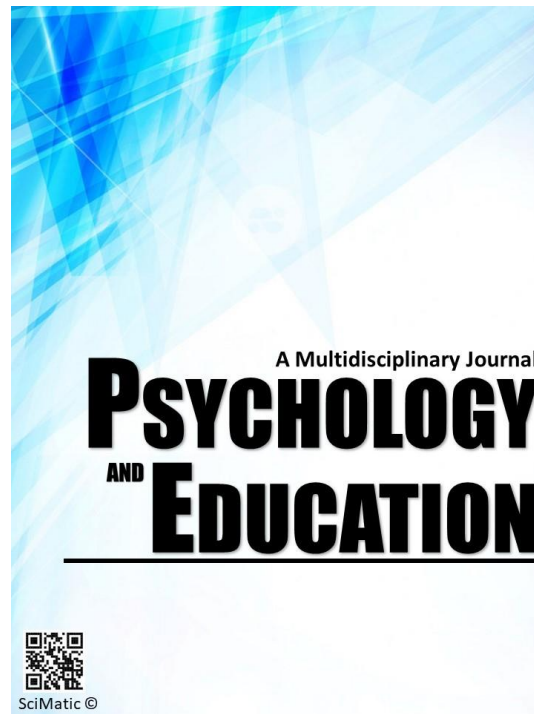


STUDENTS' RESPONSE TO THE TEACHERS' APPROACH ON THEIR MISTAKES IN ONLINE CLASSES



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Students' Response to the Teachers' Approach on their Mistakes in Online Classes

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Abstract

Every teacher must deal with mistakes made by students in class. Teachers employ strategies and techniques to correct their mistakes, particularly during lessons. This study investigated teachers' approaches to students' mistakes in online classes. The researchers were concerned about the effects of the teachers' approaches on students' behavior. The study sought to identify the most common mistakes made by students in online classes as perceived by teachers. Likewise, to understand the various teachers' approaches as well as the students' real-life experiences with their teachers' approaches. The researchers made use of an explanatory sequential design in the study. This study selected the respondents through complete enumeration and simple random sampling methods. Wherein BSEd Mathematics teachers were all selected, while BSEd Mathematics students were identified randomly. The researchers gathered the data by using a survey and open-ended questionnaires prepared by the researchers. Researchers used Google Forms that contained questionnaires. The researchers conducted a survey online and collected the data.

Keywords: *students, teachers, approach, mistakes*

Introduction

Even though mistakes are common and impossible to avoid, they typically result in difficult-to-overcome sentiments of guilt or shame. Every teacher needs to deal with mistakes made by students in the classroom. Teachers use strategies and approaches to remediate students' faults, particularly during lessons. Students discover that they do not know everything through their experiences. Teaching, in its broadest sense, refers to the process of transmitting knowledge to students. This does not, however, imply that children would be able to comprehend a subject in a short period of time. When a student is uncertain about a subject, they frequently ask their teachers for guidance. A mistake is the most critical feature that may occur in a classroom because it reveals where the intentional practice should be focused. It is simple to provide answers and solutions. However, it is more difficult for teachers to figure out how to make them understandable and how to approach students (Perry, 2019).

At the beginning of the 2018–19 academic year, Mingus Union High School in Cottonwood, Arizona, issued color-coded ID badges to every student. The school made a decision to group students differently. Academically failing students at Mingus Union were required to wear a crimson badge, a virtual scarlet letter, to mark them apart from the rest of their peers. Mingus Union reaffirmed a tradition in American culture where teachers believe that beating and humiliating children is an effective teaching strategy.

Shaming is the worst teaching technique because it fixates on kids' fears of exclusion and stigma. It entails giving up on teaching students and instead relying on adult-sanctioned criticism and derision to teach them the lessons they need to know (Peairs, Putallaz, & Costanzo, 2019).

In a Psychology Today article, "External shame, also referred to as stigma awareness, involves the fear of criticism and social rejection." Educators often leverage the fear of rejection and isolation to motivate students to change. It explains that the fear of rejection is strong enough to lead to isolation, which is a powerful agent of behavioral control. Teachers know as much as anyone that social connectedness is essential to adolescents (Gilbert, 2014). In Mingus Union, shaming is a way to boost students' grades by making them think it is important (Perry, 2019).

Every classroom has its fair share of unruly and unpleasant students who frequently push teachers to discipline them severely. Two out of every ten reports of violence in schools that the Department of Education (DepEd) has received include physical discipline or the use of violence to discipline a child, while the remaining eighty percent are related to bullying. Under Department Order No. 40 Series of 2012, also called the Child Protection Policy, which is enforced by the Department of Education, teachers are not allowed to be cruel, abusive, violent, or intimidating toward their students.

Children are frequently shamed in classrooms, sometimes on purpose and other times unintentionally,

according to Goodman (2019). Is this behavior a violation of their fundamental human rights, particularly their right to freedom? Perhaps children need protection more than rights because of their immaturity and dependency status. However, children are more than just a collection of things that need to be taken care of; they are also 'rights-in-trust'-holding apprentices to adulthood. Teachers and administrators who are responsible for maintaining a substantial number of frequently resistant, occasionally unruly captive students in class have a serious issue with behavior control in children. Most disagreements are about how effective certain methods and programs are at making schools safer, especially when it comes to bullying, breaking rules, violence, being absent, getting suspended, and doing well in school.

Classes at various universities have already begun in recent months, and remote learning faces a number of challenges (Mateo, 2020), which will be difficult for Filipino university students to overcome. Complicating this picture even further is the fact that not every student can provide and adapt to the rapid advances of technology in today's digital age (Alvarez, 2020), especially for developing countries like the Philippines, in which education was plagued by problems even before the pandemic.

The goal of the current study is to identify potential teaching strategies for every conversation and activity when mistakes are made by students at Notre Dame of Midsayap College. It also highlighted the errors that various students made while taking online classes, how their lecturers handled them, and what they did afterward.

Research Questions

This research focused on students' responses to the teacher's approach to their mistakes in online classes. Specifically, this study sought to answer the following questions:

1. What are the common student mistakes in online classes?
2. What are the teachers' approaches to the BSED Mathematics students' mistakes in online classes as perceived by the students?
3. What is the perceived behavioral impact on the students of the teachers' approach to correcting students' mistakes?
4. What are the experiences of the students with regard to their teachers' approaches to the students' mistakes in online classes?

Literature Review

Common Students Mistakes in Online Classes

Learning at home is an amazing experience because things are different there. However, when learning online, even minor inconveniences at home can easily confuse students. Online learners lack effective communication abilities. Some might not find the commitment as strong as they would in a traditional one. Many educators are battling unavoidable technology problems that are stressful. They lose all control if there are any technical issues during the live session or when communicating with students (Venkataraman, 2020).

Students may often get upset due to the lack of human interaction, the absence of a teacher, or an inability to discuss it with their peers. This part is ignored by many online courses and focuses primarily on theoretical material and external lessons. After conventional classroom learning, students find it hard to adapt to an online learning world immediately. They are unable to adapt to commuter-based learning due to the sudden transition. Once they encounter difficulties in online learning, students start losing hope (GC, 2022).

Teachers' Approaches to the Students' Mistakes in Online Classes

According to Bray (2011) and Tulis (2013), teachers' positive attitudes toward mistakes and good error-handling techniques have an effect on and modify their students' attitudes toward errors.

According to Tulis, Steuer, and Dresel (2017), students who believe that mistakes are a normal part of learning are less likely to feel negatively when they receive feedback on their mistakes. They are also more likely to see mistakes as opportunities for learning and to correct them in order to fill in knowledge gaps. Additionally, Tulis (2013) was interested in the support or inhibition that the classroom environment might offer to students to make them able to learn from errors.

Effects of Teacher Feedback on Student Behavior

Teachers who use more positive feedback develop supportive relationships with their students; teachers who use more negative feedback tend to develop conflictual relationships with students (Allen et al., 2013). Recent research suggests that students from low-income households experience conflictual,

negative teacher-student interactions more often than their higher-income peers (McGrath & Van Bergen, 2015). Subsequently, most studies have explored how negative teacher-student interactions influence low-income students' lower levels of success, yet few studies have explored how receiving positive feedback may change these outcomes. Therefore, in order to promote greater academic success, this study will explore how both positive and negative teacher feedback contribute to low-income preschoolers' behaviors in the classroom (Pankonin and Myers, 2017).

Students' Experiences with Regards to the Teachers' Approach

Teachers play a critical role in shaping students' academic careers, as they are responsible for not only educating their students, but also developing students' motivation to learn (DiBiase & Miller, 2012). More specifically, through differing levels of support and conflict, teacher-student relationships inform Teachers play a critical role in shaping students' academic careers, as they are responsible for not only educating their students but also developing their motivation to learn (DiBiase & Miller, 2012). More specifically, through differing levels of support and conflict, teacher-student relationships inform how students come to view their place in the classroom, their abilities, and school (Wang & Eccles, 2013).

Clearly, teachers' attitudes regarding mistakes in the classroom might be inferred. Students' ideas about learning from mistakes and their ability to do so are likely to be influenced in the classroom (Steuer & Dresel, 2011; Tulis, 2013).

Methodology

The study used an explanatory-sequential research design. Creswell et al. (2011) defined an explanatory sequential design as "first collecting quantitative data, then collecting qualitative data to assist in explaining or elaborating on the quantitative results." The rationale for this technique is that quantitative data and outcomes provide a broad image of the study topic; and further analysis, particularly qualitative data collecting is required to improve, extend, or explain the broad.

Participants

This study was conducted at Notre Dame of Midsayap College. The institution is located at Poblacion 5,

Midsayap, Cotabato. A total of sixty (60) mathematics major students and teachers were included in the study, fifty (50) respondents (students) for the quantitative data collection and ten (10) respondents (teachers) for the qualitative data collection.

Instruments of the Study

A questionnaire was used in the collection of information and data. There were two types of questionnaires: one for students and another for teachers. A checklist was used to identify common student mistakes in online classes, which were then addressed by the teachers. There were three parts for the students to complete. Part I included items that determined teachers' approaches to students' mistakes in online classes. Part II included items that assessed the effects of teachers' approaches to students' mistakes on their behavior. The Likert Scale was used in both Parts I and II. The final part was an open-ended questionnaire that determined the students' experiences with their teachers' approaches to students' mistakes in online classes.

Procedure

This research followed a systematic and orderly procedure. After receiving the approved letter from the College of Education office, the letter for the respondents, the survey questionnaire, and open-ended questionnaire in a Google form were distributed to the respondents through their group chats with clear instructions above. There was a 100% response rate from the respondents.

For qualitative data, letters were also sent to the respondents to get their permission to be part of the study. After their approval, the researchers sent the open-ended questionnaire through a Google form, validated by their subject professor and their adviser. Afterward, the data was analyzed and organized according to themes.

After the transcriptions, translations, and themes, another letter was sent to the respondents for their validation if their answers are clustered into accurate answers.

Ethical Considerations

Since there are many ethical challenges because of the new and unpredictable nature that have repercussions in doing qualitative research (Houghton et al., 2010), the researchers were mindful of research ethics and its values when obtaining the population of the study, gathering data, and disseminating the findings. The

researchers prepared a particular consent form to inform the selected students that they are the respondents of the study. The researchers explained the methods and how the respondents were identified and protected.

By abiding by the principle of informed consent, the researchers protected the respondents' freedom. This principle requires the researchers to make sure that respondents understand the goal of the study in order to gain their trust and allow for open participation. The respondents gave them the assurance that only the researchers knew who they were. The results of the study are kept in a way that only the researchers can access them, with the intention of maintaining identity and confidentiality.

Results

This section presents the results of the data gathered. The analysis and interpretation of the data presented to each table were based on the objectives of the study in the form of statistical figures.

Common Students' Mistakes in Online Classes

The information pertaining on common students' mistakes in online classes.

Table 1. *Common Students' Mistakes in Online Class*

Mistakes	Frequency	Percentage (%)	Rank
1. Not participating during online sessions	8	72.70	3
2. Waiting until the last minute to submit assignments, quizzes, and tasks	10	90.90	1
3. Questioning the teachers with hesitation	2	18.20	20
4. Not taking down notes	6	54.50	5
5. Not studying online learning materials	6	54.50	5
6. Time management issues	9	81.80	2
7. Constantly requesting extensions for submission deadlines without valid reason	7	63.60	7
8. Lacking originality in any work activities	8	72.70	3
9. Procrastinating	4	36.40	9
10. Not attending online session	5	45.50	8

Teachers' Approaches to the BSEd Mathematics Students' Mistakes in Online Classes

The information pertaining to the teachers' approaches to the mistakes of BSEd Mathematics students in online classes as perceived by the students.

Table 2. *Teachers' Approaches*

Items	Mean	SD	Description
<i>My teachers ...</i>			
1. give feedbacks to my mistakes.	3.82	0.83	Agree
2. give new examples or ways to correct my mistakes.	3.80	0.81	Agree
3. allow me to correct my own mistakes.	3.70	0.81	Agree
4. instantly correct my mistakes.	3.62	0.85	Agree
5. correct me privately.	3.54	1.03	Agree
6. give clear feedback on my mistakes.	3.74	0.69	Agree
7. calmly correct my mistakes.	4.02	0.68	Agree
8. encourage me to avoid mistakes in class.	3.70	0.99	Agree
9. make use of my mistakes as a learning tool for my other classmates.	3.36	1.01	Moderately Agree
Overall	3.70	0.86	Agree

Effects of the Teachers' Approaches to the Students' Mistakes on their Behavior

The information pertaining to the effects of the teachers' approach to the students' mistakes on their behavior is presented in Table 3.

Table 3. *Effects of Teachers' Approaches to the Students' Mistakes on the Behavior*

<i>Positive Effects</i>	Mean	SD	Description
<i>When my teachers approach my mistakes, ...</i>			
1. I use it as an inspiration to do better.	4.50	0.79	Strongly Agree
2. I feel happy because I know I learned something.	4.38	0.83	Agree
3. I thank them for correcting me.	4.42	0.73	Agree
4. I admit my mistakes.	4.36	0.78	Agree
5. I find a solution to cope up with my mistakes.	4.40	0.76	Agree
6. I just ignore and forget about it.	2.42	1.11	Disagree
Overall Mean & SD	4.08	0.83	Agree
<i>Negative Effects</i>			
<i>When my teachers approach my mistakes, ...</i>			
7. I feel embarrassed and never do the same mistakes again.	2.72	1.09	Moderately Agree
8. I begin to lose confidence in myself.	2.42	0.88	Disagree
9. I lost interest in class.	2.10	0.91	Disagree
10. I become afraid of my teachers.	2.26	1.03	Disagree
11. I become unsociable.	2.00	0.93	Disagree
12. I become afraid to make mistakes again.	2.70	1.25	Moderately Agree
13. I feel discourage.	2.22	1.04	Disagree
Overall Mean & SD	2.35	1.02	Disagree

The Students' Experiences with Regards to the Teachers' Approach to their Mistakes in Online Classes

The information specifies the result of the qualitative analysis as an answer to the research question 4. *What are the experiences of the students with regards to their teachers' approaches to the students' mistakes in online classes?* And the follow-up questions, which are: *What did you feel after your teacher approached your mistakes in class?*

The ten (10) respondents were given open-ended questionnaires to share their experiences with regards to their teachers' approaches, their perspectives, and

feelings about it.

The information pertaining to the effects of the teachers' approach to the students' mistakes on their behavior is presented in Table 4.

Table 4. *Teachers' Way or Strategy of Approaching Students' Mistakes in Class*

Common Themes	Interpretation
Explaining and Reminding	Teachers explaining and reminding their students about their mistakes in class.
Giving Chance	Teachers giving their students another chance to correct their mistakes.
Giving Examples	Teachers giving examples on how to correct students' mistakes.
Talking Privately	Teachers messaging their students privately about their mistakes in class.
Not explaining well	There were teachers who were not explaining well about their students' mistakes in class.
Feeling Grateful	Students were happy and thankful when teachers approach their mistakes.
Accepting Mistakes	Students acknowledged their mistakes that should be corrected.
Teachers' Approach are Good and Helpful	Teachers' approach were helpful to the students.

Joint Implication of the Quantitative and Qualitative Information

The information pertaining to Joint Implications of Quantitative and Qualitative Data is presented below in Table 5.

Table 5. *Joint Implications of Quantitative and Qualitative Data*

Quantitative Data	Qualitative Data	Joint Implications	Implications
Item 1, <i>my teachers give feedback to my mistakes</i> , gained the second highest mean on the teachers' approach to the students' mistakes in online classes.	Common theme: Explaining and Reminding. Teachers explaining and reminding their students about their mistakes in class.	This indicates that the item 1, <i>my teachers give feedback to my mistakes and teachers' approach to the students' mistakes with the common theme: Explaining and Reminding are emerged and connected to each other</i> .	Whereas the majority of students responded that their teachers are always explaining and reminding them of their mistakes in class. This demonstrates that teachers do not ignore their students' mistakes in class, but rather, by correcting them, they allow the students to learn.
the effects of teachers' feedback on student behavior, Item 1, <i>when my teachers approach my mistakes</i> , I use it as an inspiration to do better, has the highest mean on the positive effect	Common theme: Feeling Grateful. Students were happy and thankful when teachers approach their mistakes.	This indicates that the item 1, <i>when my teachers approach my mistakes, and teachers' approach to the students' mistakes with the common theme: Feeling grateful are emerged and connected to each other</i> .	Whereas the majority of students expressed gratitude for their teachers correcting their mistakes in class and using it as an inspiration to become better and inspired.

Discussion

Common Students' Mistakes in Online Classes

The *waiting until the last minute to submit assignments, quizzes, and tasks* gained the highest percentage among the most common students' mistakes in online classes. This finding implies that the students are not using the whole time duration allotted by their teachers. This supports the study by Venkataraman (2020) that says self-motivation is an important prerequisite for eLearning; however, to their surprise, many online learners lack it.

Time *management issues* gained the second highest percentage, or ranked second. This finding supports the study of Venkataraman (2020) that time management is challenging since online courses take a great deal of time and hard work.

Teachers' Approach to the Students' Mistakes in Online Classes

The following are the findings of the study in teachers' approach to the students' mistakes in online Class.

My teachers calmly corrected my mistakes, garnering the highest mean value. The finding shows that the teachers are approaching the students composedly and are not getting angry when students make mistakes in class. This implies that teachers do not disregard the mistakes of the students but correct them in a nice and calm manner.

My teachers gave feedback on my mistakes, and I gained the second highest mean. This demonstrates that teachers are advising students on their mistakes in class. This implies that teachers know that giving feedback on their students' mistakes is also an opportunity to let them learn. According to Tulis, Steuer, and Dresel (2017), students who think that making mistakes is a normal part of learning are less likely to feel bad when they get feedback on their mistakes. They are also more likely to see mistakes as learning opportunities and correct them to fill in their knowledge gaps.

Effects of Teachers' Approach on Students' Behavior

The findings of the study in Effects of Teachers' Approach on Students' Behavior are presented below. When my teachers approach my mistakes, I use it as an inspiration to do better. It has the highest mean positive effect. This shows that the students are making use of their teachers' approach as an encouragement to do better. This means that they accept their mistakes and make use of that approach as beneficial to them. As stated by DiBiase and Miller

(2012), teachers play a critical role in shaping students' academic careers, as they are responsible for not only educating their students but also developing their motivation to learn. More specifically, through differing levels of support and conflict, teacher-student relationships inform how students come to view their place in the classroom, their abilities, and school (Wang & Eccles, 2013).

When my teachers approached my mistake, I thanked them for correcting me, gained second place. This implies that students are grateful when teachers correct their mistakes in class. It shows that they want to be corrected for their mistakes so they can learn from them.

Students' Experiences with Regards to the Teachers' Approach

The following are the findings of the study on students' experiences with regard to teachers' approaches to the students' mistakes in online classes.

Teachers' Way or Strategy of Approaching Students' Mistakes in Class

The various strategies of the teachers' approach were stated based on the students' responses. These are, *explaining and reminding, giving a chance, giving examples, talking privately and not explaining well.*

According to the students, the majority of their teachers constantly remind them of their mistakes in class. They are explaining and correcting the mistakes of the students. Everyone makes mistakes, as said by one of the students. *Being late for synchronous, being unprepared, having the wrong answer, not listening, and so on were all mistakes I made in my online class. Our teacher is constantly angry and reminds us. It gives us the courage to keep going, to listen to the teacher when they are talking, and to correct our mistakes* (Student 1). This implies that teachers are placing emphasis on their students' mistakes in class by constantly reminding them.

Teachers have a number of alternatives for correcting students, depending on what is best for the class. One method is to make notes, review the inaccuracies at the end of the activity, and ask the students to make the necessary corrections. Another strategy is to create a "tell" so that learners can recognize when they've made a mistake (George, 2019).

Students' Feeling towards Teachers' Approach

(Allen et al., 2013) found that teachers who give their students more positive feedback tend to build supportive relationships with them, while teachers who give their students more negative feedback tend to build relationships with their students that are not as good.

Teachers play a critical role in shaping students' academic careers, as they are responsible for not only educating their students but also developing their motivation to learn (DiBiase & Miller, 2012). More specifically, through differing levels of support and conflict, teacher-student relationships inform how students come to view their place in the classroom, their abilities, and school (Wang & Eccles, 2013).

The majority of the learners, based on their comments, are grateful that their teachers approach them and point out their errors in the class. This reflects the students' favorable perception of the teachers' strategy. Feeling grateful, feeling awful and ashamed, and feeling disappointed are the three themes that emerged.

According to one student, *after the teacher approaches me, I feel that they give me and my classmates some time and support towards that certain topic or courses. And after they approached me, I think that I've learned something more* (Student 5).

This refers to how students use their mistakes and their teachers' approaches as a learning tool in order to improve further. It also demonstrates how teachers help students learn more by utilizing their mistakes. As stated by Tulis (2013), clearly, teachers' attitudes regarding mistakes in the classroom might be inferred. Students' views regarding learning from mistakes are likely to be influenced in the classroom, and as a result, their capacity for doing so.

Students' Perspectives With Regards to Teachers' Approach

Students' perspectives are important because they reveal how important teachers' approaches are to students, particularly in terms of learning and motivation. As stated by the students, three themes were generated; *accepting mistakes, the teachers' approach is good and helpful, and recommendations.*

Bray (2011) and Tulis (2013) noticed that teachers' positive beliefs about errors and appropriate ways of error-handling practices will impact and change their students' attitudes about errors.

Tulis, Steuer, & Dresel (2017) stated that students that

believe that errors are a natural part of the learning process are less likely to experience negative feelings when they are receiving error feedback, and at the same time, they are more inclined to view errors as learning opportunities and correct them to overcome their knowledge gaps. Additionally, Tulis (2013) was interested in the support or inhibition that the classroom environment might offer to students to make them able to learn from errors.

The majority of students stated that their teachers' approaches are beneficial to them. This demonstrates that teachers' approaches have a positive impact on students' learning and motivation to learn. As said by one of the students, *I think that they really give their time and effort when it comes to the learning of their students. And as a student, I feel so important and blessed to have a teacher who really gives her effort to us students. And as a future educator, I will use that as a source of motivation to encourage me to become a good and effective teacher someday* (Student 5). This implies that students are learning from their mistakes and that teachers' approaches are having an impact on them not only today but also in the future.

Conclusion

Based on the findings, the researchers concluded that teachers in online classes are constantly providing a good approach or correcting students' mistakes. But still, there is a need to develop and improve when it comes to approaches and ways of addressing the mistakes of students' behavior.

The result also showed the effects of the teachers' approach to the students' mistakes on their behavior; wherein students are glad and grateful when their teachers acknowledge their mistakes and use them as motivation to do better in the future. It also concluded that the effects of the teachers' approach to the students' mistakes on their behavior were such that the students did not become unsociable but they felt embarrassed. This indicates that the teachers have great effects on the students' mistakes on their behavior. It also showed in the result that the students changed their behavior in a positive manner for them to become better and make a positive difference. In terms of determining the students' experiences with regards to the teachers' approaches to the students' mistakes in online classes, the researchers concluded that there was a good impact and a positive outcome to the students' behavior.

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