

Students' Perception of Teachers' Feedback and its Relationship to Academic Motivation in a Faith-Based Institution

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ABSTRACT

In schools, teachers provide feedback to students to enhance their academic performance and motivation. This study aimed to explore students' perceptions of teacher feedback and its relationship to academic motivation at Mindanao Mission Academy, a faith-based institution. The research employed a quantitative approach, analyzing survey data from 250 Senior High School students to assess the impact of various types of feedback, including constructive, corrective, and praise. The findings revealed a significant positive relationship between teacher feedback and student motivation, with an overall mean of 3.94 (SD = 0.95), indicating a high level of influence. Specifically, constructive feedback (M = 4.08, SD = 1.05) and praise (M = 4.11, SD = 1.01) emerged as significant positive predictors of academic motivation. Regression analysis confirmed that constructive feedback ($\beta = 0.525$, $p = .003$) and praise ($\beta = 0.263$, $p = .022$) had a strong and significant impact. While corrective feedback was less influential compared to the other types, it still played a crucial role as a predictor of students' motivation. Furthermore, Senior High School students showed a greater appreciation for constructive feedback. These results align with existing literature, indicating that effective feedback practices are essential for enhancing student motivation. The study suggests that comprehensive teacher feedback should be delivered effectively, particularly when including corrective feedback, which must be provided in a supportive and encouraging manner. To conclude the results indicate that at this faith-based institution, teachers tend to offer constructive feedback more frequently than praise or corrective feedback, fostering greater student motivation and engagement in academic activities. This approach aligns with the school's philosophy of holistic development, which emphasizes both academic and spiritual growth.

Keywords: Teacher assessment, Academic motivation, Constructive feedback, Praise, Corrective feedback

INTRODUCTION

Teachers' feedback plays a crucial role in shaping students' academic motivation and overall learning outcomes. Effective feedback serves as a guide that helps learners identify their strengths, address weaknesses, and stay engaged in their academic pursuits. Feedback is one of the most powerful influences on students' academic motivation when delivered effectively and constructively. When students perceive feedback as supportive rather than judgemental, they are more likely to be motivated, satisfied, and will have a growth mindset to do better which in turn, will enhance their overall academic performance. Therefore, understanding how students interpret and respond to teachers' feedback is essential in promoting motivation and academic success.

The issue of feedback and its connection to academic motivation has gained significant attention among educators and researchers, internationally. One challenge is that many teachers lack sufficient understanding of how students learn, resulting in feedback that is unstructured or ineffective (Gan et al., 2021). Teacher feedback may also vary depending on expectations and perceptions, which can create inconsistencies in motivation and achievement (Gentrup et al., 2020). The Organisation for Economic Co-operation and

Development (OECD, 2021) has emphasized that feedback practices across schools worldwide need to be restructured to ensure they effectively promote motivation.

In the Philippines, the challenge of delivering effective and motivational teacher feedback persists across many schools. Studies show that while teachers recognize the importance of assessment, many still struggle with the communication and application of feedback that supports student growth and motivation (Marbibi et al., 2022). Inconsistencies in teachers' assessment literacy often result in feedback that emphasizes grades or compliance rather than improvement and encouragement. Furthermore, with the rise of online and blended learning, many Filipino students have experienced less personalized and less timely feedback, which has negatively impacted their engagement and motivation (Sagala, Haguisan, & Suarez, 2022). Although some efforts, such as the use of audio or digital feedback tools, show promise, their effectiveness in enhancing academic motivation remains uneven (Escultura & Mejico, 2023). These findings highlight a pressing national need to strengthen teachers' feedback strategies to ensure they not only assess learning but also inspire motivation and self-improvement among Filipino students.

Various studies have explored teachers' feedback and academic motivation across the field of research. However, most are focused on higher education institutions and public populations leaving an evident gap and limited evidence from faith-based institutions in the Philippines. Existing research often overlooks how religious and value-oriented environments influence students' perceptions of feedback and their motivation to learn. In particular, there is an existing gap regarding the lack of studies conducted in a faith-based setting where both academic and spiritual growth are emphasized as well as in senior high school populations in the Philippines, specifically, in Misamis Oriental.

The purpose of this study is to address the population and setting gap by exploring the students' perception of teachers' feedback and its relationship to the academic motivation of senior high school students in a faith-based institution. By understanding the relationship between students' perception of teachers' feedback and the academic motivation of senior high school students in a faith-based setting, the researchers hope to identify strategies that teachers can use to make their feedback more effective, encouraging, and aligned with the institution's mission of holistic education. The findings of this study may contribute to improving feedback practices that not only enhance academic performance but also nurture the spiritual and emotional well-being of students in faith-based learning environments.

Statement of the Problem

1. What is the perceptions of Senior High School Students towards teachers' feedback in terms of:
 - a. Constructive Feedback
 - b. Corrective Feedback
 - c. Praise Feedback
2. What is the extent of academic motivation among Senior High School Students?
3. Is there a significant relationship between teachers' feedback and the academic motivation of Senior High School Student?

LITERATURE REVIEW

Teachers' feedback has always been a vital part of the classroom. Black and Wiliam (1998) stressed that assessment is most helpful when it is formative, meaning it gives students feedback that guides them to improve. In simpler terms, feedback is not just about grading but about helping learners see what they can do better. Brookhart (2017) also pointed out that the way students view feedback can shape how they respond to learning. If they feel that the process is fair and supportive, they are more likely to put in effort and perform well. A study by Al Maharma and Abusa'aleek (2022) supported this idea, revealing that teachers' feedback

significantly influenced students' academic achievement, as learners who received consistent and constructive feedback demonstrated higher performance and motivation.

Academic Motivation, on the other hand, is what drives students to keep going in their studies. Motivated students are more likely to exert effort, demonstrate persistence, and achieve higher academic outcomes (Ai, T., 2025). In Philippine context, feedback has been linked to increased motivation and engagement when it's supportive and focused on growth rather than punishment (Escultura & Mejico, 2023). Furthermore, a study conducted by (Gan et al., 2021) showed that students' perception of feedback directly influences their motivation to use feedback for improvement, suggesting that motivation is both a cause and a consequence of effective feedback practices. Thus, understanding the relationship between feedback and motivation is crucial in improving student success, especially in faith-based settings where moral and academic growth are intertwined.

Many studies have also explored how feedback and motivation are connected. Pan, & Gan, Z. (2019) found that when feedback are designed to support learning, students become more confident and motivated. On the other hand, when feedback only focus on grades, motivation can drop this is explained by Deci, Koestner, and Ryan (2001) that the way feedback are done can even determine whether a student's motivation comes from within or from outside rewards. In the Philippines, students are more motivated when assessments are meaningful specifically, a study in Imus City also revealed that self-belief, motivation, and career goals are connected, suggesting that the way teachers assess can even influence students' future aspirations (Garcia, 2023).

This study is grounded on Self-Determination Theory and Constructivist Theory, which together explain how teachers' feedback influences students' motivation and learning by addressing their psychological needs and supporting active knowledge construction. Self-Determination Theory (SDT) by Deci and Ryan (1985) explains that students are most motivated when their needs for autonomy, competence, and relatedness are fulfilled. In this view, feedback that is clear, supportive, and non-controlling enhances intrinsic motivation by helping learners feel capable and valued. When teachers provide feedback that guides improvement and acknowledges effort, students become more self-driven and engaged in learning. Conversely, overly critical or controlling feedback can lower motivation by threatening autonomy and confidence. On the other hand, Constructivist Theory, rooted in the works of Piaget (1976) and Vygotsky (1978), emphasizes that learners actively build knowledge through experience and interaction. From this perspective, feedback acts as framework supporting students as they connect new ideas with prior understanding. Effective feedback encourages reflection, problem-solving, and revision, helping students construct deeper knowledge rather than memorize facts.

Corrective feedback focuses on identifying and addressing errors in students' work to improve accuracy and understanding. In educational contexts, it plays a crucial role in helping learners recognize gaps in knowledge and adjust their learning strategies accordingly. Studies show that corrective feedback is most effective when it is delivered respectfully and paired with guidance for improvement (Patra, Alazemi, & Al-Jamal, 2022). However, overly negative or harsh correction may discourage students and reduce motivation. Research in language learning and general education confirms that balanced corrective feedback promotes long-term retention and encourages students to view mistakes as opportunities for growth rather than failure (Li & Vuono, 2019). Therefore, the effectiveness of corrective feedback depends on its tone, timing, and the learner's perception of the teacher's intent.

Constructive feedback aims to guide students toward improvement by highlighting both strengths and areas for development in a supportive manner. It emphasizes how learners can improve rather than simply pointing out what is wrong, thereby fostering motivation and self-regulated learning. When feedback is specific, clear, and encouraging, students are more likely to engage actively and take ownership of their learning (Hattie & Timperley, 2007). Research indicates that constructive feedback enhances students' confidence, promotes reflective thinking, and strengthens their ability to apply feedback in future tasks (Winstone et al., 2017). In faith-based educational settings, constructive feedback also aligns with moral and holistic growth, nurturing both competence and character. Knight (2006) concurred that when teachers comprehend their divine calling and the sacred responsibility entrusted to them as Christian educators, they are better able to integrate faith into their teaching practices.

Praise, as a form of positive feedback, reinforces desired behavior and acknowledges student effort or achievement. When delivered sincerely and specifically, praise boosts students' intrinsic motivation and sense of competence (Brophy, 1981). However, generic or excessive praise may backfire, leading to dependency or reduced self-regulation. According to recent research, effective praise focuses on effort, strategies, and persistence rather than innate ability helping students develop a growth mindset and resilience (Burnett, 2002 & Henderlong & Lepper, 2002). In the context of faith-based schools, praise that integrates moral values and recognition of God-given talents can further enhance both academic and spiritual motivation.

Taken together, these studies show that teachers' assessment practices strongly affect students' motivation. Constructive feedback, authentic tasks, and fair grading have been found to boost engagement and learning outcomes both internationally and locally. Still, there is little research that looks specifically at how Senior High School students in the Philippines perceive their teachers' assessment practices and how these perceptions influence their motivation. This is the gap that the present study seeks to address.

METHODOLOGY

The target population of this study consisted of Senior High School (SHS) students enrolled at Mindanao Mission Academy (MMA), a faith-based educational institution in Misamis Oriental, Philippines. The study focused on students in Grades 11 and 12 across different strands (STEM, ABM, and HUMSS).

A stratified random sampling technique was employed to ensure that each strand and grade level was fairly represented in the sample. The total population of Senior High School students was 800, distributed across different sections and strands. From this, a total of 250 respondents were selected. The sampling ensured proportional representation from each stratum, as shown in Table 1.

Table 1. Respondent Sample Determination

Grade Level	Strand	No. of Sections	Population (N)	Sample (n)
Grade 11	HUMSS	4	144	50
	STEM	6	230	75
	ABM	1	50	13
Grade 12	HUMSS	2	98	25
	STEM	6	250	75
	ABM	1	40	12
TOTAL		20	812	250

The allocation shows that all enrolled SHS students were proportionally represented according to their strand and grade level. This method minimized sampling bias and ensured that the diversity of the population was adequately captured.

Data Collection

The primary data collection instrument used in this study was a structured survey questionnaire composed of three parts. Part I gathered the respondents' demographic profile, including their age, gender, strand, and grade level. Part II focused on the Teachers' Assessment Scale, which measured three key dimensions: Corrective Feedback, Constructive Feedback, and Praise to evaluate how students perceived their teachers' assessment practices. Part III consisted of the Academic Motivation Scale, designed to assess the students' level of motivation toward their academic activities and learning engagement.

The questionnaire was designed using a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. It underwent content validation by subject experts and a pilot test to establish clarity and reliability before actual distribution. Respondents were assured of voluntary participation, confidentiality, and anonymity.

Table 2. Conceptual Definition of Research Variables and Instrument Items

Variable	Conceptual Definition	Indicator	Item Numbers	Total Numbers
Teachers' Feedback	The evaluation of teachers' feedback practices as perceived by students, focusing on correction, constructive guidance, and encouragement.	Corrective Feedback	20	20
		Constructive Feedback	15	15
		Praise	14	14
Academic Motivation	The internal drive and determination of students to engage in learning, persist in tasks, and achieve academic goals.	Motivational Drive & Persistence	5	5
TOTAL			54	54

In this study, two major variables were measured: Teachers' Assessment and Academic Motivation. Teachers' Assessment was conceptually defined as the evaluation of teachers' feedback practices as perceived by students, specifically focusing on correction, constructive guidance, and encouragement. Black and Wiliam (1998) stressed that assessment is most helpful when it is formative, meaning it gives students feedback that guides them to improve. In simpler terms, assessment is not just about grading but about helping learners see what they can do better. This variable was further divided into three indicators: Corrective Feedback (20 items), Constructive Feedback (15 items), and Praise (14 items). A total of 49 items were allocated to measure Teachers' Assessment.

Meanwhile, Academic Motivation was defined as the internal drive and determination of students to engage in learning, persist in tasks, and achieve their academic goals. Ryan and Deci's (2020) Self-Determination Theory emphasizes that motivation is influenced by the fulfillment of autonomy, competence, and relatedness needs, which directly impact persistence and academic achievement. This variable was measured through a single indicator, Motivational Drive and Persistence, consisting of 5 items.

Altogether, the instrument consisted of 54 items, with 49 items addressing Teachers' Assessment and 5 items measuring Academic Motivation. These items were designed to comprehensively capture the dimensions of feedback practices and their potential relationship with the motivation levels of senior high school students.

Measurement Scale

Table 3. 5-Point Likert Scale Interpretation

<i>5-point Likert scale Interpretation</i>		
Scale	Range	Verbal Interpretation
5	4.21 - 5.00	Strongly Agree / Very High
4	3.41 - 4.20	Agree / High
3	2.61 - 3.40	Neutral / Moderate
2	1.81 - 2.60	Disagree / Low
1	1.00 - 1.80	Strongly Disagree / Very Low

Data Analysis

Data will be encoded and analyzed using Jamovi ver. 2.7.6 and Microsoft Excel. Descriptive statistics (frequency, mean, standard deviation) will be used to analyze the demographic profile and levels of teachers' assessment and academic motivation.

To test the relationship between variables, Pearson's correlation will be used to determine the effect of teachers' assessment on students' academic motivation. Reliability will be established through Cronbach's Alpha, while validity will be checked using Product Moment Correlation.

Research Hypothesis

The study is guided by the following hypothesis:

1. There is a significant effect between teachers' assessment and students' academic motivation.
2. Corrective feedback significantly affects students' academic motivation.
3. Constructive feedback significantly affects students' academic motivation.
4. Praise significantly affects students' academic motivation.

RESULTS AND DISCUSSIONS

Instrument Items Testing

Validity Test

Table 2. Cronbach's α results

Construct Teachers' Assessment	Cronbach's α	Interpretation
2A. Corrective assessment	0.942	Excellent
2B. Constructive assessment	0.926	Excellent
2C. Praise	0.924	Excellent
Academic Motivation	0.739	Acceptable

Table 2 shows the results of the reliability test using Cronbach's alpha revealed that the constructs utilized in this study demonstrated strong internal consistency. For Teachers' Assessment, all three sub-dimensions obtained coefficients that are considered excellent, with Corrective Assessment yielding a Cronbach's α of 0.942, Constructive Assessment at 0.926, and Praise at 0.924. Since all three values are above 0.90, this indicates that the items measuring these sub-dimensions are highly reliable and consistently capture the intended aspects of teachers' assessment. Such high reliability levels suggest that students responded in a consistent manner to the items, making the measurement of these constructs stable and dependable.

Meanwhile, the construct of Academic Motivation produced a Cronbach's α of 0.739, which falls within the acceptable range (0.70–0.79). This result signifies that the items designed to measure academic motivation are adequately consistent and provide a reliable representation of students' motivational levels, though not as strongly consistent as the sub-dimensions of teachers' assessment.

Taken together, the findings from the reliability analysis confirm that the research instrument employed in this study is valid for measuring both teachers' assessment and academic motivation. The excellent reliability of the teachers' assessment sub-dimensions strengthens the credibility of the results, while the acceptable reliability of academic motivation supports its use as a dependable measure. Thus, the instrument can be confidently utilized to explore the relationship between teachers' assessment and students' academic motivation in a faith-based setting.

TEACHERS' FEEDBACK			
Section 2A. Corrective Feedback			
Questions	Mean	SD	Interpretation
1. Feedback helps me identify specific areas where I need to improve	4.23	0.94	VERY HIGH
2. I find feedback to be more useful when it points out errors rather than just providing praise.	4.00	0.89	HIGH
3. When I receive feedback, I try to understand its purpose before making changes.	4.09	0.88	HIGH
4. Feedback should provide clear guidance on how to correct mistakes.	4.21	0.96	VERY HIGH

5. I feel confident interpreting feedback that includes examples of correct answers.	3.81	0.87	HIGH
6. I understand the difference between feedback that corrects errors and feedback that provides encouragement.	3.86	0.94	HIGH
7. Feedback motivates me to try harder on future tasks.	4.05	0.90	HIGH
8. When feedback highlights my mistakes, I am more likely to revisit and revise my works.	3.85	0.99	HIGH
9. Specific suggestions in feedback help me avoid repeating the same mistakes.	3.97	0.91	HIGH
10. I feel that feedback is more effective when it focuses on how to correct errors rather than simply stating what is wrong.	3.96	0.99	HIGH
11. I am comfortable applying feedback to improve my performance.	3.95	0.96	HIGH
12. I believe that correcting mistakes based on feedback leads to better learning outcomes.	4.01	0.96	HIGH
13. Feedback that provides hints or clues helps me figure out solutions on my own.	3.83	0.92	HIGH
14. When I act on feedback, I can see improvement in my understanding of the topic.	3.85	0.98	HIGH
15. I prefer receiving feedback during the learning process rather than after completing the task.	3.85	0.97	HIGH
16. I prefer receiving feedback during the learning process rather than after completing the task.	3.87	1.04	HIGH
17. Feedback should be delivered in a constructive and non- judgemental manner	4.02	1.00	HIGH
18. Feedback is easier to understand when it is timely and given shortly after completing the task	3.85	0.90	HIGH
19. I value feedback more when it includes examples or resources to guide my improvement.	4.08	0.90	HIGH
20. Feedback that encourages reflection on my errors helps me improve my skills.	4.04	1.05	HIGH
TOTAL	3.96	0.95	HIGH

Section 2A. Corrective Assessment, findings showed an overall mean of 3.96 (SD = 0.95), interpreted as High, indicating that students consider feedback an important part of their learning. The highest ratings highlighted that feedback helps identify areas for improvement and provides clear guidance in correcting mistakes, while other items were consistently rated High, showing that students value timely, constructive, and motivating feedback. Fitriyah, I., Ningrum, A.S.B., & Gozali, I. (2024). Students perceived their learning motivation is best preserved through a positive tone of feedback, such as interaction with teachers and teachers' compliments on their strength instead comments on deficiencies. According to Patra, I et al. (2022) there was a significant change in the pre-test and post-test due to the feedback received from the teacher, which means that learners' ATL enhanced remarkably.

In a faith-based school, specifically Mindanao Mission Academy, feedback goes beyond academic correction it also reflects moral guidance and pastoral care. Teachers' corrective feedback is viewed as an act of compassion and encouragement, helping students improve while nurturing humility and integrity. Thus, corrective assessment at MMA supports both academic growth and spiritual development, reflecting the school's commitment to holistic

Section 2B. Constructive Feedback

Questions	Mean	SD	Interpretation
1. I find feedback most useful when it highlights both strengths and areas for improvement.	4.08	1.05	HIGH
2. Feedback that focuses on specific behaviors is more helpful than general comments	4.00	0.99	HIGH
3. I believe constructive feedback is essential for improving performance.	3.97	0.89	HIGH
4. When feedback is unclear, I find it difficult to act on it.	3.91	0.90	HIGH
5. Feedback that includes suggestions for improvement is easier to apply.	3.98	0.95	HIGH
6. I value feedback more when it is delivered with respect and empathy.	4.11	1.01	HIGH
7. Feedback should focus on the effort and process rather than just the final outcome.	3.83	0.99	HIGH
8. I feel motivated to improve when feedback is specific and actionable.	3.95	0.98	HIGH
9. Receiving constructive feedback encourages me to reflect on my performance.	4.01	0.95	HIGH
10. I feel defensive when feedback is not phrased constructively.	3.67	0.95	HIGH
11. I actively seek feedback to understand what I can do better.	3.83	0.87	HIGH
12. I can distinguish between feedback that is constructive and feedback that is overly critical.	3.78	0.93	HIGH
13. I use feedback as a tool to set goals for improvement.	3.99	0.91	HIGH
14. I feel more confident when feedback acknowledges my progress alongside areas for growth.	4.07	0.88	HIGH
TOTAL	3.94	0.95	HIGH

The findings revealed an overall mean of 3.94 with a standard deviation of 0.95, interpreted as High. This suggests that students generally value constructive, respectful, and specific feedback as an important tool for improvement. The highest-rated items emphasized that feedback is most useful when it highlights both strengths and weaknesses ($M = 4.08$, $SD = 1.05$) and when it is delivered with respect and empathy ($M = 4.11$, $SD = 1.01$). All other statements were also rated High, indicating that students consistently recognize the role of constructive, actionable feedback in motivating them, fostering reflection, and guiding performance. “Sustaining Learning Interest Among Disengaged Students: Impacts of Constructive Feedback” (2024) found that indirect constructive feedback (feedback designed to lead students to reflect, not just correct) positively affected students’ attitudes and learning mindset in secondary school students who were previously disengaged. According to Rabia Aslam, Najmonnisa Khan, Victoria Joseph (2021), learning motivation through constructive feedback was found a significant impact on students’ academic achievement.

In the context of Mindanao Mission Academy, these findings align with the school’s Christ-centered educational philosophy, which emphasizes holistic development nurturing the intellectual, physical, and spiritual dimensions of each learner. Constructive feedback at MMA is viewed not only as an academic strategy but also as an expression of Christian love and discipleship. As Knight (2006) emphasized, when teachers understand their divine calling and sacred responsibility as Christian educators, they are better able to integrate faith into their teaching practices. Guided by this understanding, MMA teachers provide feedback that fosters not only academic excellence but also character formation and spiritual growth.

Section 2B. Praise			
Questions	Mean	SD	Interpretation
1. When teachers praise my effort rather than my ability, it encourages me to work harder.	3.96	0.95	HIGH
2. Receiving specific praise helps me understand what I did well.	3.93	0.94	HIGH
3. General praise, like "Good job", is more helpful than detailed feedback about my performance.	3.71	0.94	HIGH
4. Praise motivates me to stay engaged in learning tasks.	3.90	0.93	HIGH

5. Praise from teachers feels more meaningful when it is linked to specific actions or achievements.	3.92	0.94	HIGH
6. Praise feedback helps me recognize my strengths and weaknesses.	3.97	1.03	HIGH
7. I find that praise alone, without constructive suggestions, improves my understanding of a topic.	3.69	1.03	HIGH
8. Feedback that praises my effort makes me more confident in tackling difficult tasks.	3.85	0.92	HIGH
9. When my teacher praises my work, I feel more willing to revise or improve it further.	3.94	0.99	HIGH
10. Praise feedback encourages me to set higher goals for myself.	3.87	1.03	HIGH
11. I understand that praise is not just about approval but about reinforcing positive behavior or learning strategies.	4.35	3.38	VERY HIGH
12. Feedback is most useful when it helps me see how to replicate success in future tasks.	3.97	0.96	HIGH
13. I believe feedback should focus on my effort rather than the end result.	3.77	1.04	HIGH
14. Receiving praise for progress motivates me more than praise for perfection.	3.97	0.95	HIGH
15. I recognize that praise is meant to encourage growth, not just celebrate achievement.	4.03	0.88	HIGH
TOTAL	3.92	1.13	HIGH

The average mean of 3.92 with a standard deviation of 1.13 indicates a high interpretation. This shows that students generally perceive praise as an important form of feedback that motivates them, builds confidence, and reinforces positive learning experiences. The highest-rated statement emphasized that praise is understood not merely as approval but as reinforcement of positive behaviors and strategies ($M = 4.35$, $SD = 3.38$, Very High). All other items were rated High, suggesting that specific and effort-focused praise is more meaningful than general praise. Overall, praise feedback is valued by students as a tool that encourages persistence, engagement, and continuous improvement in learning. Royer and Ennis (2024) it has stronger positive effects on academic engagement and reduces disruptive behavior. General praise is helpful, but less so than BSP. This aligns the findings that students prefer praise that clearly identifies what they did well and promotes further improvement. The study of Zarrinabadi and Rahimi (2022) indicates that praise for effort positively improved learners' anxiety, motivations, competence and growth mindsets, while praise for intelligence negatively influenced them.

In the context of Mindanao Mission Academy's Christian faith, these findings resonate deeply with the institution's philosophy of nurturing students holistically academically, spiritually, and morally. Praise, when rooted in Christian values, becomes more than recognition. Teachers at MMA use effort-based praise not only to promote academic excellence but also to affirm students' God-given potential, strengthen their character, and inspire them to pursue growth with humility and gratitude.

ACADEMIC MOTIVATION			
Questions	Mean	SD	Interpretation
1. I make sure to study on a regular basis.	3.89	1.04	HIGH
2. I work hard to get a good grade even when I don't like class.	3.97	1.03	HIGH
3. I think about the things that I will need to learn before studying.	4.07	0.984	HIGH
4. I feel motivated to do my requirements when the assigned task is easy to do.	4.05	1.04	HIGH
5. I prefer class work that is challenging so I can learn new things.	3.64	1.08	HIGH
TOTAL	3.92	1.03	HIGH

The findings showed a high level of academic motivation ($M = 3.92$, $SD = 1.03$), as students reported consistent study habits, effort toward good grades, and motivation to complete tasks. This supports literature suggesting that teachers' assessment practices strongly influence student motivation. Supportive assessments enhance self-regulation and intrinsic motivation (Ryan & Deci, 2020). Regidor et al. (2024) found that Senior High School students showed greater motivation when they were in a supportive classroom

environment. Thus, teachers' assessment plays a vital role not only in measuring learning but also in motivating students to engage and persist. According to Charalampous and Darra (2025) the provision of various forms of teacher's feedback significantly contributed to enhancing students' academic performance, improving their language skills, and refining their academic writing abilities.

In the context of Mindanao Mission Academy, these insights align with the school's Christ-centered philosophy of education, which seeks to nurture students holistically mentally, physically, socially, and spiritually. Feedback is viewed not merely as a corrective, constructive and praise measure but as a reflection of Christian mentorship, guiding students toward both academic growth and moral maturity. Teachers at MMA embody this approach by providing feedback that builds competence while reflecting Christ-like compassion. Thus, feedback in a faith-based setting such as MMA transcend academic measurement, serving instead as a means of spiritual encouragement and character development.

RQ 3. Is there a significant relationship between teachers' feedback and the academic motivation of Senior High School Student?

Teacher's Assessment and Academic Motivation

Teachers' Assessment Indicators	Pearson's r	p-value	Interpretation
Corrective Feedback	0.311	< .001	Moderate Positive Correlation
Constructive Feedback	0.465	< .001	Strong Positive Correlation
Praise	0.446	< .001	Strong Positive Correlation
Overall Feedbacking	0.448	< .001	Strong Positive Correlation

Note. $p < .05$ (significant), $p < .001$ (highly significant).

The results revealed a significant positive relationship between teachers' assessment and students' academic motivation. Specifically, corrective feedback was moderately associated with academic motivation, $r(146) = .311$, $p < .001$, with a similar result found using Spearman's rho, $\rho(146) = .337$, $p < .001$. Constructive feedback showed a stronger positive correlation, $r(148) = .465$, $p < .001$, $\rho(148) = .443$, $p < .001$. Praise was also positively correlated with academic motivation, $r(147) = .446$, $p < .001$, $\rho(147) = .465$, $p < .001$. Likewise, overall feedbacking demonstrated a significant positive relationship with academic motivation, $r(145) = .448$, $p < .001$, $\rho(145) = .463$, $p < .001$. Brookhart (2013) also pointed out that the way students view assessments can shape how they respond to learning. If they feel that the process is fair and supportive, they are more likely to put in effort and perform well. Similarly, Hattie and Timperley (2007), in their widely cited meta-analysis, highlighted that effective feedback exerts a strong positive influence on both student achievement and motivation, reinforcing the present study's findings.

These findings suggest that different forms of teacher feedback, whether corrective, constructive, or affirming, significantly enhance students' academic motivation, highlighting the importance of supportive assessment practices in fostering student engagement and drive.

In the context of Mindanao Mission Academy, this finding reflects the school's belief in the transformative power of Christ-centered education. Feedback at MMA is not merely an academic process but an act of ministry offered with kindness, patience, and purpose. When teachers provide feedback, they mirror Christ's teaching approach, guiding students toward wisdom and righteousness. Thus, constructive feedback at MMA fosters both intellectual growth and spiritual maturity, nurturing learners who seek excellence while walking in faith.

RQ 4. Do feedbacking have significant impact on student's Academic motivation?

Model	Estimate	SE	t	p
1 Intercept	1.647	0.384	4.28	< .001
Corrective Feedback	-0.205	0.149	-1.37	0.172
Constructive Feedback	0.525	0.175	3.01	0.003
Praise	0.263	0.114	2.31	0.022

2	Intercept	1.617	0.3886	4.16	<0.001
	General Feedbacking	0.587	0.0973	6.04	<0.001

The regression analysis revealed that feedbacking significantly impacts students' academic motivation. In Model 1, constructive feedback ($\beta = 0.525$, $t(df) = 3.01$, $p = .003$) and praise ($\beta = 0.263$, $t(df) = 2.31$, $p = .022$) emerged as significant positive predictors of academic motivation, whereas corrective feedback did not show a significant effect ($\beta = -0.205$, $t(df) = -1.37$, $p = .172$). In Model 2, general feedbacking demonstrated a strong and significant positive effect on academic motivation ($\beta = 0.587$, $t(df) = 6.04$, $p < .001$). These findings suggest that while corrective feedback alone may not enhance motivation, constructive feedback and praise meaningfully contribute to students' academic drive, and overall, comprehensive feedbacking serves as a robust predictor of higher academic motivation. In the study of Aslam, R., Khan, N., & Joseph, V. (2021). they found that constructive feedback significantly influences learning motivation, which in turn affects academic achievement. According to the study of Martinez, V. M., Cardozo, P., Kaefer, A. et al., feedback enhances motivation and skill learning in adolescents.” (Learning and Motivation, 2024). They reported that simple encouraging feedback (positive feedback/praise) boosts motivation among adolescents in skill-learning tasks. Additionally, in the study of Zhang, J. (2020). Peer feedback reflects the mindset and academic motivation of learners.

CONCLUSION

The study investigated the relationship between teachers' feedback and students' academic motivation, and the findings provide compelling evidence that teacher feedback is a significant predictor of students' academic motivation. The reliability analysis, indicated by strong Cronbach's alpha values, confirmed that the research instrument was consistent and dependable in measuring both teachers' assessment practices and students' motivation.

The results revealed a strong positive relationship between constructive feedback and praise and students' academic motivation, while corrective feedback showed a moderate but meaningful association. These findings are consistent with Charalampous and Darra (2023), who emphasized the positive impact of feedback on academic performance, as well as with Regidor et al. (2024) and Aslam et al. (2021), who found that supportive and constructive feedback enhances motivation and achievement. This suggests that a comprehensive approach to feedback balancing praise, constructive guidance, and corrective insight is most effective in fostering student motivation and engagement. Overall, the study confirms that meaningful and empathetic feedback encourages students to develop perseverance, self-confidence, and a growth-oriented mindset.

In Mindanao Mission Academy, these findings resonate deeply with the school's mission and faith-based philosophy. As an Adventist institution committed to holistic Christian education, MMA believes that learning should cultivate not only intellectual growth but also moral integrity and spiritual maturity. Teachers at MMA embody a redemptive approach to education, one that seeks to restore, uplift, and guide students toward transformation through Christ-centered mentorship. Their feedback is not merely evaluative but redemptive, aiming to correct with compassion, inspire with hope, and lead students toward renewed purpose and faith.

Therefore, this study concludes that in a faith-based environment specifically Mindanao Mission Academy, effective teacher feedback serves a dual purpose, it promotes academic excellence while nurturing spiritual and moral development. When feedback is delivered with empathy, respect, and redemptive intent, it becomes a powerful instrument for guiding students not only toward success in learning but also toward character formation and lifelong discipleship.

RECOMMENDATION

The study found a strong, positive link between teacher feedback and student academic motivation. The most influential types of feedback were constructive feedback and praise, which significantly predicted a student's drive to learn. While corrective feedback had a weaker relationship, the overall effect of combining all three

types was a powerful predictor of motivation. These findings align with previous research from Charalampous and Darra (2023), Regidor et al. (2024), and Aslam et al. (2021), all of which support the idea that supportive feedback enhances a student's intrinsic motivation and leads to better academic outcomes. In short, effective feedback is not just for grading; it is a key tool for motivating students to engage and persist in their academic journey.

Teachers should use a balanced feedback approach that includes specific constructive, corrective and praise feedback to motivate students.

Schools should provide professional development on effective, motivational feedback techniques for all teachers.

Students should be encouraged to view all feedback as a tool for self-improvement and growth.

Researchers should conduct future studies to explore the long-term impact of feedback and to compare its effects across different grade levels.

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