

THE ROLE OF FEEDBACK IN THE LEARNING PROCESS OF STUDENTS

Evelyn R. Obo¹

Abstract

Feedback is described as valuable and significant comments, suggestions, or criticisms on a performance or tasks of a person or a student to better improve future performances or tasks. Everybody benefits from feedback. Every student in class hopes to better his/her performance and feedback matters a lot to them. Hence, students all over the world complain about not receiving the appropriate feedback. This thought prompted the researcher to inquire about the role of feedback in the learning process of students. Anchored on Thorndike's principle of learning which espouses pleasant learning, the study supports the role of feedback in the learning process of students. The study hopes to intensify the role of feedback in the learning process and to remind educators that there is a strong need for students to receive timely and appropriate feedback for learning to be fluid. Using phenomenology, the study found out that positive, immediate, sincere, and kind feedback make students learn and get the needed competencies that help them succeed.

Keywords

Role of feedback, learning process, phenomenology, Filipino students

INTRODUCTION

Feedback plays an important role in the learning process of students. Feedback is either verbal, written, or gestural reply of a teacher to a student's performance, task, or behavior (University of South Carolina, n.d.). The purpose of feedback is to improve the

¹ Evelyn R. Obo, PhD, De La Salle University-Dasmariñas, Philippines, erobo@dlsud.edu.ph.

student's performance and allow learning to take place. Hence, it is surprising to know that students in many parts of the globe desire to receive feedback because they do not get it, they get it very late, or they are dissatisfied with the feedback they receive (Al-Bashir, Kabir, & Rahman, 2016; Birtill, 2022).

Being a teacher in the Philippines for more than two decades, the very same complaints of not being able to receive the feedback on time and feedback dissatisfaction are also often reported during oral evaluation and informal talks with students. The study of Tampal, Betasolo, Cumpa, Segundo, Apalisok, and Ablen (2019) found out that students' academic performance and behavior are affected by feedback. Feedback, therefore, is a serious issue that must be given premium in any academic institution.

Literatures provide a number of studies conducted on the giving of feedback. The studies of Simon (2013) and Stenger (2014) both affirm that giving of immediate feedback helps improve students' performance. Most literatures available basically focus on the effectiveness of giving of prompt feedback and on giving of written feedback or simply giving feedback. Studies discussed the importance of giving feedback in general sense to improve the students' general academic performance. Hence, an important aspect of discussing the role of feedback in the learning process of students is scarcely addressed (Alam & Uddin, 2013; Al-Enzy & Jesudas, 2016; DeFranzo, 2022; Matthew, 2020; Tampal, Betasolo, Cumpa, Segundo, Apalisok, & Ablen, 2019).

Past and recent studies conducted explain the importance of feedback but the question on why until this time students still clamor for appropriate and timely feedback is a challenge that should be resolved. According to one Filipino senior high school teacher interviewed, the large number of students in one class leave teachers with no choice but to give written feedback after every performance and/or a general verbal feedback when time would still permit them to do so. In some situations, though, feedback would be given in the succeeding meeting, believing that

what matters most is that feedback is given. However, Stenger (2014) explained that feedback is more effective when given immediately.

The dissatisfaction of students in the feedback that they receive and the plight of the teachers inside the classroom are valid claims. Hence, this study intends to reiterate and intensify the role of feedback in the students' learning process and to remind educators that no matter how challenging, appropriate feedback needs to be delivered. In addition, this study hopes to raise awareness among educators and students that feedback needs to be comprehensible. The meaning of the feedback that the educators want to give is the same as how the students interpret it for learning to take place (Al-Bashir, Kabir, & Rahman, 2016).

REVIEW OF LITERATURE

Facts about Feedback

Feedback considerably helps in improving students' performance and other learning tasks. It is a traditional method yet its effect on students' learning cannot be denied (Al-Enzy & Jesudas, 2016; DeFranzo, 2022; Matthew, 2020). They need to know to what extent they have succeeded in reaching out to the audience. An affirmative feedback feeds the learning process.

The theory espoused by Chickering and Gamson (1987) on the seven principles of good teaching practice included the giving of prompt feedback to students. Students need frequent opportunities to perform and receive suggestions for improvement (Vancouver Island University, 2018). Later, Chickering and Gamson (1999) revised this principle and added assessment to it. Students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves (Vancouver Island University, 2018).

Productive feedback motivates students. Learners are motivated to perform well if feedback is given positively. Implementing

a new feedback strategy and making students understand the meaning of the feedback is very important to better students' skills (Al-Enzy & Jesudas, 2016). Wong and Waring (2009) averred that positive feedback is very important. Teachers should remember that feedback should include sincere and specific praises. It is also affirming for students if the teacher would ask the opinions of their peers and certainly engage the students in proper self-reflection.

Strategies in Giving Feedback

Al-Enzy and Jesudas (2016), Matthew (2020), Simons (2013), Stenger (2014), and Wong and Waring (2009) explain some useful strategies and tips for the giving of feedback to be effective:

1. **The feedback should be very specific** which refers to supplying the learners with specific information about what they are doing right or wrong. The teacher should take the time to provide learners with information on what exactly they did well, and what may still need improvement. The praises must be given sincerely and very kindly.
2. **The feedback should be given at once** which affirms the findings of numerous studies indicating that feedback is most effective when it is given immediately, rather than a few days, weeks, or months down the line. Studies found that participants who were given immediate feedback performed well in the succeeding performances than those who had received delayed feedbacks.
3. **The feedback should address the learner's improvement toward a goal** which means that effective feedback is most often based on the specific goals that the students hope to achieve. When giving feedback, the teachers should make it clear to students how information they receive will help them progress toward a final goal. The feedback should aid the learning process of the students.

4. **The feedback should be presented carefully** which means that the way feedback is presented can impact how it is received. This means that even the most well-meaning feedback can come in the wrong way, thus reducing the learner's motivation. It must be noted that feedback should be given positively.
5. **The teacher should also ask the opinions of the class** as this creates a sense of affirmation on the part of the students and could motivate them to maintain their good performance or to improve it. Allowing students to evaluate the performance of their peers help them to be critical as well.
6. **The students should be engaged in the process of giving feedback** for recognizing the importance of involving the learners in the process of evaluating their performance. Pennebaker, Chung, Frazee, Lavergne, and Beaver (2014) assert that when students have access to this information, they develop an awareness of learning and can recognize mistakes and develop strategies for tackling weaknesses. The engagement in the process allows students to engage in self-reflection.

Deci (2013) identified circumstances when feedback is ineffective: (a) when the learner feels strictly observed, this gives a feeling of so much tension and nervousness. Learners become so conscious which may lead to disengaging from learning; (b) when learners interpret feedback as an attempt to control them, this makes them feel controlled rather than guided thus resulting in non-improvement; (c) when learners feel that there is competition, feedback from peers may be good but learners should be guided properly for them not to feel that there is competition among them. This feeling of competition could also disengage the learners.

To avoid these situations, previous studies recommend that the learners must fully understand the purpose of any monitoring

and how the feedback is purposed to help them compete against their individual outcomes and not against each other. In the study of Eraut (2006), it was explained that the feedback that students previously received plays an important role in shaping their learning process. The study of Al-Bashir et al. (2016) affirms that learners should understand what a good performance is, be provided with quality information about their learning, be asked if feedback is clear and comprehensible, and be oriented about reflective learning. It is also important that learners should feel the motivation and the sincerity in the feedback given (Al-Enzy & Jesudas, 2016; Deci, 2013; Wong & Waring, 2009).

Thorndike and the Law of Effect

Pennebaker et al. (2014, as cited in Stenger, 2014), explains that the role of feedback has always been central. When learning new skills, anyone needs feedback for him/her to know if what s/he is doing is right. Feedback is defined as information about a person's performance of a task, or a product used as basis for improvement. It could be from teacher, peer, or others (Hattie, 1999). Leibold and Shwarz (2015) say that "learners may also trade feedback with each other about coursework" (p. 35).

Oxford Learning Institute (n.d.) of the University of Oxford explains that, in order "for feedback to be helpful, it needs to be given in a concerned and supportive way and to include both positive and negative observations" (p. 1). The feedback to be given must be specific and clear and suggestions for improvements must be identified. The students should be encouraged to assess and reflect on their performance as well. The teachers should also be aware that the immediate response of anyone to negative feedback may be defensive, thus, it must be addressed in the most concerned and cordial manner (Oxford Learning institute, n.d.).

One of the popular figures who contributed the most to the belief that giving of feedback almost always improves performance is Thorndike. Thorndike (1913) provided the initial theoretical

arguments for the effectiveness of feedback with his law of effect. This theoretical perspective equated positive feedback with reinforcement and negative feedback with punishment. Kluger and DeNisi (1996) mentioned that positive and negative feedback have good effects on learning.

Considerable number of studies were conducted on giving feedback and its importance however, it remains a fact as well that until now prompt and proper feedback is the call of most students in elementary, high school and college. Delay in the delivery of proper feedback happens because there is also an unsolved problem of teachers having too many students in class. Students demand timely and appropriate feedback and teachers cannot deliver due to too large number of students in class. These contradicting issues should not deter the fluidity of the learning process thus, the desire to emphasize and rediscover the role of feedback in the learning process of students prompted the researcher to conduct this study. The findings of this study apart from being contributory to the existing literatures intend to emphasize that there is a need for educators to review and rediscover the very important role of feedback in the learning process of students.

As mentors, classroom teachers have the crucial role of providing guidance to their students. It is the mentors' obligation to help the students identify and learn the skills and knowledge needed to improve their ability to express himself/herself. Feedback allows the teacher to acknowledge their students' strengths and to motivate them to work on his/her areas of weaknesses. Educators should keep in mind that their students want and need their feedback to move forward. It is the teacher's creativity on how feedback could be promptly delivered amid the big number of students in class (Al-Enzy & Jesudas, 2016; DeFranzo, 2022; Simon, 2013).

METHODOLOGY

Purpose of the Study

The main purpose of this study was to determine the role of feedback in the learning process of students.

Research Questions

This study sought to answer the following questions:

1. What are the positive and negative effects of feedback to students' learning ability?
2. How does feedback affect the students' ability to grasp the needed competencies?
3. What kind of feedback would help students improve?
4. What is the role of feedback in the students' learning process?

Methods

The study uses a qualitative approach and phenomenological design. According to Creswell (1994), a qualitative study is "defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, detailed views of informants, and which is conducted in a natural setting". Phenomenology, on the other hand describes a common experience of individuals regarding a phenomenon (Creswell, 2013). In this study, the experiences of getting feedback high school, senior high school, and college students from different academic institutions in the province of Cavite were documented through focus group discussion, in-depth interviews, and the written narratives of the student participants. These were done to develop a composite description of the essence of the experience common to all the participants. Moreover, the study sought to find out the role of feedback in the learning process of students.

The data were analyzed following the steps discussed by Creswell (2013) reflecting mostly of Moustakas (1994) ways of analyses. It began from horizontalization where the transcripts of interviews, the written narratives of students, and the journal entries of the researcher with highlighted significant statements were used to understand the experiences of the participants. The textural descriptions were drawn based on the common, dominant, and recurring responses of the participants during the interviews and those found in their written narratives. Then, the structural descriptions were analyzed based on the social, emotional, and cultural connections of the participants using the journal entries of the researcher and the notes found in the transcripts of interviews and in the written narratives. All these were considered to create a composite textural and structural descriptions.

From these textural and structural synthesis, the researcher derived the comprehensive meaning of the experiences of the participants also known as the essence of the phenomenon. The lived experiences of the participants on how feedback affected them positively and negatively and how practice aided them in improving their public speaking ability were explained through the themes and subthemes derived from their experiences.

Thorndike's canonical study in 1913 is still applicable until this time amidst the many educational reforms. The giving of feedback to students makes them aware of their flaws and could improve themselves if guided properly. Literature was also carefully studied to establish the link between the findings of the study, the findings of other studies conducted, and the canonical study of Thorndike in 1913 on giving of feedback.

Tools

The primary tools of the study were the researcher and the set of semi-structured interview questions. Bahrami, Soleimani, Yaghoobzadeh, and Ranjbar (2016) explain that the researcher portrays an important role in qualitative research. The researcher

as an instrument works hard to understand and analyze the phenomenon under study. According to Merriam (1988) the researcher is the primary instrument of any study. The success of any research depends on the researcher as he/she can process the given data.

DeJonckheere and Vaughn (2018) state that semi-structured questions are the most frequent data source in qualitative research. The semi-structured interviews are powerful data source to get the thoughts and experiences of the participants (DeJonckheere & Vaughn, 2018). In this study, the semi-structured questions were based on the problem questions and were validated by two seasoned teacher-researcher from the province of Cavite (See Appendix B). The semi-structured questions guided the researcher to get thick description of the phenomenon. Other tools used were the narratives of the participants who were interviewed.

Participants of the Study

There were 30 student-participants in this study who are high school, senior high school, and college students from public and private academic institutions in the Province of Cavite. The study employed fishbowl sampling. There were ten high school student-participants (five from private and five from public high school); there were ten senior high school student-participants (five from private and five from public senior high school); and there were ten college students (five from private and five from state colleges and universities). Twelve student-participants were interviewed and were asked to write a narrative expressing their thoughts and realizations about the study. The rest of the participants were part of the focus group discussions. The participants were all officially enrolled in the academic year 2019-2020.

Ethical Considerations

The following ethical issues were addressed:

1. Permission was obtained from the heads of the different academic institutions and request letters were given to the participants through email and other social media platforms (See Appendix A).
2. The participants were asked to voluntarily participate in the study and the informed consent form were sent to each of them as well with written permission from their parents as they are still minors. It was explained to them in the letter that their participation was voluntary and that they could withdraw at any time during the duration of the study without fear of penalty or prejudice.
3. The participants' identity was treated with strict confidentiality. Each one of them was assigned a pseudonym, and any information about them was not included in the reporting of the data. All interviews and FGDs were carried out in the place and time convenient to the participants.
4. Only the researcher has access to the data. All the data are in composite form. Hence, no participant would be identified. The data gathered shall be for the sole purpose of the study.
5. All participants were guaranteed of their safety. All the information which was disclosed by the participants would not be used against them.
6. The safety of the researcher while the study was going on and during the gathering of data was considered and ensured.

RESULTS

The following are the themes and subthemes that emerged which answered the research questions of this study:

SOP 1. What are the positive and negative effects of feedback to students' learning ability?

Positive feedback has three subthemes namely: *feedback helps*; *feedback reminds*; and *feedback builds self-confidence*.

Negative feedback has two subthemes namely: feedback demoralizes and discourages self-esteem and feedback causes fear and disrupts learning.

SOP 2. How does feedback affect the students' ability to grasp the needed competencies?

There are two themes that emerged: *feedback could either make or break the students and non-understanding of feedback affects learning.*

SOP 3. What kind of feedback would help students improve?

There are three themes that emerged: *feedback should be kind; feedback should be sincere; and feedback should build self-confidence.*

SOP 4. What is the role of feedback in the students' learning process?

There are three themes that emerged: *to improve students' performance and nurture students learning; to make feedback direct and comprehensible to students; and to make students feel empowered and not defeated.*

DISCUSSIONS

The subsequent discussion presents the themes that emerged from the study: positive feedback with three subthemes; negative feedback with two subthemes; feedback could either make or break the students; non-understanding of feedback affects learning; feedback should be kind; feedback should be sincere; feedback should build self-confidence; to improve students' performance and nurture students learning; to make feedback direct and comprehensible to students and to make students feel empowered and not defeated.

SOP 1. What are the positive and negative effects of feedback to students' learning ability?

Positive effects of feedback. Giving feedback aids the learning process of students. Thus, productive feedback motivates learners to perform well. Positive feedback affirms the students and builds their confidence (Al-Enzy & Jesudas, 2016; University of South Carolina, n.d.; Waring & Wong, 2009).

Feedback helps. Twenty-four out of 30 participants said that immediate feedback allows them to correct their mistakes in their minds right away. It helps them avoid committing their previous mistakes. This view is reflected in the following answers of students during the interview and FGD and some were from their written narrative.

Feedback when given at once helps us avoid the previous mistakes.

Feedback even if it is negative or positive helps us a lot as I believe that bitter truth is better than sweet lies. The feedback given if positive makes us happy and when it is negative makes us pause and think at how we could improve our next performance.

Feedback reminds. Students during the interview said that outright feedback makes them remember and avoid their mistakes.

When the feedback is given at once, you never forget.

Once the feedback is given after the activity, I will not forget it.

Feedback builds self-confidence. Student participants from both public and private schools said that feedback builds self-confidence. They are inspired by the thought that their performance and abilities were observed and appreciated by the teacher. These positive feelings boost their self-confidence. The participants said,

I feel so proud of myself because the teacher said that I pronounce the words well and my voice is loud enough.

I was overwhelmed and happy and I want to perform again because I am inspired because I know I am good.

I am very happy. Even the simple facial expression (was) seen by the teacher, and she said it was good. I felt inspired and proud of myself. I was afraid to talk before because I think I am not that good but now I feel good about myself.

Negative effects of feedback. Negative feedback makes students disengage. They lose their motivation to learn and would just want to stop. Once this happens, learning and improvement would be difficult to reach (Deci, 2013).

Feedback demoralizes and discourages self-esteem. Students assert that negative feedback affects them negatively. They are demoralized and discouraged. The feeling of wanting to cry and the feeling of being humiliated were the worst feelings for them. The participants said,

I feel like ... like ... I want to cry. I want to go home because I feel ... very shy.

I really felt sad after the negative feedback. I cried in the comfort room. I feel like so small. It was humiliating like no appreciation at all.

It was a very sad experience. I felt like I did not do anything at all. It was bad, a very bad experience I will not forget.

I felt so low and useless. I was so ashamed of myself.

Feedback causes fear and stops learning. Students said that negative feedback made them feel that they do not want to try again as they felt that the succeeding performance would be another failure. The feedback caused fear and destroyed the students' self-confidence. The participants said,

I felt so broken. It was not fair. I knew I did my best just that I was nervous, and I was scolded. I was explaining my side, but I am not given the chance. I do not want to try again.

I want to cry at that time but at least I still managed to go out of the room and go to the comfort room to cry really hard. I was disappointed of what I did, and I feel so shy of my classmates. Maybe if I have a choice, I won't perform next time.

I felt like I want to drop the subject. I am afraid ... just afraid like fear, like that.

SOP 2. How does feedback affect the students' ability to grasp the needed competencies?

Feedback could either make or break the students. The success and improvement of students' skills are affected by feedback. Both negative and positive feedback affect students' performance. Negative feedback can break the students' self-confidence and self-esteem making them to disengage and quit learning during the learning process. In contrast, positive feedback on the other hand can build the students' confidence and inspiring them to go and try harder until they could perfect the craft (Al-Enzy & Jesudas, 2016; Simon, 2013; Stenger, 2014; Wong & Waring, 2009).

The good feedback makes me ... the positive feedback makes me feel good about myself. It makes me feel better. The negative feedback makes me sick and feel bad about myself.

Positive feedback inspires me and boost my confidence while the negative feedback makes me feel so low of myself that I do not want to perform at all.

Well, positive feedback makes me feel confident to speak at the front. It feels good when you hear good things about your performance. Negative feedback makes me feel bad and like I said, when I hear negative feedback, I like to drop the course already.

Non-comprehension of feedback has consequences in learning and motivation. It should be noted that students should be able to understand the feedback given to them. It should be clear enough so that they know how to improve their performance.

Comprehension of feedback is vital for students' learning. Kuiyamaki (2015) and Bloxham and Campbell (2010) averred that second language learners are always thinking in two languages; this explains the fact that Filipino students are thinking in Filipino before they translate their thinking to English. This affects their comprehension of any feedback given them. Thus, this translates to the fact that some students may not be able to clearly comprehend the feedback given them. This non-comprehension may result to possible unimproved succeeding performance/s.

At times, I do not understand the feedback because ah ... uhm ... the ... the words are difficult to understand and ... and ... I am shy to ask the teacher to explain. And ... and I receive negative feedback again and again.

SOP 3. What kind of feedback would help students improve?

Feedback should be kind. All the 30 student-respondents said that the feedback should be given by the teachers in the kindest way for them to appreciate.

Feedback should be sincere. Twenty-three out of thirty students expressed great happiness when positive feedback is given sincerely.

Feedback should build self-confidence. Twenty student participants said that feedback builds their self-confidence when given positively.

Feedback should be given sincerely for it creates great impact upon the learners. Kind ways of giving feedback inspire students and build them up. They are motivated to do well, and positivism sets in. The mood in the classroom is affected as well. Students are optimistic and are not afraid to commit mistakes, the ambience is light, and the learning is fluid (Al-Enzy & Jesudas, 2016; Simons, 2013; Stenger, 2014; Wong & Waring, 2009). The participants said,

When the feedback is so true that even our classmates will say the same thing, it makes us happy. We will perform better next time.

When the teacher gives kind feedback whether negative or positive, it inspires us to do better and perform better.

I become more confident because the teacher saw the effort I put on the performance. And ah ... the classroom is better and happy.

I want kind feedback. It feels good when you are not scolded. I learn better when feedback is kind.

I like sincere feedback, not the fake one. I mean, ah ... the feedback that is deserving of my tasks or performance, like that. It makes me feel good.

I am inspired to do better in the next presentation because I got good feedback that made me feel encouraged.

SOP 4. What is the role of feedback in the students' learning process?

To improve students' performance and to nurture students learning. The student-respondents emphasized the important role of feedback in their learning process. They improve and better their tasks when given prompt and appropriate feedback.

To make feedback direct and comprehensible to students. All the 30 student-respondents expressed that feedback should be clear and easily understood. The rubrics or criteria in rating them must be thoroughly explained.

To make students feel empowered and not defeated. All the respondents believes that the major role of feedback in the learning process is to empower them and not to make them feel defeated.

Feedback brings forth new information specifically related to the task or process of learning that bridges the gap between what is understood and what is planned to be understood. Feedback

plays an important role in the process of effective learning. It guides the students as they progress in the learning process (Bloxham & Campbell, 2010; Gibbs & Simpson, 2004; Matthew, 2020). The students said,

Feedback really helps us improve and learn.

If feedback is direct and easily understood, I can easily think of ways on how I could improve my work.

Feedback should not squash the students and make them feel defeated. The feedback should encourage and allow students to feel empowered.

CONCLUSIONS

Studies conducted explain that feedback could help improve students' performance, likewise the findings of this study support that feedback plays an important role in the learning process of students. Thorndike's law of effect is evident in this study that when students receive positive, timely feedback, learning takes place. According to Thorndike positive feedback strengthens learning and could yield a habitual situation. It means that if students are given the opportunity to understand the feedback and they are guided well, learning becomes fluid.

This study identified the positive and negative effects of feedback, explained how feedback affected the students, enumerated how feedback should be given from the perspective of students, and pointed out the role of feedback in the students' learning process. But what was striking was the truth revealed by a participant that feedback at times could be incomprehensible. The feedback could not be understood at once which poses a cognitive challenge to students. The participants being Filipinos are thinking in their native tongue even if they are in their classes which are carried out in English. Feedback is given in English, and it takes time for students to translate it to Filipino before comprehension takes place.

High school, senior high school, college/university students regardless of whether they are in private, or government institution clearly articulated that the feedback they receive affect their learning process. The challenge now is for teachers to go the extra mile to make sure that students clearly understood the feedback given. It is also in the comprehension of feedback that learning would effectively take place. The role of the teacher inside and outside the classroom and the role of the students to exert extra effort to improve themselves are both urgent. Teachers should realize that students have a great capacity to improve themselves if proper feedback coupled with respect, love and care would be given. Immediate feedback must be delivered to help students correct their mistakes at once.

Students of the present generation are open and willing to accept their mistakes and they can correct themselves at once as well. They are learners with potential amount of confidence that needs to be tapped and nurtured. The teachers' role is not simply to teach but to encourage and inspire. Teachers are not mere mentors, but they must be the students' parents in school capable of bringing out the best in each of them.

REFERENCES

- Alam, Q., & Uddin, A. (2013). Improving oral communication skills of Pakistani public school's students. *International Journal of English Language Teaching*, 1(2), 17–36. <http://www.eajournals.org/wp-content/uploads/Improving-English-Oral-Communication-Skills-Of-Pakistani-Public-Schools-Students.pdf>
- Al-Bashir, M., Kabir, R., & Rahman, I. (2016). The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education. *Journal of Education and Practice*, 7(16), 38–41. <https://files.eric.ed.gov/fulltext/EJ1105282.pdf>
- Al-Enzy, M., & Jesudas, R. (2016). Productive oral feedback: A successful tool in English language teaching. *IRA International Journal of Education and Multidisciplinary Studies*, 4(2), 317–322. <http://dx.doi.org/10.21013/jemsv4.n2.p10>

- Bahrami, N., Soleimani, M., Yaghoobzadeh, A., & Ranjbar, H. (2016). Researcher as instrument in qualitative research: Challenges and opportunities. *Advances in Nursing and Midwifery*, 25(90), 27–37. <https://doi.org/10.22037/anm.v25i90.11584>
- Birtill, P. (2022). *Don't underestimate the value of giving feedback – new research shows people want to receive it*. <https://theconversation.com/dont-underestimate-the-value-of-giving-feedback-new-research-shows-people-want-to-receive-it-180064>
- Bloxham, S., & Campbell, L. (2010). Generating dialogue in assessment feedback: Exploring the use of interactive cover sheets. *Assessment and Evaluation in Higher Education*, 35(3) 291–300. <https://www.tandfonline.com/doi/abs/10.1080/02602931003650045>
- Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *American Association for Higher Education Bulletin*, 2, 3–7. <https://files.eric.ed.gov/fulltext/ED282491.pdf>
- Chickering, A., & Gamson, Z. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. *New Directions for Teaching & Learning*, (80), 75–81. https://academics.lmu.edu/media/lmuacademics/centerforteachingexcellence/documents/8006_ftp.pdf
- Creswell, J. (1994). *Research design: Qualitative and quantitative*. Sage.
- Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Deci, E. (2013). *Four ways to give good feedback*. <https://ideas.time.com/2013/03/18/four-ways-to-give-good-feedback/>
- De Franzo, S. (2022). *Feedback management: 5 reasons why feedback is important*. <https://www.snapsurveys.com/blog/5-reasons-feedback-important/>
- DeJonckheere, M., & Vaughn, L. (2018). Semistructured interviewing in primary care research: A balance of relationship and rigor. *Community Health*, 7(2). doi.<http://dx.doi.org/10.1136/fmch-2018-000057>
- Eraut, M. (2006). Feedback. *Learning in Health and Social Care*, 5(3), 111–118. <https://doi.org/10.1111/j.1473-6861.2006.00129.x>
- Gibbs, G., & Simpson, C., (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1, 3–31. <https://eprints.glos.ac.uk/3609/>

- Hattie, J. (1999). *Influences on student learning*. <https://cdn.auckland.ac.nz/assets/education/about/research/documents/influences-on-student-learning.pdf>
- Kuivamaki, T. (2015). *Learning and teaching oral communication in English vocational school: Learner's and teacher's views*. <https://jyx.jyu.fi/bitstream/handle/123456789/47215/URN:NBN:fi:jyu201509283277.pdf?sequence=1>
- Klugger, A., & DeNisi, A. (1996). The effects of feedback interventions on performance. *Psychological Bulletin*, 119(2), 254–284. <http://dx.doi.org/10.1037/0033-2909.119.2.254>.
- Leibold, N., & Schwarz, L. (2015). The art of giving online feedback. *The Journal of Effective Teaching*, 15(1), 34–46. <https://files.eric.ed.gov/fulltext/EJ1060438.pdf>
- Matthew, B. P. (2020). *The role of feedback in classroom instruction*. [researchgate.net/publication/341001451_The_role_of_feedback_in_classroom_instruction](https://www.researchgate.net/publication/341001451_The_role_of_feedback_in_classroom_instruction).
- Merriam, S. (1988). *Case study research in education: A qualitative approach*. Jossey-Bass.
- Moustakas, C. (1994). *Phenomenological research methods*. <http://dx.doi.org/10.4135/9781412995658>
- Oxford Learning Institute (n.d.). *Guidelines for giving and receiving feedback*. https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/overview/rsv/Guidelines_for_giving_and_receiving_feedback.pdf
- Pennebaker, J., Chung, C., Frazee, J., Lavergne, G., & Beaver, D. (2014). When small words foretell academic success: The case of college admissions essays. *PLoS One*, 9(12). doi:10.1371/journal.pone.0115844
- Simon, S. (2013). Enhancing the English oral communication skills of the 1st year students of the bachelor's degree program "Communication and Public Relations". *Procedia–Social and Behavioral Sciences*, 116, 2481–2484. doi: 10.1016/j.sbspro.2014.01.596
- Stenger, M. (2014). *Research-based tips for providing students with meaningful feedback*. <http://www.edutopia.org/>
- Tampal, S. K., Betasolo, J. A., Cumpa, J. Q., Segundo, J. M., Apalisok, A. D., & Ablen, A. S. (2019). Teachers' feedback: Implications to academic performance and behavior of Grade 8 students at North Fairview High. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal*

of Multidisciplinary Research, 1(1). <https://ojs.aare-searchindex.com/index.php/aasgbcjpmra/article/view/1071>

Thorndike, E. (1913). *Mental work and fatigue and individual differences and their causes*. Teachers College, Columbia University. <https://archive.org/details/educationalpsyc10thorgoog/page/n9>

University of South Carolina (n.d.). *Importance of providing meaningful student feedback*. https://sc.edu/about/offices_and_divisions/cte/teaching_resources/grading_assessment_toolbox/providing_meaningful_student_feedback/index.php

Vancouver Island University (2018). *Excerpts from AAHE bulletin of Chickering and Gamson 1987 seven principles of good practice*. <https://ciel.viu.ca/teaching-learning-pedagogy/designing-your->

Wong, J., & Waring, H. (2009). "Very good" as a teacher. *ELT Journal*, 63(3), 195–203. doi:10.1093/elt/ccn042

APPENDICES

APPENDIX A

Letters seeking permission



De La Salle University
D A S M A R I Ñ A S

Dear Sir/Madam:

Greetings in St. La Salle!

I am Evelyn R. Obo, a faculty of De La Salle University-Dasmariñas. I am currently doing research related to giving of feedback to students and I would like to ask your permission if I could conduct my data gathering in your school. My data gathering includes interviews and focus group discussions with your (high school, senior high school, college/university) students.

There are six academic institutions from the Province of Cavite, Philippines who will be participating in this study. There will be ten high school student-participants (five from private and five from public high school); there are ten senior high school student-participants (five from private and five from public senior high school); and there are ten college students (five from private and five from state colleges and universities). Your school is chosen through fishbowl draw. I sincerely hope that you could accommodate me on this. This is a great endeavor that will help me in my progress as an educator. Be assured that you will be provided with a copy of the finished research.

Attached to this is the questionnaire I intend to use during the interview and focus group discussion with the students. Thank you in advance. I shall be willing to come at any time to personally discuss this with you. I am giving my phone numbers and email addresses for our easy communication.

Smart Number	: 09202905568
Globe Number	: 09168872333
Email Adds	: erobo@dlsud.edu.ph

God bless and more power.

Respectfully,
Evelyn R. Obo

Letter to parents



De La Salle University
D A S M A R I Ñ A S

Dear Sir/Madam:

Greetings in St. La Salle!

I am Evelyn R. Obo, a faculty of De La Salle University-Dasmariñas. I am currently doing research related to giving of feedback to students and I would like to ask your permission if you could allow your son/daughter to be part of the study. Be assured that all data coming from your child shall be treated in strict confidentiality. Your child's identity shall not be disclosed, and you can terminate the participation of your child anytime during the data gathering without prejudice to him/her.

Thank you very much.

God bless and more power.

Respectfully,
Evelyn R. Obo

APPENDIX B

Certificate of Validation



De La Salle University
D A S M A R I Ñ A S

October 10, 2017

This is to certify that the research questionnaire prepared by Evelyn Obo for her research titled, The Role of Feedback in the Learning Process of Students, has been validated by the undersigned.

Glo C. Mendoza
Validator

Ernani L. Elep
Validator

APPENDIX C

Interview Question Guide



De La Salle University
D A S M A R I Ñ A S

Interview Questions

1. What are your experiences in receiving positive feedback?
2. What are your experiences in receiving negative feedback?
3. How does feedback, whether positive and negative, affect your learning?
4. How do you think should feedback be given?
5. What is the role of feedback in the students' learning process?