

Feedbacking Practices of Teachers: Reinforcement or Frustration?

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Abstract: The study aimed to understand how teachers perceive feedback as both a reinforcement tool and a potential source of frustration, focusing on the challenges they encounter, the coping strategies they use, and the insights they gain from these experiences. A qualitative phenomenological design was used to capture the authentic experiences of ten elementary teachers from NOA Elementary School, Magpet West District, Cotabato. Data were gathered through in-depth interviews and focus group discussions, which were analyzed thematically using Braun and Clarke's (2006) six-step process. Findings revealed two positive experiences, seeing immediate improvement in learners and building stronger teacher-student relationships, and four major challenges, emotional sensitivity to negative feedback, time constraints in individualized feedback, lack of training in effective strategies, and limited student follow-through. To cope, teachers streamlined feedback through rubrics, used positive reinforcement, engaged in professional learning, and adapted their approaches to learner needs. From these experiences, they derived insights emphasizing that efficient tools, positive language, continuous learning, and adaptability improve feedback outcomes. The results underscore that feedback is both an instructional and emotional practice that shapes student motivation and teacher satisfaction. The study concludes that effective feedbacking is a balance between technical skill and emotional sensitivity.

Keywords: *Feedbacking Practices, Teachers, Reinforcement, Frustration.*

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I. INTRODUCTION

Lesson reviews are traditionally part of classroom routines, and they help learners revisit earlier lessons in ways that can either strengthen their confidence or trigger feelings of stress. Since emotions play a major role in how learners learn, the reactions they show during these reviews can influence their motivation, attention, and overall performance. Teachers, who observe these responses firsthand, offer important insights into how lesson reviews affect the flow of classroom interactions. Understanding these emotional impacts is important because it helps create a learning environment where lesson reviews not only reinforce knowledge but also support the emotional well-being of learners. Worldwide, educators recognize that learners' emotional engagement significantly influences their academic outcomes. Positive academic emotions, such as enjoyment and pride, have been linked to improved learning effects and increased motivation (Shangguan et al., 2020). Conversely, negative emotions like anxiety and frustration can impede learning by reducing cognitive resources available for processing new information. For instance, a study by Beege et al. (2018) found that while academic emotions did not directly affect learning outcomes, they promoted memory retention and mental load management during the learning process. These findings underscore the

complex interplay between emotions and learning, highlighting the need for educators to consider emotional factors when designing lesson reviews.

Incorporating emotional intelligence into teaching practices has been shown to positively influence learners' motivation and engagement. Teachers who provide emotional support can enhance learners' confidence in their academic abilities and foster resilience, thereby promoting better learning engagement (Zhang et al., 2025). This approach aligns with the concept that learners' perceptions of their abilities can significantly impact their motivation and academic performance. Therefore, understanding how lesson reviews, as a common instructional strategy, affect learners' emotions is crucial for developing effective teaching methods that cater to both cognitive and emotional aspects of learning.

Moreover, feedback practices during lesson reviews play a critical role in shaping learners' emotional responses. Constructive feedback can boost motivation and confidence, whereas poorly delivered feedback may lead to frustration and decreased engagement (Hargreaves, 2022). A study by Gan et al. (2021) highlighted that learners' motivation for academic learning is positively influenced by teachers' emotional intelligence, suggesting that the way feedback is communicated during reviews can significantly impact

learners' emotional and academic outcomes. These insights emphasize the importance of teachers' awareness of their feedback strategies during lesson reviews to foster positive emotional responses among learners.

In the Philippine context, particularly in Davao City, similar challenges have been observed. A study by Lucernas (2024) revealed that teachers in Davao City identified behavioral problems in learning environments, including cheating and inappropriate distracting behavior, which could be linked to learners' emotional responses to academic challenges. Understanding these behaviors requires exploring the underlying emotional factors that contribute to such actions during lesson reviews. Additionally, research by Nalupa et al. (2024) investigated the social support, coping abilities, and self-esteem of international learners in Davao City, highlighting the role of emotional factors in academic adaptation. These studies suggest that learners' emotional experiences during lesson reviews may significantly influence their engagement and academic success. The scenario at NOA Elementary school in Magpet Cotabato shares this observation.

At NOA Elementary School in Magpet, teachers have noticed that some learners exhibit signs of anxiety, hesitation, or behavioral disruptions when asked to recall previous lessons during review sessions. These emotional responses are often overlooked or misunderstood, yet they reflect deeper struggles with confidence, comprehension, or fear of failure. While lesson reviews are intended to reinforce learning, for some learners they become emotionally charged moments that highlight academic gaps instead of building mastery. Despite these recurring classroom realities, there is a lack of systematic inquiry into how teachers in rural public schools like NOA interpret and respond to such emotional cues. This highlights the need for context-specific research that captures how teachers make sense of students' emotional experiences during lesson reviews and how these insights might inform more supportive instructional practices.

Although emotions are widely acknowledged as critical to the learning process, there is a notable lack of research that specifically investigates how teachers perceive learners' emotional responses during lesson review sessions. While existing studies have explored emotional engagement in general classroom contexts, they often overlook the particular emotional dynamics that arise when learners are asked to recall and reflect on previous lessons. Lesson reviews are a common instructional practice, yet their emotional impact on learners, especially from the viewpoint of those who facilitate them—remains underexplored. This gap points to the absence of focused inquiry into how teachers interpret, respond to, and adapt to learners' emotional reactions during reviews, which could inform more emotionally responsive teaching strategies. Thus, this study addresses a clear gap in the literature by centering the lived experiences of teachers in managing student emotions specifically during lesson reviews.

➤ *Research Questions*

Lesson reviews are an essential part of classroom instruction, designed to reinforce prior learning and help learners build a strong foundation for new concepts. However, while these reviews aim to support learning retention, they can also trigger emotional responses among learners, such as anxiety, frustration, or a decline in confidence, especially when they struggle to recall information. Teachers, as facilitators of learning, witness these emotional reactions firsthand and must navigate various challenges in ensuring that lesson reviews serve as reinforcement rather than sources of stress. Understanding the difficulties teachers face, the coping mechanisms they employ, and the insights they gain from these experiences will provide valuable knowledge on how to improve the effectiveness of lesson reviews while fostering a positive learning environment.

- What are the experiences of teachers in employing feedbacking practices?
- What challenges do teachers encounter in employing feedbacking practices?
- What insights can be generated in employing feedbacking practices?

II. LITERATURE REVIEW

➤ *The Role of Teacher Feedback in Student Learning and Motivation*

Teacher feedback holds a central position in fostering student learning and motivation, with recent studies affirming its multifaceted impact in both academic and affective domains. Gan, He, and Liu (2021) conducted a comprehensive survey among university learners and determined that when educators offer facilitative and verification feedback, learners exhibit heightened motivation, proactive feedback-seeking behavior, and greater course satisfaction. Although this research involved tertiary-level learners, its implications resonate in elementary education, where intentional and supportive feedback can similarly cultivate foundational motivation and academic confidence.

Building on this, Wang (2025) explored teacher feedback within online learning contexts, using Self-Determination Theory as a framework. Findings revealed that affective feedback, deliveries infused with encouragement, recognition, or praise, strongly fosters learners' emotional engagement and self-efficacy. While cognitive feedback improved academic task performance, it lacked emotional influence unless paired with affective support. This underscores that feedback does more than convey correctness; it addresses psychological needs crucial for motivation and learning, especially for young learners developing both competence and confidence.

Feedback's emotional dimension has also been captured in studies on adaptive feedback systems. A technology-based system was designed to perceive learners' emotional cues and respond adaptively with personalized feedback. Users of this system reported reduced anxiety, increased engagement, and a more positive learning stance, suggesting that when

feedback matches learners' emotional states, it becomes a reinforcer rather than a source of frustration.

Yet not all feedback is beneficial. A study focused on teacher-student interactions revealed that poorly delivered feedback, characterized as evaluative rather than descriptive, can dampen motivation and even reinforce negative self-beliefs. This is especially risky in elementary settings, where young learners' self-concepts are still in development. Feedback perceived as evaluative may lead to emotional withdrawal, highlighting the delicate balance teachers must maintain between correction and encouragement.

Recent research further illustrates this balance. A mixed factorial experiment comparing elaborated versus motivational feedback found that while both methods support cognitive gains, motivational feedback also enhances emotional and behavioral engagement, effectively reinforcing learners' willingness to learn. The result suggests that feedback aiming to reinforce student confidence requires more than content accuracy; it must also energize and emotionally affirm learners.

Complementing this, a systematic review by Yang et al. (2025) looked into how elementary and secondary learners perceive teacher feedback. Their meta-analysis revealed that learners respond most positively to feedback that combines cognition, affect, and motivation. It uncovered nuanced patterns in how learners interpret feedback based on age, subject matter, and relational factors, reinforcing the need for age-appropriate, emotionally sensitive feedback strategies.

Finally, evidence also warns of the potential downside. A study using daily feedback monitoring found that negative feedback delivered without emotional scaffolding can reduce next-day motivation in some learners, especially those prone to emotional sensitivity. Although focused on slightly older learners, this finding is relevant for elementary teachers, signaling how feedback intended to correct may unintentionally frustrate or discourage learners the following day.

- *Emotional Responses of Learners to Classroom Feedback*

Emotions are an integral part of the learning process, particularly when it comes to how learners respond to classroom feedback. Feedback can either enhance learners' motivation and engagement or trigger negative emotional reactions such as anxiety, shame, or frustration. As teachers attempt to guide student progress, the emotional consequences of their feedback practices can significantly influence student learning outcomes.

Recent studies have explored the dual nature of feedback as both a cognitive and affective process. According to Yang, Bui, and Lau (2025), learners' emotional reactions to feedback are shaped not only by the content but also by the tone, timing, and clarity of delivery. Constructive and timely feedback is more likely to promote feelings of competence and self-efficacy, whereas vague or overly critical responses can undermine student confidence. This aligns with Pekrun et al. (2022), who emphasized that academic emotions,

particularly enjoyment, pride, and anxiety, mediate how learners internalize and act on teacher feedback.

Teacher-student relationships also play a crucial role in how feedback is received. Gan, He, and Liu (2021) found that learners were more receptive to feedback when they perceived their teachers as supportive and understanding. In such contexts, even critical feedback was viewed as a tool for improvement rather than as a personal attack. This shows the importance of relational factors in feedback effectiveness. When learners trust their teachers' intentions, they are more likely to view feedback as constructive rather than demoralizing.

Moreover, cultural context may influence emotional responses to feedback. In collectivist societies such as the Philippines, learners may be more sensitive to public correction due to a strong emphasis on group harmony and saving face. Wang (2025) reported that learners in Asian classrooms expressed heightened embarrassment and anxiety when feedback was delivered in front of peers. This reinforces the need for culturally responsive feedback strategies that minimize shame and promote encouragement.

The format of feedback also affects emotional response. Immediate, formative feedback has been shown to reduce anxiety and increase motivation by offering real-time opportunities to improve (Fiorella & Mayer, 2021). On the other hand, delayed or summative feedback, especially in high-stakes settings, can trigger negative emotions if learners feel powerless to act on it. Kang (2021) noted that feedback delivered through frequent low-stakes assessments tends to foster a growth mindset, which helps buffer negative emotions.

Additionally, individual differences in personality and mindset affect how feedback is perceived. Learners with a fixed mindset are more likely to interpret negative feedback as an indication of inherent inability, leading to discouragement. Conversely, learners with a growth mindset are more resilient and view such feedback as a chance to improve (Pekrun et al., 2020). Educators, therefore, must consider learners' psychological traits when designing feedback strategies.

In sum, the emotional responses of learners to feedback are influenced by multiple intersecting factors, teacher approach, feedback type, classroom culture, and student mindset. Understanding these dimensions is crucial for developing emotionally intelligent feedback practices that support rather than hinder learning.

- *Challenges and Strategies in Implementing Effective Feedback Practices*

Providing effective feedback is a cornerstone of successful teaching, but it also presents several challenges, particularly in diverse and dynamic classroom settings. One of the major issues teachers face is ensuring that feedback is timely, specific, and meaningful for each student. According to Winstone and Boud (2020), many learners fail to engage with feedback due to its lack of clarity, delayed timing, or

overly general nature. When feedback lacks specificity, learners struggle to understand how to apply it for future improvement, rendering the process ineffective.

Another challenge is managing the emotional impact of feedback on learners. Feedback, especially when critical, can provoke anxiety, embarrassment, or defensiveness, which can hinder learning rather than promote it. Carless and Winstone (2023) emphasize that emotional reactions often mediate the effectiveness of feedback. If learners perceive the feedback as threatening or demotivating, they may disengage or develop negative self-perceptions, particularly if the feedback is delivered without sensitivity to individual learning needs or cultural context.

Time constraints and large class sizes also contribute to ineffective feedbacking practices. Teachers often find it difficult to provide personalized feedback within limited instructional time, especially in overcrowded classrooms. As noted by Dawson et al. (2020), workload pressures may lead educators to rely on generic comments rather than tailored guidance. This issue is further compounded in schools with limited access to digital tools or learning management systems that can streamline feedback delivery.

Furthermore, a gap in learners' feedback literacy also presents a significant barrier. According to Jonsson and Panadero (2022), many learners lack the skills to interpret and act on feedback effectively. Without explicit instruction on how to use feedback for revision or self-improvement, learners may ignore or misinterpret the information. This highlights the importance of equipping learners with the ability to reflect on feedback and apply it meaningfully.

To address these challenges, several strategies have emerged. One approach involves engaging learners in the feedback process through dialogic feedback, where teachers and learners co-construct understanding. Ajjawi and Boud (2021) highlight that feedback is most effective when it is framed as an interactive dialogue rather than a one-way transmission. This practice fosters mutual understanding and allows learners to clarify and ask questions, thereby increasing engagement and trust.

Another strategy is the use of formative assessment cycles, where feedback is embedded into a continuous loop of instruction, practice, and revision. This ongoing process helps reinforce learning and makes feedback actionable. Nicol (2021) argues that integrating feedback within learning activities—not as an isolated event, encourages learners to become more autonomous and reflective learners.

Teachers are also advised to balance positive and constructive comments. A strength-based approach can help maintain student motivation while still addressing areas for improvement. Furthermore, leveraging peer feedback, rubrics, and self-assessment tools can reduce the teacher's workload and cultivate a feedback-rich learning culture.

• *Synthesis*

The literature underscores the complexity of feedbacking practices in classroom settings, revealing both their potential to reinforce learning and the risks of provoking frustration among learners. Studies agree that when executed effectively, feedback helps learners consolidate knowledge, improve performance, and build confidence. However, the impact of feedback is highly dependent on how it is delivered and how learners emotionally respond to it. Emotional reactions such as anxiety or discouragement may arise when feedback is unclear, overly critical, or poorly timed.

Moreover, teacher and student perceptions of lesson reviews and feedback sessions vary widely, highlighting the importance of thoughtful implementation. Teachers often view feedback as a crucial tool for reinforcing instruction, but they face challenges such as limited time, large class sizes, and disengaged learners. Meanwhile, learners appreciate feedback that is constructive, timely, and personalized, but may feel demotivated when reviews emphasize their shortcomings rather than growth.

To address these challenges, the literature emphasizes strategies like dialogic feedback, interactive review techniques, and the cultivation of feedback literacy among learners. Overall, the role of teacher feedback, learners' emotional responses, and the challenges of implementing effective feedback practices form an interconnected landscape that demands careful planning, sensitivity, and continuous improvement in classroom instruction.

III. RESEARCH METHODOLOGY

➤ *Philosophical Assumptions*

In conducting this study on teachers' perspectives regarding learners' emotional responses to lesson reviews, it is essential to articulate the philosophical assumptions guiding the research. These assumptions, ontology, epistemology, axiology, and rhetoric, shape the approach to data collection, analysis, and interpretation, ensuring alignment with the study's objectives.

• *Ontology*

Ontology refers to the nature of reality, and in this study, I assumed that multiple realities exist based on individual experiences. Teachers have unique perspectives on how learners emotionally respond to lesson reviews, shaped by their classroom environments, teaching styles, and interactions with learners. From a constructivist standpoint, I acknowledge that no single reality exists but rather a collection of lived experiences that provide deeper insights into the study's phenomenon. Recognizing these diverse realities allows for a comprehensive exploration of how teachers perceive and interpret learners' emotional reactions to lesson reviews.

• *Epistemology*

Epistemology concerns the nature and scope of knowledge. In this study, I adopted a subjectivist stance, recognizing that knowledge is co-constructed through the interactions between myself as the researcher and the

participating teachers. Since I aim to understand teachers' personal experiences, I relied qualitative methods such as interviews and thematic analysis to uncover meaningful insights. The dialogue between the researcher and participants was key in capturing how teachers describe and interpret learners' emotional responses to lesson reviews. This approach ensures that the findings are authentic representations of teachers' perspectives rather than objective, detached observations.

- *Axiology*

Axiology pertains to the role of values in research, and I acknowledged that my own experiences, biases, and beliefs as a researcher may influence how I interpret data. Teachers, too, bring their own value systems into their responses, which shape how they perceive the emotional effects of lesson reviews. To ensure credibility and trustworthiness, I practiced reflexivity throughout the study by consistently reflecting on how my values and assumptions affect the research process. Transparency in acknowledging biases helped maintain the ethical integrity of the study, ensuring that the findings accurately reflect the participants' lived experiences rather than my preconceptions.

- *Rhetoric*

Rhetoric refers to the language and presentation of research findings. In this study, I used descriptive, clear, and accessible language to present teachers' perspectives on learners' emotional responses to lesson reviews. Since the study focuses on educational practitioners, I aimed for a balance between academic rigor and readability, ensuring that the findings are useful not only to scholars but also to teachers, school administrators, and policymakers. I employed narrative descriptions and direct quotations from participants to preserve their authentic voices while ensuring that the discussion remains grounded in research-based analysis.

- *Qualitative Assumption*

In conducting this study on teachers' perspectives regarding learners' emotional responses to lesson reviews, I acknowledged that my own experiences, biases, and beliefs as a researcher may influence how I interpret data. Teachers, too, bring their own value systems into their responses, which will shape how they perceive the emotional effects of lesson reviews. To ensure credibility and trustworthiness, I practiced reflexivity throughout the study by consistently reflecting on how my values and assumptions affect the research process. Transparency in acknowledging biases helped maintain the ethical integrity of the study, ensuring that the findings accurately reflect the participants' lived experiences rather than my preconceptions.

- *Research Design*

In this study, I employed a qualitative phenomenological research design to explore teachers' perspectives on learners' emotional responses to lesson reviews. Phenomenology is particularly suitable because it seeks to understand the lived experiences of individuals, focusing on how elementary teachers perceive and make meaning of learners' emotional reactions during lesson

reviews (Giorgi, 2009). This approach allows for a deep exploration of personal and shared experiences, uncovering the essence of how lesson reviews impact learners' emotions, motivation, and learning engagement. Phenomenological research is widely used in education as it emphasizes first-person experiences, making it an effective method for capturing the complex and often subjective realities of classroom teaching. Sources. By utilizing a phenomenological approach, I aim to gain insights into how teachers experience and interpret micromanagement within their professional environment. This method allows for an in-depth exploration of the subjective realities of teachers, providing a comprehensive understanding of the impact of micromanagement on their professional lives (Deakin University, 2023). Such an approach is essential for capturing the nuances of teachers' experiences, which may not be accessible through other research designs.

- *Research Participants*

I engaged 10 elementary teachers from NOA Elementary School in the Magpet West District of Cotabato as participants. To select these participants, utilized purposive sampling, a technique widely used in qualitative research for identifying and selecting information-rich cases related to the phenomenon of interest. This method allows for the deliberate selection of individuals who can provide deep insights into the research topic.

The inclusion criteria for participant selection were clearly outlined to ensure that individuals understand their eligibility to participate. Specifically, participants must be licensed elementary teachers with a minimum of five years of teaching service at NOA Elementary School. This criterion ensures that participants have substantial classroom experience and familiarity with lesson reviews, which is essential for providing meaningful insights into learners' emotional responses.

- *Research Instrument*

I utilized an interview guide as the primary research instrument to explore teachers' perspectives on learners' emotional responses to lesson reviews. An interview guide is a document that outlines the topics and questions covered during an interview, ensuring consistency across interviews while allowing flexibility for participants to express their thoughts in depth (UTA Libraries, n.d.). This approach is particularly effective in qualitative research, as it facilitates comprehensive data collection and enables interviewers to adapt to the flow of conversation.

- *Data Collection*

To explore elementary teachers' perspectives on learners' emotional responses to lesson reviews, I employed In-Depth Interviews (IDIs) as a primary data collection method. IDIs involve conducting detailed, open-ended conversations with individual participants to gain comprehensive insights into their experiences and viewpoints. This approach allows for a deep understanding of the teachers' personal experiences and perceptions. I developed an interview guide to ensure that key topics are consistently addressed while allowing flexibility for participants to share additional relevant information. Each

interview was scheduled at a convenient time for the participant and is expected to last approximately 60 minutes. With the participants' consent, interviews were audio-recorded to facilitate accurate transcription and analysis.

Additionally, I conducted Focus Group Discussions (FGDs) to gather collective insights and facilitate interaction among teachers. FGDs involve guided discussions with a group of participants, allowing them to express their views and react to the perspectives of others. This method is effective in exploring shared experiences and uncovering common themes. I organized FGDs comprising 5- teachers in a group, ensuring a conducive environment for open discussion. The session were moderated using a structured guide to steer the conversation while allowing flexibility for participants to delve into topics they deem important. The discussions were audio-recorded, with participants' consent, to ensure accurate data capture for subsequent analysis.

Implementing both IDIs and FGDs allows for methodological triangulation, enhancing the credibility and validity of the research findings. Triangulation involves using multiple methods, sources, or perspectives to corroborate and validate research results, providing a more comprehensive understanding of the phenomenon under study.

➤ *Data Analysis*

To analyze data collected from elementary teachers regarding their perspectives on learners' emotional responses to lesson reviews, I employed thematic analysis following the six-phase process outlined by Braun and Clarke (2006).

- *Phase 1: Familiarization with the Data*

I began by transcribing the interviews and focus group discussions conducted with elementary teachers regarding their perspectives on learners' emotional responses during lesson reviews. To ensure accuracy, I carefully listened to the recordings multiple times while reviewing the transcripts. Repeated reading and immersion in the data helped me identify patterns in teachers' experiences, particularly in how they describe learners' emotional reactions such as frustration, motivation, or anxiety during lesson reviews.

- *Phase 2: Generating Initial Codes*

Next, I systematically coded the data by highlighting significant observations made by elementary teachers about learners' emotions during lesson reviews. Each code succinctly captured recurring descriptions of student behaviors, engagement levels, and emotional responses. For example, if multiple teachers mention learners showing hesitation, excitement, or withdrawal during lesson reviews, I coded these as emotional indicators affecting classroom participation.

- *Phase 3: Searching for Themes*

After coding, I organize the identified codes into potential themes by examining how different aspects of teachers' observations interconnect. For instance, codes related to student anxiety, low participation, and difficulty recalling lessons might form an overarching theme about student disengagement during lesson reviews. Similarly,

codes about positive reinforcement, praise, and active student participation could suggest a theme about effective lesson review strategies that boost confidence.

- *Phase 4: Reviewing Themes*

I refined these themes by cross-checking them with the dataset to ensure they accurately reflect the teachers' collective experiences. This process involved verifying whether the themes cohere internally while remaining distinct from one another. If certain themes appear too broad or overlapping, I refines them further to ensure clarity and depth in interpretation.

- *Phase 5: Defining and Naming Themes*

At this stage, I assigned clear and concise names to each theme that encapsulate how elementary teachers perceive learners' emotional responses to lesson reviews

- *Phase 6: Producing the Report*

Finally, I compiled my analysis into a detailed narrative, integrating examples from teachers' accounts to illustrate each theme. This report presented a structured and comprehensive depiction of how elementary teachers interpret and manage learners' emotions during lesson reviews.

➤ *Trustworthiness of the Study*

Ensuring the trustworthiness of this study on elementary teachers' perspectives on learners' emotional responses to lesson reviews is paramount. Trustworthiness in qualitative research comprises four key components: credibility, transferability, dependability, and confirmability.

- *Credibility*

To establish credibility in this study on elementary teachers' perspectives on learners' emotional responses to lesson reviews, I employed member checking. Participating elementary teachers had the opportunity to review and validate the accuracy of their responses and my interpretations of their experiences. This process ensures that the teachers' viewpoints on how learners emotionally react during lesson reviews are accurately represented and that my analysis aligns with their lived experiences.

- *Transferability*

By providing a thick description of the research context, including detailed accounts of the school environment, classroom dynamics, and teachers' experiences, I allowed readers to determine whether the findings can be applied to other schools or teaching settings. The study captured the realities of how elementary teachers observe and respond to learners' emotional reactions during lesson reviews, ensuring that others in similar contexts can relate to or apply the insights to their own teaching practices.

- *Dependability*

To ensure dependability, I maintained an audit trail documenting all research decisions, data collection procedures, and thematic analysis processes related to elementary teachers' perspectives on learners' emotions

during lesson reviews. This record provided transparency in how themes are derived from teachers' insights, allowing other researchers to evaluate or replicate the study's approach to ensure consistency and reliability.

- *Confirmability*

I consistently reflected on and disclosed any personal biases or assumptions that may influence my interpretation of how elementary teachers perceive learners' emotional responses to lesson reviews. This ongoing self-awareness ensured that the study's findings are based on the authentic experiences of the teachers rather than my subjective perspectives, thereby enhancing the neutrality and integrity of the research.

IV. RESULTS & DISCUSSION

This chapter presents the findings of the study on teachers' experiences in employing feedbacking practices. The results are organized into themes reflecting their positive experiences, challenges, coping strategies, and insights. Each theme is discussed and supported by relevant literature to provide a deeper understanding of how feedback functions as both reinforcement and potential frustration in the classroom context.

- *Experiences of Teachers in Employing Feedbacking Practices*

Teachers' experiences in employing feedbacking practices revealed both rewarding and challenging aspects. They found feedbacking fulfilling when it sees immediate improvement in learners and build stronger relationships with their learners. However, challenges such as learners' emotional sensitivity, limited time, lack of feedback training, and inconsistent learner response made the process demanding, requiring teachers to adapt their approaches to maintain effectiveness and positivity in the classroom.

- *Challenging Experience: Emotional Sensitivity to Negative Feedback*

Teachers shared that one of the most difficult aspects of feedbacking was dealing with learners' emotional reactions to criticism. Some learners became visibly upset, embarrassed, or withdrawn when their mistakes were pointed out, even when the teacher's intention was to help them improve. Participants expressed that they often had to be cautious with their tone and wording to avoid discouraging learners while still addressing areas for improvement.

These are the responses from the participants:

"There are times when students cry or shut down after hearing corrections, even if I said them gently." (IDI – Teacher 3)

"Some pupils get easily offended when I correct them, especially in front of their classmates." (IDI – Teacher 4)

"I notice that my learners become quiet and less participative after receiving negative feedback." (IDI – Teacher 5)

"When feedback sounds like criticism, students take it personally and lose confidence." (FGD – Teacher 8)

"It's a challenge to correct mistakes without hurting their feelings, especially with younger kids." (FGD – Teacher 9)

This theme underscores the emotional complexity of giving feedback, as learners' self-esteem and motivation are often tied to how corrections are delivered. Hiver, Al-Hoorie, and Mercer (2022) highlighted that feedback can evoke strong emotional reactions, particularly in learners who associate performance with personal worth. Similarly, Pekrun, Loderer, and Muis (2022) emphasized that emotions such as anxiety and shame can hinder learners' engagement and learning when feedback is perceived as judgmental rather than supportive. These findings suggest that teachers must balance honesty and empathy, recognizing that emotionally intelligent feedback is essential to preserving learners' confidence and fostering a positive learning environment.

- *Challenging Experience: Time Constraints in Providing Individualized Feedback*

Teachers described the difficulty of offering personalized and meaningful feedback to every student due to limited time and large class sizes. They shared that the pressure to complete lessons and meet deadlines often forced them to provide brief or generalized feedback instead of detailed, individualized responses. This limitation made them feel that their feedback lacked depth and failed to fully address learners' unique learning needs.

These are the responses from the participants:

"With more than forty pupils in a class, it's impossible to give detailed feedback to everyone every day." (IDI – Teacher 2)

"I often end up giving short comments because I need to move to the next lesson." (IDI – Teacher 4)

"Sometimes I just write 'good job' or 'needs improvement' since there's no time to explain further." (IDI – Teacher 5)

"We are required to submit many reports, so feedbacking takes a backseat even if I know it's important." (FGD – Teacher 7)

"Time is our greatest enemy; I want to guide each child better, but there's just too much to do." (FGD – Teacher 10)

IDI-Teacher 2 stated that with more than forty pupils in a class, it's impossible to give detailed feedback to everyone every day, while IDI-Teacher 4 mentioned that they often end up giving short comments because they need to move to the next lesson. IDI-Teacher 5 shared that sometimes they just write "good job" or "needs improvement" since there's no time to explain further. FGD-Teacher 7 added that the requirement to submit many reports pushes feedback to the backseat, even if they know it's important, and FGD-Teacher

10 noted that time is their greatest enemy, as they want to guide each child better but face too many tasks.

This challenge reflects a recurring issue in the teaching profession, where heavy workloads and administrative duties reduce the time available for meaningful student engagement. Gu and Day (2023) observed that sustained teacher workload pressures often lead to reduced instructional quality and teacher fatigue, affecting their ability to provide individualized attention. Similarly, Beltman (2021) emphasized that time scarcity hinders teachers from applying reflective and personalized feedback practices, which are vital to student learning and motivation. These findings reinforce that without sufficient time and structural support, even the most dedicated teachers struggle to deliver feedback that is both individualized and pedagogically impactful.

- *Challenging Experience: Lack of Training in Effective Feedback Strategies*

Teachers revealed that their limited training on effective feedback practices made it challenging to deliver feedback that was both constructive and motivating. Many shared that while they understood the importance of giving feedback, they often relied on intuition or experience rather than formal strategies. They expressed a need for professional development programs focused on evidence-based feedback methods that could help them support diverse learners more effectively.

These are the responses from the participants:

“We were not really taught how to give proper feedback; we just learned through experience.” (IDI – Teacher 1)

“I wish there were seminars or workshops about giving feedback that motivates students.” (IDI – Teacher 3)

“Sometimes I’m unsure if my way of giving feedback helps or discourages my learners.” (IDI – Teacher 5)

“We need proper training on how to give feedback that is firm but still encouraging.” (FGD – Teacher 8)

“I think teachers should also receive feedback on how they give feedback.” (FGD – Teacher 9)

IDI-Teacher 1 mentioned that they were not taught how to give proper feedback and have learned mostly through experience. Meanwhile, IDI-Teacher 3 expressed a desire for seminars on providing feedback that motivates students. IDI-Teacher 5 shared uncertainty about whether their feedback is helpful or discouraging to learners. On a similar note, FGD-Teacher 8 highlighted the need for training when giving feedback that is both firm and encouraging, and FGD-Teacher 9 noted that teachers should also receive feedback on how they deliver feedback.

This finding emphasizes the importance of continuous professional learning to enhance teachers’ feedback literacy and confidence. Grigg, Johnson, and McLean Davies (2022) underscored that professional learning communities play a vital role in developing reflective and adaptive teaching

practices. Likewise, Gu and Day (2023) highlighted that teacher resilience and instructional quality are strengthened through ongoing professional growth and collaboration. These perspectives suggest that equipping teachers with structured training on feedback strategies not only improves their pedagogical skills but also fosters a culture of reflective, responsive, and emotionally intelligent teaching.

- *Challenging Experience: Limited Follow-Through from Learners After Receiving Feedback*

Teachers observed that while learners often listen to or read their feedback, many fail to apply it in future tasks. They shared that despite repeated reminders, some learners ignore corrections or continue making the same mistakes. This lack of follow-through made teachers feel that their efforts were sometimes unappreciated or ineffective, especially when learners seemed indifferent to improving their work.

These are the responses from the participants: “Some students just nod when I give feedback, but repeat the same errors in the next activity.” (IDI – Teacher 1)

“I spend time writing comments, yet many of them don’t even read or use them.” (IDI – Teacher 2)

“Learners sometimes see feedback as punishment rather than guidance, so they don’t take action.” (IDI – Teacher 3)

“Even when I explain my feedback in class, only a few students actually apply the suggestions.” (FGD – Teacher 7)

“It’s frustrating when students disregard feedback; it feels like my effort has no impact.” (FGD – Teacher 9)

IDI-Teacher 1 stated that some students simply nod when they are given feedback but repeat the same mistakes in subsequent activities, while IDI-Teacher 2 shared that in spite of spending time writing comments, many students do not read or use them. IDI-Teacher 3 also added that learners sometimes perceive feedback as punishment rather than guidance, so they fail to act on it. Similarly, FGD-Teacher 7 noted that even when feedback is explained in class, only a few students apply the suggestions, and FGD-Teacher 9 emphasized the frustration when students disregard feedback, making it feel like their effort has no impact.

This challenge reflects the gap between teacher intention and student engagement in the feedback process. According to Gu and Day (2023), the effectiveness of feedback depends not only on its quality but also on how learners internalize and act upon it, highlighting the role of learner agency in educational improvement. Similarly, Grigg, Johnson, and McLean Davies (2022) emphasized that feedback becomes meaningful when learners are guided to reflect and self-regulate, turning teacher comments into actionable learning steps. Thus, fostering student responsibility and reflection is essential to bridge the gap between receiving feedback and applying it to future performance.

- *Rewarding Experience: Seeing Immediate Improvement in Learners*

Teachers expressed that one of the most fulfilling aspects of providing feedback was witnessing their learners' immediate improvement in performance and confidence. They shared that timely, clear, and constructive feedback often led to noticeable academic progress and heightened learner engagement. This experience gave them a sense of accomplishment and reinforced their motivation to continue providing meaningful feedback.

These are the responses from the participants:

“When I give feedback right after an activity, I can see my students trying to correct their mistakes right away.” (IDI – Teacher 1)

“Seeing my pupils improve after applying my feedback makes me feel that my effort as a teacher is worth it.” (IDI – Teacher 2)

“I notice that when I appreciate their small improvements, they become more interested in doing better next time.” (IDI – Teacher 5)

“During group discussions, I point out both strengths and weaknesses, and the next day, I can already see changes in their work.” (FGD – Teacher 6)

“When students respond positively to feedback, it motivates me to be more consistent in giving it.” (FGD – Teacher 7)

IDI-Teacher 1 mentioned that giving feedback immediately after an activity permits students to correct their errors right away. Meanwhile, IDI-Teacher 2 shared that seeing students improve after applying feedback makes their teaching efforts feel that they are worthwhile. IDI-Teacher 5 likewise added that appreciating small progress encourages students to be more motivated for future tasks. Similarly, FGD-Teacher 6 noted that emphasizing both strengths and weaknesses during group discussions leads to observable changes the next day, and FGD-Teacher 7 highlighted that positive student responses to feedback motivate them to give feedback more consistently. The results highlight that immediate student improvement reinforces teachers' sense of professional fulfillment and strengthens their commitment to effective feedback. This finding aligns with Beltman (2021), who emphasized that teachers draw motivation and resilience from witnessing the positive effects of their instructional practices. Similarly, Gu and Day (2023) noted that observable student progress enhances teacher efficacy and emotional well-being, fostering a cycle of reinforcement that sustains quality teaching. Together, these studies affirm that seeing immediate improvement among learners serves as a powerful source of intrinsic motivation for teachers, validating feedback as both a pedagogical and emotional reinforcement tool.

- *Rewarding Experience: Building Stronger Relationships with Learners*

Teachers expressed that consistent and thoughtful feedback helped them build stronger, more trusting relationships with their learners. Through feedback, they were able to show care, attention, and understanding, which made learners feel valued and supported. Many teachers shared that their learners became more open to communication and more willing to participate in classroom activities when they felt that feedback was given with empathy and respect.

These are the responses from the participants:

“When I give feedback in a kind way, my students feel comfortable approaching me, even when they make mistakes.” (IDI – Teacher 2)

“Feedbacking helps me understand my students better because I can see how they respond emotionally and academically.” (IDI – Teacher 4)

“I make sure to mix praise with suggestions, and that helps my pupils trust me more.” (IDI – Teacher 5)

“Students become more open when they realize that my feedback is meant to help, not to scold.” (FGD – Teacher 7)

“Building trust through feedback makes our classroom more like a learning community than just a place to pass exams.” (FGD – Teacher 8)

IDI-Teacher 2 mentioned that giving feedback makes students feel that they are comfortable approaching them, even when they make mistakes, while IDI-Teacher 4 shared that giving feedback helps them better understand students' emotional and academic responses. IDI-Teacher 5 added that combining praise with suggestions fosters greater trust among pupils. Similarly, FGD-Teacher 7 noted that students become more open when they see feedback as supportive rather than scolding, and FGD-Teacher 8 highlighted that building trust through feedback transforms the classroom into a learning community rather than merely a place to pass exams.

This finding demonstrates that feedback serves not only as a tool for academic improvement but also as a bridge for emotional connection and mutual respect between teachers and learners. According to Hiver, Al-Hoorie, and Mercer (2022), effective feedback is deeply relational, as it fosters an environment of psychological safety that encourages learners to engage without fear of judgment. Similarly, Grigg, Johnson, and McLean Davies (2022) emphasized that strong teacher-student relationships contribute to collective resilience, enhancing both teaching quality and learner motivation. Thus, feedback that nurtures connection and empathy becomes a powerful force in promoting both academic success and emotional growth.

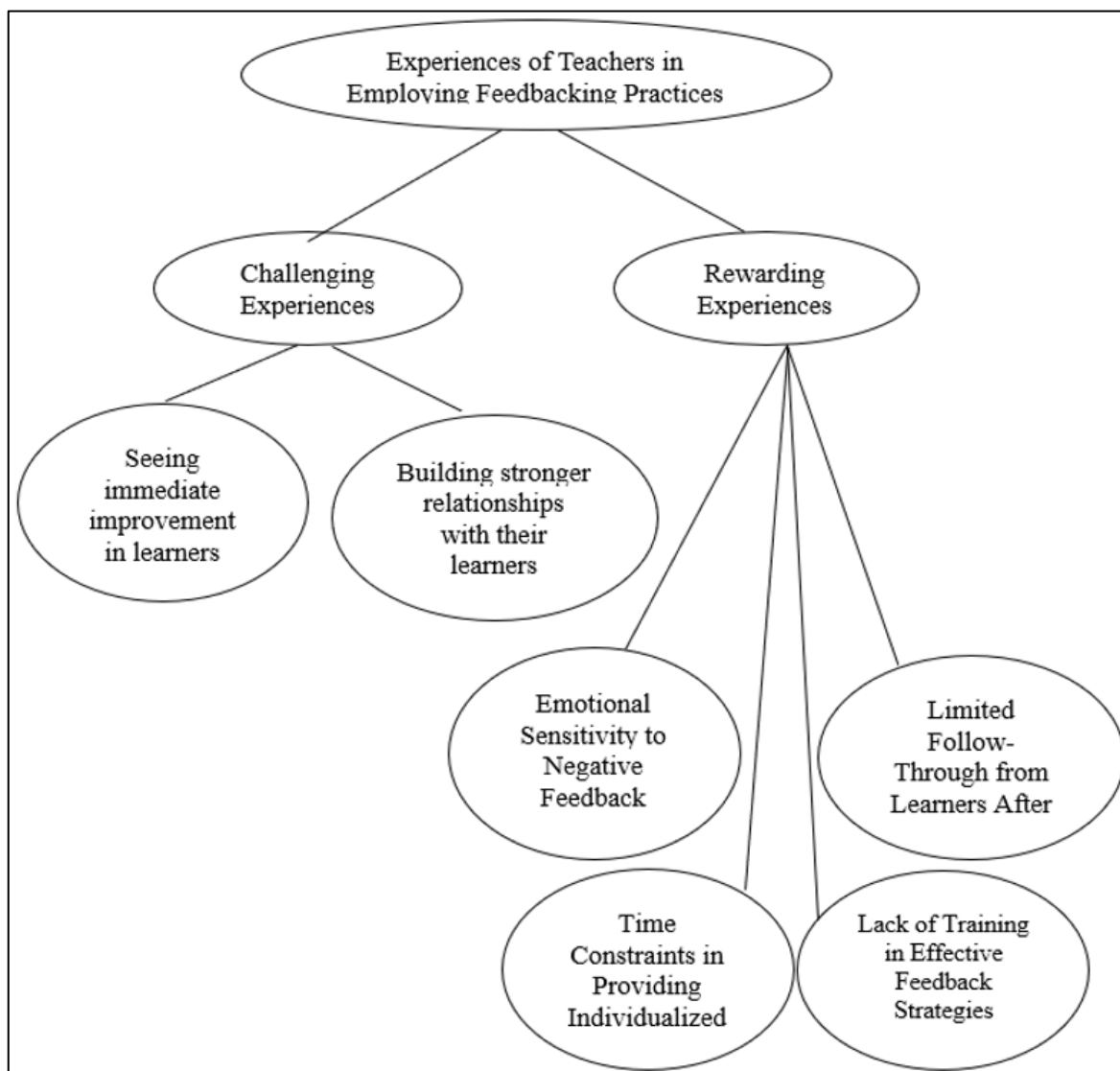


Fig 1 Experiences of Teachers in Employing Feedbacking Practices

➤ *Coping Strategies of Teachers in Employing Feedbacking Practices*

Teachers employed several coping strategies to overcome the challenges of feedbacking. They streamlined their feedback using rubrics and ready-made comments to save time while maintaining consistency. Positive reinforcement became their key approach to encouraging learners and reducing negative emotional reactions. Teachers also sought support through peer learning and professional development to enhance their skills, while adapting feedback methods to suit individual learner needs, ensuring feedback remained meaningful and motivating for all learners.

- *Limited Follow-Through from Students after Receiving Feedback*

Teachers observed that while learners often listen to or read their feedback, many fail to apply it in future tasks. They shared that despite repeated reminders, some learners ignore corrections or continue making the same mistakes. This lack of follow-through made teachers feel that their efforts were sometimes unappreciated or ineffective, especially when learners seemed indifferent to improving their work.

These are the responses from the participants:

“Some students just nod when I give feedback but repeat the same errors in the next activity.” (IDI – Teacher 1)

“I spend time writing comments, yet many of them don’t even read or use them.” (IDI – Teacher 2)

“Learners sometimes see feedback as punishment rather than guidance, so they don’t take action.” (IDI – Teacher 3)

“Even when I explain my feedback in class, only a few students actually apply the suggestions.” (FGD – Teacher 4)

“It’s frustrating when students disregard feedback; it feels like my effort has no impact.” (FGD – Teacher 7)

IDI-Teacher 1 stated that some students merely nod when given feedback but repeat the same errors in the next activity, while IDI-Teacher 2 shared that despite spending time writing comments, many students do not read or apply

them. IDI-Teacher 3 added that learners sometimes perceive feedback as punishment rather than guidance, which prevents them from taking action. Similarly, FGD-Teacher 4 noted that even when feedback is explained in class, only a few students implement the suggestions, and FGD-Teacher 7 emphasized the frustration when students disregard feedback, making the teacher feel that their effort has little impact.

This challenge reflects the gap between teacher intention and student engagement in the feedback process. According to Gu and Day (2023), the effectiveness of feedback depends not only on its quality but also on how learners internalize and act upon it, highlighting the role of learner agency in educational improvement. Similarly, Grigg, Johnson, and McLean Davies (2022) emphasized that feedback becomes meaningful when learners are guided to reflect and self-regulate, turning teacher comments into actionable learning steps. Thus, fostering student responsibility and reflection is essential to bridge the gap between receiving feedback and applying it to future performance.

- *Streamlining Feedback through Rubrics and Ready-Made Comments*

Teachers shared that using rubrics and ready-made comments made the feedbacking process more efficient and consistent. This strategy allowed them to manage time better while still giving learners meaningful guidance. By using standardized criteria and pre-written feedback phrases, teachers could maintain fairness and clarity, especially when handling large class sizes or multiple outputs.

These are the responses from the participants:

“I use rubrics so students know exactly what I’m looking for and how they’re graded.” (IDI – Teacher 1)

“Having ready-made feedback comments helps me save time, especially when checking a lot of outputs.” (IDI – Teacher 3)

“Rubrics make it easier for me to explain scores because students can see their strengths and weaknesses.” (IDI – Teacher 4)

“Instead of repeating the same advice, I use a list of common feedback statements that fit most works.” (FGD – Teacher 9)

“Using templates keeps my feedback consistent and prevents me from missing important points.” (FGD – Teacher 10)

IDI-Teacher 1 stated that using rubrics helps students understand exactly what is expected and how they are graded, while IDI-Teacher 3 shared that having ready-made feedback comments saves time, especially when assessing many outputs. IDI-Teacher 4 added that rubrics make it easier to explain scores by highlighting students’ strengths and weaknesses. Similarly, FGD-Teacher 9 noted that using a list of common feedback statements avoids repeating the same

advice, and FGD-Teacher 10 emphasized that templates help maintain consistency and ensure no important points are missed.

This finding suggests that structured feedback tools, such as rubrics and standardized comments, help teachers balance quality and efficiency in their assessment practices. Beltman (2021) emphasized that strategies promoting efficiency reduce stress and support teacher resilience by minimizing workload pressure. Similarly, Gu and Day (2023) found that teachers who adopt systematic tools and collaborative approaches sustain instructional quality and maintain motivation even in demanding classroom contexts. Thus, streamlining feedback through rubrics and ready-made comments not only saves time but also enhances fairness, consistency, and teacher well-being in the feedbacking process.

- *Framing Feedback with Positive Reinforcement Techniques*

Teachers emphasized the importance of using positive reinforcement when giving feedback to maintain student motivation and emotional well-being. They shared that by recognizing learners’ strengths before pointing out areas for improvement, they could correct mistakes without causing embarrassment or discouragement. This approach made learners more receptive to feedback and helped build their confidence in their learning abilities.

These are the responses from the participants:

“I always start my feedback by acknowledging what they did right before I talk about what to improve.” (IDI – Teacher 1)

“Positive comments make my students more open to suggestions; they don’t feel attacked.” (IDI – Teacher 2)

“When I mix praise with correction, students listen more and become motivated to do better.” (IDI – Teacher 3)

“I’ve learned that even small words like ‘good effort’ can make a big difference in how they take feedback.” (FGD – Teacher 9)

“Encouragement keeps students from feeling discouraged, especially when they struggle with difficult lessons.” (FGD – Teacher 10)

IDI-Teacher 1 stated that they begin feedback by acknowledging what students did well before addressing areas for improvement, while IDI-Teacher 2 shared that positive comments make students more receptive to suggestions and prevent them from feeling attacked. IDI-Teacher 3 added that combining praise with correction increases student motivation and engagement. Similarly, FGD-Teacher 9 noted that even small words like “good effort” can significantly impact how students receive feedback, and FGD-Teacher 10 emphasized that encouragement helps prevent students from feeling discouraged, especially when facing challenging lessons.

This theme highlights how emotional balance in communication determines the effectiveness of feedback. Hiver, Al-Hoorie, and Mercer (2022) noted that emotionally supportive feedback fosters trust and motivation, allowing learners to perceive corrections as opportunities rather than criticism. Similarly, Gu and Day (2023) explained that emotionally intelligent teaching practices, those that combine empathy and encouragement, enhance classroom relationships and sustain learning engagement. By framing feedback positively, teachers not only promote academic growth but also nurture resilience and emotional safety among learners.

- *Engaging in Peer Learning and Professional Development Workshops*

Teachers explained that joining peer learning activities and attending professional development workshops helped them improve their feedback skills. Through sharing experiences with colleagues, they discovered new techniques, strategies, and classroom practices that made their feedback more meaningful and student-centered. These opportunities also allowed teachers to reflect on their approaches and gain confidence in giving constructive and emotionally balanced feedback.

These are the responses from the participants:

“I learn a lot from observing my co-teachers and how they give feedback to students.” (IDI – Teacher 1)

“Workshops and trainings remind me of better ways to give feedback without sounding too harsh.” (IDI – Teacher 2)

“Talking with colleagues helps me realize that feedbacking can be improved if we share our own classroom experiences.” (IDI – Teacher 3)

“I always bring home new ideas from seminars and apply them to how I communicate with my students.” (FGD – Teacher 7)

“Learning from other teachers gives me confidence and helps me feel that I’m not alone in facing these challenges.” (FGD – Teacher 8)

IDI-Teacher 1 stated that they learn a lot by observing how co-teachers give feedback to students, while IDI-Teacher 2 shared that workshops and trainings remind them of better ways to provide feedback without being too harsh. IDI-Teacher 3 added that discussing classroom experiences with colleagues helps improve their feedback practices. Similarly, FGD-Teacher 7 noted that they bring home new ideas from seminars to apply in communicating with students, and FGD-Teacher 8 emphasized that learning from other teachers builds confidence and reassures them that they are not alone in facing feedback-related challenges.

This theme highlights that continuous collaboration and professional growth are essential to strengthening teachers’ feedbacking practices. Grigg, Johnson, and McLean Davies

(2022) emphasized that professional learning communities foster collective resilience and reflective practice, helping teachers sustain instructional quality. Similarly, Beltman (2021) pointed out that professional collaboration supports teacher well-being and encourages adaptive strategies to manage classroom challenges. These studies affirm that engaging in peer learning and workshops not only refines teachers’ technical skills in feedbacking but also reinforces a culture of shared growth and support within the teaching profession.

- *Adapting Feedback Strategies to Learner Needs and Preferences*

Teachers shared that they often modify their feedback approaches based on the individual needs, learning styles, and emotional readiness of their learners. They explained that understanding learners’ personalities and abilities allows them to choose the most effective tone, format, and delivery of feedback. By adjusting their strategies, teachers were able to make feedback more meaningful, reduce anxiety, and ensure that learners could act on it constructively.

These are the responses from the participants:

“I adjust how I give feedback depending on the student—some prefer written notes, others need verbal explanations.” (IDI – Teacher 1)

“For shy learners, I give private feedback to avoid embarrassment.” (IDI – Teacher 2)

“I use simple language and positive tone when dealing with pupils who are easily discouraged.” (IDI – Teacher 3)

“I’ve learned to be more flexible; each student is different, so I adjust based on their attitude and level of understanding.” (FGD – Teacher 10)

IDI-Teacher 1 stated that they adjust their feedback approach depending on the student, using written notes for some and verbal explanations for others, while IDI-Teacher 2 shared that they provide private feedback to shy learners to prevent embarrassment. IDI-Teacher 3 added that using simple language and a positive tone helps pupils who are easily discouraged. Similarly, FGD-Teacher 10 emphasized the importance of flexibility, tailoring feedback to each student’s attitude and level of understanding.

This theme reflects teachers’ awareness that effective feedback is not a one-size-fits-all process but a personalized practice shaped by empathy and observation. Hiver, Al-Hoorie, and Mercer (2022) highlighted that emotionally attuned teaching requires adapting communication styles to accommodate learners’ diverse emotional and cognitive needs. Likewise, Gu and Day (2023) asserted that responsive and adaptive teaching fosters stronger student engagement and academic growth by aligning feedback with learners’ individual contexts. These findings affirm that tailoring feedback to student differences enhances not only learning outcomes but also trust and mutual respect within the classroom.

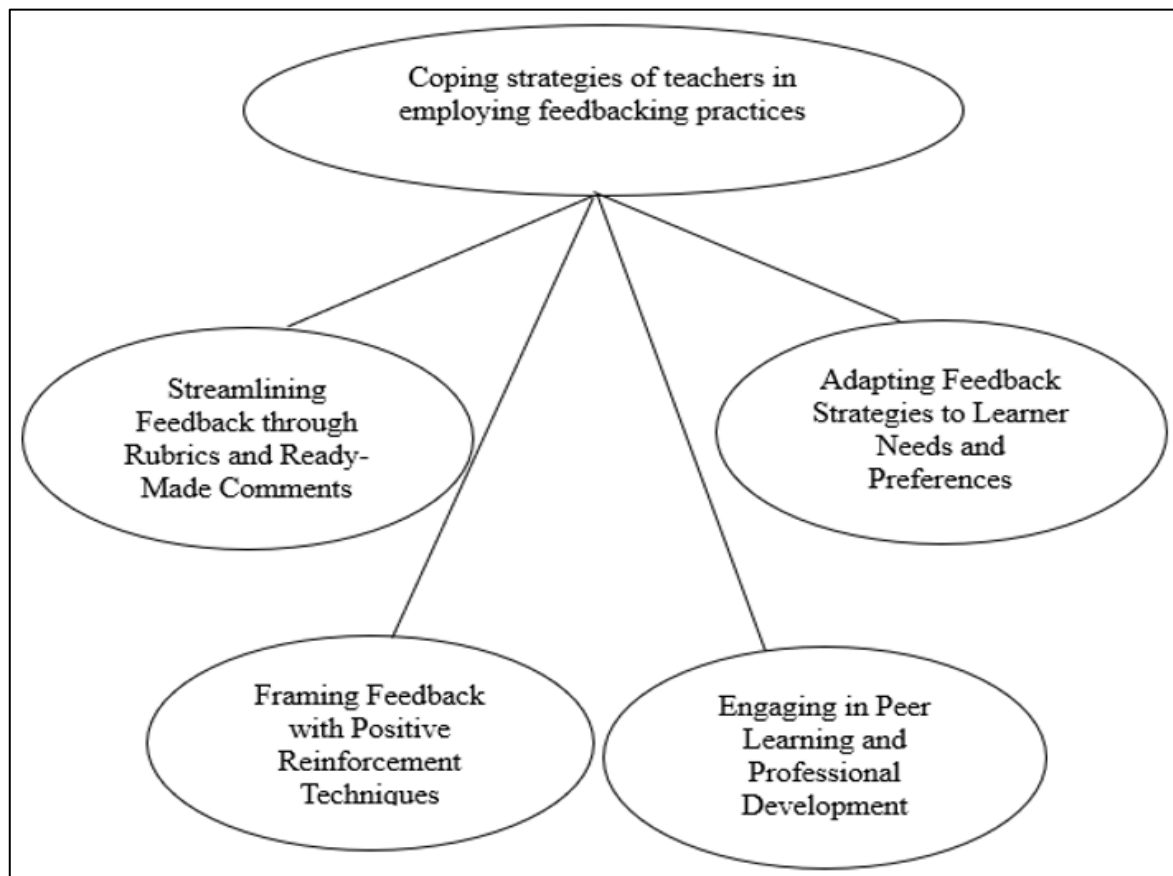


Fig 2 Coping Strategies of Teachers in Employing Feedbacking Practices

➤ Insights of Teachers in Employing Feedbacking Practices

Teachers' insights from their feedbacking experiences highlight the importance of balance, adaptability, and continuous improvement. They realized that using efficient tools helps manage feedback effectively, while positive and encouraging words can motivate learners to perform better. Through reflection and collaboration, teachers acknowledged that continuous learning refines their feedback skills, and adapting their methods to learners' needs enhances responsiveness and engagement in the classroom.

• Efficient Tools Make Feedback Manageable

Teachers expressed that using digital tools and structured templates has made feedbacking faster, more consistent, and easier to manage. They explained that employing tools such as rubrics, comment banks, or online platforms allows them to give detailed and timely feedback without feeling overwhelmed. This systematized approach also ensures that all learners receive fair and constructive input, even within limited preparation time.

These are the responses from the participants:

"I use ready-made rubrics and checklists; it saves me time and still gives students clear feedback." (IDI – Teacher 1)

"Online platforms make it easier to leave comments, especially when I have many papers to check." (IDI – Teacher 2)

"Having a feedback template helps me organize what to say and keeps my comments consistent." (IDI – Teacher 3)

"Technology really helps—students get my feedback instantly, and I can track their progress easily." (FGD – Teacher 9)

"Before, I used to feel overwhelmed, but now, feedback tools make the task more manageable." (FGD – Teacher 8)

IDI-Teacher 1 stated that using ready-made rubrics and checklists saves time while still providing students with clear feedback, while IDI-Teacher 2 shared that online platforms make it easier to leave comments, especially when checking many papers. IDI-Teacher 3 added that feedback templates help organize comments and maintain consistency. Similarly, FGD-Teacher 9 noted that technology allows students to receive feedback instantly and makes tracking their progress easier, and FGD-Teacher 8 emphasized that feedback tools make the previously overwhelming task more manageable.

This theme underscores the role of technology and structured systems in enhancing teachers' efficiency and reducing stress in providing feedback. Brown and Green (2022) emphasized that digital support systems improve productivity and help educators maintain consistency in feedback delivery. Similarly, Waghmode and Jamsandekar (2022) noted that decision support and management tools can streamline instructional processes and promote effective communication in learning environments. These findings

confirm that adopting efficient feedback tools enables teachers to balance workload demands while maintaining the quality and timeliness of their feedback practices.

• **Positive Words Inspire Better Effort**

Teachers revealed that using encouraging and uplifting language when providing feedback motivates learners to work harder and take pride in their progress. They observed that when feedback highlights strengths before addressing areas for improvement, learners respond more positively and show a greater willingness to improve. By framing feedback with optimism and empathy, teachers create a supportive environment that nurtures both confidence and persistence in learning.

These are the responses from the participants:

“When I start my feedback with something positive, students feel encouraged to do better.” (IDI – Teacher 1)

“Simple words like ‘good job’ or ‘keep trying’ make a big difference in how they receive criticism.” (IDI – Teacher 2)

“Positive feedback helps students realize that mistakes are part of learning, not something to be ashamed of.” (IDI – Teacher 3)

“I noticed that learners respond more enthusiastically when I praise their effort before giving corrections.” (FGD – Teacher 7)

“When I use kind and encouraging words, students are more open to listening and improving.” (FGD – Teacher 9)

IDI-Teacher 1 stated that starting feedback with something positive encourages students to do better, while IDI-Teacher 2 shared that simple phrases like “good job” or “keep trying” significantly affect how students receive criticism. IDI-Teacher 3 added that positive feedback helps learners see mistakes as part of learning rather than something shameful. Similarly, FGD-Teacher 7 noted that students respond more enthusiastically when their effort is praised before corrections, and FGD-Teacher 9 emphasized that kind and encouraging words make students more open to listening and improving.

This theme highlights that positive reinforcement in feedback enhances learners’ motivation and learning engagement. Pekrun et al. (2022) emphasized that academic emotions such as enjoyment and pride foster persistence and academic success when supported by constructive teacher feedback. Likewise, Hiver, Al-Hoorie, and Mercer (2022) found that emotionally responsive communication strengthens teacher-student relationships and sustains learner confidence. These studies affirm that positivity in feedback not only promotes better academic outcomes but also cultivates a growth mindset and resilience among learners.

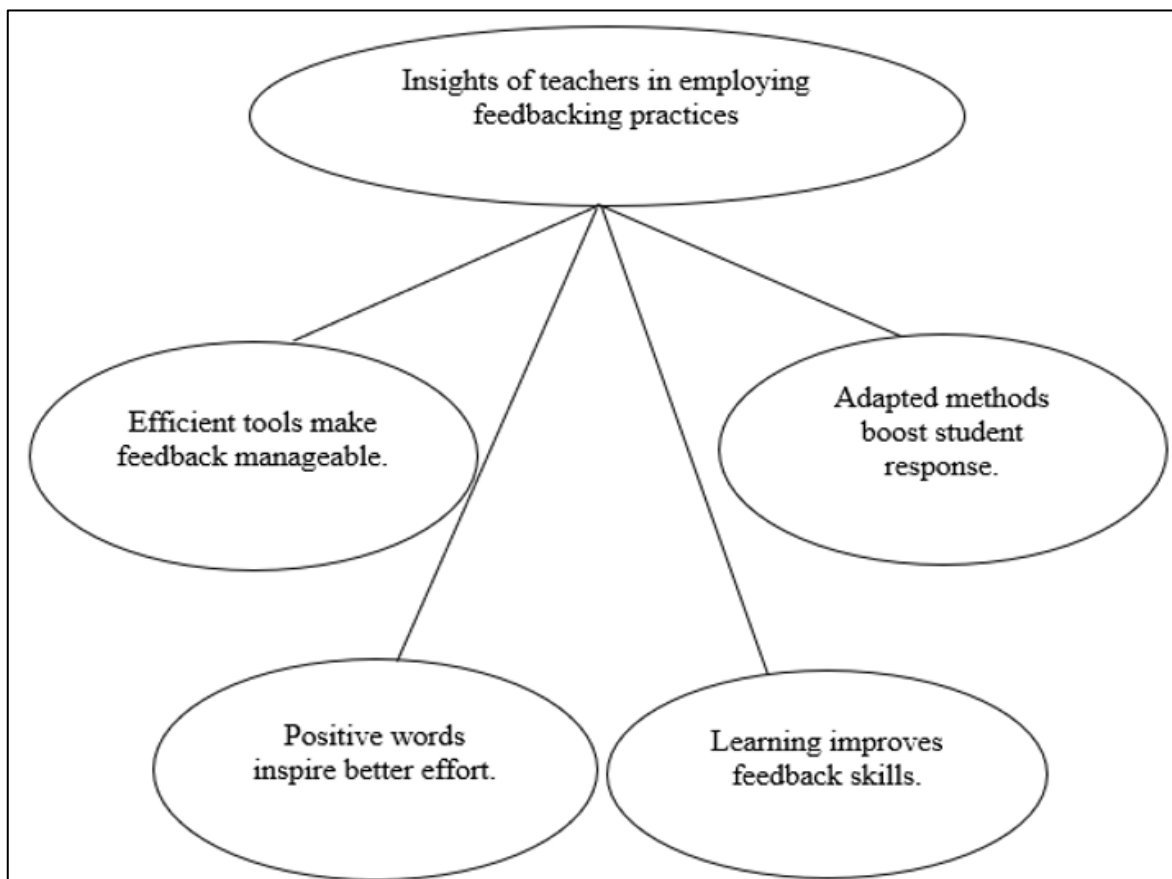


Fig 3 Insight of Teachers in Employing Feedbacking Practices

V. IMPLICATIONS

The findings reveal that feedbacking is both emotionally and cognitively demanding for teachers. While it enhances teacher-student relationships and reinforces learning, it also challenges teachers to manage emotional sensitivity and workload. This suggests the need for schools to provide structured support systems, such as mentoring programs, time allocation for feedback tasks, and emotional well-being initiatives, to help teachers sustain quality feedback practices. Moreover, incorporating reflective discussions about feedback experiences during professional learning sessions can foster collective growth and resilience among educators.

The coping mechanisms identified in the study highlight teachers' capacity to innovate and adapt within their classrooms. Their use of rubrics, positive reinforcement, and collaborative learning demonstrates that effective feedback depends on both technical tools and emotional intelligence. The implication is that school administrators and policymakers should promote professional development programs that enhance teachers' feedback literacy and emotional competence. Encouraging the use of digital tools and peer learning communities can also help teachers sustain effective and efficient feedback systems, even under time constraints.

The insights gathered from teachers emphasize that feedback is not merely a form of assessment but a relationship-building process that influences student motivation and learning behavior. Teachers' realizations about efficiency, positivity, continuous learning, and adaptability underscore the importance of feedback as an evolving professional skill. The implication is that teacher education programs and in-service training should integrate reflective and experiential components on feedbacking, enabling teachers to align their feedback approaches with learners' emotional and cognitive needs. This approach can promote a culture of constructive communication and sustained engagement in learning environments.

FUTURE DIRECTIONS

The Department of Education should prioritize capacity-building programs that strengthen teachers' feedback literacy and emotional intelligence. Integrating feedback management and emotional support strategies into national training initiatives can ensure that teachers are equipped to provide constructive, student-centered feedback. Furthermore, policies should encourage schools to allocate dedicated time and digital tools for teachers to deliver individualized feedback efficiently, promoting quality instruction without increasing workload stress.

School heads should create a supportive environment where feedbacking is viewed as a shared professional responsibility rather than an isolated task. Establishing peer mentoring systems, organizing professional learning communities, and recognizing effective feedback practices can help sustain teachers' motivation. Additionally, providing access to technological tools and encouraging

reflective feedback sessions can enhance both teaching efficiency and student engagement within the school.

Teachers are encouraged to continuously refine their feedbacking practices through self-reflection, peer collaboration, and participation in professional development activities. Using rubrics, positive reinforcement, and adaptive communication strategies can make feedback more meaningful and manageable. Teachers should also cultivate empathy and patience in delivering feedback, recognizing that emotional sensitivity and individualized responses can significantly influence student learning and motivation.

Learners should be encouraged to view feedback not as criticism but as an opportunity for growth. Schools can help learners develop feedback receptiveness by integrating reflective learning activities, such as self-assessment and peer feedback sessions. By cultivating an open mindset toward feedback, learners can build resilience, strengthen self-efficacy, and actively engage in their own academic improvement.

Future researchers may explore the emotional dynamics of feedback from the learners' perspective or examine how digital feedback tools influence both teacher workload and student motivation. Comparative studies across grade levels or subject areas can also deepen understanding of effective feedbacking practices. Expanding this research to different contexts will provide valuable insights into developing a holistic feedback culture in education.

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