

# Unveiling pedagogical dynamics: A comprehensive examination of teachers' feedback on academic performance of Senior High School students

RESEARCH ARTICLE

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## Abstract

Teacher feedback has a significant influence on students' academic performance, motivation, and learning. This study investigated the impact of teacher feedback on the academic performance and engagement of Senior High School students, aiming to identify best practices for effective feedback delivery. A sequential explanatory mixed-methods research design was utilized, beginning with structured survey questionnaires administered to 4 teachers and 254 Grade 12 students at the University of Baguio High School. Quantitative data were analyzed using descriptive statistics. This was followed by qualitative, semi-structured interviews with selected teachers and students, which were analyzed through thematic analysis. Findings revealed that students highly valued written comments, verbal suggestions, and one-on-one consultations, perceiving feedback as crucial for understanding mistakes, improving work quality, and enhancing learning. Teachers frequently used rubrics and verbal feedback, often provided written comments, one-on-one consultations, and online feedback, but rarely peer feedback. Student perceptions of feedback did not significantly differ across academic strands. Both positive and constructively delivered critical feedback motivated students, who emphasized the importance of specific, actionable, clear, and encouraging delivery. Teachers expressed a need for more time, personalization, and student reflection opportunities.

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## INTRODUCTION

While teacher feedback is widely recognized as crucial for student motivation and academic growth, its specific dynamics within the Philippine Senior High School context remain underexplored. This study aims to address this gap by examining how distinct types of feedback, such as formative versus summative and written versus oral, are utilized and perceived. It further investigates how unique contextual factors, including large class sizes and cultural receptiveness, shape these practices and their ultimate impact on student achievement and engagement.

## Literature Review

Teacher feedback is a fundamental component of effective instruction, significantly influencing students' academic performance, motivation, and the development of self-efficacy. This crucial pedagogical tool serves not only to enhance student learning but also to foster habits that contribute to lifelong educational success. Contemporary research consistently highlights the dynamics of teacher feedback, its impact on student outcomes, and the challenges inherent in its delivery (Brandmo & Gamlem, 2025). A considerable body of literature emphasizes the characteristics of impactful feedback. Formative feedback, provided on an ongoing basis to guide learning, is generally considered more

effective than summative evaluations given at the conclusion of a learning period. Effective formative feedback often includes specific, actionable suggestions that enable students to understand their errors and refine their performance (Brandmo & Gamlem, 2025). Hattie and Timperley's (2007) influential framework, for instance, distinguishes between feedback focusing on task-level corrections and more valuable process-level guidance, which helps students develop stronger learning strategies, alongside self-regulation feedback that builds metacognitive skills. Precise suggestions, rather than generic praise, are shown to be more beneficial. The timing of feedback is also critical, with immediate feedback proving more effective for error correction when the learning context is still fresh in students' minds. However, excessive frequency can be overwhelming, suggesting a balanced approach is necessary. The connection between feedback and learning objectives is paramount. Hattie and Timperley's model identifies three key functions: clarifying goals, assessing current performance, and guiding subsequent steps. When feedback is explicitly linked to specific objectives, students are more likely to view it as an integral part of their continuous learning journey, promoting active engagement and self-regulation.

Psychological and cultural factors also profoundly shape the delivery and reception of feedback. Research indicates that feedback centered on effort and strategy is more impactful than that focused on innate ability. The framing of constructive criticism is important, with descriptive comments about the work typically being better received than personal evaluations. In collectivist educational environments, such as the Philippines, indirect feedback styles that prioritize harmony may be more appropriate than direct criticism.

Emerging technologies offer new avenues for feedback, including digital tools for audio and video comments, and automated systems for basic editing. These advancements can enhance feedback delivery, but researchers caution that technology should augment, rather than replace, personalized interaction. Despite extensive research affirming the positive impact of effective feedback, especially when it is specific, timely, and aligned with learning goals, several gaps persist in current understanding. While studies from the

Philippines, such as those by Charalampous and Darra (2024), demonstrate that regular, constructive feedback improves academic performance, particularly in subjects like Mathematics and Science, and Ignacio et al. (2024) found that personalized and empathetic feedback is valued by students, the emotional tone of feedback critically mediates its effectiveness. Students desire clear, constructive, and supportive feedback, yet they often report receiving vague or overly critical comments, which can demotivate them. Teachers, on the other hand, frequently cite barriers such as time constraints, large class sizes, and insufficient training in feedback delivery. Specifically, the intricate mechanisms through which feedback influences academic performance in diverse cultural and institutional contexts, such as the Philippine Senior High School setting, remain underexplored. There is a need for more longitudinal studies to understand the long-term impact of feedback on student outcomes, including career readiness and lifelong learning. Furthermore, while the general benefits of feedback are established, there is limited understanding of how specific types—such as formative versus summative, or written versus oral—impact Senior High School students' academic performance within this particular context. The full potential of emerging technologies, such as AI-driven feedback tools, to enhance feedback delivery and reception also requires further exploration. This study aims to address these critical gaps by providing a comprehensive analysis of feedback dynamics within the Philippine Senior High School environment, focusing on its influence on student achievement and engagement.

### **Theoretical/Conceptual Framework**

**Hattie and Timperley's Feedback Model:** This model offers a four-level typology of feedback (task, process, self-regulation, and self-level feedback) and poses three core questions for learners: "Where am I going?", "How am I going?", and "Where to next?". It helps analyze how different feedback types foster language acquisition and communicative competence, exploring their frequency and student perception of effectiveness within the Filipino SHS English context.

**Vygotsky's Zone of Proximal Development:** This theory views effective feedback as a scaffolding mechanism that bridges a student's current and potential

developmental levels. It emphasizes tailoring feedback to individual readiness and how this guidance can become internalized as self-regulated learning skills. In the context of large Philippine SHS classrooms, it helps explain how teachers adapt feedback to address varying ZPDs and how students perceive this "gap-bridging" assistance.

**Formative Assessment Theory:** This theory positions feedback as a continuous, dialogic process rather than a final evaluation (Black & William, 2018). It highlights key principles such as "closing the gap" between current and desired performance and the importance of student agency in interpreting and acting on feedback. The study uses this theory to analyze the timing of feedback (immediate vs. delayed) and opportunities for students to apply feedback before final assessments, aligning with the K-12 curriculum's competency-based progression. Collectively, these theories provide a multidimensional lens, integrating cognitive, sociocultural, and assessment perspectives, to examine how teacher feedback operates within Philippine classroom settings and impacts student learning.

### Significance of the Study

This research on Senior High School teacher feedback offers substantial, multi-level benefits. For teachers, it provides evidence-based strategies to refine their feedback practices, especially within the large-class context prevalent in Philippine schools. For students, the identified approaches are designed to enhance engagement, motivation, and metacognitive skills, directly contributing to improved learning and academic achievement. Furthermore, the findings serve as a valuable resource for policymakers to develop targeted teacher training and curriculum adjustments, promoting equity and aligning practices with contemporary learning goals. Academically, the study enriches the global discourse on pedagogy by bridging feedback theory and practical application in a distinct setting, demonstrating the efficacy of mixed-methods research in analyzing complex classroom dynamics. Ultimately, it aims to foster a sustainable culture of constructive feedback that supports both immediate academic success and the long-term development of Filipino learners.

### Objectives of the Study

This study aims to provide a comprehensive understanding of teacher feedback dynamics within the Philippine Senior High School context, specifically focusing on its influence on student achievement and engagement. To achieve this, the research is guided by three main objectives: first, to identify the various types of feedback strategies frequently employed by teachers; second, to assess how students perceive the feedback they receive from their teachers; and finally, to determine the relationship between the feedback provided by teachers and the students' perceived academic performance. Through these objectives, this study seeks to uncover pedagogical insights and offer actionable recommendations for enhancing feedback practices.

## METHODOLOGY

### Study Design

This study employed a sequential explanatory mixed-methods research design. The initial quantitative phase, involving structured survey questionnaires, addressed the variables of "types of feedback frequently used by teachers" and "students' perceptions of the feedback they received." Specifically, the teacher questionnaire gathered data on the frequency and types of feedback strategies employed, while the student questionnaire assessed perceptions regarding the usefulness, relevance, and impact of feedback on their learning experience. Following this, the qualitative phase, consisting of semi-structured interviews, was designed to explain, elaborate, and contextualize the quantitative findings. This qualitative component allowed for an in-depth exploration of the "relationship between teacher feedback and students' perceived academic performance" by delving into how students interpreted and responded to feedback and teachers' perspectives on its influence, thereby integrating both measurable trends and deeper experiential insights related to the study's variables.

### Sample/Population of the Study

This research was conducted at the University of Baguio High School, involving its Senior High School English teachers and Grade 12 students. Grade 12 students were selected for their academic maturity and extensive experience with feedback. To ensure diverse

representation, participants were drawn from the STEM, HUMSS, and ABM strands. The study involved 4 full-time English teachers, selected purposively, and 254 Grade 12 students (188 STEM, 40 HUMSS, 26 ABM). All participants met specific criteria: teachers were required to have at least one year of experience in providing formal feedback, while students needed to have received feedback on at least two major English assignments. Recruitment was conducted in two phases: an initial electronic survey distributed via platforms like Google Forms, followed by semi-structured interviews with a purposively selected subset of willing respondents.

### Data Gathering Tools

The study employed a multi-faceted approach to data collection, utilizing two principal research instruments and a qualitative interview protocol to ensure comprehensive insights. First, the Teacher Feedback Questionnaire (TFQ) was developed through a comprehensive literature review on teacher feedback practices. Items were generated to assess the frequency of use, preferred types, and perceived challenges of different feedback strategies, using a 4-point Likert scale (1 = Never to 4 = Always) alongside open-ended questions. Content validity was established through review by an assigned tool validator, who assessed item relevance and clarity. The instrument was pilot-tested with the study's teacher participants (N=4). A reliability analysis of the six-item Likert scale yielded a Cronbach's alpha of .200. This low coefficient is interpreted with caution, as Cronbach's alpha is highly sensitive to sample size, and the extremely small pilot sample (N=4) provides an unstable estimate. Given this limitation, primary reliance was placed on the instrument's expert-validated content and its role in descriptive profiling rather than inferential analysis.

Second, the Student Perception Survey (SPS) was adapted from the validated Feedback Orientation Scale (Linderbaum & Levy, 2010) for the Senior High School English context, measuring constructs such as feedback utility, motivation, and emotional response on a 4-point Likert scale. The adapted version was reviewed for content validity by the same tool validator to ensure contextual appropriateness. The survey was pilot-tested with 30 Grade 12 students. Analysis of the pilot data demonstrated good internal consistency, with a Cronbach's alpha of .87 for the overall scale, indicating

acceptable reliability for research purposes.

### Data Gathering Procedures

This study employed a sequential two-phase data collection process. The first phase utilized structured surveys, distributed electronically via platforms like Google Forms over four weeks, to gather quantitative data from teachers and students at the University of Baguio High School. The surveys identified common teacher feedback strategies and measured student perceptions of their impact. The second phase involved semi-structured face-to-face interviews with a purposively selected group of participants. These interviews provided qualitative depth, allowing teachers and students to elaborate on the survey findings with specific examples, thereby exploring the relationship between feedback practices and perceived academic performance. All interviews were recorded and transcribed for analysis. Throughout both phases, informed consent was obtained, and participants' rights to withdraw were upheld. Anonymity was protected using coded identifiers, and all data were stored securely. Participants were also offered access to a summary of the findings upon the study's completion. Permissions from relevant authorities, such as the school administration at the University of Baguio High School, were implicitly secured through the ethical approval process to conduct the study within the institution.

### Treatment of Data

The collected data underwent a rigorous analysis combining both quantitative and qualitative methods, directly aligned with each of the study's research objectives. For Objectives 1 and 2, which focused on identifying the types of feedback frequently used by teachers and assessing students' perceptions of teacher feedback, descriptive statistical analysis was employed. Specifically, frequencies, percentages, and means were computed to provide a comprehensive overview of the feedback practices reported by teachers and the students' perceptions of the feedback they received. Objective 3, which aimed to determine the relationship between teacher feedback and students' perceived academic performance, was primarily addressed through a detailed thematic analysis of qualitative student interview data. This qualitative approach allowed for an in-depth exploration of students' nuanced understanding and experiences, illustrating how feedback influenced

their learning and academic outcomes. Furthermore, to examine potential significant differences in students' perceptions of teacher feedback across various academic strands, a one-way analysis of variance was conducted. It is important to note that direct statistical comparison between teacher and student groups was not performed, as they completed different sets of questionnaires, making such a comparison inappropriate. The qualitative data gathered from the semi-structured interviews with both teachers and students were analyzed using systematic thematic analysis, following the framework proposed by Braun and Clarke (2006).

### Ethical Considerations

This study adhered to recognized ethical standards to safeguard all participants. Before data collection, potential participants received a full explanation of the study and provided written informed consent. Participation was voluntary, with the explicit right to withdraw at any time without penalty.

To ensure anonymity, no personal identifiers were collected; all data were assigned coded identifiers. Digital files were password-protected and physical documents were stored in locked cabinets, accessible only to the researcher. Interview participants could review their transcripts for accuracy.

The process minimized potential risks. Participants were not required to answer uncomfortable questions, and interviews were conducted respectfully on educational topics to avoid distress. Participant selection was based on predefined, non-discriminatory criteria. Interested participants received a summary of the findings in accessible language. Participants incurred no costs, as the researcher covered all logistical expenses.

## RESULTS AND DISCUSSION

Table 1 presents the demographic profile of the four teacher respondents involved in the study. Regarding their years of teaching experience in Senior High School, a quarter of the respondents, specifically 1 out of 4 teachers (25%), reported having 1-3 years of experience. This contrasts with the majority, where 3 out of 4 teachers (75%) possessed 7 years or more of experience, indicating a skewed distribution towards highly

experienced educators, with no respondents falling into the 4-6 years category. Furthermore, concerning the average time spent on feedback per student per assignment, 1 out of 4 teacher respondents (25%) indicated dedicating more than 20 minutes to this task. Conversely, the predominant practice among the teachers was spending 5-10 minutes on feedback, reported by 3 out of 4 teachers (75%), while no teachers reported spending less than 5 minutes or between 11-20 minutes. These figures highlight specific patterns in both the professional experience and feedback practices of the teacher cohort.

**Table 1. Demographic Profile of Teacher Respondents**

Characteristic	Category	f	%
Years of Teaching Experience in SHS	1-3 years	1	25%
	4-6 years	0	0
	7 years or more	3	75%
Average Time Spent on Feedback per student per assignment	Less than 5 minutes	0	0
	5-10 minutes	3	75%
	11-20 minutes	0	0
	More than 20 minutes	1	25%

Table 2 details the demographic composition of the 254 student respondents, categorized by their academic strand. A significant majority of the participants, comprising 188 students, were from the Science, Technology, Engineering, and Mathematics strand, representing 74.02% of the total sample. The Humanities and Social Sciences strand accounted for 40 students, or 15.75%, while the smallest group was from the Accountancy, Business and Management strand, with 26 students, making up 10.23% of the respondents.

**Table 2. Demographic Profile of Student Respondents**

Academic Strand	F	%
Science, Technology, Engineering, and Mathematics (STEM)	188	74.02%
Humanities and Social Sciences (HUMSS)	40	15.75%
Accountancy, Business and Management (ABM)	26	10.23%
<b>Total</b>	<b>254</b>	<b>100</b>

This distribution highlights a predominant representation from the STEM field among the student participants in the study. Such a demographic profile provides a robust foundation for analyzing feedback perceptions across different academic disciplines, though the disparity in representation warrants consideration when generalizing findings across all strands.

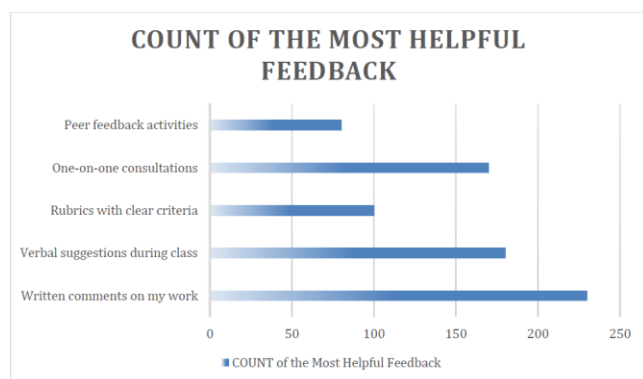


Figure 1. Count of the Most Helpful Feedback

Figure 1 indicates that "Written comments on my work" was identified by the largest number of students as the most helpful feedback type, with approximately 220 selections. This strong preference suggests students highly value detailed, documented feedback for convenient review and application. Following closely, "Verbal suggestions during class" was also highly favored, with approximately 180 selections. This highlights students' appreciation for immediate, real-time guidance and explanations from teachers, underscoring the value of direct interaction and conceptual clarity.

"One-on-one consultations" were also highly valued, garnering approximately 160 selections. This indicates students' preference for personalized, private discussions with teachers to receive tailored advice and clarify specific academic points. This individualized approach is believed to foster deeper understanding and a stronger instructor-student connection. "Rubrics with clear criteria" received approximately 100 selections. While acknowledged for their transparency and clear expectations, rubrics were perceived as less effective as a primary feedback mechanism compared to more direct or personalized methods. Conversely, "Peer feedback activities" was the least preferred method, with fewer than 80 selections, suggesting that students largely prefer guidance and evaluation directly from their teachers rather than from peers.

The chart reveals students prioritize clear, specific, and personalized feedback, highlighting a strong preference for direct communication and documented guidance from teachers. Written comments, along with verbal and one-on-one interactions, are considered most impactful. This aligns with research emphasizing the efficacy of tailored instruction and students' need for feedback that addresses individual requirements. Indeed, effective feedback, when delivered with clarity and specificity, significantly enhances student learning outcomes and promotes academic development, especially when it targets individual needs and offers actionable insights

rather than mere evaluative judgments (Paterson et al., 2019).

Table 3 presents the frequency and descriptive statistics of various feedback strategies employed by teachers, along with their corresponding interpretations based on a mean score.

**Table 3.** Frequency and Descriptive Statistics of Teachers' Feedback Strategies (N=4)

Feedback Strategy	M	SD	VI
1. Written comments on assignments	3.25	0.50	O
2. Verbal feedback during class	3.50	0.58	A
3. Use of rubrics with detailed criteria	3.75	0.50	A
4. One-on-one consultations	3.00	0.82	O
5. Feedback via online platforms	3.00	0.82	O
6. Peer feedback activities	2.25	0.5	S

**Note.** The interpretive ranges for the mean scores are: 1.00-1.75 (Never), 1.76-2.50 (Sometimes), 2.51-3.25 (Often), 3.26-4.00 (Always). f = frequency; % = percentage; M = Mean; SD = Standard Deviation.

### Individual Feedback Strategies

The table reveals several key patterns in teacher feedback practices. "Written comments on assignments" is a frequently used strategy, with three teachers reporting its use "Often" and one teacher "Always," resulting in a mean score of 3.25, categorizing it as "Often." "Verbal feedback during class" is highly prevalent, with two teachers using it "Often" and two "Always," yielding a mean score of 3.5, placing it in the "Always" category. "Use of rubrics with detailed criteria" stands out as the most consistently applied feedback strategy; three teachers reported using rubrics "Always" and one "Often," leading to the highest mean score of 3.75, firmly categorizing it as "Always." Both "One-on-one consultations" and "Feedback via online platforms" are utilized "Often," each with a mean score of 3.00, indicating a similar pattern of one teacher using it "Sometimes," two "Often," and one "Always." Conversely, "Peer feedback activities" is the least frequently employed strategy among the options, with three teachers reporting its use "Sometimes" and only one "Often," resulting in a mean score of 2.25, which positions it in the "Sometimes" category. This suggests a potential underutilization of collaborative learning approaches, as peer feedback can significantly enhance learners' writing proficiency and provide diverse perspectives on language and content (Niu et al., 2021). Such an underutilization also contrasts with established

communicative language teaching principles which advocate for interactive activities like group work and peer feedback to foster communication skills (Salam & Luksfinanto, 2024). However, the observed lower frequency of peer feedback might also stem from logistical challenges or perceived student reluctance to engage critically with peers' work, which can sometimes be viewed as less authoritative than instructor feedback.

Overall, teachers tend to "Always" use rubrics and provide verbal feedback in class, and "Often" provide written comments, one-on-one consultations, and feedback via online platforms, while peer feedback activities are applied "Sometimes." The relatively low standard deviations, representing the dispersion or variability of the data points around the mean, across all strategies, ranging from 0.50 to 0.82, suggest a reasonable degree of consistency in how teachers perceive their application of these methods.

**Table 4.** *One-Way ANOVA on Students' Perception of Teacher Feedback by Academic Strand*

	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	.397	2	.199	.911	.403
<b>Within Groups</b>	54.676	251	.218		
<b>Total</b>	55.073	253			

Table 4 presents the outcomes of a One-Way Analysis of Variance, a statistical test conducted to determine the presence of statistically significant differences in the mean perception scores of teacher feedback among three distinct academic strands: Science, Technology, Engineering, and Mathematics; Humanities and Social Sciences; and Accountancy, Business, and Management.

Table 4 indicates a significance value of .403. As this p-value substantially exceeds the conventional alpha level of 0.05, the study concludes that the observed differences in mean feedback scores across the Science, Technology, Engineering, and Mathematics, Humanities and Social Sciences, and Accountancy, Business, and Management strands are not statistically significant. This suggests that any variations in how students from these distinct academic specializations perceive teacher feedback are likely attributable to random chance rather than representing a true effect stemming from their specific academic track. This finding yields several significant implications. It

indicates a consistent perception of feedback among students, suggesting that their appreciation for its utility remains uniform across diverse academic specializations. This implies that the value students extract from feedback is a universal component of their learning journey, irrespective of their chosen field of study. This consistent perception underscores the generalizability of effective feedback strategies across educational contexts, pointing to foundational cognitive and motivational processes that transcend disciplinary boundaries. Furthermore, this consistency suggests that feedback mechanisms developed for one academic area may be transferable and equally effective in others, reducing the need for highly specialized feedback training across different academic departments (Prilop et al., 2021). Also, from a teaching perspective, teachers can ascertain that effective feedback strategies are likely to be favorably received and deemed beneficial by all students, regardless of their academic pathway. Consequently, the available data does not furnish evidence necessitating the specific tailoring of feedback approaches for STEM, HUMSS, or ABM learners based on perceived usefulness. However, it is crucial to note that while the overall perception of feedback utility may be uniform, specific types of feedback or its application might still yield differential impacts across academic strands, as evidenced by some studies indicating variations in specific outcomes like writing proficiency across STEM, HUMSS, and ABM students (Agbayani, 2022). Indeed, some research suggests that academic literacy and the perceived usefulness of educational interventions, including feedback, can vary significantly between disciplines, such as humanities and STEM fields, due to differences in teaching styles and peer cultural influences (Li et al., 2023). While the general appreciation for feedback's utility may be consistent, the differential implementation and specific content of feedback might require disciplinary adaptation to optimize its impact on learning outcomes (Durak, 2024).

Table 5, "Students' Perceptions of Teacher Feedback," provides quantitative insights into how students view various aspects of feedback, using mean scores, standard deviations, and qualitative interpretations. The standard deviations, which range from 0.57 to 0.87, indicate a relatively low spread of data points around the mean, suggesting a notable degree of consistency in students' perceptions. The data consistently points to a

largely positive perception among students regarding feedback's utility, its role in motivation, and the emotional responses it elicits. Most statements garnered a "Strongly Agree" interpretation, suggesting a high level of consensus.

**Table 5. Students' Perceptions of Teacher Feedback**

Statement	Mean	SD	Interpretation
<b>Feedback Utility</b>			
Feedback from teachers helps me understand my mistakes better.	3.57	0.62	Strongly Agree
I use feedback to improve my grades or work quality.	3.53	0.6	Strongly Agree
I revise my assignments based on feedback.	3.57	0.58	Strongly Agree
Feedback makes me a better learner.	3.6	0.6	Strongly Agree
<b>Motivation</b>			
Positive feedback encourages me to work harder.	3.69	0.6	Strongly Agree
Even critical feedback motivates me to improve.	3.36	0.7	Strongly Agree
I feel responsible to act on feedback I receive.	3.42	0.66	Strongly Agree
After getting feedback, I set goals to do better next time.	3.51	0.61	Strongly Agree
<b>Emotional Response</b>			
I care about how teachers give feedback (e.g., tone, wording).	3.57	0.7	Strongly Agree
Feedback makes me anxious, even if it's helpful.	3.02	0.87	Strongly Agree
I prefer feedback in private rather than in front of others.	3.62	0.66	Strongly Agree
I appreciate when teachers explain how to improve.	3.76	0.57	Strongly Agree

### Feedback Utility

Students overwhelmingly perceive teacher feedback as a valuable tool for their academic advancement, aligning directly with Formative Assessment Theory. This theory posits that feedback is an integral part of the learning process, designed to guide and improve student understanding and performance rather than merely evaluate it. Statements such as "Feedback from teachers helps me understand my mistakes better", "I use feedback to improve my grades or work quality", and "I revise my assignments based on feedback" demonstrate active engagement with feedback as a means of learning and self-correction, which are core tenets of formative assessment. This active use of feedback also resonates

with Hattie and Timperley's Feedback Model, specifically targeting the "task" and "process" levels of feedback, where students receive information about how well they are performing a task and the processes needed to complete it. The high mean scores for these statements underscore that students generally internalize feedback as a constructive mechanism for enhancing their academic output and developing their learning strategies (Brandmo & Gamlem, 2025).

The strong agreement with "Feedback makes me a better learner" further underscores its perceived instrumental role in fostering academic growth and developing metacognitive skills. This process of using feedback to bridge the gap between current and desired performance is also consistent with the concept of the Zone of Proximal Development, where teacher feedback acts as a scaffolding mechanism, helping students accomplish tasks that they would not be able to complete independently, thereby facilitating learning within their potential development range.

### Motivation

The findings highlight a significant motivational impact of teacher feedback, which can be interpreted through the lens of Hattie and Timperley's Feedback Model (2007), particularly concerning its "self-regulation" and "self" levels. Students' strong agreement with "Positive feedback encourages me to work harder" indicates that feedback can enhance a student's perceived competence and boost confidence, influencing their willingness to exert more effort. This aligns with research emphasizing that effective feedback cultivates a growth mindset, encouraging students to view challenges as opportunities for improvement rather than as insurmountable obstacles (Hidayat & Irdiyansyah, 2022). Similarly, the finding that "Even critical feedback motivates me to improve" suggests that when feedback focuses on the task or process rather than the self, and is delivered constructively, it can be processed as actionable information that guides future learning, supporting self-regulation. This is further supported by students feeling "responsible to act on feedback I receive" and setting "goals to do better next time", which are direct reflections of students internalizing feedback to monitor progress and adjust their learning strategies. This suggests a critical link between well-structured feedback and the development of learner autonomy, where students become active participants in

their educational journey by integrating feedback into their self-assessment and learning plans (Li & Curdt-Christiansen, 2020). Effective feedback, in this context, helps students understand what to do next to improve, providing a clear path forward that stimulates motivation.

### **Emotional Response**

The emotional dimension of feedback receipt is critical, influencing how feedback is processed and acted upon, a concept that Hattie and Timperley's Feedback Model implicitly address through its emphasis on the reception and impact of feedback. The high agreement with "I care about how teachers give feedback" emphasizes the profound impact of the feedback delivery style on student receptiveness. The statement "Feedback makes me anxious, even if it's helpful" indicates that even beneficial feedback can evoke negative emotional responses. This highlights the delicate balance teachers must strike, ensuring that feedback, while challenging students within their Zone of Proximal Development, is delivered in a supportive manner to minimize anxiety and optimize learning. Furthermore, the strong preference for private feedback underscores students' vulnerability and desire for a safe space to process potentially critical comments. Finally, the highest mean score in this section for "I appreciate when teachers explain how to improve" directly aligns with the "process" and "self-regulation" levels of Hattie and Timperley's model, demonstrating students' desire for concrete, actionable strategies that go beyond identifying errors and instead guide them towards successful learning. This preference for explanatory feedback, coupled with a desire for trust and care in instructional relationships, helps students manage the inherent emotionality of feedback and fosters positive learner identities (Hill et al., 2021).

### **Relationship between teachers' feedback and the perceived performance of the students**

This section delves into how the nature and delivery of instructor feedback directly correlate with students' academic achievements and overall learning effectiveness (Hattie & Timperley, 2007). Triangulating quantitative insights from student perceptions with qualitative verbatim responses from both students and teachers' highlights the multifaceted impact of feedback.

Specifically, it explores how different feedback types, such as constructive criticism versus purely positive reinforcement, can influence student motivation, engagement, and ultimately, their performance outcomes (Hill et al., 2021).

Quantitative data indicate a strong consensus among students that feedback is a valuable tool for academic advancement, with high mean scores for statements like "Feedback from teachers helps me understand my mistakes better" and "I use feedback to improve my grades or work quality." This active engagement is further supported by students' strong agreement with "Feedback makes me a better learner." (Brandmo & Gamlem, 2025).

This perceived utility is corroborated by student interviews. Students frequently emphasize the importance of feedback being specific and actionable for improving performance. For example, Student 4 stated, "The feedback was effective because it was specific and actionable, helping me understand exactly what to improve," and Student 6 noted, "What made it effective was that she pointed out specific areas where I could improve and suggested concrete steps to take." Clarity and simplicity are also crucial, as Student 2 highlighted, "she makes her words clear, simple, and concise," and Student 13 appreciated directness: "He was very direct and clear with what he wanted to change or improve."

The findings also highlight a significant motivational impact of teacher feedback, with students strongly agreeing that "Positive feedback encourages me to work harder." This sentiment is echoed in student interviews, where positive and encouraging delivery is seen as a key factor in boosting confidence and effort. Student 5 shared, "It was effective because it was positive feedback, so I felt encouraged to always apply feedback," while Student 14 appreciated feedback delivered "nicely and encouragingly without judgment." This aligns with the idea that effective feedback cultivates a growth mindset, encouraging students to view challenges as opportunities for improvement rather than as insurmountable obstacles (Hidayat & Irdiyansyah, 2022).

Furthermore, the qualitative data support the notion that even critical feedback can be motivating, provided it is

delivered constructively. While the initial quantitative finding "Even critical feedback motivates me to improve" suggests this, student verbatims clarify the conditionality. Student 6 explained, "Constructive criticism, when delivered kindly, helps me identify areas for improvement and motivates me to do better. However, if feedback is overly critical, it can decrease my motivation." Student 12 further underscored this, stating, "When I receive clear and encouraging feedback, it makes me eager to learn... On the other hand, unclear or harsh feedback can make me lose confidence and motivation." This shows that delivery style critically mediates the impact of feedback on student motivation and engagement. Teachers, aware of this, often adopt structured systems; for instance, Teacher 1 described their process: "The use of RUBRIC makes paperwork less complex and hassle-free," suggesting a method designed to provide clear, systematic feedback.

## CONCLUSION AND RECOMMENDATION

Effective teacher feedback plays a profound role in influencing students' academic performance, motivation, and overall learning, serving as a powerful pedagogical tool for growth and success. Students consistently value feedback as essential for academic advancement, as it aids their understanding of errors, improves work quality, and enhances their learning process. Key to effective feedback are precision, actionability, clarity, and conciseness, which enable students to identify and implement improvement. The manner of delivery is crucial, with positive and encouraging feedback fostering confidence and diligence, thereby promoting a growth mindset. While critical feedback is recognized as vital for progress, its effectiveness hinges on constructive, supportive, and unambiguous presentation; overly critical or harsh feedback can significantly diminish motivation. Effective feedback is a continuous communicative exchange and a crucial scaffolding mechanism that fosters student self-regulation by providing insights into current performance, outlining objectives, and clarifying enhancement strategies. Students also show a strong preference for personalized, one-on-one feedback, opportunities for revision, and multi-modal strategies to cater to diverse learning needs.

Based on these findings, it is recommended that teachers prioritize providing feedback that is specific and

actionable, clearly identifying areas for improvement and offering concrete steps. Feedback should be delivered in an encouraging and supportive manner, even when critical, to maintain student motivation and confidence, with training in empathetic communication being beneficial. Incorporating a variety of feedback methods, including verbal, written, and visual comments, is advised to cater to diverse learning styles and ensure clarity. Teachers should also create opportunities for personalized, one-on-one consultations to address individual student needs and questions, and design assignments that allow for revision based on feedback received. Additionally, the continued and expanded use of structured feedback tools like rubrics is recommended to ensure consistency, transparency, and clarity in evaluation criteria.

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