

Analysis of Teacher Performance on Giving Feedback on Students Homework at Elementary Level

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Abstract

This study was conducted to Analysis of Teacher Performance on Giving Feedback on Students Homework at Elementary level. The purpose of the study was to identify the area of strength and weakness in the feedback given by teacher on student's homework and to analyze the teacher performance on giving feedback on student's home work at elementary level. The study was descriptive in nature and quantitative method was used by the researcher. In descriptive method survey technique were to be used to collect the data. All the male students of elementary level will be population of the study in Kotli city AJ&K. Three hundred and two students were selected as sample of the study by using simple random sampling technique. Five point Likert scale was used to collect the data from the respondents. Data were collected through the questionnaire. After the collection of data, it will be analyzed through SPSS software, statistical package for social sciences. Data will be analyzed by using simple percentage mean score and Standard deviation.

Keywords: Teacher Performance, Feedback, Homework

1. INTRODUCTION

Teacher performance refers to the observable outcomes in a classroom. The set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students (Suparti & Daliman, 2023). Teacher performance can be evaluated in various ways, considering both qualitative and quantitative measures. Effective teachers create a positive and well-organized learning environment. They establish clear expectations, manage student behavior, and maintain a conducive atmosphere for learning (Khadka, 2023). Teachers' performance is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. Teacher performance can be evaluated in various ways, considering both quantitative and qualitative measures (Doromal & Markowitz, 2023). Through evaluating the teacher's performance, students will be able to receive a better learning experience. Teachers for themselves will be able to understand how satisfied the students are with their teaching and on which aspects they should improve. According to Stronge (2018), effective teachers create a positive and well organized learning environment. They establish clear expectations, manage student behavior and maintain a conducive atmosphere for learning. Various factors that affect teacher performance are: Teacher Competence (Competency as the state or

quality of being properly or well qualified), Principal Pedagogical Leadership, School Spiritual Organizational Culture, Job Satisfaction of Teacher Development, Teacher Achievement Motivation (Bafadal, Nurabadi, Sobri, & Gunawan, 2019).

Teaching effectiveness can also be inferred from tests of teachers' knowledge or skills; teachers' participation in professional development, committees, or mentoring; instructional artifacts, including lesson plans and assignments; teacher self-reporting, including instructional logs; and input provided by parents (Bowman, Vongkulluksn, Jiang, & Xie, 2022). Key Strategies for Improving Teacher Performance are: Train the evaluators. With so much focus on teachers, you can lose sight of the need to make sure that evaluators are equipped for the job, start the difficult conversations, make sure evaluations are fair and Get teacher feedback (Looney, 2011).

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning (Patra, Alazemi, Al-Jamal, & Gheisari, 2022). Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Effective feedback is a way of giving input that can be positive (such as a compliment), negative (such as a corrective measure) or neutral (such as a general observation), but it is always useful to the receiver. It provides recipients with insight or suggestions that contribute to desired outcomes (Jug, Jiang, & Bean, 2019).

Feedback is any response regarding a student's performance or behavior. It can be verbal, written or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it (Rila, & Estrapala, 2023). There are various characteristics of an effective feedback such as: Goal Aligned (The reason we give feedbacks to students is to make their goals reachable for them), Constructive, specific, measurable, sensitive, balanced, applicable, User Friendly, Well Timed, Expected and Consistent (Murdoch-Eaton, & Sargeant, 2012). For the feedback process to be effective, these three elements must be clearly communicated. Such as: Recognition of a specific action or behavior, Identify the impact of the action or behavior and Set expectations for future actions or behaviors (Gordon, Balta-Ozkan, & Nabavi, 2022).

Feedback can take many forms such as oral, written, informal, formal, descriptive, evaluative, peer and self-assessed feedback. It is the quality of feedback that counts (Gibbons, 2023). Feedback promotes personal and professional growth. Feedback is about listening actively, taking the time to analyze, and then thinking of the best possible solution to perform better. It provides positive criticism and allows to see what everyone can change to improve their focus and results (Wang, 2020). The constructive feedback provides awareness and facilitates students to identify their areas for further improvement and encourages them to enhance their practices and efforts towards learning and teaching activities.

Feedback is an important component of effective learning. Feedback improves learner confidence, motivation to learn and ultimately, a learner's attainment. Feedback comes in many shapes and forms. Separate your personal biases or preferences from the feedback (Szumowska, Szwed *et al.* 2023). Offer feedback based on objective criteria or standards whenever possible. This can help the recipient understand your perspective better and make the feedback more valuable. Provide feedback in a timely manner, ideally as close to the event or situation as possible. This helps ensure that the person can make adjustments or changes promptly and reduces the chance of misunderstanding or forgotten details (Kumar, 1989). Deliver your feedback with respect and empathy.

Receiving feedback can be just as uncomfortable as giving it. Put yourself in your colleagues' shoes and try to understand where they're coming from and what they might be experiencing (Reddy, Zegarek *et al.*

2015). Your message will resonate more if you exercise empathy, because your students will know the critiques are coming from a good place. Make it known that you're providing feedback because you want to see them succeed. That will put them at ease, and in a better position to internalize what you're saying and turn your advice into action. Before offering feedback, strategize what it is that you actually want to say and how you want to say it. If your students are underperforming, but works hard and has the right intentions, you might take on a warmer tone in the meeting. If you've cautioned your colleague before, but they've been unresponsive, then you should be more direct (Rababah & Al-Shboul, 2023).

Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners. Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning (McCarthy, 2017). Feedback is designed to bring about an improvement in learners' performance and achievement. Feedback can be given by the practitioner or by peers. It can be either formal or informal. It can be oral or written, it can be formative or summative, but overall, it must provide the learner with specific advice on how to improve their performance (Mandouit & Hattie, 2023). Feedback needs to be timely. It needs to be given while there is still time for the learners to act on it and to monitor and adjust their learning. It can be 'in-the-moment' in the case of classroom dialogue and discussion.

The practitioner will receive feedback from the way learners answer questions and the questions asked by them. To effectively gather evidence from questioning about who does and who does not understand it may be necessary to vary the way, questions are asked in the classroom to ensure all learners can participate and provide evidence of their level of understanding. This evidence should indicate whether it is necessary to reteach, provide more varied discussion and practice, use peer teaching or move the learners forward (Agisilaou & Harris, 2023).

The amount of feedback needs to be limited to what learners can reasonably accept. Effective feedback does not merely correct learners' errors but actively requires them to reconsider their work and think about why, for example, spelling and punctuation may be incorrect, where a mistake has been made in mathematical workings or an idea or situation has been misunderstood (Richardson, 2005). Feedback on formal tasks that just include marks or grades or comments that discuss the level of performance and suggest that the learning journey is finished should be avoided. This can prevent the learner from fully considering and acting on the feedback. Multiple forms of feedback, such as comments, questions, and discussion provided frequently during learning encourage engagement and motivation to succeed (Hattie & Timperley, 2007).

A set of tasks assigned to students by their teachers to be completed outside the classroom (Yunusalievich, 2022). Common homework assignments may include required reading, a writing or typing project, mathematical exercises to be completed, information to be reviewed before a test, or other skills to be practiced. Homework is at its most effective when it allows students to revise what they've learnt in class. Assigned tasks that revisit what's been taught during the day reinforces learnt knowledge and increases the likelihood of students remembering key information. Homework can then help students apply these learnt skills to other subjects and practical situations in their everyday lives (Taylor & Gitsaki, 2003). It is the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-acquired skills and knowledge and to learn necessary skills of independent study (Reed, Shell, Kassis, Tartaglia, Wallihan, Smith & Mahan, 2014). Homework is any task or assignment set by teachers to be

completed outside of school hours. Homework usually relates to topics that students have been studying in lessons. It can take many formats, such as reading and writing assessments and research tasks.

Characteristics of good homework are: has clearly stated goals/objective, lack of a pre-determined outcome: you learn something new, personally relevant and memorable, uses real-time, current data, logistically do-able (for both students and instructor), synthesizes prior information and concepts, no clear right or wrong answer – open-ended. Meaningful homework should be purposeful, efficient, personalized, doable, and inviting. The elements that make up a productive homework routine should include a start time, breaks at regular intervals, and a designated area in which to do the homework. This homework space may be the kitchen table, dining room table, or a desk in their room as long as it is clean and stocked with school supplies (Liu, Wen, Gao, Zhang, Qu, Yin & Shi, 2022). There are many types of homework like: workbook-based tasks (Most published course materials include a workbook or practice book, mainly including consolidation exercises, short reading texts and an answer key), preparation tasks, extensive tasks, guided discovery tasks, real-world tasks and project work (L'abate, 2014).

According to Einstein (2023), homework helps teachers determine how well the lessons are being understood by their students. It teaches students how to solve problem. Homework gives student another opportunity to review class material. It gives parents a chance to see what is being learned in school. Homework can affect both students' physical and mental health. Students can improve their homework by following ways: plan your homework and make a list, get out all the books and supplies you need, find a quiet place to work without distractions, turn off your phone, listen to classical music while working, eat snacks and drink water and take short breaks in between homework tasks.

Assigning learning tasks at home is a useful way for teachers to identify whether students are understanding the curriculum (Okeke, Orga *et al.* 2023). Teachers can analyze gaps in comprehension or information through homework, making it easier for them to tailor their approach to each student's needs – they can recognize students who need extra support in certain learning areas, while also identifying children who may benefit from more complex learning tasks. From time management and organization to self-motivation and independent learning, homework teaches students a range of positive skills that they will carry with them throughout their academic and working lives. Home learning motivates students to take responsibility for their workload, while also encouraging the development of positive research practices (Baxter, 2012)

1.1 Objectives of the study

- Identify the area of strength and weakness in the feedback given by teacher on student's homework.
- To analyze the teacher performance on giving feedback on student's home work at elementary level.

1.2 Research Questions of the study

- Which is the area of strength and weakness in the feedback given by teacher on student's homework?
- Which type of feedback given by teacher performance on giving feedback?

1.3 Significance of the study

The study on the analysis of teacher performance in giving feedback on students' homework at the elementary level holds significant importance for several reasons: Enhancing learning outcomes: Feedback plays a crucial role in improving student learning outcomes. Professional development for teachers: Feedback is an essential aspect of a teacher's role, and analyzing their performance in this area can provide valuable insights for their professional development. The purpose of the study is to identify

the area of strength and weakness in the feedback given by teacher on student’s homework and analyze the teacher performance on giving feedback on student’s home work at elementary level. The study on the analysis of teacher performance in giving feedback on students' homework at the elementary level is significant because it can improve learning outcomes, support teacher professional development, promote individualized instruction, enhance communication and engagement, and contribute to the continuous improvement of the education system.

1.4 Delimitation of the study

The study were delimited to All Elementary schools of Kotli city AJ&K. Only Male Teachers of the elementary level were selected as the participants of the study for data collection.

2. Research Methodology

The study was descriptive in nature and quantitative method were to be used by the researcher. In descriptive method survey technique was used to collect the data. All the male students of elementary level were the population of the study in Kotli city AJ&K. Three hundred and two students were selected as sample of the study by using simple random sampling technique. The researcher developed five-point Likert scale questionnaire for the students to collect the data from the sample of study. Validity was checked by the two experts of department of education. Reliability of instrument was checked by the Cronbach alpha statistic technique with the help of SPSS software. Data was collected through the questionnaire. Researcher was personally visited the selected schools. Five Point Likert scale were used for gathering the responses from the respondents. After the collection of data, it was analyzed through SPSS software, statistical package for social sciences. Data were analyzed by using simple percentage mean score and Standard deviation.

3. Data Analysis

Table 4.1 The teachers give praise when I do well on homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	255	49	--	4	--	4.80
	308	%	83	16	--	1	--	

Table 4.1 reveals that 98.7% (SA 83%+A 16%) elementary school male students agreed with the statement that “The teachers give praise when I do well on homework”. Moreover, the Mean score (4.80) and standard deviation (0.487) showed the agreements of respondent on the statement.

Table 4.2 I feel encouraged by the positive comments my teachers give on my homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	220	73	02	09	04	4.61
	308	%	71.4	24	.6	3	1	

Table 4.2 reveals that 95.4% (SA 71.4%+A24 %) elementary school male students agreed with the statement that “I feel encouraged by the positive comments my teachers give on my homework”. Moreover, the Mean score (4.61) and standard deviation (0.764) showed the agreements of respondent on the statement.

Table 4.3 The positive feedback from my teachers motivates me to improve.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	249	45	03	10	01	4.72
	308	%	81	15	1.0	3.2	0.3	

Table 4.3 reveals that 96 % (SA 81%+A 15%) elementary school male students agreed with the statement that “The positive feedback from my teachers motivates me to improve”. Moreover, the Mean score (4.72) and standard deviation (0.674) showed the agreements of respondent on the statement.

Table 4.4 I receive positive feedback from my teachers which is helpful in understanding my strengths.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	192	91	4	9	12	4.37
	308	%	62	30	1	3	4	

Table 4.4 reveals that 92% (SA 62%+A 30%) elementary school male students agreed with the statement that “I receive positive feedback from my teachers which is helpful in understanding my strengths”. Moreover, the Mean score (4.37) and standard deviation (1.191) showed the agreements of respondent on the statement.

Table 4.5 My teachers highlight the areas of strengths and weaknesses in my homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	154	127	5	15	7	4.60
	308	%	50	41.2	1.6	4.9	2.3	

Table 4.5 reveals that 91.2% (SA 50%+A41.2%) elementary school male students agreed with the statement that “My teachers highlight the areas of strengths and weaknesses in my homework”. Moreover, the Mean score (4.60) and standard deviation (3.036) showed the agreements of respondent on the statement.

Table 4.6 Positive feedback helps me grasp the concepts better.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	151	121	08	23	5	4.32
	308	%	49	39.3	2.6	7.5	1.6	

Table 4.6 reveals that 88.3 % (SA 49%+A39.3%) elementary school male students agreed with the statement that “Positive feedback helps me grasp the concepts better”. Moreover, the Mean score (4.32) and standard deviation (0.904) showed the agreements of respondent on the statement.

Table 4.7 Teachers’ positive feedback makes me more engaged in the coursework.

Sample Group			SA	A	NA	DA	SDA	Mean
	N	F	164	128	7	7	2	

Students	308	%	53.2	41.6	2.3	2.3	0.6	4.27
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Table 4.7 reveals that 94.8% (SA 53.2%+A41.6%) elementary school male students agreed with the statement that “Teachers’ positive feedback makes me more engaged in the coursework”. Moreover, the Mean score (4.27) and standard deviation (0.945) showed the agreements of respondent on the statement.

Table 4.8 The teachers provide clear and constructive feedback on my homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	157	137	05	05	04	4.44
	308	%	51.3	44.2	1.6	1.6	1.3	

Table 4.8 reveals that 95.5% (SA 51.3%+A44.2%) elementary school male students agreed with the statement that “The teachers provide clear and constructive feedback on my homework”. Moreover, the Mean score (4.44) and standard deviation (0.713) showed the agreements of respondent on the statement.

Table 4.9 The feedback from my teachers helped me understands my mistakes.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	179	120	2	4	3	4.43
	308	%	58.1	39	0.6	1.3	1	

Table 4.9 reveals that 97.1% (SA 58.1%+A39%) elementary school male students agreed with the statement that “The feedback from my teachers helped me understands my mistakes”. Moreover, the Mean score (4.43) and standard deviation (0.729) showed the agreements of respondent on the statement.

Table 4.10 The feedback from my teachers motivates me to do better next time.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	190	101	6	5	6	4.52
	308	%	61.4	32.8	1.9	1.6	1.9	

Table 4.10 reveals that 94.2% (SA 61.4%+A32.8%) elementary school male students agreed with the statement that “The feedback from my teachers motivates me to do better next time”. Moreover, the Mean score (4.52) and standard deviation (0.677) showed the agreements of respondent on the statement.

Table 4.11 I feel that my teachers genuinely care about my progress.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	207	83	4	9	5	4.51
	308	%	67.2	26.9	1.3	2.9	1.6	

Table 4.11 reveals that 94.1% (SA 67.2%+A26.9%) elementary school male students agreed with the statement that “I feel that my teachers genuinely care about my progress”. Moreover, the Mean score (4.51) and standard deviation (0.793) showed the agreements of respondent on the statement.

Table 4.12 The teachers acknowledge my strengths in their feedback.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	184	93	6	19	6	4.55
	308	%	59.7	30.2	1.9	6.2	1.9	

Table 4.12 reveals that 89.8% (SA 59.7%+A30.2%) elementary school male students agreed with the statement that “The teachers acknowledge my strengths in their feedback”. Moreover, the Mean score (4.55) and standard deviation (0.803) showed the agreements of respondent on the statement.

Table 4.13 The feedback I receive from my teachers is specific.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	164	88	09	37	10	4.40
	308	%	53.2	28.6	2.9	12.0	3.2	

Table 4.13 reveals that 81.8% (SA 53.2%+A28.6%) elementary school male students agreed with the statement that “The feedback I receive from my teachers is specific”. Moreover, the Mean score (4.40) and standard deviation (0.941) showed the agreements of respondent on the statement.

Table 4.14 The teachers provide timely feedback on my assignments.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	159	122	7	12	8	4.17
	308	%	51.6	39.6	2.3	3.9	2.6	

Table 4.14 reveals that 91.5% (SA 51.6%+A39.9%) elementary school male students agreed with the statement that “The teachers provide timely feedback on my assignments”. Moreover, the Mean score (4.17) and standard deviation (1.145) showed the agreements of respondent on the statement.

Table 4.15 The teachers provide constructive criticism on my homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	162	124	6	3	13	4.34
	308	%	52.6	40.3	1.9	1.0	4.2	

Table 4.15 reveals that 92,9% (SA 52.6%+A40.3%) elementary school male students agreed with the statement that “The teachers provide constructive criticism on my homework”. Moreover, the Mean score (4.34) and standard deviation (0.904) showed the agreements of respondent on the statement.

Table 4.16 The teachers point out areas where I need to correct my homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	177	103	4	12	12	4.36
	308	%	57.5	33.4	1.3	3.9	3.9	

Table 4.16 reveals that 90.9% (SA 57.5%+A33.4%) elementary school male students agreed with the

statement that “The teachers point out areas where I need to correct my homework”. Moreover, the Mean score (4.36) and standard deviation (0.915) showed the agreements of respondent on the statement.

Table 4.17 I use the teacher's suggestions for improvement to revise my work.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	159	113	1	16	19	4.37
	308	%	51.6	36.7	0.3	5.2	6.2	

Table 4.17 reveals that 88.3% (SA 51.6%+A36.7%) elementary school male students agreed with the statement that “I use the teacher's suggestions for improvement to revise my work”. Moreover, the Mean score (4.37) and standard deviation (0.981) showed the agreements of respondent on the statement.

Table 4.18 I appreciate it when my teachers point out areas of improvement.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	157	87	07	36	21	4.22
	308	%	51	28.2	2.3	11.7	6.8	

Table 4.18 reveals that 79.2% (SA 51%+A28.2%) elementary school male students agreed with the statement that “I appreciate it when my teachers point out areas of improvement”. Moreover, the Mean score (4.22) and standard deviation (1.112) showed the agreements of respondent on the statement.

Table 4.19 Feedback can create a fixed mindset.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	155	104	6	30	13	4.05
	308	%	50	34	1.9	9.7	4	

Table 4.19 reveals that 84.1% (SA 50.3%+A33.8%) elementary school male students agreed with the statement that “Feedback can create a fixed mindset”. Moreover, the Mean score (4.05) and standard deviation (1.271) showed the agreements of respondent on the statement.

Table 4.20 Self-confidence among students also decreased because of negative feedback.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	140	102	3	48	15	4.16
	308	%	45	33	1	15.6	4.9	

Table 4.20 reveals that 78% (SA 45%+A33%) elementary school male students agreed with the statement that “Self-confidence among students also decreased because of negative feedback”. Moreover, the Mean score (4.16) and standard deviation (1.127) showed the agreements of respondent on the statement.

Table 4.21 The learning process can hinder students through negative comments from teachers.

Sample Group			SA	A	NA	DA	SDA	Mean
	N	F	143	76	5	63	21	

Students	308	%	46	25	1.6	20	6.8	3.99
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Table 4.21 reveals that 71% (SA 46%+A25%) elementary school male students agreed with the statement that “teamwork improves students learning”. Moreover, the Mean score (3.99) and standard deviation (1.237) showed the agreements of respondent on the statement.

Table 4.22 The teachers rarely provide negative feedback on my homework.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	138	70	12	50	38	3.83
	308	%	45	23	4	16	12	

Table 4.22 reveals that 68% (SA 45%+A 23%) elementary school male students agreed with the statement that “teamwork improves students learning”. Moreover, the Mean score (3.83) and standard deviation (1.375) showed the agreements of respondent on the statement.

Table 4.23 The learning process can hinder students through negative comments from teachers.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	143	76	05	63	21	3.71
	308	%	46.4	24.7	1.6	20.5	6.8	

Table 4.23 reveals that 71.1% (SA 46.4%+A24.7%) elementary school male students agreed with the statement that “The learning process can hinder students through negative comments from teachers”. Moreover, the Mean score (3.71) and standard deviation (1.474) showed the agreements of respondent on the statement.

Table 4.24 I believe my teacher's negative feedback is meant to help me improve my performance.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	158	62	9	45	34	3.86
	308	%	51.3	20.1	3	15	11	

Table 4.24 reveals that 71.4% (SA 51.3%+A20.1%) elementary school male students agreed with the statement that “I believe my teacher's negative feedback is meant to help me improve my performance”. Moreover, the Mean score (3.86) and standard deviation (1.452) showed the agreements of respondent on the statement.

Table 4.25 Feedback from my teachers guides me in understanding my mistakes.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	144	76	7	45	36	3.80
	308	%	47	25	2	14	12	

Table 4.25 reveals that 72% (SA 47%+A 25%) elementary school male students agreed with the statement that “teamwork improves students learning”. Moreover, the Mean score (3.80) and standard deviation (1.447) showed the agreements of respondent on the statement.

Table 4.26 Students might become feedback-seeking.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	108	77	4	65	54	3.39
	308	%	35.1	25	1.3	21.1	17.5	

Table 4.26 reveals that 60.1% (SA 35.1%+A 25%) elementary school male students agreed with the statement that “teamwork improves students learning”. Moreover, the Mean score (3.39) and standard deviation (1.556) showed the agreements of respondent on the statement.

Table 4.27 Negative feedback can lead to a fear of failure in students.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	127	69	6	65	41	3.57
	308	%	41.2	22.4	2	21.1	13.3	

Table 4.27 reveals that 63.6% (SA 41.2%+A22.4%) elementary school male students agreed with the statement that “Negative feedback can lead to a fear of failure in students”. Moreover, the Mean score (3.57) and standard deviation (1.516) showed the agreements of respondent on the statement.

Table 4.28 Too much feedback can lead to stress.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	140	81	13	44	30	3.83
	308	%	45.5	26.3	4.2	14.3	9.7	

Table 4.28 reveals that 71.8% (SA 45.5%+A26.3%) elementary school male students agreed with the statement that “Too much feedback can lead to stress”. Moreover, the Mean score (3.83) and standard deviation (1.387) showed the agreements of respondent on the statement.

Table 4.29 Negative attitudes can be fostered toward homework by teachers with too much feedback.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	150	106	7	20	25	4.09
	308	%	48.7	34.4	2.3	6.5	8.1	

Table 4.29 reveals that 83.1% (SA 48.7%+A34.4%) elementary school male students agreed with the statement that “Negative attitudes can be fostered toward homework by teachers with too much feedback”. Moreover, the Mean score (4.09) and standard deviation (1.223) showed the agreements of respondent on the statement.

Table 4.30 The teacher-student relationship is affected by feedback.

Sample Group			SA	A	NA	DA	SDA	Mean
	N	F	149	105	5	26	23	

Students	308	%	48.4	34.1	1.6	8.4	7.5	4.07
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Table 4.30 reveals that 82.5% (SA 48.4%+A34.1%) elementary school male students agreed with the statement that “The teacher-student relationship is affected by feedback”. Moreover, the Mean score (4.07) and standard deviation (1.228) showed the agreements of respondent on the statement.

Table 4.31 Feedback can lead to self-esteem issues.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	146	104	6	28	24	4.04
	308	%	47.4	33.8	1.9	9.1	7.8	

Table 4.31 reveals that 81.2% (SA 47.4%+A33.8%) elementary school male students agreed with the statement that “Feedback can lead to self-esteem issues”. Moreover, the Mean score (4.04) and standard deviation (1.250) showed the agreements of respondent on the statement.

Table 4.32 Excessive feedback may lead to a decline in effort and motivation.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	156	77	8	44	23	3.97
	308	%	50.6	25	2.6	14.3	7.5	

Table 4.32 reveals that 81.2% (SA 47.4%+A33.8%) elementary school male students agreed with the statement that “Feedback can lead to self-esteem issues”. Moreover, the Mean score (4.04) and standard deviation (1.250) showed the agreements of respondent on the statement.

Table 4.33 Students may not take ownership of their work.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	177	77	6	32	16	4.19
	308	%	57.5	25	1.9	10.4	5.2	

Table 4.33 reveals that 82.5% (SA 57.5%+A25%) elementary school male students agreed with the statement that “Students may not take ownership of their work”. Moreover, the Mean score (4.19) and standard deviation (1.202) showed the agreements of respondent on the statement.

Table 4.34 Feedback can lead to anxiety about assignments.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	149	71	13	22	53	3.78
	308	%	48.4	23.1	4.2	7.1	17.2	

Table 4.34 reveals that 71.5% (SA 48.4%+A23.1%) elementary school male students agreed with the statement that “Feedback can lead to anxiety about assignments”. Moreover, the Mean score (3.78) and standard deviation (1.523) showed the agreements of respondent on the statement.

Table 4.35 Feedback may suppress independent thinking.

Sample Group			SA	A	NA	DA	SDA	Mean
Students	N	F	142	81	5	30	50	3.76
	308	%	46	26	2	10	16	

Table 4.35 reveals that 72% (SA 46%+A 26%) elementary school male students agreed with the statement that “feedback may suppress independent thinking”. Moreover, the Mean score (3.76) and standard deviation (1.510) showed the agreements of respondent on the statement.

4. Conclusion

The study highlights the significant role of positive teacher feedback in motivating elementary school male students. Most students agreed that praise and constructive feedback encouraged them to improve their homework and coursework. Feedback helped them understand their mistakes, recognize their strengths, and feel supported by their teachers. However, some students also reported concerns, such as stress, anxiety, and fear of failure due to excessive or negative feedback. A balanced approach to feedback is crucial to fostering motivation while minimizing negative effects. Encouraging teamwork and independent thinking can further enhance the learning experience. Overall, effective feedback strengthens teacher-student relationships and improves academic engagement.

5. Discussion

The study highlights the impact of teacher feedback on students' motivation, confidence, and learning process. Positive feedback from teachers encourages students, helping them recognize their strengths and feel motivated to improve their performance. It also enhances their engagement and understanding of concepts by providing clear and constructive comments. When teachers acknowledge students' efforts and provide specific and timely feedback, students feel supported and eager to progress. Constructive criticism helps students identify areas for improvement and refine their work, while excessive negative feedback may hinder confidence and create a fixed mindset. Although teachers rarely give negative feedback, when done correctly, it guides students in correcting mistakes. However, too much feedback, especially negative, can lead to stress, fear of failure, and a decline in motivation. Some students may seek feedback constantly, while others might develop anxiety or lose ownership of their work. Striking a balance in feedback is essential to maintaining student confidence, motivation, and a healthy teacher-student relationship.

6. Recommendations

The positive comments teachers provide on my assignments not only make me feel encouraged but also ignite a motivation to enhance my performance. The teachers go beyond just acknowledging correct answers; they recognize the effort we put into our homework with uplifting remarks. This positive feedback is like a guiding light, helping us understand our strengths and showing us the path to improvement. It's not just about grades; it's about recognizing the hard work we put in, and that makes a world of difference in our learning journey.

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