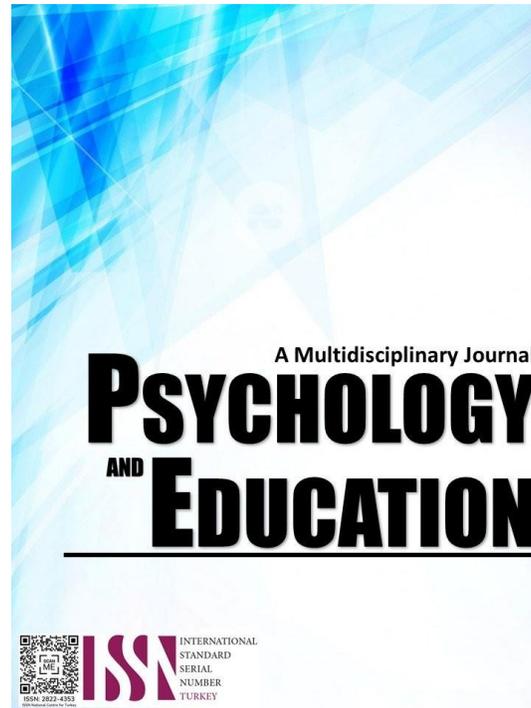


UNRAVELLING STUDENTS' UNTOLD STORIES ON TEACHERS' FEEDBACKING IN THE CLASSROOM



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Unravelling Students' Untold Stories on Teachers' Feedbacking in the Classroom

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Abstract

Unravelling untold stories on feedback shared unique incidents that shape students' educational journey. This study explored the experiences of senior high school students in receiving feedback in the classroom, focusing on their daily lives and personal contexts. The research was conducted among senior high students at Lambayong National High School, Division of Sultan Kudarat. Using Transcendental Phenomenological research design, the study collected comprehensive data through interviews and thematic data analysis. The findings revealed seventeen emerging themes: Teacher's Role in Feedback; Emotional Impact of Feedback; Different Teacher Feedback Styles; Balancing Positive and Negative Feedback; Feedback as a Tool for Personal and Academic Development; Feedback as a Confidence Building Tool; The Role of Non-Verbal Communication in Feedback; Feedback as a Source of Personal Growth; Feedback as a Form of Adaptive Learning; The Role of Teacher-Student Dynamics in Feedback Acceptance; Feedback as a Tool for Self-Identity Formation; Feedback as a Means of Self-Empowerment; Preparation for Higher Education and Future Careers; The Psychological Impact of Feedback; Student Resilience and Adaptation to Feedback; and The Role of Teacher's Emotions in Feedback. These themes highlight students' multidimensional experiences on feedback in the classroom. The study stressed feedbacks' tremendous impact on senior high school students' lives, altering their motivation, emotional responses, and learning experiences. Teachers have an important role in providing supportive and growth-oriented feedback, ensuring that students see it as a chance for improvement rather than a source of criticism.

Keywords: *untold stories, educational journey, experiences, students, teachers'*

Introduction

Feedback plays a crucial role in the teaching-learning process, as it helps students unlock their potential, recognize their strengths, and identify areas for improvement. It promotes the integration of knowledge, skills, and behaviors for both teachers and students in the classroom. However, students can react in various ways to feedback, with their responses often shaped by how the feedback is provided and its content. Students may perceive feedback as highly impactful, though it can also convey negative connotations. These negative perceptions are often rooted in poor communication, lack of trust, or past unfavorable experiences. As a result, students may interpret feedback as a personal attack rather than a constructive opportunity for growth.

From the global outlooks, the same sentiments are also evident as students frequently express disappointment and frustration in relation to the conduct of the feedback process. Study of Winstone et al. (2017) opined that this dissatisfaction with feedback processes is bolstered by the findings that students do not view their teachers' input as easily understandable, valuable, or actionable. In addition, Hattie et al. (2014), pointed out some concerns regarding feedback. Students cannot understand the feedback and its relationship with their academic performance or grade, there is too little/too much feedback, there is no chance to discuss the feedback, the criteria are unclear, and the feedback comments are upsetting.

In the Philippines, prevailing concerns on feedbacking is also evident as revealed in the study of Gracia (2015) that students may have different perceptions towards it. According to Sanchez (2017), students are taking the comments so seriously which resulted to negative behavior in the class. Furthermore, the study of Rodriguez et al., (2022) revealed that Filipino students are often sensitive to criticism, which can impact their self-esteem.

In Sultan Kudarat, particularly Lambayong National High School, adhere in the implementation of DepEd Order No.8, s2015. The implementation of DepEd Order No. 8, s. 2015 highlights the importance of performance tasks in senior high school assessment, promoting a student-centered approach. However, challenges with the feedback process remain.

Classroom observations and anecdotal evidence suggest that students of Lambayong National High School have reported feeling confused, pressured and sensed unfairness due to inconsistent ways of giving feedback, unclear or universal criteria, and high expectations or standards set by the teachers (Learning Action Cell-Classroom Observation Reports 2023). The school also received complaints and was subjected to enquiries of teachers, questioning their teaching strategies particularly the ways on providing evaluation for students' performance (DXAE93.1 SmashNews, August 11, 2024).

A notable gap existed in the literature regarding the understanding of students' day-to-day experience on feedback in the classroom as impacted by various factors. Considering the possible impact of feedback on learners, the researcher deemed the conduct of this research necessary.

While much research focuses on how teachers deliver feedback, there is less research on how students perceive and receive feedback

in the classroom, especially in terms of how feedback affects their motivation, self-esteem, and overall learning experience. In view of the importance of feedback in the classroom, teachers' experiences and viewpoints have been the focus of inquiries and readings. Furthermore, the researcher unveiled that the findings and recommendations of those studies were based on the perspectives of teachers only, but this study gave emphasis on students' perspectives and stories. Additionally, it was also discovered that feedback has not yet been explored in schools within Lambayong.

Moreover, the results of the study enlightened deeper understanding on the part of the teachers when dealing with students and may serve as basis of designing a program to enhance feedback in the classroom. In addition, the findings of this study may be presented at local, national and international platforms to ensure that findings are widely circulated.

Research Questions

This study explored the untold stories of SHS students on teachers' feedbacking in the teaching-learning process at Lambayong National High School, Lambayong, Sultan Kudarat. Specifically, it sought to answer the following questions:

1. What is the lifeworld of senior high students in teachers' feedbacking in the classroom?
2. What are the contexts of the lifeworld of senior high students in teachers' feedback in the classroom?
3. How do senior high students view themselves in the future as a result of teachers' feedback in the classroom?
4. How can teachers improve feedback in the classroom through the lens of the students?

Methodology

Research Design

The study utilized qualitative research design particularly Transcendental Phenomenology. Qualitative research is a system of inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon (Creswell, 2013). Creswell (2014) furthered that qualitative research takes place in natural settings employing a combination of observations, interviews, and document reviews. Furthermore, this is an open-ended technique that can be updated while the research is continuing, improving the quality of the data and viewpoints produced (Talbot, 2015).

Meanwhile, a phenomenological study defines the common meaning for several individuals of their lived experiences of a concept or phenomenon. Its emphasis is on describing the commonality of the experiences of the targeted group. Hence, the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence (Yuksel et al., 2015). The researcher explored day to day experiences to find out about people's common sense of understanding and the meaning they create from their own and other people's experiences.

Moreover, this qualitative inquiry specifically employed Transcendental Phenomenological Method. This method explores the significance of people's experiences and how they experienced those (Neubeaur et al., 2019). The study dug deeper on the various feedbacking experiences of senior high school students in Lambayong National High School.

This research involved a structured interview-based method. The study desires to narrate the direct experiences of students in feedbacking in the classroom. The researcher's purpose is to seek awareness of the participants' viewpoints. This study is a shared narrative of the experiences provided by the students in feedbacking in the classroom. The researcher's goal is to drag out common concern from the experiences and feelings of the participants, translate these experiences into a description, and reach the principle of the participants lived experience of the phenomenon.

Participants

The research participants were purposely selected Senior High students. For the IDI, there were eight students from the strands/tracks offered in LamNaHS. There are participants from Science, Technology, Engineering and Mathematics (STEM), Humanities and Social Sciences (HUMSS), Electronics Products Assembly and Servicing (EPAS), Automotive Servicing (AS), Information and Communication Technology (ICT), and Home Economics (H.E), with language and communication related subjects (Oral Communication, Reading and Writing, Creative Writing, English for Academic and Professional Purposes and other subjects with English as medium of instruction) who are officially enrolled as verified by the Learners' Information System (LIS). Student participants were also selected with the reference of their subject teachers who have identified them to have raised issues and concerns on feedback.

In a phenomenological study, participants are typically selected to provide rich, detailed accounts of their experiences related to a specific phenomenon. According to Creswell (2013), participants should have experienced the phenomenon being studied and are often chosen based on common characteristics relevant to the phenomenon which helps to deepen the understanding of that experience. Phenomenological study typically involves a smaller number of participants (often around 5 to 10) to allow for detailed analysis, clear criteria should be established for who qualifies as a participant, based on their common experiences and perspectives.

Additionally, to further give emphasis to its validity, three teachers from LamNaHS handling classes of the purposely selected student

participants were invited for cross-validation and took part in the FGD. Teacher participants were identified based on the approved subject workload and teacher's individual class program.

The student participants were chosen based on the following inclusion criteria: a) they are expressive, committed and prepared to share their experiences and perspectives with the phenomenon; b) they are of ages 16-19 years old; c) they are enrolled as SHS student and considered active as identified by their advisers based on their attendance records; d) they have experienced issues and concerns on feedbacking in the class. Consequently, participants were coded to safeguard their confidentiality.

On the other hand, students who were not officially enrolled or are unwilling to participate in the study were excluded. Additionally, students who are related by blood to any teachers teaching in the Senior High School were excluded to prevent bias in the study.

Meanwhile, to establish content validity, the developed interview guide was subjected to content validity checking which included three doctorate degree holders. A data analyst was also invited to verify the accuracy of the developed key ideas and themes.

The study participants were SHS students in Lambayong National High School, Division of Sultan Kudarat. The study employed purposeful sampling. According to (Creswell & Creswell, 2017), purposeful sampling is a non-random sampling technique used in research where researchers deliberately select specific individuals or groups that possess certain characteristics or meet predetermined criteria relevant to the research objectives. This method is used when researchers seek to include participants with certain qualities, experiences, or knowledge essential for effectively addressing the research questions or objectives.

The goal is to select individuals who can provide rich and relevant information about the study's focus (Johnson & Christensen, 2019). Creswell (2013) suggested that the participants for the phenomenological study range between 5 to 10.

Instrument

This study employed In-Depth-Interview for the student participants (IDI) and Focus Group Discussion (FGD) for the teacher participants.

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interviews are useful when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. Interviews are often used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why (Boyce et al., 2018). Interview questions were generated by the researcher and validated through content validity. The researcher made a draft, which the adviser checked. Then, it was given to the validators. In addition, consented audio recordings of the one-on-one interviews with the student participants were secured. The researcher used a cellular phone as a recording device during the interview to ensure the reliability of the information and that all the possible responses of the participants were captured without bias as needed in the transcription analysis. The student participants were subjected to the IDI to elicit actual classroom experiences through answering series of questions on feedback.

Furthermore, FGD was used for the teachers to cross-validate the answers of the student participants. FGD is commonly used as a qualitative approach to gain an in-depth view of social issues. The method aims to acquire data from purposefully selected group of individuals rather than from statistically representative sample of a broader population (Lotich, 2011). With the purpose of unveiling students' experiences on feedbacking, teachers cross-validated students' answers through FGD to further gain information on the phenomenon.

In addition to the primary tool, the researcher also used instruments such as questionnaire validation tool, interview protocols, an assent and informed consent form, and a transcription writing guide.

Procedure

Before the data gathering, the researcher first asked permission from the Dean of Graduate Schools of Sultan Kudarat State University to conduct the study. Once approval was obtained, the researcher then wrote a letter to the school principal of LamNaHS to interview the selected SHS students and Teachers.

Further, the participants received an orientation regarding the study's specifics before the interview. During this time, the participants had sufficient opportunity to review and affix their signatures to the assent and informed consent form (ICF). Also, assurances regarding ethical principles, including anonymity and confidentiality, were provided to the participants. Providing the participants with a preview of the interview enhanced the probability of providing truthful responses.

The introductory meeting served as an excellent opportunity for the researcher to promote trust and confidence among the participants while also engaging in a discussion regarding the ethical implications of the research study through the completion of consent forms.

Thus, to establish credibility and transferability, the interview guide developed by the researcher must undergo validation by a panel of experts.

In addition, the trial interview was also done. The primary goal of the trial interview was to identify any ambiguous or leading questions

and ensure the questions were aligned with the study's objectives (Patton, 2015)

The researcher prepared recording applications which were in the form of a cellular phone for data analysis and transcription during the interview. The duration of the interview was approximately 60 to 120 minutes, during which time the participants shared their experiences. Furthermore, interview scheduling was determined by the availability of each participant. Regardless of the circumstances, should the participants opt to terminate the interview due to traumatic experiences, the researcher, who at the same time is the interviewer, immediately retained that information.

Moreover, the researcher employed member checking after the interview session (Lincoln & Guba, 1985). The researcher established rapport with the individual by utilizing acquired information. During the subsequent interview phase, the researcher sought to authenticate the data collected by comprehensively explaining the study's intricacies. This approach aims to foster confidence and guarantee the validity and accuracy of the data obtained during the initial interview.

Data Analysis

In conducting data analysis for this study, the researcher employed thematic analysis. According to Moustakas (1994), thematic analysis emphasizes identifying, analyzing, and reporting patterns and themes within the data. It organizes and describes all data in detail. There are six (6) steps covered in thematic analysis:

Familiarizing the data. In this step, the researcher repeatedly read the data to critically recognize the patterns that occurred. The researcher took notes and created memos to track thoughts and identify areas that require further exploration or clarification.

Generating initial codes and themes (Initial themes). The researcher generated the initial codes by documenting where and how patterns occurred. It happened through data reduction, where the researcher collapsed data into labels to create categories for more efficient analysis. Data compilation was also completed here. It involved the researcher making inferences about what the codes mean.

Searching for themes (Clustered Themes). The researcher combined codes into overarching themes that accurately depicted the data. It was important to develop themes that described exactly what the theme meant, even if it did not fit. The researcher also clarified what is missing from the analysis.

Reviewing themes. In this step, the researcher examined how the themes supported the data and the overarching theoretical perspective. If the analysis seemed incomplete, the researcher reviewed and addressed what is to be added.

Defining and naming themes (Emerging Themes). The researcher interpreted the data meaningfully, identified key patterns, and encapsulated them into coherent themes. The researcher gave structure to complex and rich data, transforming it into insights that can inform theory, practice, or policy.

Producing the report: In the last step, the researcher systematically presented, analyzed, and interpreted the data of the study. The report is the means by which researchers communicate their insights, making the data, themes, and analysis accessible to others, including academics, practitioners, policymakers, and other stakeholders.

Ethical Considerations

At all times, the researcher must maintain the welfare of the participants and protect them from needless stress (Cacciattolo, 2015). Ethical considerations are central to the integrity of any study, particularly in ensuring that participants are not subjected to unnecessary stress or harm. Maintaining the well-being of participants is a critical responsibility of the researcher, as it not only upholds ethical standards but also fosters trust and cooperation. By safeguarding participants' mental, emotional, and physical health throughout the research process, researchers contribute to the validity and ethical soundness of their findings.

Social Value. Social value in research refers to the benefits that a study can provide to society, contributing to the well-being of individuals or communities. It emphasizes the importance of addressing significant social issues and ensuring that research outcomes are meaningful and applicable (Beauchamp & Childress, 2013). The findings of this research benefited secondary public-school students and teachers, academic coordinators, and department heads by strengthening aspects of feedback. The results were disseminated via webinars, research forums, and legitimate international and national academic journals. Furthermore, the researcher set to publish this research in an appropriate journal.

Informed Consent. Participants should be fully informed about how their data will be used and the measures in place to protect their privacy (Beauchamp & Childress, 2013). With this, verbal and written consent were obtained through a consent form, ensuring participants understand the study's purpose, their right to withdraw, and the use of audio recording devices during the sessions. Confidentiality and privacy for both participants and institution were guaranteed throughout the study.

Vulnerability of the research participants. The vulnerability of research participants refers to their increased risk of harm or exploitation due to factors like socioeconomic status, age, or limited decision-making capacity (Beauchamp & Childress, 2013). To address this, the researcher assessed potential vulnerabilities within the study and sought approval from competent personnel to ensure adherence to ethical procedures. Additionally, participants' confidentiality and privacy were safeguarded, and they were given the option to voluntarily participate or withdraw from the study.

Risks, benefits, and safety. The assessment of risks, benefits, and safety is crucial in ensuring ethical standards and protecting participants in research (Beauchamp & Childress, 2013). In this study, the researcher took steps to minimize psychological, emotional, and legal risks, such as trauma or confidentiality loss, by thoroughly informing participants about the study's objectives, risks, and benefits. Participants' comfort with the interview setting and time commitment for the focus group discussion (FGD) was assessed. Confidentiality was prioritized, with reassurances that personal information was private and securely stored. Transparency was emphasized, allowing participants to ask questions, refuse to answer any question, or withdraw from the study without consequence. These ethical considerations ensured the protection and well-being of participants throughout the study.

Privacy and confidentiality of information. Privacy and confidentiality are critical ethical considerations in research, safeguarding participants' personal information (Beauchamp & Childress, 2013). To address these concerns, pseudonyms and coding were used to secure both participants' identities and their personal data. Information was stored securely in electronic storage, hard drives, and email, with notes, audio, and video recordings safely stored to enhance security and allow for easy retrieval. The researcher ensured that formal authorization was obtained from the relevant scholarly sites, and that data confidentiality is maintained in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). Participants were provided informed consent for the use of their data, which was used only for clear, legitimate purposes and kept accurate and up to date. Personal information was protected from unauthorized access, and the data collected were used exclusively for the research study. Participants were assured that their responses were not shared outside of the study, adhering to all legal mandates and ensuring their privacy.

Justice. Justice in research focuses on fairness in distributing the benefits and burdens of a study (Beauchamp & Childress, 2013). In this study, participant selection was prioritized meeting the inclusion criteria, with IDI participants being active, officially enrolled SHS students, had notable experiences, issues and concerns in feedbacking as identified by their subject teachers and FGD participants being employed as SHS teachers and handled the students on a particular subject. The researcher ensured the selection process was fair, treating participants without bias or prejudice. To encourage truthful responses, the researcher followed a guide during IDI and allowed participants to speak without interruption. As a token of appreciation, participants received reasonable incentives to compensate for their time and any inconvenience caused by their involvement.

Transparency. Detailed descriptions of research methods, including data collection and analysis procedures, allow others to understand and replicate the study (Gurwitz & Stinson, 2018). Therefore, the results were carefully analyzed, and relevant supporting materials were included in the appendix for the reader's convenience. Every additional document required to validate the data analysis and conclusions were incorporated. The researcher took measures to ensure that the participants provided accurate responses to the guided questions and disclosed any relevant information that is essential for the study's success. In addition, data transcriptions and analysis were presented to the participants which allowed them to review and confirm or challenge the interpretations made by the researcher.

Adequacy of facilities. Adequate facilities enhance research quality by providing the tools and environment needed for accurate data collection and analysis (Creswell & Poth, 2017). The researcher maximized resources such as the internet for accessing scholarly articles, software for data storage, and devices like cellular phones, cameras, laptops, and printers. A group of individuals also provided valuable insights and recommendations. Additionally, library materials were utilized for further readings and citations, supporting the successful completion of the study.

Community Involvement. Community involvement in research is an inclusive participation process that fosters the genuine partnership of individuals connected by common situations, special interests, or geographical proximity to address challenges that impact the welfare of the focused community (Ahmed et al., 2010). To obtain the required permission, the researcher informed the participating students and teachers through a formal letter addressed to the school principal. The consent included details such as the time frame of the research, the potential outcomes and results, and potential participants. In addition, participants were informed that the findings of this research may provide them and the institution with insights and understanding that may benefit their academic plans. The opinions of participants regarding this subject were valued and respected.

Results and Discussion

This section presents the study's results and deliberates the implications of data gathered through an interview guide questionnaire during the interview conducted with the participants.

Presentation of Findings

There are Seventeen emerging themes on teachers' feedbacking in the classroom. These cover the Impact of Feedback on Motivation; Teacher's Role in Feedback; Emotional Impact of Feedback; Different Teacher Feedback Styles; Balancing Positive and Negative Feedback; Feedback as a Tool for Personal and Academic Development; Feedback as a Confidence Building Tool; The Role of Non-Verbal Communication in Feedback; Feedback as a Source of Personal Growth; Feedback as a Form of Adaptive Learning; The Role of Teacher-Student Dynamics in Feedback Acceptance; Feedback as a Tool for Self-Identity Formation; Feedback as a Means of Self-Empowerment; Preparation for Higher Education and Future Careers; The Psychological Impact of Feedback; Student Resilience and Adaptation to Feedback; and The Role of Teacher's Emotions in Feedback.

The Emerging Themes on the Lifeworld of Senior High Students in Feedbacking in the Classroom.

Four emerging themes were articulated through arduous procedural data analysis and interpretation. They were all synthesized from 40 initial themes and 20 clustered themes.

The four emerging themes are the following: Impact of Feedback on Motivation; Teacher's Role in Feedback; Emotional Impact of Feedback; and Different Teacher Feedback Styles.

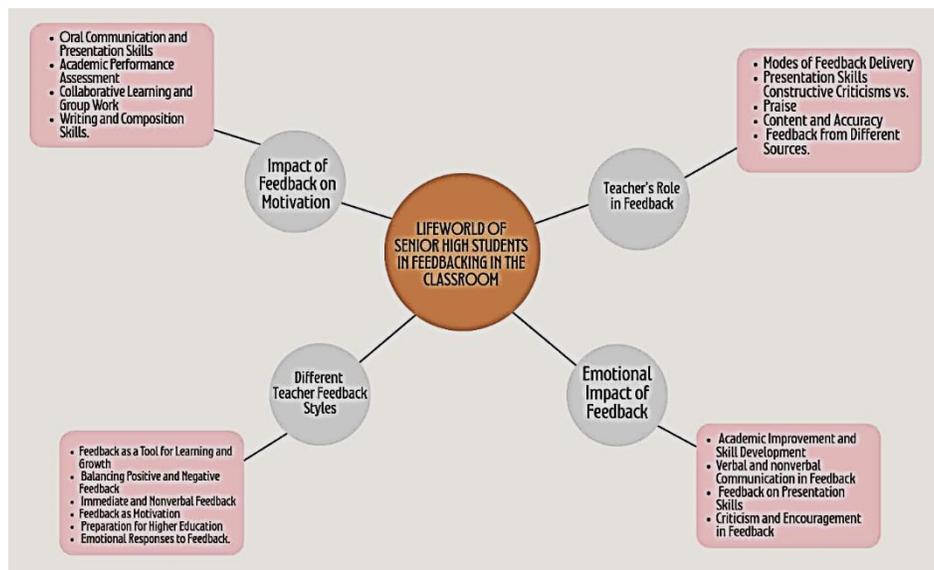


Figure 1. Schematic Diagram on the Lifeworld of Senior High Students in Feedbacking in the Classroom

Emerging Theme 1: Impact of Feedback on Motivation

This theme focuses on the lifeworld of Senior High students in Feedbacking in the classroom. Emerging theme 1 is characterized by four clustered themes: Oral Communication and Presentation Skills; Academic Performance Assessment; Collaborative Learning and Group Work; and Writing and Composition Skills. These were formulated by initial themes: Reporting and Presentations; Role-Playing Activities; Topic Discussions; Quizzes, Tests, and Assignments; Group Projects and Activities; and Writing Tasks.

Students who receive constructive criticism are better able to identify their areas of strength and growth, which leads to academic success. Feedback that is given well can increase students' self-esteem, promote introspection, and improve their involvement in the learning process. On the other hand, feedback that is poorly organized or excessively critical can cause dissatisfaction, a decline in motivation, and disengagement. By knowing how senior high school students react to feedback, teachers can modify their methods and make sure that it creates a supportive and inspiring learning atmosphere. These quotes demonstrate how feedback is seen as a means of pointing out areas for development and progress, which can encourage students to perform better:

“Ang mga gawain sa klase na madalas kaming nakakatanggap ng puna ay tuwing reporting, group project o group presentation”. [The activities in class where we often receive feedback are during reporting, group projects, or group presentations.] - Goya

“Kadalsan po ay sa reporting, kasi ako po yung nagsasalita at nagpe-present ng mga topics sa harap ng klase”. [Most of the time during reporting, because I am the one talking and presenting the topics in front of the class.] - Nips

“The usual activities that I've often received feedbacks from our teachers is when it comes to reporting, dahil minsan hindi complete details ang nasa report namin, or the way kami mag report ay may kulang pa kaya nag bibigay ng advice ang teachers namin for us to improve more”. [The usual activities that I've often received feedback on from our teachers are related to reporting, because sometimes the details in our reports are incomplete, or the way we present our reports still lacks some elements.] - Tofiluk

“Some of the classroom activities where I received feedback are reporting and role-playing.” - Snickers

“One of the usual activities where I received feedback is when I'm having a report or discussing a topic, not just in one specific subject but also in others.” - Fuji

“We usually experience feedback on our quizzes, tests, assignments, class presentations, group projects or activities and maintaining the cleanliness in our classroom.” - Twix

“I often receive feedback during group projects, particularly in reporting and research papers.” - Kitkat

“Based on my experience, there are a lot of activities where we receive feedback, like writing a reflection paper, essay, and

letter, but mostly during reporting.” - Safari

“Since I teach writing subjects, the usual activities done in my class is writing essays and verbal presentations. I provide feedbacks by writing detailed comments and mentioning areas for improvement as well as giving suggestions for the improvement of the students output. Besides, I am also ensuring that I can highlight the strengths of the students by writing their good points.” -Julie, FGD

Emerging Theme 2: Teacher’s Role in Feedback

Emerging Theme 2 is depicted by five clustered themes: Modes of Feedback Delivery; Presentation Skills; Constructive Criticisms vs. Praise; Content and Accuracy; and Feedback from Different Sources. These focus on initial themes: Verbal Feedbacks in Reports; Non-verbal Feedback; Visual Presentation Feedback; Positive and Constructive Feedback; Suggestions for Improvement; Content and Understanding; and Peer and Teacher Feedback.

Effective feedback does more than just fix mistakes; it serves as a guide, allowing students to reflect on their progress, discover areas for improvement, and gain confidence in their talents. Teachers serve as facilitators, providing constructive, timely, and individualized feedback to promote critical thinking and self-directed learning. Their role is to engage students in meaningful discussion that promotes growth and motivation, rather than simply assessing them. These comments underline how teachers can provide feedback to help students improve their reporting abilities, written work, and even personal behavior:

“Iba’t-ibang comment or puna po ang natatanggap namin,pero madalas punan ng mga guro ay ang delivery namin sa pagrereport at mga follow-up questions.” [We receive various comments and follow-up questions during our reportings.] - Goya

“Ang madalas po naming natatanggap ay verbal feedback pero nakakatanggap din naman po kami minsan ng nonverbal feedback like raising of brows, raising of hands to indicate we should stop.” [Most of the time, we receive verbal feedback, but sometimes we also receive non-verbal feedback, like raising of brows, raising of hands to indicate we should stop.] - Safari

“Madalas nilang na pupuna ang fonts, and size ng ppt namin, the way we deliver and yung connection namin sa aming audience which is lacking pa.” [They often point out the fonts and size of our PowerPoint presentations, the way we deliver, and the connection with our audience.] -Tofiluk

“Minsan po, ang feedback ay tungkol sa pagiging mabilis ko magsalita. Pero meron din po akong natatanggap na magagandang puna, tulad ng "magaling at maayos ang pag-report ko." [Sometimes, I receive feedback when I speak so fast. But I also receive feedback like, ‘your report is very good.’] - Nips

“I have received both positive and constructive feedback. Teachers and friends usually point out my strengths and areas that need improvement.” - Kitkat

“Some of the feedback that I received every time I do classroom activities like reporting and more are negative and positive.” - Snickers

“Just what I said in the first one, feedbacks when I’m having a report or in terms of my behaviors. For example, last week nag report ako sa Chemistry and I’m not very familiar in my topic and medyo nagkulang ako sa explanation because nagkamali ako ng pagka-interpret ng topic and doon ako naka received ng feedbacks ni ma’am Patty.” [For example, last week when I reported in Chemistry, I was not familiar with the topic and had a wrong interpretation, so I received feedback from Ma’am Patty.] - Fuji

“My teachers wait for me to finish my report first, and then after that, they tell me what is still missing and what I need to improve.” - Tofiluk

Emerging Theme 3: Emotional Impact of Feedback

The emerging theme is associated with four clustered themes: Academic Improvement and Skill Development; Verbal and nonverbal Communication in Feedback; Feedback on Presentation Skills; and Criticism and Encouragement in Feedback. Initial themes depict these clustered themes: Skill Development; Verbal and Nonverbal Feedback; Understanding and Clarity; Student Behavior and Classroom Dynamics; and Teacher’s Approach to Feedback.

Feedback is essential in the learning process, impacting students' academic development, motivation, and self-perception. Feedback can elicit a wide range of emotions from senior high school students, including confidence, encouragement, fear, and discouragement. Positive feedback can increase self-esteem and promote effective learning practices, but negative or harsh feedback can cause irritation, self-doubt, and even resistance to development. Understanding the emotional impact of feedback is critical for building a learning environment that promotes growth, resilience, and a willingness to engage in constructive criticism. These statements demonstrate how positive and constructive feedback influences emotions, confidence, and motivation in learning environments:

“The feedbacks I've experienced really focus on how we students improve our skills, our attitudes, and make us responsible.” - Twix

“Sa verbal po ay pinapaliwanag po talaga nila ng mabuti yung mga napuna po nila sa ginawa po naming activity. Sa nonverbal naman po ay merong mga times na nanliliit po yung mga mata ang teachers pag may sinasabi po kaming mga mali about sa report namin, yung parang iniisip din po nila na "tama ba itong sinasabi ng estudyante ko.” [For verbal, they carefully explain their feedbacks with the activities. For nonverbal, sometimes teachers use eye gestures when we say wrong things about our reports.] - Safari

“Kapag po nag-re-report ako, minsan po ay may mga nagsasabi na hindi raw po nila naiintindihan agad ang mga sinasabi ko dahil sa bilis ng pagsasalita ko.” [Sometimes, I report too fast, and my classmates tell me they can't understand what I am saying.] - Nips

“When I report, I receive feedback on my behavior because sometimes I am too loud, and my classmates get mad at me.” - Fuji

“My teachers tell me what is missing and what I need to improve, so the next time I report, I can make improvements.” - Tofiluk

Emerging Theme 4: Different Teacher Feedback Styles

Emerging theme 4 is characterized by six clustered themes namely: Feedback as a Tool for Learning and Growth; Balancing Positive and Negative Feedback; Immediate and Nonverbal Feedback; Feedback as Motivation; Preparation for Higher Education; and Emotional Responses to Feedback. These were formulated by initial themes: Respectful Delivery of Feedback; Encouragement for Improvement; Combination of Positive and Negative Feedback; On-the-Spot and Immediate Nature; Constructive Criticism for Development; Preparation for Future Challenges; and Feedback Can be Intimidating.

Teachers employ a variety of feedback strategies to guide and encourage students on their learning journeys, which significantly shape their academic experience. Some educators use a directive approach, offering clear, corrective feedback on specific areas for development. Others favor a facilitative approach, enabling students to reflect on their work and do self-assessment. Furthermore, some teachers combine praise and constructive criticism, providing motivational comments to enhance pupils' confidence while addressing deficiencies. These various ways alter how students perceive and respond to feedback, affecting their learning, motivation, and academic success. These emphasize the various methods teachers deliver feedback, such as verbal and nonverbal cues, positive and negative reinforcement, structured coaching, and the influence on student improvement:

“So far, I haven't experienced any overly harsh criticism. In fact, it has been helpful because the feedback was delivered well—what I mean is, it was communicated to me in a respectful manner.” [So far wala pa naman po kasi akong naranasan na sobrang pangit ng pagkakapuna, helpful pa nga siya kasi maayos 'yong nga puna, what I mean is maayos ang pagkakasabi sa akin.] - Goya

“I describe those feedbacks as really useful and encouraging because they help me improve more in studying and knowing where I fall short.” - Twix

“It's a mix of positive and negative. Some teachers will raise their hands and say stop if they are not satisfied, while some will clap or nod if they are.” - Snickers

“By the feedbacks that I received, it's hard for me to describe them because they are on-the-spot, but I get nervous when I receive feedback.” - Fuji

“Helpful po sa akin ang mga puna dahil natututo po ako kung paano ko mapapabuti ang aking presentasyon, at kung paano ko dapat kontrolin ang aking pagsasalita.” [It's helpful for me because I am learning how to improve my interpretation and control how I speak.] - Nips

“I think the feedbacks from our teachers gives us a chance to improve pa, kase it's their way of teaching us and dagdag preparation narin pag college na kami.” [I think the feedback from our teachers gives us a chance to improve because it prepares us for when we get to college.] - Tofiluk

“The insights from feedback have been valuable, contributing to my learning and growth as a student, but sometimes it sounds intimidating, especially negative feedback.” - Kitkat

The emerging themes on the Context of the Lifeworld of Senior High Students in Feedbacking in the Classroom.

Six emerging themes were articulated through arduous procedural data analysis and interpretation. They were synthesized from 40 initial themes and 21 clustered themes.

The six emerging themes are the following: Feedback as a Tool for Personal and Academic Development; Feedback as a Confidence-Building Tool; The Role of Non-Verbal Communication in Feedback; Feedback as a Source of Personal Growth; Feedback as a Form of Adaptive Learning; and The Role of Teacher-Student Dynamics in Feedback Acceptance.

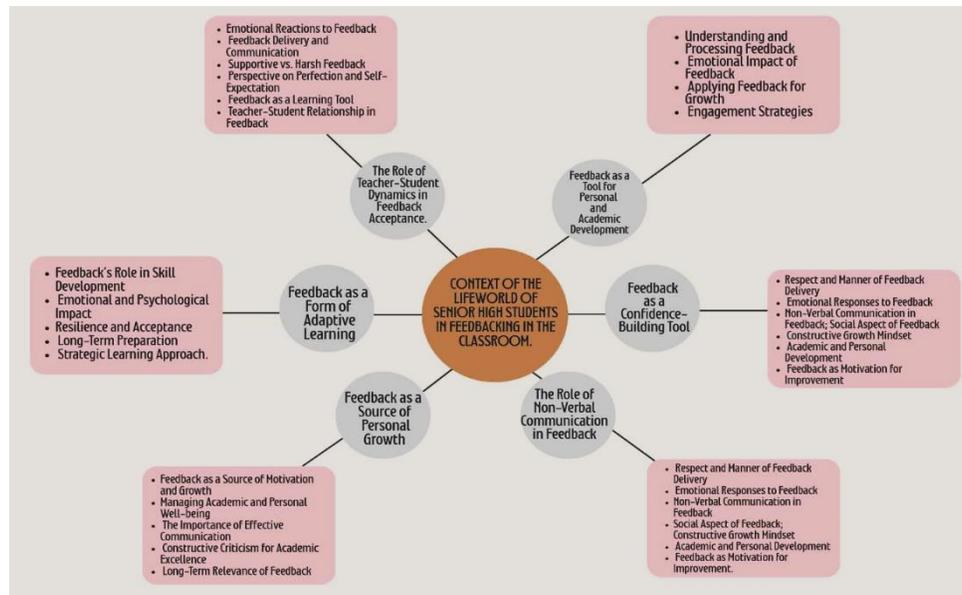


Figure 2. Schematic Diagram on the Context of the Lifeworld of Senior High Students in Feedbacking in the Classroom

Emerging Theme 1: Feedback as a Tool for Personal and Academic Development

Emerging theme 1 is associated with four clustered themes: Understanding and Processing Feedback; Emotional Impact of Feedback; Applying Feedback for Growth; and Engagement Strategies. These are the eight initial themes: Active Listening; Open-mindedness; Taking Feedback Seriously; Emotional Responses to Feedback; Application for Improvement; Writing or Note-taking for Retention; Viewing Feedback as Advice; and Reflection and Self-awareness.

In the context of senior high students' lifeworlds, their emotions, prior experiences, and individual learning styles all influence how they receive and understand feedback in the classroom. Feedback is a vital tool for both personal and academic development, influencing how senior high school students approach their learning experiences. When offered successfully, feedback promotes self-awareness, critical thinking, and a growth attitude, allowing students to take charge of their own learning. Students who engage in constructive feedback develop resilience, refine their skills, and gain confidence in their academic talents, all of which contribute to their overall personal and intellectual progress. These statements emphasize the value of feedback in promoting personal and academic growth through attentive listening, self-reflection, and continual improvement:

“Sa pamamagitan ng pakikinig ng mabuti at pag-iintindi sa mga feedback na binibigay.” [By listening carefully and understanding the feedback given.] - Goya

“I listen attentively to what my teachers say with an open mind in order for me to understand what I did wrong, what the better thing to do is, and where I lacked. I also acknowledge it instead of being defensive.” - Twix

“I take it seriously because it is for our own good. I take consideration and take notes on some points and comments for me to improve the next time.” - Snickers

“For me, it's hard to face those feedbacks because I know for myself that I'm not good enough. However, it's not scary to face those feedbacks because in our life, it is normal for us to commit mistakes and receive feedback. I can easily engage with those feedbacks because it's not just for others but also for myself.” - Fuji

“Tinanggap ko po ito sa isang positibong paraan. Ginamit ko po ito bilang pagkakataon para mapabuti ang aking mga reporting skills at maging mas epektibong communicator.” [I accept feedback in a positive manner. I use it as a chance to improve my reporting skills and to make my communication skills more effective.] - Nips

“Hindi naman po ako nahirapan na mag-receive ng mga feedback ng mga teachers namin. Habang binibigyan pa nila kami ng feedback nakikinig pa talaga ako at iniintindi ko po ito ng mabuti, pero pag hindi ko po talaga isinusulat nakakalimutan ko po agad.” [It was not hard for me to receive feedback given by our teachers. I listen carefully and try to understand it well, but I tend to forget it if I don't write it.] - Safari

“Pinag iisipan ko masyado ang sinasabi saakin ng teachers namin, if ano ang dapat ko pang gawin para mag improve, tini take ko sya as a advice na makaka tulong sa akin.” [I'm thinking too much about what our teachers are telling me, about what I should still do to improve. I'm taking it as advice that will help me.] - Tofiluk

“I reflect on the feedback and find ways to apply it to future activities to enhance my work.” - Kitkat

“I see to it that the feedbacks I give are unbiased based on their actual performances, if it is good then I give them positive comments or feedbacks and if it does not meet the criteria then I am being honest and tell them frankly their mistakes and give them points for improvement.” -Des, FGD

Emerging Theme 2: Feedback as a Confidence Building Tool

Emerging theme 2 is linked to seven clustered themes: Respect and Manner of Feedback Delivery; Emotional Responses to Feedback; Non-Verbal Communication in Feedback; Social Aspect of Feedback; Constructive Growth Mindset; Academic and Personal Development; and Feedback as Motivation for Improvement. These clustered themes evolved among eight initial themes. They include: Respectful Feedback Delivery; Mixed Emotions; Verbal and Non-Verbal Feedback Cues; Learning Opportunity for All; Constructive Perspective; Knowledge Expansion; Initial Nervousness but Later Motivation; and Appreciation of Feedback.

Feedback has an impact on senior high students' attitudes, motivation, and interpersonal skills outside of the classroom. Confidence is not established solely on praise, but on meaningful and practical feedback that allows pupils to track their development. When feedback recognizes effort and improvement, students are more likely to participate actively in their learning and acquire a sense of ownership over their academic journey. This balance is critical for creating an environment in which students feel supported rather than discouraged. Understanding how students interpret and internalize feedback allows educators to develop ways that boost confidence, ensuring that students are empowered to overcome difficulties and embrace continual learning:

“So far wala pa naman po kasi akong nararanasan na sonbrang pangit ng pagkakapuna, helpful pa nga siya kasi maayos yong mga puna, what I mean is maayos ang pagkakasabi sa akin.” [So far, I haven't experienced overly harsh criticism. Feedback has been helpful because it was communicated respectfully.] - Goya

“Sometimes I feel hurt, and sometimes I feel happy.” - Twix

Emerging Theme 3: The Role of Non-Verbal Communication in Feedback

Emerging theme 3 covers seven clustered themes: Respect and Manner of Feedback Delivery; Emotional Responses to Feedback; Non-Verbal Communication in Feedback; Social Aspect of Feedback; Constructive Growth Mindset; Academic and Personal Development; and Feedback as Motivation for Improvement. These clustered themes evolved among eight initial themes. They include Respectful Feedback Delivery; Mixed Emotions; Verbal and Non-Verbal Feedback Cues; Learning Opportunity for All; Constructive Perspective; Knowledge Expansion; Initial Nervousness but Later Motivation; and Appreciation of Feedback.

Nonverbal communication is critical to the feedback process in senior high school classrooms, impacting how students interpret and respond to evaluations. In addition to verbal or written comments, gestures, facial expressions, tone of voice, and body language all have a substantial impact on how feedback is received and perceived. A teacher's encouraging nod, pleasant smile, or soothing tone can repeat good comments, leaving pupils feeling supported and inspired. In contrast, crossed arms, a severe expression, or a dismissive tone may unintentionally convey displeasure, thereby deterring students. Because feedback is more than just what is said, but also how it is given, understanding the intricacies of nonverbal indicators is critical in developing a supportive and effective feedback environment. Though not explicitly non-verbal, this emphasizes the manner in which feedback is given, which can include tone, facial expressions, and body language:

“It's a mix of positive and negative. Some teachers stop you when they're not satisfied, while others encourage you when you do well.” - Snickers

“Kinakabahan pero masaya kasi lahat kami natututo mula sa mga feedback.” [I feel nervous but happy because everyone learns from feedback.] - Fuji

“Wala naman po akong nararamdamang sama ng loob. Nakikita ko pom ito bilang isang lesson na pwede akong mag-improve bilang student po. [I don't have negative feelings about feedback. I see it as a lesson for improvement.] - Nips

“Not to brag, but I feel more knowledgeable because I learn something new from the feedback.” - Safari

“Nakakakaba magreport lalo na kapag bigla ka pinahinto ng guro. Pero sa halip na i-take ko na masama ginagawa ko na lang motivation. [It's nerve-wracking to report, especially when the teacher stops you. But instead of taking it negatively, I use it as motivation.] - Tofiluk

“I appreciate all types of feedback because it shows that my teachers and friends care about my progress.” – Kitkat

“To balance in providing balance positive and negative feedback, what I do, is that I provide four comments. The first comment I would give is positive mentioning the good point of the written output or presentation of my students, then, the last two comment is a constructive criticism pointing out specific areas that needs improvement. I would end by giving a positive feedback.” - Julie, FGD

Emerging Theme 4: Feedback as a Source of Personal Growth

Emerging theme 4 evolves on five clustered themes which are: Feedback as a Source of Motivation and Growth; Managing Academic

and Personal Well-being; The Importance of Effective Communication; Constructive Criticism for Academic Excellence; and Long-Term Relevance of Feedback. The eight initial themes are Motivation Through Feedback; Balance and Self-Care; Active Listening and Growth; Encouragement in Writing; Speech and Communication Improvement; Academic Preparedness; and Practicality and Long-Term Impact.

Feedback is a key instrument for personal growth, influencing how senior high school students acquire academic skills, self-awareness, and resilience. In the classroom, feedback gives students vital insights into their own strengths and areas for progress, helping them toward lifelong learning and self-development. Feedback, whether provided through teacher evaluations, peer assessments, or self-reflection, helps students develop their thinking, alter their learning tactics, and gain confidence in their abilities. When constructively presented, feedback not only improves academic performance but also creates a growth attitude, encouraging students to see setbacks as opportunities for improvement rather than obstacles. To quote:

“One of the feedback that I have received that really stand out is when my teacher notice that I've been overdoing things and she said that I'll keep it easy and learn to enjoy and have fun don't overdo yourself and you should know to take a rest.” - Twix

“It can be helpful for us, the best thing that we should do is to be a good listener if they said negative then accept it then if they said okay then much better because all of that will help your ways to improve and be better next time.” - Snickers

“One of the most beautiful feedback that I received that standout among all feedbacks is that when you gave as a topic and you ask me to make an article about that. After I finished my article, I submitted it to you to find out if it's right or no and I was inspired by the feedbacks you have given me. I feel motivated to pursue my passion as a writer. Those feedbacks, was not hurtful to listen to but is pleasing. During that time I realize that there's always a lot of time to improve and to learn more. For me that was one of the best feedbacks that I received.” - Fuji

“Tumatak po sa aking alaala yung feedback na magdahan-dahan sa pagsasalita. Napansin ko po kasi na mas naipapahayag ko ang aking sinasabi kapag may control ako sa aking pagsasalita.” [The feedback that I can remember is to slow down in speaking. I observed that I was able to express the things I want to say whenever I control the way I speak.] - Nips

“The usual activities in which I give feedbacks is during writing activities and essays. By asking students to revised based on my feedback. Also, by looking at the rubrics and explain to the students where they stand and how to improve their writings.” -Hanna, FGD

Emerging Theme 5: Feedback as a Form of Adaptive Learning

Emerging theme 5 is linked by five clustered themes: Feedback's Role in Skill Development; Emotional and Psychological Impact; Resilience and Acceptance; Long-Term Preparation; and Strategic Learning Approach. It focuses on eight initial themes: Motivation for Improvement; Perspective Shift; Skill and Confidence Development; Balance of Positive and Negative Effects; Self-Reflection and Awareness; Academic Performance Enhancement; Goal setting and Progress Tracking; and Progress Tracking.

In adaptive learning, feedback is more than just a review; it is a dynamic process that helps students alter their learning tactics, correct misconceptions, and capitalize on their strengths. Feedback that is targeted to individual needs promotes a more personalized learning experience, allowing students to manage their academic journey with greater confidence and self-awareness. Students gain critical thinking abilities and a growth mindset by constantly reacting to feedback, both of which are necessary for lifelong learning. Constructive and adaptive feedback encourages students to accept responsibility for their learning, see mistakes as chances for improvement, and actively participate in the learning process. By incorporating feedback into their regular classroom experiences, students can continuously enhance their knowledge and skills, making learning more participatory and evolving.

“Ginawa kong motivation ang feedback para mag-improve.” [I turn feedback into motivation to improve.] - Goya

“It really affected me. Feedback made me see things differently.” - Twix

“Feedback didn't affect me negatively but instead helped me gain confidence and skills.” - Snickers

“Feedback makes me realize there is always room for improvement. But sometimes, I doubt my reports.” - Fuji

“I was not affected, but I used it as motivation to improve my communication.” - Nips

“Maganda ang naging epekto kasi tumaas ang mga grades ko.” [The effect is good because it helps improve my academic performance.] - Safari

“Feedback helps me improve my future reports and prepares me for college.” - Tofiluk

“It allows me to track my progress and set goals for improvement.” - Kitkat

“To balance the positive and negative feedbacks, I use the gentle language and a growth mind set approach and I give specific feedbacks whenever I encounter mistakes and provide a solution to help my students improve their output.” -Hanna, FGD

Emerging Theme 6: Dynamics in Feedback Acceptance

Emerging theme 6 is depicted by six clustered themes: Emotional Reactions to Feedback; Feedback Delivery and Communication; Supportive vs. Harsh Feedback; Perspective on Perfection and Self-Expectation; Feedback as a Learning Tool; and Teacher-Student Relationship in Feedback, and focused on six initial themes: Emotional Impact of Negative Feedback; Sensitivity to Criticism; Perception of Feedback Delivery; Perspective on Imperfection; Resilience and Growth Mindset; and Encouraging vs. Intimidating Feedback.

The dynamic between teachers and students has a significant impact on how senior high school students receive and interpret feedback in class. When teachers foster trust and open communication, children are more likely to see feedback as a tool for progress rather than a form of condemnation. In contrast, if the teacher-student connection is strained or lacks mutual respect, pupils may become defensive, distracted, or resistive to criticism, restricting their capacity to learn successfully. These emphasize the importance of teacher-student interactions on how feedback is received, particularly the emotional response to the tone and delivery of feedback:

“Minsan po kapag nasobrahan po 'yong bad feedback na sa-sad ako and disappointed pero hindi nagiging reason 'yon for me para mag stop sa pag improve.” [Too much bad feedback makes me feel sad, but I don't stop improving.] - Goya

“Feedback sometimes makes me question my skills.” - Twix

“Some feedback is inappropriate, and it makes me feel hurt.” - Snickers

“Hindi naman siya problema kasi alam ko naman na hinndi ako perpekto.” [I don't consider it a problem. I know I am not perfect.] - Fuji

“None, I use it as inspiration.” - Nips

“I have not encountered problems since feedback was given in a good way.” - Safari

“May mga teachers na nakakakaba. Yung tono ng boses nila.” [Some teachers are intimidating. The tone of delivery sometimes affects me.] - Tofiluk

“I find it valuable to share my thoughts and ideas with classmates.” - Kitkat

“There various activities which I give feedbacks to my students like reporting, role playing, recitations and other class presentations. I usually give comments verbally or hand them down written notes of my observations.” - Des, FGD

The Emerging Themes on How Senior High School Students View Themselves in the Future as a Result of Feedbacking in the Classroom.

Three emerging themes were articulated through arduous procedural data analysis and interpretation. They were synthesized from 16 initial themes and 13 clustered themes.

The three emerging themes are the following: Feedback as a Tool for Self-Identity Formation; Feedback as a Means of Self-Empowerment; and Preparation for Higher Education and Future Careers. The three emerging themes are the following: Feedback as a Tool for Self-Identity Formation; Feedback as a Means of Self-Empowerment; and Preparation for Higher Education and Future Careers.

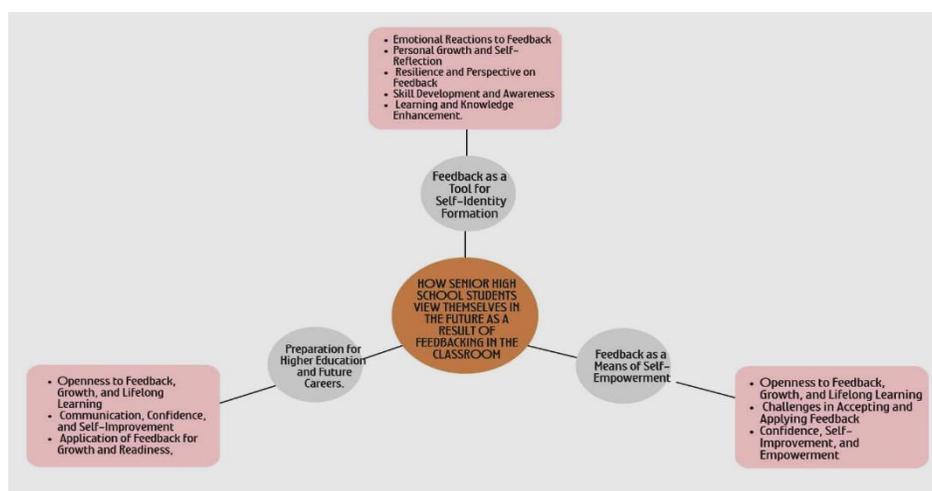


Figure 3. Schematic Diagram on How Senior High School Students View Themselves in the Future as a Result of Feedbacking in the Classroom.

Emerging Theme 1: Feedback as a Tool for Self-Identity Formation

Emerging theme 1 is depicted by six clustered themes: Emotional Reactions to Feedback; Personal Growth and Self-Reflection; Resilience and Perspective on Feedback; Skill Development and Awareness; and Learning and Knowledge Enhancement. These were formulated by eight initial themes: Emotional Impact of Feedback; Reflection and Self-Assessment; Perceived Fairness of Feedback; Resilience and Growth Mindset; Awareness and Improvement; Learning Through Feedback; Knowledge-Based Self-Description; and Confidence and Motivation.

Feedback in the classroom is more than just an assessment tool. It plays a crucial role in shaping senior high school students' self-identity and aspirations. As students navigate their academic journeys, the feedback they receive from teachers influences how they perceive their abilities, strengths, and areas for growth. Positive reinforcement can affirm their skills and boost their confidence, while constructive criticism helps them refine their goals and work towards self-improvement. When feedback is balanced and meaningful, it encourages students to see themselves as capable learners, shaping their academic self-concept and influencing their future aspirations:

“Kapag sobrang sama po ng comments or feedback ay parang nawawala lahat ng energy ko but madalas after hearing honest comments mas na inspired pa ako to improve.” [When the comments or feedback are really harsh, it feels like all my energy fades away, but most of the time, after hearing honest feedback, I feel more inspired to improve.] -Goya

“After receiving feedbacks I describe myself as reflective because it makes me think of my actions and I try to understand it more.” - Twix

“I felt so happy if it is good feedback but sometimes we cannot deny the fact that some teachers will give you a bad feedback.” - Snickers

“I am a person who always thinks that everything happens for a reason. For me receiving feedbacks is not too important for me because I know that it's a compliment for my lackings and receiving feedbacks didn't change me.” - Fuji

“Natuto po ako at naging mas self-aware. Mas nakikita ko po ang mga areas na kailangan ko pang pagtuunan ng pansin upang mapabuti ang aking presentation skills.I learned and became more aware.” [I was able to see the areas that needs attention for improving my presentation skills.] - Nips

“I can describe myself educated, yes not really about everything but about po sa mga bagay na nakakatanggap po ako ng feedback kasi through that nadadagdagan po yung mga kaalaman ko.” [I can describe myself educated, yes not really about everything but about the things I received through feedbacks, through that I learned more.] - Safari

“I describe myself as a student na naka gain ng knowledge base sa feedback sa akin ng teachers ko.” [I describe myself as a student who has gained knowledge based on the feedbacks from my teachers.] - Tofiluk

“Receiving feedback boosts my confidence and motivation to learn. It reassures me that I am progressing and capable of improvement.” - Kitkat

“Yes! As to my experience, students are too sensitive. When feedbacks are not on their favor they react negatively. There are students who would hardly accept comments and would even argue with the teacher. With this, I am finding ways to talk to my students personally or in private. -Des, FGD

Emerging Theme 2: Feedback as a Means of Self- Empowerment

Emerging theme 2 presents by three clustered themes: Openness to Feedback, Growth, and Lifelong Learning; Challenges in Accepting and Applying Feedback; and Confidence, Self-Improvement, and Empowerment; and focused on five initial themes: Open-mindedness and Receptivity to Feedback; Struggles in Accepting Feedback; Self-Improvement and Confidence Building; and Lifelong Learning Mind-set.

Meaningful feedback helps students refine their skills, align their efforts with personal and professional goals, and develop the perseverance needed to overcome challenges. When teachers provide feedback that is constructive and encouraging, students are more likely to see setbacks as opportunities for growth rather than as obstacles. This perspective strengthens their ability to adapt and improve, reinforcing the belief that they have the power to shape their future. Thus, classroom feedback, when approached as a tool for self-empowerment, becomes a vital component in helping students realize their full potential.

“I see myself as an open-minded learner who uses feedback in order to learn.” - Goya

“I think I can still see myself struggling on receiving or accepting feedbacks, particularly feedbacks that are negative or unclear.” - Twix

“When it comes to the future, it's hard for me to describe myself or to see myself because we all know that only God holds for tomorrow. But if God allows me to live longer, I would like to see myself as the best version of myself. I want to see myself as improving from my previous mistakes. I would like to see myself more confident than I am now. I want to be a better

individual who also helps others to become the best version of themselves. I would like to be the voice of others, and I would shout to everyone that feedbacks are testaments to learn, not to judge you for your mistakes.” - Fuji

“I see myself as a lifelong learner always eager to improve and learn more. I believe that feedbacks are important for individuals’ development.” - Safari

“I consider myself a lifelong learner who constantly seeks growth. I believe feedback plays a crucial role in both academic and personal development.” - Kitkat

“Based on my experience, students who feel comfortable with their teacher are more open to constructive criticism. When I take the time to know my students, learning about their strengths, struggles, and goals, they see feedback as guidance rather than judgment. That is why creating a supportive classroom environment where mistakes are seen as learning opportunities helps my students view feedback as a tool for growth.” -Hanna, FGD

Emerging Theme 3: Preparation for Higher Education and Future Careers

Emerging 3 is centered on different clustered themes: Openness to Feedback, Growth, and Lifelong Learning; Communication, Confidence, and Self-Improvement; Application of Feedback for Growth and Readiness, and focused on initial themes: Lifelong Learning Mindset; Enhanced Communication Skills; Feedback as a Tool for Learning; and Uncertainty About the Future.

Classroom feedback is critical in molding senior high school students' expectations, especially as they prepare for higher education and future professions. As students progress through their academic careers, teacher criticism assists them in developing critical thinking, problem-solving, and self-reflection abilities. Constructive criticism not only helps students improve their academic performance, but it also teaches them how to analyze their own development and adjust to problems. When feedback is tailored to students' long-term goals, it creates a growth attitude and encourages them to strive for excellence in their chosen disciplines. These statements emphasize the significance of ongoing learning, growth, feedback, and confidence—all necessary components of preparation for higher education and future careers:

“I see myself as an open-minded learner who uses feedback in order to learn.” - Goya

“I think I can still see myself struggling on receiving or accepting feedbacks, particularly feedbacks that are negative or unclear.” - Twix

“When it comes to the future, it's hard for me to describe myself or to see myself because we all know that only God holds for tomorrow. But if God allows me to live longer, I would like to see myself as the best version of myself. I want to see myself as improving from my previous mistakes. I would like to see myself more confident than I am now. I want to be a better individual who also helps others to become the best version of themselves. I would like to be the voice of others, and I would shout to everyone that feedbacks are testaments to learn, not to judge you for your mistakes.” - Fuji

“I see myself as a lifelong learner always eager to improve and learn more. I believe that feedbacks are important for individuals’ development.” - Safari

“I consider myself a lifelong learner who constantly seeks growth. I believe feedback plays a crucial role in both academic and personal development.” - Kitkat

“Bilang isang mag-aaral, nakikita ko po ang sarili ko na mas kalmado at mas kumpiyansa kapag nagsasalita sa harap ng klase. Matutunan ko rin po kung paano makipag-communicate ng mas malinaw at mabisa.” [As a student, I can see myself calmer and more confident when speaking in front of the class. I will be able to learn how to communicate better.] - Nips

“I see myself as someone who learned from their experience, dahil sa mga feedbacks saakin ng teachers ko, I'll be more confident when reporting kase na hasa na ako sa high-school palang.” [I see myself as someone who learned from their experience because of the feedbacks from my teachers. I'll be more confident when reporting because I was already trained back in high school.] - Tofiluk

“I cannot see myself in the future or I cannot predict it, but what I can say is that if we students know how to be a good listener and know how to accept things, then we can say that we are capable and confident to do things for our own good and make a decision making.” - Snickers

“As experienced, I am writing my feedback to individual students. I am making sure that the feedback I write is personalized, directly addressing to that particular student. For me, making personalized feedback makes my students feel that I am aware of their individual output. Also, as an adviser, I acknowledge the students' success not only in their winning journey but also with their participation and small wins by commending them and appreciating them. I believe that students may feel inspiration to strive for improvement and success.” -Julie, FGD

The Emerging Themes on How Teachers Can Improve Feedbacking in the Classroom Through the Lenses of the Students.

Three emerging themes were articulated through arduous procedural data analysis and interpretation. They were synthesized from 24

initial themes and 16 clustered themes.

Three emerging themes are the following: The Psychological Impact of Feedback; Student Resilience and Adaptation to Feedback; and The Role of Teacher's Emotions in Feedback.

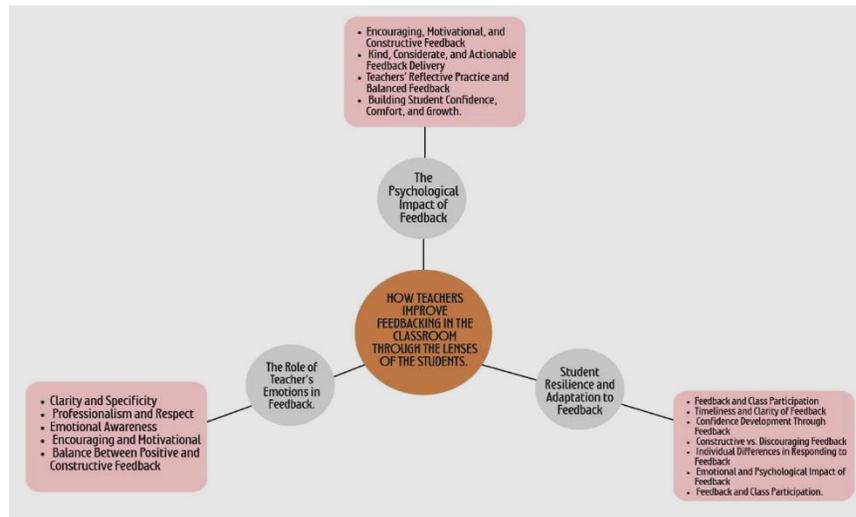


Figure 4. Schematic Diagram on How Teachers Can Improve Feedback in the Classroom through the Lenses of the Students.

Emerging Theme 1: The Psychological Impact of Feedback

Emerging theme 1 described four clustered themes: Encouraging, Motivational, and Constructive Feedback; Kind, Considerate, and Actionable Feedback Delivery; Teachers' Reflective Practice and Balanced Feedback; and Building Student Confidence, Comfort, and Growth. It focuses on eight initial themes: Balanced Feedback; Motivational Feedback; Emotional Sensitivity; Tone and Delivery; Specificity and Clarity; Teachers' Self-Awareness; Encouraging Growth; and Student Comfort and Confidence.

Feedback in the classroom has a profound psychological impact on senior high school students, influencing their self-esteem, motivation, and overall attitude toward learning. When delivered effectively, feedback can boost students' confidence, reinforce their strengths, and encourage a growth mindset. Students interpret feedback not only based on its content but also through their emotional and cognitive responses, making it essential for teachers to understand how feedback affects students on a psychological level. Understanding students' emotional responses allows educators to balance praise with constructive criticism in a way that motivates rather than discourages. This includes delivering feedback with empathy, providing clear guidance for improvement, and fostering a classroom culture where mistakes are seen as opportunities for growth:

“Feedback is more effective as motivation when it’s balanced, with both negative and positive aspects.” - Goya

“Maaaring mapabuti ang kanilang feedback sa pamamagitan ng pag-alam kung ang kanilang mga salita ay tama at hindi makakasakit sa damdamin ng mga estudyante. Makakatulong din ito sa mga estudyante upang mag-improve at matuto at magamit ito sa hinaharap.” [The teacher can improve their feedback by knowing if their words is appropriate and cannot make the students felt hurt and it can also help the students to improve and learn from it and use it in the future.] - Snickers

“Dapat nilang sabihin sa amin ang mga bagay na kailangan naming pagbutihin sa paraang hindi makakasakit sa aming damdamin. Dapat nilang iparating ito sa mas magaan na paraan upang ma-encourage ang mga estudyante na mag-improve.” [They should tell us things we need to improve in a manner that their feedback will not hurt students. They should tell it in better ways to encourage students to improve.] - Nips

“Based on my experience in receiving feedbacks po ay ipagpatuloy lang po nila yung pagbibigay ng feedback and a good way, yung halimbawa binibigyan mo po yung student mo ng feedback tapos sinasabi mo po ito in a good way o sa mahinahon na paraan na parang hinihikayat mo po siya na yung mga napuna mo po sa gawa niya ay hindi niya kakulangan kundi way po niya ito para ma-upgrade pa yung mga pamamaraan niya sa paggawa ng isang bagay, kung ganyan ko po yung paraan ng teachers i think no need na po mag-effort na i-improve kung paano po sila magbigay ng feedback.” [Based on my experience in receiving feedback, I believe they should continue giving feedback in a good way. For example, when you give feedback to your student, you should do it in a positive and calm manner, encouraging them that the points you've raised about their work are not shortcomings, but ways to improve their methods in doing something. If teachers give feedback in that way, I think there’s no need to make extra effort to improve how they give feedback.] - Safari

“I personally think po na mas makaka tulong at mas magiging comfortable po ang students pag maganda po ang pag kaka sabi ng teachers po namin about the things na we are lacking po, kase baka po imbis na yung advice nila ang tumatak sa utak ng

students, yung the way they delivered their words po or yung tone po ng teachers ang ma alala ng students, na maaaring maging dahilan po para hindi maging comfortable ang students at katakutan nila ang kanilang teachers.” [I personally think that it would be more helpful and students would feel more comfortable if our teachers deliver their feedback in a kind and considerate way. This is because, instead of the advice sticking in the students' minds, they might remember the way the teacher delivered their words or the tone they used. This could cause students to feel uncomfortable and even fearful of their teachers.] - Tofiluk

“In my classes, especially when I give direct feedbacks, some students feel scared cause they think that I would give feedbacks every time. Sometimes they would just stay silent until you call their names.” - Des, FGD

“There are negative and positive psychological impact of feedback among students. As observed, students who have positive impact are engaging more in learning activities. They accept feedback by looking at feedbacks not only as challenges but as opportunities for learning and improvement. However, some student would take feedback as negative, acting to be defensive and thinking that the feedback is unfair, resulting in making barriers to improvement.” - Julie, FGD

Emerging Theme 2: Student Resilience and Adaptation to Feedback

Emerging theme 2 is characterized by seven clustered themes: Feedback and Class Participation; Timeliness and Clarity of Feedback; Confidence Development Through Feedback; Constructive vs. Discouraging Feedback; Individual Differences in Responding to Feedback; Emotional and Psychological Impact of Feedback; and Feedback and Class Participation. This was formulated by eight initial themes: Feedback as a Motivator; Immediate Feedback Enhances Learning; Confidence Boost Through Feedback; Emotional Impact of Feedback; Personal Perception of Feedback Varies; Constructive vs. Discouraging Feedback; Feedback as a Motivator; and Feedback as a Learning Opportunity.

Student resilience and adaptation to feedback are key factors in making classroom feedback more effective and meaningful. From the students' perspective, feedback is not just about correcting mistakes but about learning how to navigate challenges, refine their skills, and build a mindset of continuous improvement. Some students naturally develop resilience, using constructive criticism as motivation to improve, while others may struggle with negative feedback, perceiving it as discouraging or even demotivating. Teachers, therefore, play a crucial role in shaping how students interpret and respond to feedback by fostering a supportive learning environment that encourages growth rather than fear of failure:

“Helpful ito dahil mas naging motivated at active ako sa mga gawain lalo na kapag alam na ang mga babaguhin or i improve sa susunod na presentation at kapag alam na tama ang direction na sinusunod na galing sa feedback ng teachers.” [This is helpful because I become more motivated and active in tasks, especially when I know what to change or improve in the next presentation, and when I know I’m following the right direction based on the feedback from the teachers.] - Goya

“Actually, feedback is important and good for us students to improve, boost our confidence, and we can use it in the future.” - Snickers

“Malaki po ang naitutulong ng napapanahong feedback sa aking pagiging active sa klase. Kapag agad akong nakakakuha ng puna matapos ang isang reporting o presentasyon, mas madali kong naiintindihan kung ano ang dapat kong baguhin o pagbutihin. Halimbawa, noong sinabi sa akin na magdahan-dahan sa pagsasalita, mas naging control ako sa bilis ng aking pagsasalita sa mga sumunod kong presentasyon. Dahil dito, mas nagkakaroon ako ng confidence na makisali sa iba pang gawain sa klase.” [Feedbacks helped me in becoming active in class. When I immediately receive feedback after reporting or presentation, it is easier for me to understand the things I need to change and improve. For example, when I was told to speak slowly, I was able to control the way I speak in my next reportings. I was able to build confidence to join in other activities.] - Nips

“Well for me po, it affects me really good kasi dahil hindi ko po alam kung bakit pero i really feel motivated po pagkatapos maka-receive ng feedback, syempre if you feel motivated magiging more engaging yung class for you.” [Well, for me, it really affects me positively because I don’t really know why, but I truly feel motivated after receiving feedback. Of course, if you feel motivated, the class becomes more engaging for you.] - Safari

“Feedback encourages me to put in more effort and actively participate in class, as I see it as an opportunity to learn and grow.” - Kitkat

“There are negative and positive psychological impact of feedback among students. As observed, students who have positive impact are engaging more in learning activities. They accept feedback by looking at feedbacks not only as challenges but as opportunities for learning and improvement. However, some student would take feedback as negative, acting to be defensive and thinking that the feedback is unfair, resulting in making barriers to improvement. -Julie, FGD

Emerging Theme 3: The Role of Teacher’s Emotions in Feedback

Emerging theme 3 is depicted by five clustered themes: Clarity and Specificity; Professionalism and Respect; Emotional Awareness; Encouraging and Motivational; and Balance Between Positive and Constructive Feedback. It focuses on eight initial themes: Clarity in Feedback; Specificity in Feedback; Clarity in Feedback; Well-Mannered Delivery; Use of Examples; Emotional Composure;

Constructive vs. Hurtful Feedback; Positive Reinforcement; and Student Perception and Acceptance.

A teacher's emotions play a significant role in shaping the way feedback is delivered and received in the classroom. Emotions such as empathy, patience, and enthusiasm can make feedback more engaging, encouraging students to see it as a tool for growth rather than as mere criticism. When teachers express genuine care and support in their feedback, students are more likely to feel motivated and valued, fostering a positive learning environment. On the other hand, emotions like irritation or indifference can have a detrimental impact on the feedback process, making pupils feel disheartened or hesitant to follow their teacher's recommendations. Understanding the emotional side of feedback enables teachers to be more deliberate in their approach, ensuring that their words promote progress rather than dread or self-doubt. These phrases emphasize the significance of instructor emotions in feedback—emphasizing clarity, emotional control, and constructive language to ensure pupils feel encouraged rather than discouraged:

“Dapat magbigay ang mga teachers ng feedback na malinaw at sa maayos na paraan para hindi i take ng student as judgement or hindi nakakasama sa loob, mas effective rin kung may examples para mas madali naming maintindihan.” [Teachers should give feedbacks that are clear and well-mannered so that students would not take it as judgement and would not hurt their feelings. It would also become more effective and easier to understand when given with examples.] - Goya

“Some of the teachers give their feedback when they are still emotional where they can throw bad words and hurtful words for the students that can lead to misunderstanding. I can suggest that they could give feedback when they are composed so in that way they could not say any bad word or some other things that are inappropriate in order to avoid some misunderstanding to both sides.” - Twix

“Sa ngayon, maayos naman po ang pagbibigay ng feedback ng aking mga guro, mas nagiging positive or helpful pa po sa amin na mga student ang pagbibigay nila ng feedback. na-eencourage pa po kaming mag-improve nang hindi natatakot sa pagkakamali.” [For now, feedbacks I received from my teachers are good, maybe it should be more positive and helpful to the students. With this, we are encouraged without the fear of committing mistakes.] - Nips

“Kagaya po ng sabi ko sa sagot ko, kung mabuti naman po yung way at effect ng pagbibigay nila ng feedback sa mga student, wala na po akong gustong baguhin, pero kung yung way po nila ay nakakadiscourage ng student ay I suggest na baguhin po nila ang paraan nila ng pagbigay ng feedback dahil imbis na matulungan po nila kami baka maging dahilan pa po sila ng paglala ng sitwasyon namin.” [As I mentioned in my answers, if the way they give feedback to students is good and effective, I don't want anything to be changed. However, if their approach discourages students, I suggest they change the way they give feedback because instead of helping us, it might make our situation worse.] - Safari

“I agree. As a teacher being bothered by many things we sometimes mixed it with works at school. We should learn to control our emotions and be sensitive enough to ensure a constructive feedbacks and for us not to cause discouragements to our students.” -Des, FGD

“I believe that teachers' emotions play a crucial role in how feedback is delivered and received. Our tone, facial expressions, and choice of words can influence whether students feel encouraged or discouraged.”-Hanna, FGD

Discussion of the Findings

Seventeen emerging themes described teachers' feedbacking in the classroom. These cover Impact of Feedback on Motivation; Teacher's Role in Feedback; Emotional Impact of Feedback; Different Teacher Feedback Styles; Balancing Positive and Negative Feedback; Feedback as a Tool for Personal and Academic Development; Feedback as a Confidence Building Tool; The Role of Non-Verbal Communication in Feedback; Feedback as a Source of Personal Growth; Feedback as a Form of Adaptive Learning; The Role of Teacher-Student Dynamics in Feedback Acceptance; Feedback as a Tool for Self-Identity Formation; Feedback as a Means of Self-Empowerment; Preparation for Higher Education and Future Careers; The Psychological Impact of Feedback; Student Resilience and Adaptation to Feedback; and The Role of Teacher's Emotions in Feedback.

The Emerging Themes Described the Lifeworld of Senior High Students in Feedbacking in the Classroom.

Emerging Theme 1: Impact of Feedback on Motivation

Feedback is essential in molding students' motivation, especially in the senior high school setting. According to Hattie and Timperley (2007), effective feedback gives students clear guidance on their performance, allowing them to identify their strengths and areas for improvement. Students who receive constructive comments are more likely to adopt a growth attitude, which promotes resilience and perseverance in learning (Dweck, 2006). However, the way in which feedback is presented has a huge impact. If feedback is excessively critical or lacking detail, students may become demotivated and disengaged (Brookhart 2017). To improve student motivation in the classroom, teachers must provide timely, constructive, and encouraging feedback.

In the lifeworld of senior high school students, the emotional aspect of feedback is equally important. Feedback that acknowledges students' efforts and provides encouragement fosters intrinsic motivation, which is critical for sustained learning (Deci & Ryan, 2000). Research suggests that students who perceive feedback as a means of personal growth rather than as mere evaluation tend to engage more actively in their studies (Lipnevich & Smith, 2009). Additionally, peer feedback has been shown to enhance motivation, as it

allows students to develop self-regulation skills and a sense of ownership over their learning (Nicol & Macfarlane-Dick, 2006). Thus, the way students interpret and respond to feedback is shaped by their individual experiences and the classroom environment.

The role of feedback in shaping motivation is also influenced by cultural and social factors. In some educational contexts, students may associate feedback with judgment rather than improvement, leading to anxiety and fear of failure (Carless, 2011). Senior high students, who are in a transitional phase of their academic journey, may feel particularly vulnerable to negative feedback, which can affect their self-esteem and motivation. According to Shute (2008), effective feedback should be designed to reduce anxiety by emphasizing progress and future learning goals rather than just pointing out mistakes. When feedback is framed positively, it helps students build confidence and take ownership of their learning process.

Furthermore, the nature of feedback delivery plays a significant role in student engagement. Written feedback, while valuable, may lack immediacy and emotional connection, whereas verbal feedback allows for real-time clarification and encouragement (Wiliam, 2011). In senior high school classrooms, a combination of both types of feedback has been found to be most effective in sustaining motivation. Research indicates that feedback that promotes self-reflection and goal setting encourages students to persist in their academic efforts (Evans, 2013). As such, teachers must be intentional in their feedback practices to create a supportive learning environment where students feel motivated to improve and succeed

Emerging Theme 2: Teacher's Role in Feedback

Teachers play an important role in creating senior high school students' feedback experiences, which influence their academic advancement, self-efficacy, and motivation. Effective feedback goes beyond basic corrections; it is an interactive process that takes into account students' life experiences, emotions, and goals (Carless & Boud, 2018). Students engage more thoroughly in their learning when professors provide clear, specific, and timely feedback, viewing feedback as a tool for progress rather than simply evaluating it (Brookhart, 2017). Furthermore, feedback should be interactive, encouraging students to reflect, ask questions, and take responsibility for their learning (Winstone & Carless, 2020). This is consistent with the idea that students' lifeworlds—shaped by their experiences, backgrounds, and personal goals—significantly influence how they interpret and respond to feedback (Ajjawi & Boud, 2017).

Furthermore, the effectiveness of feedback in the classroom is enhanced when teachers consider students' emotional and psychological states. Studies suggest that feedback, when delivered in a supportive and constructive manner, fosters students' confidence and resilience in academic challenges (Henderson et al., 2019). Negative or unclear feedback, on the other hand, can discourage students and lead to disengagement (Wisniewski et al., 2020). Senior high students, navigating a critical stage of identity formation and future career planning, benefit from feedback that not only highlights their strengths and areas for improvement but also acknowledges their personal and academic growth (Boud & Dawson, 2021). Thus, teachers must adopt a humanistic approach in feedbacking, recognizing that students' lifeworlds influence how they receive and act on feedback.

The role of teachers in feedbacking is also intertwined with the concept of student agency. Research emphasizes that feedback should be a reciprocal process where students actively participate rather than passively receive information (Winstone et al., 2017). Teachers who provide opportunities for self-assessment, peer feedback, and reflective discussions empower students to develop metacognitive skills, enhancing their ability to critically evaluate their own learning (Hattie & Timperley, 2017). In the context of the lifeworld of senior high students, feedback that respects their perspectives, encourages self-regulation, and nurtures their sense of academic autonomy contributes to meaningful learning experiences (Ajjawi & Boud, 2017).

Finally, culturally responsive feedback practices play a significant role in ensuring that feedback resonates with students' diverse backgrounds. The lifeworld of senior high students is shaped by cultural, social, and individual experiences, making it essential for teachers to tailor feedback approaches accordingly (Carless & Winstone, 2020). Personalized and context-aware feedback acknowledges students' unique challenges, aspirations, and learning trajectories, fostering inclusivity and engagement (Boud & Dawson, 2021). As feedback is not just about correction but about guiding students toward their academic and personal goals, teachers must strive to create an environment where feedback is perceived as supportive rather than punitive (Wisniewski et al., 2020).

Emerging Theme 3: Emotional Impact of Feedback

The emotional impact of feedback within the classroom significantly influences senior high school students' learning experiences. Teacher autonomy support in feedback plays a crucial role in enhancing students' feedback literacy. A study involving 704 Chinese senior high school students demonstrated that when teachers provide autonomy-supportive feedback, it positively affects students' ability to understand and utilize feedback effectively. This relationship is mediated by the fulfillment of students' basic psychological needs and an increase in intrinsic motivation (Zhang et al., 2024).

Moreover, the manner in which feedback is delivered can profoundly affect students' self-efficacy and motivation. Research indicates that personalized, timely, and constructive feedback fosters a positive emotional response, thereby enhancing students' belief in their capabilities and motivating them to engage more deeply with the learning material (Turda et al., 2021). Conversely, feedback perceived as negative or non-constructive can lead to decreased motivation and self-esteem, underscoring the importance of thoughtful feedback delivery.

The emotional support provided by teachers during feedback sessions also contributes to students' academic resilience and engagement.

Studies have found that when students perceive high levels of emotional support from their teachers, they are more likely to exhibit resilience in the face of academic challenges and maintain higher levels of school engagement (Martínez et al., 2019). This supportive environment helps students manage their emotions effectively, leading to improved academic outcomes.

Furthermore, embedding social and emotional learning (SEL) within classroom feedback practices can enhance students' emotional intelligence, which is linked to better academic performance. Programs that integrate SEL into daily classroom activities help students develop skills to understand and manage their emotions, leading to improved grades and achievement test scores (Engaging Schools, 2019; American Psychological Association, 2019). This holistic approach to feedback not only addresses academic competencies but also supports students' emotional development.

Emerging Theme 4: Different Teacher Feedback Styles

Effective teacher feedback is crucial in shaping the educational experiences of senior high school students. Research indicates that meaningful, quality feedback positively influences student learning and achievement. In the context of senior high school classrooms, feedback serves as a vital tool for monitoring both teachers' instructional success and students' learning progress, thereby enhancing the overall educational process (Wiliam, 2020).

Various feedback styles employed by teachers can significantly impact students' motivation and academic performance. A study analyzing 22 senior high school English teachers' feedback identified three primary types: positive feedback, negative feedback, and multiple feedback (An & Wang, 2022). Positive feedback reinforces desired behaviors and outcomes, fostering a supportive learning environment. Negative feedback, while addressing areas needing improvement, must be delivered constructively to avoid discouraging students. Multiple feedback combines elements of both positive and negative feedback, providing a balanced approach that acknowledges strengths while highlighting areas for growth.

The manner in which feedback is delivered plays a pivotal role in its effectiveness. Respectful and timely feedback encourages students to reflect on their learning and make necessary adjustments. For instance, providing specific recognition for exceptional teaching practices can motivate high-performing students to maintain their efforts (Education Advanced, 2021). Conversely, feedback that lacks specificity or is delivered disrespectfully can diminish its impact and potentially hinder student progress.

Moreover, the alignment of feedback with students' individual needs and contexts enhances its efficacy. Personalized feedback designed to help students succeed in their specific learning environments has been found to be particularly useful (Wiliam, 2020). This approach ensures that feedback is relevant and actionable, enabling students to apply it effectively to improve their academic performance.

The Emerging Themes on the Context of the Lifeworld of Senior High Students in Feedbacking in the Classroom.

Emerging theme 1: Feedback as a Tool for Personal and Academic Development

Feedback is crucial to senior high school students' personal and academic growth, impacting their learning experiences and self-perception. Effective feedback is a guiding tool that helps students improve their skills and knowledge while also encouraging self-regulation and motivation (Brookhart, 2017). According to Carless and Boud (2018), feedback should be viewed as a dialogic process in which students actively evaluate and apply the information presented. This viewpoint agrees with the notion that feedback should be both corrective and developmental, allowing pupils to reflect on their strengths and areas for improvement. In senior high school students' lives, when academic pressures and personal growth are linked, well-structured feedback can empower them to take ownership of their learning.

The impact of feedback on student identity and self-efficacy is profound, particularly during the senior high school years when students are preparing for higher education or employment. Research suggests that constructive feedback, when delivered effectively, can enhance students' confidence and willingness to engage in challenging tasks (Molloy et al., 2020). Conversely, feedback that is overly critical or lacks clarity may lead to anxiety and disengagement (Winstone & Nash, 2016). Teachers must strike a balance between praise and constructive criticism to ensure that feedback supports both academic and personal development (Boud & Dawson, 2021). By incorporating formative feedback strategies, educators can create a classroom environment where students perceive feedback as a valuable learning tool rather than a judgment of their abilities (Dawson et al., 2019).

Moreover, feedback influences students' ability to self-regulate their learning, a crucial skill for lifelong success. Nicol (2020) emphasizes that feedback should not be a one-way transmission of information but rather an interactive process that encourages students to set goals, reflect on their progress, and make adjustments. This approach aligns with the self-determination theory, which suggests that students are more motivated when they feel a sense of autonomy and competence (Ryan & Deci, 2017). In the context of senior high school classrooms, fostering this reflective engagement with feedback helps students develop resilience and a growth mindset, enabling them to navigate academic and personal challenges effectively.

To maximize the benefits of feedback, teachers can implement strategies such as peer feedback, self-assessment, and feedforward techniques, which focus on future improvement rather than past mistakes (Molloy et al., 2020). Research indicates that students who engage actively with feedback—by discussing it, questioning it, and applying it in future work—experience greater academic gains (Carless, 2020). In senior high school settings, where students are developing critical thinking and independent learning skills, these

strategies can enhance both academic achievement and personal development. By fostering a culture of feedback literacy, educators can empower students to use feedback as a tool for continuous learning and self-improvement (Winstone et al., 2021).

Emerging theme 2: Feedback as a Confidence-Building Tool

Feedback is an effective strategy for boosting the confidence of senior high school students. When offered correctly, feedback not only improves academic achievement but also boosts students' self-esteem (Harks et al., 2014). According to Wiliam (2011), constructive feedback gives students a clear awareness of their strengths and areas for improvement, hence increasing self-efficacy. In the classroom, detailed, timely, and goal-oriented feedback promotes students to see learning as a process rather than a fixed skill, eventually increasing their confidence in facing academic problems (Brookhart, 2017).

The emotional impact of feedback is critical in building pupils' confidence. Lipnevich and Smith (2018) found that too critical feedback can reduce motivation, whereas balanced feedback—which combines praise with constructive guidance—helps students develop resilience and a positive self-image. Senior high school students, who are in a period of personal and academic development, benefit the most from feedback that is both encouraging and directive (Henderson et al., 2019). Teachers must therefore ensure that their feedback promotes a development attitude by stressing effort and progress rather than just correctness or faults (Fong et al., 2019).

Peer feedback also serves as an essential confidence-building mechanism in the lifeworld of senior high school students. When students engage in peer review, they gain different perspectives on their work, which enhances their critical thinking and self-confidence (Carless & Boud, 2018). According to Nicol (2020), students who participate in peer feedback develop a sense of competence, as they learn to assess their own work more objectively. In turn, this increased self-awareness contributes to their ability to handle criticism constructively and view feedback as a tool for personal and academic growth (Shute, 2018).

Teachers can further enhance the confidence-building aspect of feedback by fostering a supportive classroom environment where students feel safe to take risks and learn from mistakes. Evans (2020) highlights that when feedback is framed positively and encourages students to reflect on their learning, it leads to increased academic engagement and confidence. In senior high school classrooms, where students are preparing for future academic and career paths, such an approach is crucial in developing self-assured learners who can independently assess and improve their own work (Molloy et al., 2020). By integrating well-structured feedback practices, educators can help students navigate their academic journeys with confidence and resilience.

Emerging theme 3: The Role of Non-Verbal Communication in Feedback

Nonverbal communication is critical to how feedback is offered and perceived in the classroom. Gestures, facial expressions, and tone of voice have a major impact on how senior high school pupils receive teacher feedback (Burgoon et al., 2021). According to research, positive nonverbal cues like nodding and maintaining eye contact reinforce encouragement and support, making students more open to feedback (Knapp et al., 2020). Negative nonverbal cues, such as frowning or crossing arms, might cause fear and reduce a student's willingness to participate in feedback (Ekman, 2019). Teachers must be aware of their nonverbal communication to ensure that their input is seen as constructive rather than negative.

The emotional impact of non-verbal communication in feedback is particularly significant for senior high school students, as they are at a stage of identity development and increased sensitivity to teacher perceptions (Giles et al., 2019). When teachers use an encouraging tone and supportive body language, students are more likely to feel motivated and confident in improving their work (Mehrabian, 2017). On the other hand, feedback delivered with a harsh tone or dismissive gestures can lead to frustration and disengagement (Hargie, 2021). Given that non-verbal cues often convey emotions more strongly than words, educators should align their gestures and expressions with the intended message to enhance the effectiveness of feedback (Schutz et al., 2018).

Furthermore, cultural and individual differences affect how students interpret non-verbal feedback. Some students may respond positively to direct eye contact and animated gestures, while others may feel intimidated by them (Manusov & Patterson, 2020). For example, in a diverse senior high school classroom, students from different cultural backgrounds may have varying perceptions of appropriate teacher-student interactions (Hall et al., 2019). Therefore, teachers should be aware of these differences and adapt their non-verbal communication accordingly to ensure that feedback remains inclusive and effective for all students.

Effective non-verbal feedback strategies can enhance student engagement and academic performance. Teachers who use open body language, encouraging nods, and warm facial expressions can create a positive learning environment that fosters student confidence (Richmond et al., 2022). Additionally, incorporating non-verbal reinforcement, such as a thumbs-up or a reassuring smile, can complement verbal feedback and make it more impactful (Beebe & Redmond, 2023). Since senior high school students are highly attuned to their teachers' reactions, consistent and supportive non-verbal communication can significantly shape their attitudes toward learning and self-improvement.

Emerging theme 4: Feedback as a Source of Personal Growth

Feedback in the classroom is an important method for personal development among senior high school students, influencing both academic performance and self-perception. When offered properly, constructive feedback boosts students' self-efficacy and self-esteem, resulting in a more positive learning environment. This technique encourages students to deeply interact with their learning

experiences, which benefits both academic and personal development.

The role of feedback extends beyond academic achievement; it significantly impacts students' social development and overall well-being. Engaging in extracurricular activities, coupled with receiving timely and relevant feedback, has been shown to improve students' social skills and academic performance (Kronholz, 2012). This holistic approach to education underscores the importance of feedback in nurturing well-rounded individuals prepared for future challenges.

In the context of online collaborative learning, feedback remains a critical component for student engagement and success. Teachers' immediate feedback in digital platforms motivates students and enhances their performance, ensuring that learning objectives are met effectively (Chiero et al., 2015; Fedynich et al., 2015). This dynamic interaction in virtual classrooms highlights the adaptability of feedback mechanisms in various educational settings.

Moreover, the interplay between teachers' growth mindsets and the perceived school climate creates an environment conducive to personal growth. A positive school climate, reinforced by teachers' beliefs in the potential for student development, encourages students to embrace challenges and view feedback as an opportunity for improvement (Chiero et al., 2015). This symbiotic relationship fosters resilience and a proactive attitude toward learning among senior high school students.

Emerging theme 5: Feedback as a Form of Adaptive Learning

Feedback is essential in the adaptive learning process, particularly for senior high school students who face a variety of academic and emotional obstacles. According to Hattie and Timperley (2015), good feedback improves students' self-regulation and engagement by providing explicit instructions for performance improvement. In the senior high school classroom, feedback serves as a scaffold, allowing students to enhance their comprehension and adapt their learning tactics as needed (Brookhart, 2017). When students receive timely and detailed feedback, they are more likely to develop adaptive learning habits that foster resilience and academic growth (Shute, 2019). This emphasizes the significance of formative assessment approaches that promote continual learning and development among senior high school pupils.

In the lifeworld of senior high school students, feedback must be personalized to address individual learning needs and preferences. Nicol (2020) emphasizes that adaptive feedback should be interactive and student-centered, allowing learners to reflect on their progress and take ownership of their learning journey. Senior high students, who experience increased their autonomy in their studies, benefit from feedback that encourages metacognitive skills and self-directed learning (Winstone & Carless, 2019). Additionally, teachers must consider the socio-emotional impact of feedback, ensuring that it fosters motivation rather than discouragement (Jonsson, 2018). When structured effectively, feedback transforms classroom interactions into dynamic learning experiences that promote adaptability and resilience among students.

Digital tools have also revolutionized feedback mechanisms, making adaptive learning more accessible to senior high school students. Studies indicate that technology-mediated feedback enhances engagement and provides real-time insights into student progress (Carless & Boud, 2018). Through platforms like learning management systems and AI-based assessment tools, teachers can offer personalized feedback that supports diverse learning paces and styles (Wisniewski et al., 2020). This digital integration ensures that feedback is not only immediate but also adaptive, catering to students' individual needs in a way that traditional methods often cannot (Dawson et al., 2021). As senior high school classrooms become increasingly tech-driven, leveraging digital feedback systems is essential for fostering adaptive learning.

Moreover, peer feedback plays a vital role in adaptive learning by promoting collaborative knowledge construction among senior high school students. Winstone and Nash (2016) highlight that students develop critical thinking and reflective skills when they engage in peer assessment, which complements teachers feedback. This practice aligns with social constructivist theories of learning, where students co-construct knowledge through dialogue and interaction (Boud & Molloy, 2021). When structured properly, peer feedback fosters a supportive learning environment where students refine their ideas and enhance their academic performance (Carless, 2019). Therefore, incorporating peer and teacher feedback within the classroom creates an adaptive learning ecosystem that equips students with lifelong learning skills.

Emerging theme 6: The Role of Teacher-Student Dynamics in Feedback Acceptance

Teacher-student relationships have a considerable impact on how senior high pupils perceive and accept feedback in the classroom. The relational component of feedback influences students' willingness to interact with and act on it. Carless and Boud (2018) argue that feedback is most helpful when teachers and students share a strong feeling of trust and mutual respect. Without a positive relationship, students may interpret feedback as criticism rather than beneficial advice. Furthermore, Dawson et al. (2019) point out that students who feel emotionally supported by their teachers are more likely to engage in self-regulated learning and see feedback as a tool for progress rather than judgment.

The manner in which teachers deliver feedback also plays a crucial role in students' reception of it. Studies indicate that feedback given in a personalized and encouraging tone fosters better student engagement and motivation (Winstone & Carless, 2020). When students perceive their teachers as approachable and invested in their success, they are more inclined to take feedback seriously and apply it to their learning process (Ajjawi & Boud, 2018). Conversely, if feedback is delivered in a harsh or impersonal manner, students may

develop anxiety or resistance, diminishing its effectiveness. The emotional climate of the classroom, therefore, directly impacts whether feedback is received as a tool for learning or as a source of stress (Ryan & Henderson, 2018).

Furthermore, the power dynamics between teachers and students can influence how feedback is internalized. When teachers adopt an authoritative rather than a facilitative approach, students may feel hesitant to engage in dialogue about feedback (Boud & Molloy, 2021). Senior high school students, who are in a transitional stage of developing independence, benefit more from feedback that encourages self-reflection and agency rather than passive reception (Jonsson, 2020). Effective feedback should be dialogic, where students are given opportunities to clarify doubts and negotiate meaning rather than simply receiving directives (Nash & Winstone, 2017). This shifts feedback from being a top-down process to an interactive, student-centered experience.

Finally, cultural and individual differences in the lifeworld of senior high students also affect feedback acceptance. In many cases, students' prior experiences with feedback shape their attitudes toward it. According to Boud and Dawson (2022), students who have encountered feedback in a punitive or discouraging manner in the past may struggle to see its value, even when presented constructively. Additionally, some students may require more scaffolded approaches due to differences in learning styles, confidence levels, or prior academic experiences (Ryan & Henderson, 2018). By acknowledging these individual differences, teachers can tailor their feedback strategies to ensure that all students feel empowered to use feedback effectively in their learning journey.

The Emerging Themes on How Do Senior High School Students View Themselves in the Future as a Result of Feedbacking in the Classroom.

Emerging theme 1: Feedback as a Tool for Self-Identity Formation

According to Hattie and Timperley (2015), good feedback promotes self-awareness and encourages students to create personal and academic objectives, so impacting their long-term self-concept. When students hear constructive feedback in the classroom, they absorb it and use it to help them improve themselves and develop their identities (Brookhart, 2017). The form and regularity of feedback from professors and peers frequently reinforces or reshapes people's perceptions of their abilities and potential. Thus, feedback serves not just as a means of academic progress, but also as a basic tool for identity construction, guiding students toward a better grasp of their future goals.

The influence of feedback on self-identity formation is largely dependent on whether the feedback is formative or summative. Formative feedback, which provides ongoing guidance and support, helps students develop a growth mindset, reinforcing their belief in their ability to improve and succeed in the future (Winstone & Carless, 2020). Conversely, summative feedback that focuses solely on performance outcomes can sometimes lead to a fixed self-concept, where students view themselves as either capable or incapable without considering their potential for growth (Shute, 2019). Senior high school students, in particular, are at a developmental stage where self-perception is highly malleable, making the nature of feedback they receive crucial to their evolving sense of self. When teachers provide specific and actionable feedback, students are more likely to reflect on their strengths and areas for improvement, which in turn shapes their future self-concept (Sadler, 2016).

Moreover, peer feedback in the classroom contributes significantly to self-identity formation, as students compare their abilities and progress with their classmates. Carless and Boud (2018) suggest that peer feedback allows students to develop self-regulatory skills by assessing their own work in relation to others, which fosters self-awareness and personal development. Senior high school students who actively engage in peer feedback discussions tend to develop a more realistic and constructive self-view, which influences their career and academic aspirations. However, the impact of peer feedback largely depends on its quality and the emotional response it elicits; overly critical feedback may hinder confidence, while supportive feedback fosters resilience and self-improvement (Molloy & Boud, 2021). This highlights the importance of cultivating a positive feedback culture in classrooms, where feedback is balanced, specific, and goal oriented.

In the long term, the feedback students receive in senior high school influences their self-perception and career choices. Students who receive feedback emphasizing effort, persistence, and improvement are more likely to see themselves as capable individuals with a promising future (Ajjawi & Regehr, 2019). On the other hand, those who experience predominantly negative or unconstructive feedback may develop self-doubt, which can limit their ambitions. Feedback also plays a role in shaping students' self-efficacy, a key determinant of motivation and future aspirations (Evans, 2020). When educators are intentional about providing feedback that nurtures a sense of agency and competence, students are more likely to envision themselves as successful professionals in their chosen fields. Therefore, feedback in senior high school is not just about academic performance; it is a powerful tool that shapes how students define themselves and their future possibilities.

Emerging theme 2: Feedback as a Means of Self-Empowerment

Feedback has a significant impact on senior high school students' self-perceptions and future goals. According to Hattie and Timperley (2017), excellent feedback gives students a clear awareness of their strengths and places for improvement, which fosters a growth mindset and influences their long-term aspirations. When students hear constructive comments, they gain a sense of self-efficacy, allowing them to imagine a more confident and capable version of themselves in the future (Brookhart, 2018). This self-awareness, fueled by feedback, enables students to take control of their learning and set realistic career and academic goals. As a result, students

who receive ongoing and meaningful feedback are more likely to perceive themselves as competent and ready for future challenges.

Furthermore, feedback encourages self-reflection, which is essential in self-empowerment and future planning. According to Carless and Boud (2018), feedback should be designed to help students assess their progress and make informed decisions about their learning. High school students who actively engage with feedback tend to develop a future-oriented mindset, aligning their present actions with their aspirations (Shute, 2015). This alignment fosters a sense of control over their learning process, motivating them to improve their skills and work toward personal and academic success (Evans, 2020). Thus, feedback not only enhances immediate academic performance but also shapes students' long-term self-concept and ambitions.

Additionally, the type and delivery of feedback significantly impact students' self-empowerment. Wisniewski et al. (2020) found that students who receive positive, formative feedback are more likely to develop confidence in their abilities and persist in challenging tasks. On the other hand, overly critical or vague feedback may discourage students and hinder their ability to see themselves positively in the future (Nicol, 2019). Effective feedback, therefore, must be specific, actionable, and encouraging, ensuring that students interpret it as a tool for self-improvement rather than judgment (Jonsson, 2021). When feedback is delivered in this way, students are more likely to feel empowered and motivated to take ownership of their learning journey.

Finally, the impact of feedback on students' future self-concept is closely tied to the role of teachers in fostering a supportive learning environment. According to Dawson et al. (2019), teachers who engage in meaningful feedback discussions help students develop a sense of agency and resilience. These discussions encourage students to view their mistakes as learning opportunities rather than failures (Molloy et al., 2020). Senior high school students, in particular, benefit from feedback that connects their current progress with their future aspirations, helping them develop a positive vision of themselves beyond the classroom (Boud & Molloy, 2022). When students internalize feedback as a means of self-empowerment, they are more likely to take proactive steps toward their personal and academic goals.

Emerging theme 3: Preparation for Higher Education and Future Careers

Classroom evaluation has a significant impact on senior high school students' self-perceptions, which then influence their readiness for higher education and future professions. Effective feedback promotes self-regulation and motivation, two critical components of academic achievement. Vattøy and Smith (2019) discovered that effective teacher feedback improves students' self-regulation, resulting in better learning results. Tajolosa et al. (2022) found that a favorable ESL classroom climate with constructive comments increases students' self-esteem and enthusiasm to learn. These studies highlight the significance of feedback in developing the self-regulatory skills required for higher education and professional success.

Students' perceptions of feedback significantly impact their engagement and academic outcomes. Walker (2020) reported that students value clear, specific, and improvement-focused feedback, which enhances their learning experience. Conversely, vague or critical feedback without guidance can be perceived as unhelpful and may hinder academic progress (Harris et al., 2014). Therefore, educators should provide constructive feedback that guides students toward improvement, thereby fostering a positive self-view and encouraging active participation in their educational journey.

Career preparation during high school is crucial for successful transitions to postsecondary education and employment. The U.S. Bureau of Labor Statistics (2015) emphasizes that career planning should start in high school, as most occupations require some form of training or education beyond high school. Engaging in career exploration activities helps students align their educational paths with their career aspirations, leading to more informed decisions about higher education and future careers. Additionally, participation in college and career preparation activities has been linked to higher rates of post-high school education and work attainment (Kreamer et al., 2018).

The transition from high school to higher education requires adequate preparation to ensure student success. Vandellannote and Demanet (2025) investigated the long-term effects of cognitive and non-cognitive indicators of college readiness on students' progress in higher education. Their findings suggest that factors such as self-efficacy, learning skills, and transition knowledge significantly influence students' ability to progress on time throughout higher education. This highlights the need for high schools to focus not only on academic preparation but also on developing students' self-perceptions and learning strategies to facilitate successful transitions to higher education and future careers.

The Emerging Themes on How Can Teachers Improve Feedback in the Classroom through the Lense of the Students.

Emerging theme 1: The Psychological Impact of Feedback

Feedback influences students' learning experiences, motivation, and self-perception. Effective feedback can increase student engagement, self-efficacy, and promote a growth mindset (Hattie & Timperley, 2015). In contrast, poor feedback delivery can cause anxiety, diminished motivation, and a negative self-concept (Carless & Boud, 2018). The psychological impact of feedback is especially important since students receive and absorb it differently depending on their prior experiences, emotional state, and perceived relationship with the teacher (Lipnevich & Panadero, 2021). Understanding the psychological components of feedback is critical for teachers in refining their tactics and creating a helpful learning environment.

Self-efficacy, or confidence in one's own ability to succeed, is an important psychological aspect in feedback receipt. When feedback is detailed, positive, and focuses on improvement rather than evaluation, students are more likely to believe they are capable learners. However, if feedback is extremely harsh or without clear instruction, students may become discouraged and stop studying (Van der Kleij et al., 2019). Teachers that provide formative feedback, which provides students with practical steps for growth, promote resilience and intrinsic motivation (Dweck & Yeager, 2019). Thus, feedback should be presented in a way that promotes effort, progress, and personal development rather than merely pointing out flaws.

Emotion also plays a crucial role in how students process and respond to feedback. Positive and supportive feedback can enhance students' emotional well-being, making them more receptive to learning (Fong et al., 2019). On the other hand, feedback that feels punitive or vague can trigger stress and anxiety, leading to defensive responses or avoidance behaviors (Jonsson & Panadero, 2018). Research suggests that the tone, timing, and mode of feedback delivery influence students' emotional reactions and willingness to act on the feedback (Narciss et al., 2021). By adopting an empathetic approach and considering students' emotional responses, teachers can ensure that feedback encourages growth rather than fear.

For feedback to have a lasting positive impact, teachers must foster a classroom culture where mistakes are seen as opportunities for learning rather than failures (Sadler, 2016). Encouraging self-reflection, peer feedback, and dialogue around feedback can help students develop metacognitive skills and a deeper understanding of their learning progress (Boud & Molloy, 2020). Ultimately, the psychological effects of feedback depend not only on its content but also on how it is perceived and acted upon by students. By prioritizing clarity, encouragement, and student agency in feedback practices, teachers can create a learning environment that nurtures confidence, persistence, and academic success.

Emerging theme 2: Student Resilience and Adaptation to Feedback

Student resilience, or the ability to adapt and thrive in the face of adversity, is critical for effective learning, especially in how pupils respond to feedback. When teachers give constructive comments, it not only helps kids progress academically but also fosters resilience by encouraging them to see setbacks as chances to grow. This viewpoint is consistent with the growth mindset hypothesis, which holds that abilities may be acquired via devotion and hard work (Dweck, 2015). By adopting this perspective, pupils are more likely to persevere in the face of setbacks, using feedback as a tool for ongoing progress. Effective feedback not only leads academic achievement but also creates a growth attitude, allowing students to see problems as opportunities for improvement (Handa et al., 2023)

Teachers play a pivotal role in shaping how students perceive and utilize feedback. Supportive teacher-student relationships have been shown to enhance students' resilience and adaptability. For instance, a study involving Chinese urban adolescents found that teacher support positively influenced students' resilience, which in turn improved their school adaptation (Zhou et al., 2025). This underscores the importance of teachers providing both academic and emotional support, creating an environment where feedback is seen as a positive and integral part of the learning process.

Incorporating strategies that build resilience can further enhance students' ability to adapt to feedback. Practical classroom interventions, such as breaking down complex tasks into manageable steps and fostering a culture that views failures as learning opportunities, have been effective in promoting resilience (Jones, 2023). These approaches encourage students to engage constructively with feedback, seeing it as a pathway to mastery rather than a critique of their abilities.

Implementing formative assessment practices further enhances student resilience by involving learners actively in their educational journey. Techniques such as self-assessment and peer feedback empower students to take ownership of their learning, fostering self-efficacy and resilience (Cauley & McMillan, 2010).

Moreover, integrating mindfulness practices into the classroom has been associated with increased resilience and improved receptivity to feedback. Programs teaching mindfulness techniques, such as meditation and breathing exercises, have led to students being more focused and better equipped to handle academic challenges (Smith, 2024). This heightened self-awareness enables students to process feedback more effectively, using it to inform their learning strategies and personal development.

Emerging theme 3: The Role of Teacher's Emotions in Feedback

Teachers' emotions have a significant impact on the effectiveness of feedback in the classroom, affecting both students' academic achievement and emotional well-being. Emotional expressions during feedback giving can influence students' motivation, self-confidence, and readiness to learn (Bakker & Rickards, 2018). Positive emotions like enthusiasm and encouragement can establish a helpful learning environment, promoting student resilience and growth (Hargreaves, 2020). Negative emotions, such as frustration or disappointment, might cause anxiety and decreased engagement, lowering feedback's effectiveness (Zhao, et al., 2021). The way teachers manage their emotions when offering feedback has a huge impact on how pupils perceive and react to it.

From a student-centered perspective, the emotional tone of teacher feedback influences students' self-efficacy and academic mindset. Research suggests that emotionally supportive feedback helps students view mistakes as learning opportunities rather than failures (Sutton & Wheatley, 2022). When teachers use warm, encouraging tones, students are more likely to internalize feedback constructively and persist in their efforts (Op't Eynde, Boekaerts, & De Corte, 2019). Conversely, emotionally detached or overly critical feedback can discourage students and foster a fear of failure (Núñez & León, 2019). Therefore, teachers must balance honesty with empathy,



ensuring that their emotional expressions align with the intended constructive purpose of the feedback. Furthermore, teacher emotions in feedback interactions play a pivotal role in classroom relationships and student-teacher rapport. Strong, emotionally intelligent communication fosters trust and openness, allowing students to receive and act on feedback more effectively (Kim & Schallert, 2021).

Students are more receptive to feedback when they perceive their teachers as caring and invested in their progress (Frenzel et al., 2020). In contrast, emotional inconsistency in feedback can create confusion and hinder the development of a growth mindset among students (Pekrun & Linnenbrink-Garcia, 2018). By being mindful of their emotions and their impact on students, teachers can enhance the overall effectiveness of their feedback practices.

To improve feedback strategies, teachers should engage in emotional self-regulation and reflective practices that enhance their ability to provide balanced and constructive feedback. Training in emotional intelligence and feedback techniques can help teachers navigate challenging feedback situations with greater empathy and effectiveness (Wang et al., 2023). Incorporating student feedback about their emotional responses to teacher feedback can also provide valuable insights into improving feedback approaches (Koenka et al., 2022). By fostering an emotionally aware and responsive feedback culture, teachers can create a classroom environment that promotes learning, resilience, and student success.

Conclusions

The following conclusions are drawn from the synthesized emerging themes and the experiences shared by the participants.

In conclusion, classroom criticism significantly influences senior high school students' motivation, emotional responses, and learning experiences. Timely, constructive feedback can enhance student engagement, while poorly delivered feedback may demotivate them. Teachers play a crucial role in offering supportive, growth-focused feedback, helping students view it as an opportunity for improvement. Additionally, the emotional impact of feedback depends on its tone and delivery, with some feedback boosting confidence and others causing dissatisfaction or fear.

Feedback is a key tool for personal and academic growth, boosting self-esteem and encouraging continuous improvement. Nonverbal cues, like facial expressions and tone of voice, impact how students respond to feedback. When students view feedback as a chance for growth, they build resilience and enhance their learning. The teacher-student relationship is also crucial in how feedback is received, highlighting the importance of mutual respect and open communication in creating a positive learning environment.

Classroom feedback has a long-term impact on students, shaping their self-identity and future aspirations. It helps them understand their strengths and areas for growth, fostering self-empowerment, confidence, and a growth mindset. Effective feedback also prepares students for higher education and future careers by enhancing academic skills, promoting critical thinking, and teaching them to apply feedback in real-world situation

Teachers can enhance feedback by considering its psychological impact on students. Positive feedback boosts resilience and adaptability, helping students use it effectively. A teacher's emotional tone and attitude also influence student engagement and learning. By fostering an encouraging and empathetic feedback environment, teachers can significantly improve students' confidence, academic progress, and overall performance, making feedback a catalyst for lifelong learning and self-improvement.

The following are recommended based on the findings and conclusions: Students may be actively engaged in the feedback process, providing opportunities for self-assessment and peer feedback. This involvement empowers students to take ownership of their learning and develop critical thinking skills. Schools can implement tools for self-assessment, allowing students to reflect on their work. Teachers and school administrators may collaborate to review feedback mechanisms through surveys or focus groups, identifying areas for improvement. Regular evaluations of feedback practices are essential to assess their effectiveness and ensure they meet the needs of all students. School administrators and teachers may help students set goals based on the feedback they receive, tracking progress over time to highlight how feedback leads to improvement in skills and academic performance. Encouraging students to reflect on their growth will reinforce the value of feedback as part of their lifelong learning journey. Teachers may receive training on delivering feedback that is timely, specific, and balanced. Emphasizing constructive criticism over negative comments can help sustain student motivation and create a growth-oriented learning environment. Professional development programs should focus on equipping teachers with effective feedback techniques that foster resilience and adaptability, enabling students to view feedback as a valuable tool for improvement rather than a source of criticism. Future researchers may explore the impact of student evaluations on teachers' performance, particularly in relation to the teaching-learning process. This could provide valuable insights that may serve as a foundation for the Department of Education to develop targeted programs aimed at enhancing both teacher and student performance.

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