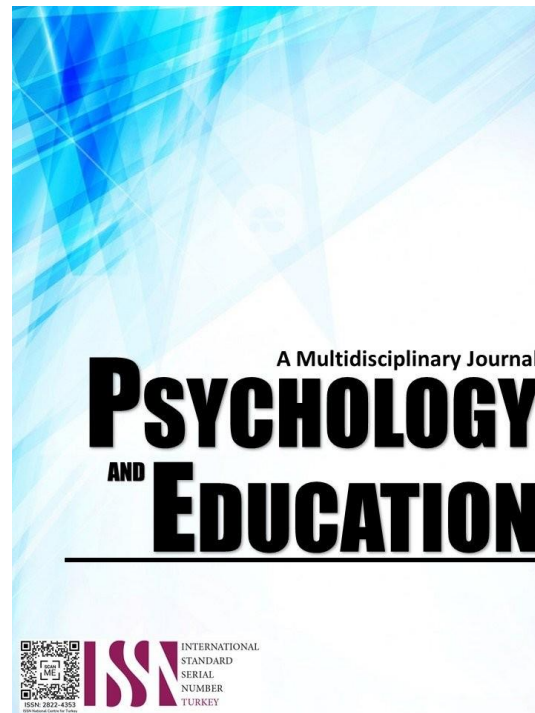


EFFECTS OF TEACHERS FEEDBACK TO THE ACADEMIC PERFORMANCE IN SOCIAL STUDIES OF SELECTED STUDENTS IN A PRIVATE SCHOOL IN GUMACA, QUEZON



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Effects of Teachers Feedback to the Academic Performance in Social Studies of Selected Students in a Private School in Gumaca, Quezon

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Abstract

This study aimed to determine the Effects of Teachers Feedback to the Academic Performance in Social Studies of Selected Students in a Private School in Gumaca, Quezon. It determined the profile of the respondents in terms of age, sex, grade level. It revealed the teachers' feedback of the high school students in terms of Improving Motivation, Enhancing Critical Thinking, Reducing Stress. It also revealed the effects of teacher's feedback to the academic performance in Social Studies. The researcher used descriptive method of research. This study employed quota sampling design. Under this procedure, the researcher considered using one hundred (100) respondents from the selected High School students in a Private School in Gumaca, Quezon to get 100% of the respondents. The findings revealed that most of the respondents are 13 years old. The female respondents outnumbered the male population. The majority of respondents are grade 7,8,9,10 students. This study also found out that the average mean of 4.24 interpreted as Very Much Agree indicated that most of the respondents agree on the teacher's feedback on the academic performance in terms of Enhance Critical thinking. Likewise, the average mean of 4.22 interpreted a Very Much Agree indicated that most of the respondents agreed on the teacher's feedback on the academic performance in terms of Improving Motivation. It also found out that the same average mean of 4.22 interpreted as Very Much Agree indicated that most of the respondents agreed on the teacher's feedback on the academic performance in Social Studies in terms of Reducing Stress. Based from the results of the Kruskal-Wallis, all the null hypothesis of teachers' feedback on the academic performance in Social Studies, are accepted which means there is no significant difference between the teachers' feedback on the academic performance in Social Studies of the learner. From the result of this study, recommendation were drawn, To the School Administrator: Implementing structured teacher feedback systems can significantly enhance student's academic performance in Social Studies, To the Parent: Encouraging and understanding the feedback provided by teachers can help them support their child's progress in Social Studies more effectively, To the Teacher: providing timely and constructive feedback is crucial for improving students understanding and performance in Social Studies, To the Students: Paying close attention to and acting on the feedback from their teachers can greatly improve their grades and comprehension in Social Studies, To the Future Researchers: Exploring the diverse impacts of teacher feedback on student performance in social studies can provide valuable insights for educational strategies and policies.

Keywords: *academic performance, enhance critical thinking, improving motivation, reducing stress, teachers feedback*

Introduction

Feedback is an important bridge between students and teachers in education, fostering a dynamic exchange of information aimed at improving the learning process. Feedback, as an essential component of the world of education, consists of two communication channels: one for imparting constructive guidance and the other for receiving and implementing it. Teacher feedback is critical in this context, providing students with valuable insights into their academic journey while also guiding instructors in developing more effective teaching practices. According to Bordia (2022), teachers' feedback's influence goes beyond grades; it cultivates a growth mindset and a culture of continuous improvement. In general, the value of teacher feedback to students cannot be overstated. However, when we apply this view to the particular topic of Social Studies, its significance grows.

According to the article about the importance of teacher feedback in the educational environment, the value of constructive feedback opens up numerous opportunities. One critical component is that feedback serves as a foundation for positive student-teacher relationships. Students understand the teacher is genuinely concerned about them and their education when they receive appropriate feedback. This component also boosts a student's self-efficacy and serves as a source of motivation. Another advantage is that feedback allows for clarification of what is expected. When students understand the expectations for the assigned task or project, their performance and achievement improve. This process also helps to alleviate frustrations that may arise when one is unsure of the quality performance criteria. Feedback also assists students in identifying their strengths and weaknesses in various content areas. Effective feedback from the teacher aids students in identifying their current level of performance in comparison to the desired goal.

According to Nhi (2023), Meaningful feedback is critical to a student's learning journey. It involves giving constructive insights to help students grow academically and personally, in addition to simple praise. It provides students with clear guidance on their strengths and areas for improvement, promoting their understanding of what they excel at and where they need to focus to improve their skills. Furthermore, feedback serves as a powerful motivator, keeping students interested in their studies and excited about learning. It encourages students to view challenges as opportunities for learning and growth, which leads to increased resilience. Feedback also

promotes self-reflection, allowing students to take ownership of their education and set goals for continuous improvement. Furthermore, it creates a welcoming learning environment that fosters trust and collaboration between educators and students, making it easier for students to seek assistance and guidance and, as a result, improve their overall academic performance.

The researcher's goal in this study is to explore the effects of teacher feedback on the academic performance of the selected junior high students in Social Studies in a Private school in Gumaca, Quezon, it aims to provide valuable insight to support student's development and to contribute to a more comprehensive understanding of how constructive feedback can elevate the educational experience for junior high school students.

Research Questions

Generally, the researcher aims to determine the Effects of Teachers Feedback on the Academic Performance of Selected Junior High Students in Social Studies Studies in a Private school in Gumaca, Quezon. Specifically, this study sought to answer the following questions:

1. The demographic profile of the respondents.
 - 1.1 age;
 - 1.2 sex; and
 - 1.3 grade level?
2. What are the effects of teacher feedback on the academic performance of the respondents in terms of:
 - 2.1 improving motivation;
 - 2.2 enhancing critical thinking; and
 - 2.3 reducing stress?
3. Is there any significant difference on the perceived effects of teacher feedback to the academic performance of the selected students when the respondents are grouped by profile?

Methodology

Research Design

This study intends to use a quantitative method of research. This study focused on the effects of teacher feedback on the academic performance of the selected junior high student in Social Studies in a Private school in Gumaca, Quezon. This study used a descriptive method of research to describe the quantitative results of the study. The data were collected using a rating scale to gather quantitative data.

According to McCombes (2020) descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

Respondents

The study was conducted at Eastern Quezon College in Gumaca, Quezon. The selection of the research site was determined based on its suitability for obtaining essential information for this study, as the institution houses students who can serve as valuable sources of data. Additionally, it is noteworthy that both the researcher and potential participants are presently enrolled at this academic institution.

The researcher selected 100 Junior High School students who are enrolled in Eastern Quezon College in the SY 2023-2024 through proportionate random sampling and the effects of teacher feedback on the academic performance of the students were the focus of the study.

According to Hayes (2023), proportionate stratified random sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. Stratified random sampling has numerous applications and benefits, such as studying population demographics and life expectancy.

Instrument

The researcher used survey questionnaires as a research instrument. This questionnaire is a likert scale of ; 5 – Very Much Agree (VMA), 4 – Agree (A), 3 – Moderately Agree (MA), 2 – Less Agree (LA) and 1 – Least Agree (LEA).A for understanding about the effects of teacher feedback on the academic performance of the selected junior high students in Social Studies in a private school in Gumaca, Quezon. The researcher prepared a questionnaire for the respondents, checked and validated by two experts. Part I was composed of the profile of the respondents and Part II included the effects of teacher feedback on the academic performance of the respondents in terms of motivation, enhanced critical thinking, and reduced stress.

The researcher made questionnaires validated by two experts. A pilot testing were conducted to twelve (12) respondents from a school which is not a target of the study using Cronbach's Alpha. Cronbach's Alpha is a measure of internal consistency of he research instrument. If the result is 0.70 and above there is an internal consistency of the instrument and it is acceptable. The result is 0.60 which

is acceptable.

Procedure

Target populations were the selected Junior High School students at Eastern Quezon College Inc. in Gumaca, Quezon. The descriptive research method using likert scale was used in order to determine the effects of teacher feedback on the academic performance of the students. Data were gathered through “random simple sampling” both male and female Junior High School students of Eastern Quezon College Inc. were selected to fill the questionnaire.

Prior to the conduct of the study, the researcher sent a letter to the principal of the Junior High School Department in Eastern Quezon College Inc. in Gumaca Quezon. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distraction of class discussion. The student response was given enough time to answer the questions. After gathering data, the researcher collected there for tallying the scores and applied the statistical treatment to be used in the study.

Results and Discussion

Table 1. *Frequency and Percentage Distribution of the Respondents According Age*

<i>Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
13 years old & below	31	31	2
14-15 years old	58	58	1
16-17 years old	10	10	3
18 years old & above	1	1	4
Total	100	100	

Table 1 shows the distribution of respondents according to age. Of the total respondent, 31 individuals or 31% were 13 years old or younger. Meanwhile 58 individuals or 58% were 14-15 years old, while 10 individuals or 10% were 16-17 years old, while 1 individual or 1% were 18 years old and above. Therefore, it can be inferred that most of the high school student respondents were aged 14-15 years old based on the highest frequency and percentage of respondents in this age range.

According to International Affairs Service, (2023) The Philippine education system covers both formal and non-formal education. Formal education is a progression of academic schooling from elementary (grade school) to secondary (high school) and tertiary levels (higher education).

Therefore, the current basic education system consists of 13 years and four stage programs with research-based curricula and methods of assessment that are appropriate to each grade level at each stage. The stages are Kindergarten to Grade 3 (Primary School) for pupils 5 to 8 years old; Grade 4 to 6 (Intermediate School) for pupils 9 to 11 years old; Grade 7 to 10 (Junior High School) for students 12 to 15 years old; grade 11 to 12 (Senior High School) for students 16-18 years old.

Table 1 indicates a reasonably representative sample for the intended study population; the researchers should acknowledge the potential limitations arising from the age distribution and consider further investigation into the experiences of older age groups within the Junior High School population.

Table 2. *Frequency and Percentage Distribution of the Respondents According Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
Male	47	47	2
Female	53	53	1
Total	100	100	

Table 2 shows the distribution of respondents according to sex. Male respondents had a frequency of 47, which accounts for 47%, while female respondents had a frequency of 53, which accounts for 53%. Therefore, it can be inferred that the majority of the high school student respondents were female.

According to Ofiaza, (2023) the study shows that out of 90 respondents, there is an equal number of respondents when grouped according to gender. The study revealed that 80% of the respondents acknowledge the importance of using materials to motivate students.

The study further confirm that 3.7% of the respondents, considered Araling Panlipunan fun and interesting. It was also confirmed that 3.8% of the respondents especially the female students participated actively in Araling Panlipunan.

Table 2 shows a relatively balanced gender distribution, the slight imbalance warrants careful consideration in the analysis and interpretation of the results. The study should acknowledge the potential for gender-based differences in the responses and consider the implications of this slight imbalance in its conclusions.

Table 3. *Frequency & Percentage Distribution of the Respondents in Terms of Grade Level*

Grade Level	Frequency	Percentage (%)	Rank
Grade 7	24	24	3
Grade 8	25	25	2
Grade 9	28	28	1
Grade 10	23	23	4
Total	100	100	

Table 3 presents the distribution of respondents according to their grade level. Grade 7 had a frequency of 25 and percentage of 25, while grade 8 had a frequency of 25 and percentage of 25, while grade 9 had a frequency of 25 and percentage of 25, and grade 10 had a frequency of 25 and percentage of 25. This implies that many of the respondents were from grade 9 high school students.

KabayanRemit (2023). This legislative change extended the educational curriculum to encompass kindergarten at age 5 through grade 12, typically around age 18, rendering the educational system more similar to the American K-12 model. The Philippine K-12 structure comprises three key levels: Primary School (K to 6), Junior High School (7 to 10), and Senior High School (11 to 12). This restructuring aims to provide students with sufficient time to master essential concepts and skills, fostering lifelong learners while preparing graduates for various post-secondary pathways.

Table 3 provides data on grade level distribution, the overrepresentation of Grade 9 students is a potential limitation that needs to be acknowledged and addressed in the study's analysis and conclusions. The study should investigate whether the effects of teacher feedback differ significantly across grade levels and discuss the potential reasons for any observed differences.

Improving Motivation

Table 4. *Perceived responses on the Effects of Teachers Feedback on the Academic Performance in Social Studies in terms of Improving Motivation*

Indicators	Mean	Verbal Interpretation
1. Teacher feedback helps me participate in lesson	4.37	Very Much Agree
2. Teacher feedback motivated me to listen to lectures	4.16	Agree
3. Feedback gives me sense of belonging and motivates me to go and attend class	4.02	Agree
4. Receiving teacher feedback motivates me to perform well in class	4.15	Agree
5. Teacher feedback increases my self-esteem to engage with my classmates	4.06	Agree
Grand Mean	4.22	Very Much Agree

Legend: "Least Agree (1.0-1.80)", "Less Agree (1.81-2.60)", "Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Very Much Agree (4.21-5.0)".

Table 4 above presents the corresponding weighted mean and verbal interpretation of respondents' perceived responses in terms of improving motivation. As shown from the table, the respondents very much agree that teacher feedback helps them to participate in lesson with a weighted mean of 4.37.

Additionally, they all agree that teacher feedback motivated them to listen to lectures, receiving teacher feedback motivates them to perform well in class, increases their self-esteem to engage with my classmates and feedback gives them a sense of belonging and motivated them to go to class with a weighted mean of 4.16, 4.15, 4.06 and 4.02 respectively.

The results corroborate with the study of TezMagazine (2023) which emphasizes the widespread use of feedback in classrooms, with quality feedback being a powerful tool to accelerate learning. On the contrary, poor feedback can hinder learning, highlighting the vital importance of effective feedback practices.

The data strongly supports a positive relationship between teacher feedback and student motivation. However, the results also highlight areas where feedback strategies could be enhanced to further boost student engagement and learning. The recommendations aim to address these areas and create a more effective and motivating learning environment.

Improving Critical Thinking

Table 5. *Perceived responses on the Effects of Teachers Feedback on the Academic Performance in Social Studies in terms of Improving Critical Thinking*

Indicators	Mean	Verbal Interpretation
1. Teacher feedback cultivates my critical thinking skills.	4.22	Very Much Agree
2. Through teacher feedback I gain a deeper understanding of complex tasks.	4.16	Agree
3. Teacher feedback is instrumental in sharpening my problem solving abilities.	4.06	Agree
4. Receiving feedback from teachers empowers me to effectively complete task stimulating critical thinking.	4.14	Agree
5. Teacher feedback aids in digesting information from lessons nurturing my critical thinking process.	4.24	Very Much Agree
Grand Mean	4.22	Very Much Agree

Legend: "Least Agree (1.0-1.80)", "Less Agree (1.81-2.60)", "Moderately Agree (2.61-3.40)", "Agree (3.41-4.20)", "Very Much Agree (4.21-5.0)".

Table 5 above presents the corresponding weighted mean and verbal interpretation of respondents' perceived responses in terms of improving critical thinking. Based on the table, the respondents very much agree that teacher feedback aids in digesting information from lessons nurturing my critical thinking process and teacher feedback cultivates their critical thinking skills with a weighted mean of 4.24 and 4.22 respectively. In terms of the lowest rank, the respondents agree that teachers' feedback is instrumental in sharpening their problem solving abilities with a weighted mean of 4.06.

Utami et al. (2021) explored the dynamics of factors influencing the development of students' critical thinking in the classroom. This study underscores the pivotal role of teachers as class managers and facilitators in nurturing students' critical thinking during teaching and learning activities. Additionally, the research emphasizes the significant influence of students' independent learning in fostering their critical thinking abilities. It reveals that an effective combination of teachers as facilitators and students as learners creates a student-centered learning environment that motivates and encourages students to engage in critical thinking.

The findings strongly support the positive impact of teacher feedback on critical thinking development. However, the results also point to areas where feedback strategies could be refined to further enhance students' analytical and problem-solving skills. The recommendations aim to address these areas and foster a more effective learning environment that promotes critical thinking.

Reducing Stress

Table 6. *Perceived responses on the Effects of Teachers Feedback on the Academic Performance in Social Studies in terms of Reducing Stress*

Indicators	Mean	Verbal Interpretation
1. Teacher feedback prevents me from over thinking my tasks in school	4.1	Agree
2. Teacher feedback helps me to calm my mind from difficult tasks.	4.02	Agree
3. Positive feedback from teacher lighten my mood.	4.16	Agree
4. I feel relieved when I received a feedback or response from our teacher.	4.8	Agree
5. Teacher feedback helps me finish all my works without worrying of not making it in time.	4.02	Agree
Grand Mean	4.22	Very Much Agree

Legend: "Least Agree (1.0-1.80)", "Less Agree (1.81-2.60)", "Moderately Agree(2.61-3.40)", "Agree(3.41-4.20)", "Very Much Agree(4.21-5.0)".

Table 6 above presents the corresponding weighted mean and verbal interpretation of respondents' perceived responses on the effects of teachers' feedback on reducing stress. The respondents agree that teachers' positive feedback lightens their mood with a weighted mean of 4.16. In terms of lowest in ranking, the indicator 2 and 5 which states that teachers' feedback helps them to calm their mind from difficult tasks and helps them finish all their work without worrying about not making it in time with a weighted mean of 4.02 and a verbal interpretation of agree.

On a related note, the study by Rossi (2023) explores the potential impact of stress feedback on reducing student stress levels. It is worth noting that this study explicitly recognizes its speculative nature and the absence of empirical research backing its claims. Nevertheless, it offers a suggestive perspective, proposing that stress feedback may have a positive effect in alleviating student stress. The study underscores the need for further research to validate these initial findings and thoroughly investigates the potential advantages of implementing stress feedback mechanisms within educational settings.

Summary

Table 7. *Summary Table on the Perceived Effects of Teachers Feedback on the Academic Performance in Social Studies.*

Teachers Feedback	Average Mean	Scale Discription	Rank
Improving Motivation	4.22	VMA	2.5
Enhance Critical Thinking	4.24	VMA	1
Reducing Stress	4.22	VMA	2.5
Average Mean:	4.23	VMA	

Legend: "Least Agree (1.0-1.80)", "Less Agree (1.81-2.60)", "Moderately Agree(2.61-3.40)", "Agree(3.41-4.20)", "Very Much Agree(4.21-5.0)".

Table 7 presents the corresponding average weighted mean and verbal interpretation of the respondents on the Effects of Teachers Feedback on the Academic Performance in Social Studies. It shows that enhanced critical thinking has the highest ranking with 4.24 weighted mean and a verbal interpretation of very much agree. In terms of lowest in ranking, improving motivation and reducing stress has a weighted mean of 4.22 and a verbal interpretation of very much agree.

The results corroborate with the insights presented in Innovative Teaching Ideas (2023), wherein critical thinking is succinctly described as a cognitive process that necessitates students to engage in an objective analysis of a subject matter. It involves the evaluation of available information to formulate informed judgments. Critical thinking is depicted as a systematic approach to scrutinizing new information, fostering a spirit of inquiry, and promoting self-reflection.

This summary table provides strong evidence for the significant positive impact of teacher feedback on student performance in Social

Studies. The findings suggest that teachers should prioritize providing timely, constructive, and supportive feedback that addresses both intellectual and emotional aspects of learning. Further research is needed to refine feedback strategies and understand the nuances of how feedback impacts students differently.

Table 8. Summary of Values on Test for Significant Difference using Kruskal-Wallis H Test as to Age

Groups	N	Median	df	X ²	H	P-value	Decision	Remarks
13 years old	15	3.86	3	7.815	5.559126	0.135144706	Failed to Reject	Not significant
14 years old	15	4.12						
15 years old	15	3.90						
16 years old above	15	4.00						
Total	60							

Table 8 shows the significant relationship between the teacher feedback and the academic performance of the selected students when respondents are grouped by age using Kruskal-Wallis H Test. The Kruskal-Wallis H test (sometimes also called the "one-way ANOVA on ranks") is a rank-based nonparametric test that can be used to determine if there are statistically significant differences between two or more groups of an independent variable on a continuous or ordinal dependent variable.

As shown from the table, the computed H-value of 5.559126 is less than the χ^2 tabular value of 7.815 and the p-value of 0.135144706 is greater than the level of significance (0.05), then, we fail to reject the null hypothesis; H_0 : There is no significant difference between the teacher feedback and the academic performance of the selected students when respondents are grouped according to profile. The result of the Kruskal-Wallis H-Test revealed that different age groups have the same perceptions and effects when it comes to the value of feedback in their academic performance.

Edutopia (2022) emphasizes that students actively participate in these feedback loops, offering insights and opinions on various aspects of their learning experience. This mutual exchange of feedback enhances the classroom environment, nurturing a sense of collaboration and rapport between teachers and students. It encourages open and honest communication, further reinforcing the 360-degree nature of feedback exchange.

Table 9. Summary of Values on Test for Significant Difference using Kruskal-Wallis H Test as to Sex

Groups	N	Median	df	X ²	H	P-value	Decision	Remarks
Male	15	3.98						
Female	15	4.33	1	3.84145	12.576774	0.00039057	Reject Null	Significant
Total	30							

Note: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise, failed to reject H_0 "

Table 9 shows the significant relationship between the teacher feedback and the academic performance of the selected students when respondents are grouped by sex using Kruskal-Wallis H Test.

As depicted from the table, since the computed H-value of 12.576774 is greater than the χ^2 tabular value of 3.84145 and the p-value of 0.00039057 is less than the significant level of 0.05, we will reject the null hypothesis, H_0 : There is no significant difference between the teacher feedback and the academic performance of the selected students when respondents are grouped according to profile. The test revealed that there is a significant difference between the responses and perceptions of the male and female respondents.

Additionally, owing to social priming and gender-role stereotypes (Huang, 2013; Plante et al., 2013), the relationship between teacher feedback and student motivation may differ between male and female students, which was little examined. Thus, to bridge these research gaps, this study aimed to investigate gender differences in teacher feedback, students' motivation and their relationships. Findings of this study would contribute to the literature by providing researchers as well as educators with useful insights of the role of different types of teacher feedback on male and female students' motivation.

Indicate a significant difference in the measured variable between males and females, with females scoring higher. This finding encourages further exploration into the reasons behind the differences and potential implications for educational strategies or interventions.

Table 10. Summary of Values on Test for Significant Difference using Kruskal-Wallis H Test as to Grade Level

Groups	N	Median	df	X ²	H	P-value	Decision	Remarks
Grade 7	15	4.20	3	7.815	11.466776	0.009451947	Reject Null	Significant
Grade 8	15	4.28						
Grade 9	15	4.12						
Grade 10	15	4.28						
Total	60							

Note: "If p-value is less than or equal to the level of significance (0.05), reject H_0 , otherwise, failed to reject H_0 "

Table 10 shows the significant relationship between the teacher feedback and the academic performance of the selected students when respondents are grouped by grade level using Kruskal-Wallis H Test.

As shown above, since the computed H-value of 11.466776 is greater than the χ^2 tabular value of 7.815 and the p-value of 0.009451947 is less than the significant level of 0.05, then we will reject the null hypothesis, H_0 : There is no significant difference between the teacher feedback and the academic performance of the selected students when respondents are grouped according to profile. It clearly shows that there is a significant difference between the responses and perceptions of the different respondents from each grade level.

Forsythe and Johnson assert that feedback is used to help students deepen their comprehension and change their learning in productive and effective ways so they can grow intellectually strong (2017). Alderman et al. (2014) claim that as students learn how crucial feedback is to their academic achievement, they will become more passionate about it. Thus, feedback has an impact on students' motivation and academic progress, according to Orsmond and Merry (2011) and Evans (2013).

The results suggest that there are meaningful differences in the measured variable across different grade levels, highlighting the need for further exploration into the underlying causes of these differences.

Conclusion

This study was conducted to determine the effects of teachers' feedback on the academic performance in Social Studies of selected junior high school students in a private school in Gumaca, Quezon. The target population consisted of 100 students from Grade 7 to Grade 10. The researchers employed a descriptive research method using a Likert scale to gather responses. Participants were selected using proportionate random sampling to ensure representative input from each grade level. The statistical tools used for analysis included frequency count, percentage ranking, weighted mean, and the Kruskal-Wallis H test. Data were collected through a researcher-made questionnaire.

The results revealed important demographic characteristics of the respondents. A majority of the students were aged 14 to 15 years, and most of them were female. Grade 9 students represented the largest portion of participants, accounting for 28% of the total population. These characteristics provided a meaningful context for interpreting the students' perceptions of teacher feedback.

In terms of the effects of teacher feedback, the study explored three key areas: improving motivation, enhancing critical thinking, and reducing stress. Regarding motivation, students strongly agreed that teacher feedback helped them participate in lessons, with a mean score of 4.37—the highest among the indicators. However, the feeling of belonging and motivation to attend class had a mean of 4.02, the lowest in this category. Despite this, the overall mean of 4.22 reflected that student "very much agree" on the motivating role of feedback.

When it came to enhancing critical thinking, feedback was perceived as most beneficial in helping students digest information from lessons, with a mean score of 4.24. Meanwhile, its role in sharpening problem-solving skills received the lowest mean in this domain at 4.06. Still, the grand mean was 4.24, indicating that students consistently perceived teacher feedback as valuable for developing critical thinking abilities.

As for reducing stress, students overwhelmingly agreed that receiving feedback from teachers provided relief, with this indicator scoring the highest mean of 4.8. The lowest in this group, with a mean of 4.1, reflected agreement that feedback helps prevent overthinking school tasks. Nonetheless, the overall mean of 4.22 once again demonstrated that teacher feedback significantly contributes to stress reduction in students.

The Kruskal-Wallis H test results showed that age did not significantly influence the perceived effectiveness of teacher feedback on academic performance. However, the findings revealed statistically significant differences in perception when respondents were grouped according to sex and grade level. This implies that while students of different ages generally view feedback similarly, their sex and academic year play a role in how feedback is received and applied.

From these findings, several conclusions were drawn. The majority of respondents were aged fourteen to fifteen, primarily female, and mostly in Grade 9. Among the three dimensions studied, enhancing critical thinking emerged as the most helpful effect of teacher feedback. Students acknowledged that timely and effective feedback enhances their understanding, boosts motivation, and creates a more engaging learning environment. Constructive and specific feedback also equips students to recognize their strengths and areas for improvement, ultimately leading to better academic outcomes.

This research has several important implications for educational practice and future investigation. First, it emphasizes the need to prioritize teacher feedback not only for grading purposes but also as a crucial tool for student development. Feedback strategies should be tailored to suit different grade levels, recognizing the varying needs and learning styles of students. Schools should also foster a culture that embraces feedback as an integral part of the learning process, which can be supported through professional development, structured feedback systems, and open communication among teachers, students, and parents. Additionally, future studies could examine the long-term impact of feedback on student performance in different subjects and investigate how teacher-student relationships influence the effectiveness of feedback.

Based on the conclusions, several recommendations were made. School administrators are encouraged to invest in professional development programs focused on effective feedback strategies. Parents should actively engage with their children's academic progress by communicating regularly with teachers about the feedback provided. Teachers are advised to ensure that their feedback is timely

and promotes a growth mindset, enabling students to use it constructively. Students, in turn, should view feedback as an opportunity for improvement rather than criticism, using it to set personal academic goals. Finally, future researchers are recommended to explore the broader and long-term effects of various types of feedback across subjects and student demographics, including the role of teacher-student relationships in maximizing the benefits of feedback.

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