, 13*(3). https://doi.org/10.24127/pj.v13i3.11015

Al-Mutairi, A. (2020). The role of classroom supervision in promoting discipline in EFL settings. *English Language Teaching, 13*(9), 45–53. https://doi.org/10.5539/elt.v13n9p45

Alqahtani, R. (2023). Teacher monitoring and student learning engagement in EFL classrooms. *International Journal of Instruction, 16*(2), 112–128. https://doi.org/10.29333/iji.2023.1628a

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10.1080/0969595980050102

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10.1080/0969595980050102

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability, 21*(1), 5–31. https://doi.org/10.1007/s11092-008-9068-5

Brandmo, C. (2025). Students' perceptions and outcomes of teacher feedback. *Frontiers in Education*. https://doi.org/10.3389/feduc.2025.1572950

Brookhart, S. M. (2008). How to give effective feedback to your students. *ASCD.* https://doi.org/10.3102/978-0-935302-43-9

Cai, Z., Gui, Y., Mao, P., Wang, Z., Hao, X., Fan, X., & Tai, R. H. (2023). The effect of feedback on academic achievement in technology-rich learning environments (TREs): A meta-analytic review. *Educational Research Review, 39,* 100521. https://doi.org/10.1016/j.edurev.2023.100521

Carless, D. (2018). Feedback as dialogue: Opportunities and challenges. *Assessment & Evaluation in Higher Education, 43*(5), 764–770. https://doi.org/10.1080/02602938.2018.1432433

Dochy, F., Segers, M., & Sluijsmans, D. (2015). The use of formative assessment to enhance learning. *Educational Psychology Review, 27,* 461–478. https://doi.org/10.1007/s10648-015-9318-8

Finefter-Rosenbluh, I. (2022). Between student voice-based assessment and teacher-student relationships: Teachers' responses to 'techniques of power' in schools. *British Journal of Sociology of Education, 43*(6), 842–859. https://doi.org/10.1080/01425692.2022.2080043

Finefter-Rosenbluh, I. (2022). Between student voice-based assessment and teacher-student relationships: Teachers' responses to 'techniques of power' in schools. *British Journal of Sociology of Education, 43*(6), 842–859. https://doi.org/10.1080/01425692.2022.2080043

Finefter-Rosenbluh, I., Ryan, T., & Barnes, M. (2021). The impact of student perception surveys on teachers' practice: Teacher resistance and struggle in student voice-based assessment initiatives of effective teaching. *Teaching and Teacher Education, 106,* 103436. https://doi.org/10.1016/j.tate.2021.103436

Flunger, B., Hollmann, L., Hornstra, L., & Murayama, K. (2022). It's more about a lesson than a domain: Lesson-specific autonomy support, motivation, and engagement in math and a second language. *Learning and Instruction, 77*, 101500. https://doi.org/10.1016/j.learninstruc.2021.101500

Fraser, B. J., Seddon, T., & Eagleson, J. (1982). Use of student perceptions in facilitating improvement in classroom environment. *Australian Journal of Teacher Education, 7*(1). https://doi.org/10.14221/ajte.1982v7n1.3

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* Routledge. https://doi.org/10.4324/9780203887332

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Lee, J., & Martin, S. (2020). Emotional effects of teacher recognition and feedback on learner motivation. *Teaching and Teacher Education, 88,* 102967. https://doi.org/10.1016/j.tate.2019.102967

Li, S. (2025). The relationship between teacher corrective feedback and student academic growth in writing classrooms. *Studies in Educational Evaluation, 82,* 102480. https://doi.org/10.1016/j.stueduc.2024.102480

Moore, I. (2022). The effect of student voice on the perception of student agency. *International Journal of Educational Research, 112,* 101923. https://doi.org/10.1016/j.ijer.2022.101923

Nguyen, T. (2024). Student perception of teacher corrective feedback in online learning. *Interactive Learning Environments, 32*(7), 1345–1360. https://doi.org/10.1080/10494820.2022.2042317

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199–218. https://doi.org/10.1080/03075070600572090

Nurjati, N., Syahria, N., & Khan, A. K. B. S. (2025). ChatGPT-based reflective feedback to improve EFL graduate students' academic writing for publication. *Journal of Languages and Language Teaching, 13*(4), 1802–1816. https://doi.org/10.33394/jollt.v13i4.14858

Panadero, E. (2017). A review of self-assessment: Theoretical, methodological and educational practice issues. *Assessment & Evaluation in Higher Education, 42*(6), 1–28. https://doi.org/10.1080/02602938.2016.1204601

Panadero, E., Brown, G. T. L., & Courtney, M. (2014). Teachers' reasons for using self-assessment. *Assessment in Education: Principles, Policy & Practice, 21*(4), 365–381. https://doi.org/10.1080/0969594X.2014.988326

Pérez, M., et al. (2023). Perceived social support and self-regulated learning: A systematic review and meta-analysis. International Journal of Educational Research Open, 5, 100291. https://doi.org/10.1016/j.ijedro.2023.100291

Prananto, K. (2025). Perceived teacher support and student engagement: A systematic review. *BMC Psychology*. https://doi.org/10.1186/s40359-025-02412-w

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. https://doi.org/10.1016/j.cedpsych.2020.101860

Sherma, A. B. (2025). Teachers' feedback and students' emotional well-being in higher education contexts. *SSRN*. https://doi.org/10.2139/ssrn.5376296

Skerritt, C. (2023). A sinister side of student voice: Surveillance, suspicion, and stigma. *Journal of Education Policy, 38*(6), 926–943. https://doi.org/10.1080/02680939.2022.2149859

Tsegaye, B. (2024). Academic emotions and perceived teacher support among secondary school students. *Education and Development Review, 6*(1), 72–91. https://doi.org/10.11648/j.edu.20240601.16

Walsh, J. N. (2024). Identifying procrastination and classroom engagement patterns in flipped learning. *Computers & Education, 207*, 105882. https://doi.org/10.1016/j.compedu.2023.105882

Wang, L., & Zhao, H. (2023). The impact of teacher presence on learners' engagement in hybrid EFL classrooms. *ReCALL, 35*(1), 142–158. https://doi.org/10.1017/S095834402200020X

Widiastuti, I. A. M. S. (2024). Assessment and feedback practices in the EFL classroom. *Research and Evaluation in Education, 7*(1). https://doi.org/10.21831/reid.v7i1.37741

Wiliam, D. (2018). Assessment and learning: An overview. *Assessment in Education: Principles, Policy & Practice, 25*(6), 623–625. https://doi.org/10.1080/0969594X.2018.1521916

Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Psychology, 10*, 3087. https://doi.org/10.3389/fpsyg.2019.03087

Yan, Z., Chiu, M. M., & others. (2021). Assessment as learning: A systematic review of student self-assessment and its relationship with learning. ***Assessment & Evaluation in Higher Education***.

Yang, D., Chen, P., Wang, H., Wang, K., & Huang, R. (2022). Teachers' autonomy support and student engagement: A systematic literature review of longitudinal studies. *Frontiers in Psychology, 13*, 925955. https://doi.org/10.3389/fpsyg.2022.925955

Yildiz, B. (2019). Emotional responses to teacher evaluation and academic self-efficacy in adolescents. *Educational Studies, 45*(6), 737–753. https://doi.org/10.1080/03055698.2018.1547793