

A Phenomenological Inquiry on Teacher Feedback Strategies in Shaping Learners' Motivation

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ABSTRACT

This study explored how different forms of teacher feedback influenced students' motivational responses and learning behaviors in a Grade Four classroom in Marilog District, Davao City. Grounded in the principles of formative assessment and Self-Determination Theory, the research examined how different feedback strategies influence learners' motivation, engagement, and learning behaviors. Using a qualitative research design, data were gathered from Grade Four teachers through interviews and thematic analysis was employed to identify key patterns and insights. Teachers highlighted the need to balance correction and encouragement while being mindful of learners' emotional sensitivity. Despite these challenges, teachers demonstrated the use of constructive and learner-centered feedback strategies such as positive reinforcement, specific and actionable feedback, interactive and immediate feedback, and adaptive feedback practices across contexts. Furthermore, the study found that feedback serves as a catalyst for motivation and engagement by promoting self-regulated learning, strengthening teacher-student relationships, and increasing learners' academic involvement. The findings underscore the importance of feedback that supports not only academic development but also learners' emotional and motivational growth. The study concludes that effective teacher feedback is essential in fostering motivation and engagement among Grade Four learners. It recommends that teachers adopt structured, learner-centered, and emotionally responsive feedback practices, and that schools provide professional development opportunities to enhance teachers' feedback literacy.

Keywords: Teacher feedback, learner motivation, academic engagement, self-regulated learning, grade four learners

INTRODUCTION

Despite the recognized importance of teacher feedback strategies in shaping learners' motivation, there remains a limited understanding of how feedback strategies are effectively implemented in Grade Four classrooms, particularly in geographically and socio-culturally diverse contexts such as Marilog District, Davao City. Existing studies often emphasize the general benefits of feedback but provide insufficient insight into how young learners interpret and respond to different feedback approaches within their specific learning environments. This gap is significant, as learners in Marilog may face varied academic and socio-cultural challenges that influence how they perceive their abilities, efforts, and progress. When feedback is not consistently timely, specific, and constructive, opportunities to build confidence, foster a growth mindset, and sustain both intrinsic and extrinsic motivation may be diminished. Thus, examining how teachers deliver feedback in this context becomes essential in understanding its role in shaping motivation, engagement, and meaningful learning experiences among Grade Four learners.

In Grade four classrooms across the United Arab Emirates (UAE), one key issue in teacher feedback affecting learner motivation is the overreliance on summative and grades-based feedback rather than formative, constructive input. Many teachers, often under pressure to meet academic standards and performance metrics, tend to focus on final scores instead of offering detailed comments that explain how students can improve. This approach can reduce learners' intrinsic motivation, especially among young students who may begin to

equate their worth or ability with their grades (Alhajji, 2020; Nassereddin, 2023). In culturally diverse classrooms, where learners come from various linguistic and educational backgrounds, feedback that lacks clarity or personalization can also create confusion or disengagement rather than encouragement (Garces-Bacsal et al., 2024).

Another significant challenge is the cultural and linguistic mismatch between teachers and students, which can impact how feedback is given and received. The UAE's education system is highly multicultural, with both Emirati and expatriate learners taught by teachers from various nationalities. As a result, communication styles and expectations about praise, correction, and motivation may differ. For example, overly direct feedback might be perceived as harsh or discouraging by students from certain cultural backgrounds, while indirect feedback might be misunderstood or ignored (Alhajji, 2020; Garces-Bacsal et al., 2024; Bailey, 2022; Garces-Bacsal et al., 2024).

Across Southern Luzon, a major problem with teacher feedback that affects learners' motivation is the lack of timely and specific responses to students' work. Many teachers handle large class sizes and multiple subjects, which limits the time they can dedicate to giving meaningful, individualized feedback. As a result, students often receive generic comments such as "Good job" or "Try harder," which do little to guide their improvement or clarify their learning progress. This can lead to confusion, frustration, and decreased motivation especially for struggling learners who need more targeted support. Without clear direction on how to improve, students may lose confidence in their abilities and become disengaged from the learning process.

In MIMAROPA, a major problem with teacher feedback that affects learners' motivation is the lack of timely and specific responses to students' work. Many teachers handle large class sizes and multiple subjects, which limits the time they can dedicate to giving meaningful, individualized feedback. As a result, students often receive generic comments such as "Good job" or "Try harder," which do little to guide their improvement or clarify their learning progress. This can lead to confusion, frustration, and decreased motivation especially for struggling learners who need more targeted support. According to Dionisio, Reyes, and Culala (2025), when pupils receive detailed and personalized written or verbal corrective feedback, rather than generic remarks, it significantly lowers test anxiety and enhances academic engagement. Without clear direction on how to improve, students may lose confidence in their abilities and become disengaged from the learning process.

Addressing this requires professional development in Davao City will equip teachers with skills to deliver balanced, constructive, and motivating feedback suited to the developmental needs of Grade Four learners. In fact, Aquino and Bautista (2023) observed that through structured professional learning such as lesson study, teachers became more reflective and strategic in delivering feedback that supports learning rather than discouraging it.

Purpose of the Study

The purpose of the study was to investigate how different forms of teacher feedback influenced students' motivational responses and learning behaviors. The study aimed to explore how feedback related to effort, strategies, and performance affected learners' perceptions of competence, autonomy, and relatedness. By examining these motivational constructs, the study sought to determine which types of feedback most effectively supported intrinsic motivation and sustained engagement among Grade Four students.

Furthermore, the study aimed to identify the specific feedback strategies that enhanced learners' willingness to participate, persevere, and take ownership of their learning. It also explored how the relational aspects of feedback, such as tone, clarity, and teacher-student rapport, contributed to shaping motivation in the classroom. In doing so, the study carried significant social value by contributing to the improvement of classroom practices that support not only academic achievement but also learners' emotional well-being, confidence, and resilience, particularly in diverse and underserved contexts. By generating contextually grounded and evidence-based insights, the study intended to guide teachers, school leaders, and policymakers in implementing feedback strategies that foster stronger motivation, deeper learning, and a more inclusive, supportive, and effective learning environment for Grade Four learners.

Research Questions

1. What feedback strategies do Grade Four teachers commonly used to motivate their learners in the classroom?
2. What are the experiences and challenges of Grade Four teachers in providing feedback strategies in shaping learners motivation?
3. How do Grade Four teachers perceive the feedback strategies in shaping learners' motivation?

Theoretical Lens

This phenomenological inquiry on teacher feedback strategies in shaping learners' motivation is grounded in key educational and psychological theories that expound how feedback influences students' engagement, self-perception, and willingness to learn. These theoretical perspectives give a framework for understanding how learners interpret feedback experiences and how such experiences shape their motivation, behavior, and overall learning development within the classroom context. Theories on motivation and feedback provide a framework for examining how students respond to teacher input and how these responses affect their learning behaviors.

To consider one of the most influential frameworks in motivation research is the Self-Determination Theory (SDT) developed by Edward Deci and Richard Ryan (1985). SDT emphasizes the importance of intrinsic motivation, suggesting that individuals are more motivated when their needs for autonomy, competence, and relatedness are met. In the context of teacher feedback, SDT highlights that feedback which supports students' sense of competence and autonomy fosters greater intrinsic motivation and engagement. Feedback that is controlling or overly critical, however, may undermine these needs and decrease motivation. This theory helps explain why constructive, autonomy-supportive feedback can transform mere words into a learner's willingness to participate and persist.

Second is the Attribution Theory, proposed by Bernard Weiner (1974), provides insight into how learners interpret feedback and how these interpretations affect their motivation. According to this theory, students' motivation is influenced by the causal explanations they give for their successes and failures, which can be internal (effort, ability) or external (task difficulty, luck). Teacher feedback that attributes success to effort and strategies rather than fixed ability tends to promote a growth mindset, encouraging learners to persist despite challenges. Conversely, feedback implying stable, uncontrollable causes for failure can diminish motivation. This theory underscores the importance of feedback content and framing in shaping learners' motivational outlook.

Lastly, John Hattie and Helen Timperley (2007) when they proposed a comprehensive model of feedback that categorizes it into different levels: feedback about the task, feedback about the process of learning, feedback about self-regulation, and feedback about the self. Their model stresses that feedback is most effective when it addresses the task and process levels and helps learners regulate their own learning strategies. Importantly, they highlight that feedback focusing solely on the self, such as personal praise or criticism, has limited impact on motivation. This theory informs educators about the types of feedback that are more likely to foster motivation by guiding learners toward deeper understanding and self-regulation, rather than merely judging their performance.

METHODOLOGY

By focusing on the perceptions, reflections, and practices of teachers, this approach captured the nuanced ways feedback shaped student engagement, effort, and learning behaviors. The chapter detailed the research design, informant selection, data collection methods, and analytical procedures used to uncover the essential structures of teachers' experiences. Through in-depth interviews, classroom observations, and reflective narratives, the study sought to illuminate how teacher feedback functioned as a motivational tool, offering a rich, contextualized understanding of its role in shaping learners' academic growth and enthusiasm for learning.

Research Design

This study utilized a qualitative phenomenological research design to explore and understand the lived experiences of Grade Four teachers regarding the influence of their feedback on learners' motivation. This approach allowed the research to focus on the essence of teachers' experiences, capturing how they perceived, delivered, and interpreted feedback within the classroom context.

The phenomenological approach enabled the study to investigate teachers' perceptions of how feedback affected students' motivation, engagement, and self-confidence. The research focused on uncovering the processes through which feedback encouraged students to persist in tasks, take intellectual risks, and develop intrinsic motivation for learning. This design prioritized informants' lived experiences over generalized measurements, allowing the study to reveal the complexities and subtleties of motivational dynamics in Grade Four classrooms.

Data collection involved semi-structured interviews with selected Grade Four teachers, classroom observations, and reflective narratives from teachers about their feedback practices. These methods provided multiple perspectives on the phenomenon, capturing not only what teachers said about their feedback strategies but also how students responded in real time. The study aimed to identify patterns, themes, and variations in the ways feedback shaped learners' motivation, while remaining open to unexpected insights that naturally emerged from participants' stories.

The study also ensured that ethical considerations guided all stages of the research. Participants provided informed consent, and their identities were kept confidential to create a safe space for honest and reflective sharing. Observations and interviews were conducted with sensitivity to classroom routines and teacher workloads, ensuring that the study did not disrupt normal teaching practices while still generating meaningful data about the role of feedback in motivating students.

Finally, the phenomenological design aimed to produce findings that were directly applicable to educational practice. By understanding the lived experiences of teachers and the motivational responses of students, the study sought to inform strategies for delivering feedback that enhanced learner engagement, promoted self-regulated learning, and fostered positive classroom dynamics.

Ethical Considerations

In conducting this qualitative study, I adhered to the ethical principles outlined by the Philippine Health Research Ethics Board (PHREB) to ensure the protection, dignity, and rights of all participants. Since this research involved human subjects specifically Grade Four teachers and students who shared personal and potentially sensitive reflections on classroom practices, feedback strategies, and learners' motivation it was essential that ethical standards guided every stage of the research process. I ensured that ethical standards were upheld throughout the research process by adhering to principles such as social value, informed consent, protection of informants, risk-benefit analysis, privacy, justice, and researcher competence. These measures guided the study and fostered trust, safety, and meaningful outcomes for all stakeholders involved (Creswell & Poth, 2023; Patton, 2023).

Social Value. I ensured that the study provided social value by producing insights that informed classroom practices, school policies, and learner-centered approaches in enhancing motivation through teacher feedback. The findings potentially benefited teachers, learners, parents and school administrators by identifying effective and meaningful feedback strategies that supported engagement, confidence, and academic growth. The study contributed knowledge that strengthened instructional practices and improved educational outcomes in primary classrooms by exploring how teacher feedback shaped learners' motivation, participation, and self-regulated learning, (Tracy, 2024; Merriam & Tisdell, 2023; Resnik, 2020).

Informed Consent. All participants received a detailed informed consent form explaining the study's purpose, procedures, risks, benefits, and confidentiality measures. Participants were ensured of their rights, including the right to withdraw at any time without negative consequences. Special care was taken to explain the consent

process to students in age-appropriate language so they fully understood their role in the study. Ensuring informed consent is a fundamental ethical requirement in qualitative research, emphasizing participants' autonomy, comprehension, and voluntary participation (Merriam & Tisdell, 2023; David, 2020).

Vulnerability of the Informants. Recognizing that participants may be vulnerable due to their professional roles or concern about institutional judgment, I took steps to minimize any risk of emotional, professional, or reputational harm. Interviews and observations were conducted in neutral, supportive environments where participants felt safe to express their perspectives honestly. Questions were framed sensitively, avoiding pressure to disclose information participants were uncomfortable sharing (Patton, 2023; Tracy, 2024).

Risks, Benefits, and Safety. While the study involved minimal physical risk, participants sometimes felt vulnerable when discussing classroom challenges, student reactions, or personal teaching strategies. To mitigate potential discomfort, a safe and supportive interview and observation environment was created, emphasizing that participation was voluntary and that there were no negative consequences for sharing candid reflections. The anticipated benefits including contributing to improved teaching practices, enhancing student motivation, and informing professional development programs were expected to significantly outweigh any minor emotional or cognitive discomfort experienced by informants. It is essential to ensure that potential risks were minimized and reasonable in relation to the expected benefits, while maintaining respect for participants' well-being and dignity (Resnik, 2020; Tracy, 2024).

Privacy and Confidentiality. All collected data were handled with strict confidentiality. Personal identifiers were removed or coded to protect participants' identities. Audio recordings, transcripts, and observation notes were securely stored on password-protected devices and accessed only by the researcher and academic supervisor. Any publications or presentations resulting from the study presented findings in aggregate or anonymized form to prevent identification of individual participants. Ensuring confidentiality and secure data management was a fundamental ethical obligation in qualitative research, as it protects participants' privacy and builds trust between the researcher and participants (Merriam & Tisdell, 2023; Resnik, 2020).

Justice. Participants were selected purposefully to ensure relevance and diversity. Teachers who were actively delivering feedback in Grade Four classrooms and students who were receiving that feedback were included. School location, class size, and teaching experience were considered to obtain a representative sample without unfairly excluding or targeting any individual. Efforts were made to ensure that all participants had equal opportunity to contribute, reflecting a range of classroom contexts and experiences. Upholding justice in participant selection and the equitable distribution of both the burdens and benefits of research, ensuring that no group is overrepresented, marginalized, or unjustly excluded (Resnik, 2020; Tracy, 2024).

Transferability. Although the study focused on public elementary schools in Marilog District, I aimed for transferability by providing thick, detailed descriptions of participants, programs, and school environments. These contextual accounts allowed other educators, researchers, and policymakers to assess the relevance of the findings to similar educational settings in the Philippines and beyond (Merriam & Tisdell, 2023; Tracy, 2024).

Qualification of the Researcher. I conducted this study with qualifications in qualitative research, educational theory, and ethical research practices. My background in education and prior experience in community-based research enabled me to approach participants with cultural sensitivity, build rapport, and interpret experiences accurately. These competencies supported rigorous and ethically sound fieldwork in sectarian school contexts (Creswell & Poth, 2023; Patton, 2023).

Adequacy of Facilities. I secured appropriate facilities for interviews and observations, ensuring that spaces were private, quiet, and accessible to all participants. Necessary materials such as recording devices, consent forms, and secure data storage systems were prepared in advance. These logistical and ethical considerations ensured that the study was conducted responsibly while protecting participants' rights, comfort, and safety (Ravitch & Carl, 2024; Tracy, 2024).

Participants of the Study

The participants of this study consisted of nine (9) Grade Four teachers selected from public elementary schools in Marilog District, Davao City. These participants were purposefully chosen to ensure that the data gathered reflected rich, meaningful insights into the phenomenological inquiry on teacher feedback in shaping learners' motivation. By focusing on Grade Four educators, the study examined feedback practices at a critical stage in primary education, where students were developing foundational academic skills, self-regulation, and intrinsic motivation. This targeted selection allowed the research to capture experiences that were both relevant and reflective of real classroom dynamics.

To ensure the quality and depth of the data, participating teachers were required to have a minimum of five (5) years of teaching experience. This criterion was important because teachers with substantial classroom experience were more likely to have employed a variety of feedback strategies and observed their long-term impact on student motivation and engagement. Experienced teachers were also able to provide reflective and informed perspectives on the nuances of feedback delivery, the challenges encountered, and the strategies used to address diverse learning needs.

Additional inclusion criteria focused on the immediacy and relevance of the participants' experiences. Teachers had to be currently teaching Grade Four students at the time of the study. This ensured that their reflections on feedback practices were grounded in current classroom realities, rather than in retrospective accounts that may have been influenced by memory bias. By engaging with active teachers, the study provided a timely understanding of how feedback strategies were implemented and received in contemporary educational contexts.

The study also sought teachers who had experience working with diverse learners, including students with varying academic abilities, learning styles, and socio-cultural backgrounds. This inclusion criterion allowed the research to capture a broad spectrum of experiences, highlighting how feedback was tailored to meet different learners' needs and how it influenced motivation across heterogeneous classroom settings. By including teachers with exposure to diverse student populations, the study provided insights into differentiated feedback practices and their effects on student engagement.

Finally, willingness to participate fully and openly was a key inclusion criterion. Teachers had to be willing to engage in in-depth interviews, allow classroom observations, and share honest reflections about their teaching practices and feedback approaches. This openness was essential for a phenomenological study, as the quality and authenticity of the data depended on participants' willingness to convey their lived experiences in detail. By establishing clear criteria, the study ensured that participants provided meaningful, nuanced, and contextually relevant insights into the role of teacher feedback in shaping motivation among Grade Four learners in Marilog District.

To maintain the relevance and credibility of the data, exclusion criteria were also created. Teachers who were not currently teaching Grade Four were excluded during the conduct of the study or if they had less than five (5) years of teaching experience. Those who were not directly involved in classroom instruction, such as administrative personnel or support staff, were likewise excluded. Moreover, teachers who were unable or unwilling to participate in interviews or classroom observations were not included in the study. These exclusion criteria ensured that only participants with appropriate experience, current engagement, and the capacity to provide rich, meaningful insights were selected.

Research Instrument

In line with the qualitative phenomenological design of the study, the primary research instrument was semi-structured interviews with Grade Four teachers. This method was particularly suited to phenomenology because it allowed participants to describe their lived experiences in their own words, providing rich, in-depth insights into how teacher feedback affected learner motivation. The semi-structured format enabled the researcher to maintain a balance between consistency across interviews and the flexibility to explore unique

perspectives, ensuring that the core topics were addressed while allowing participants to highlight experiences that were most meaningful to them.

The semi-structured interviews were designed around key guiding questions that focused on teachers' perceptions, beliefs, and practices regarding feedback. For instance, questions explored the types of feedback teachers provided, their strategies for motivating students, and how they observed students' responses to feedback. Follow-up prompts were used to clarify ambiguities, elicit examples, and encourage reflection, allowing participants to expand on initial responses. This approach helped uncover the nuances of feedback delivery and its perceived impact on learners' engagement, confidence, and willingness to take intellectual risks.

To ensure the collection of comprehensive and authentic data, each interview was conducted in a quiet, comfortable setting chosen in consultation with the participants. Interviews were audio-recorded with participants' consent to ensure accuracy and facilitate detailed transcription and analysis. The researcher also took observational notes on non-verbal cues, contextual classroom factors, and emotional expressions during the interviews. These supplementary notes provided additional layers of context, enhancing the interpretation of participants' verbal responses and the understanding of how feedback practices influenced motivation.

Finally, the data collection process was iterative, allowing insights from initial interviews to inform subsequent sessions. This reflective approach enabled the researcher to probe emerging themes more deeply and ensure that participants' experiences were captured fully and authentically. By using semi-structured interviews as the primary instrument, the study revealed the essence of teachers' lived experiences, illustrating how feedback practices shaped learners' motivation in Grade Four classrooms and contributing to a nuanced understanding of effective, student-centered pedagogy.

Data Collection Procedure

The first step in this study was to secure an ethics clearance certificate from the Institutional Research Ethics Committee. This step ensured that the research adhered to ethical standards concerning voluntary participation, confidentiality, informed consent, and responsible data handling. The clearance also confirmed that all interactions with human subjects specifically Grade Four teachers and their students were conducted in a manner that respected their rights and dignity. A comprehensive proposal detailing the study's objectives, methodology, informant selection, and ethical safeguards was submitted to obtain formal approval prior to fieldwork.

Once ethical clearance was granted, I proceeded to seek formal permission to conduct the study in selected public elementary schools in Davao City. Letters of request were sent to the Schools Division Superintendent and the principals of the chosen schools. These letters explained the purpose of the research, its significance in understanding the role of teacher feedback in student motivation, and the procedures involved for teacher participation. Gaining institutional approval facilitated cooperation, scheduling, and smooth access to classroom settings for observation and data collection.

The third step involved identifying and recruiting participants who met the inclusion criteria. Nine Grade Four teachers with at least five years of teaching experience were purposively selected. This ensured that participants were sufficiently experienced to provide meaningful insights into feedback strategies and their effects on learner motivation. Teachers were required to be currently teaching Grade Four classes and have experience working with diverse learners to ensure a broad perspective on feedback's influence. One-on-one meetings were scheduled to discuss the study's aims, answer questions, and obtain written informed consent from each participant.

In the fourth step, I developed the research instruments. The primary instrument was a semi-structured interview guide designed to explore teachers' experiences, perceptions, and reflections on how their feedback influenced student motivation. Classroom observation checklists and reflective student prompts complemented the interviews to capture real-time interactions and learner responses. Pilot testing of these instruments was

conducted with one or two non-participating Grade Four teachers to ensure clarity, relevance, and alignment with the research objectives. Necessary revisions were made before the main data collection.

The fifth step involved actual data collection. I conducted in-depth, semi-structured interviews with each participating teacher to capture their lived experiences regarding feedback practices and their perceived effects on learner motivation. Classroom observations were conducted to document how feedback was delivered and how students responded in real time. Field notes were taken to record non-verbal cues, classroom dynamics, and contextual factors. In addition, reflective student responses such as written reflections or short surveys about feedback experiences were collected to provide complementary perspectives. Audio recordings, with consent, ensured accuracy during transcription and analysis.

In the sixth step, all collected data interview transcripts, observation notes, and student reflections were organized systematically. Transcriptions were prepared verbatim, and data were stored securely in password-protected digital files. Thematic analysis was employed to code the data, identify patterns, and generate themes that captured the essence of teachers' feedback practices and their impact on student motivation.

The seventh step emphasized data integrity and trustworthiness. Member checking was conducted by sharing preliminary interpretations with the teachers to confirm accuracy and ensure their perspectives were represented faithfully. Any feedback provided was incorporated into the analysis to enhance transparency and credibility.

Finally, in the eighth and ninth steps, triangulation and reflexivity were applied to strengthen the study's validity. Classroom observations, teacher interviews, and student reflections were cross-analyzed to confirm patterns and enhance depth of understanding. Peer debriefing and reflective journaling were used to examine my positionality as a Grade Four teacher and researcher, mitigating potential biases. These procedures ensured that the findings authentically reflected the lived experiences of teachers and students regarding the role of feedback in shaping learner motivation.

Data Analysis

The data analysis for this qualitative phenomenological study was guided by thematic analysis, a rigorous yet flexible method used to identify, analyze, and report patterns within qualitative data. After collecting data through semi-structured interviews with Grade Four teachers, classroom observations, and reflective student responses, I began by transcribing all interviews verbatim to ensure an accurate and complete record of participants' narratives. Observation notes and student reflections were also compiled and organized. Throughout this process, I maintained a reflexive journal to document initial impressions, emerging ideas, and potential biases that could influence interpretation, allowing for conscious self-reflection and greater transparency.

Once transcription and data organization were complete, I engaged in repeated, in-depth readings of the material to familiarize myself fully with the content. During these readings, I paid close attention to recurring statements, significant experiences, and patterns that reflected teachers' feedback strategies and the ways students responded emotionally, cognitively, and behaviorally. This familiarization step was critical for developing an intuitive understanding of how feedback practices were enacted and perceived in real classroom settings, forming the foundation for subsequent coding.

The next stage involved initial coding, where I highlighted meaningful statements, phrases, or incidents that directly related to the study's research focus: the strategies teachers used to provide feedback, the types of feedback perceived as motivating by students, and the observable changes in learner engagement, participation, and academic effort. Codes were both descriptive (capturing what was said) and interpretive (reflecting underlying meaning). For instance, a teacher's statement about praising effort rather than correctness was coded not only as "feedback type" but also as "intrinsic motivation support."

Following coding, I grouped related codes into broader categories and themes that captured shared patterns and divergent experiences. Themes included "specific feedback strategies that enhance engagement," "learner

responses to corrective feedback,” “emotional impacts of teacher praise,” and “barriers to effective feedback implementation.” The thematic development remained closely tied to participants’ actual words and classroom interactions, ensuring that findings reflected authentic experiences rather than preconceived assumptions. Iterative comparison across interviews, observations, and student reflections allowed for refinement of themes and identification of nuances across different classroom contexts.

To enhance credibility and trustworthiness, several validation strategies were employed. Member checking was conducted by sharing preliminary themes and interpretations with the participating teachers to confirm that the analysis accurately represented their experiences and perspectives. Triangulation was also applied by cross-referencing data from interviews, classroom observations, and student reflections, ensuring that emergent themes were supported by multiple sources of evidence. This triangulated approach provided a more comprehensive understanding of the interplay between teacher feedback and learner motivation.

Finally, the analysis involved synthesizing these themes into a coherent narrative that addressed the study’s research questions. The goal was to illuminate how teacher feedback shaped learners’ intrinsic and extrinsic motivation, highlighting both effective strategies and potential challenges. By integrating insights from teacher reflections, student responses, and observed classroom interactions, the study provided a rich, nuanced portrayal of feedback practices in Grade Four classrooms. The findings not only contributed to a deeper understanding of learner motivation but also offered practical implications for enhancing feedback strategies and fostering student-centered pedagogy.

Trustworthiness of the Study

In qualitative research, ensuring trustworthiness was essential to validate the rigor and reliability of findings, particularly in studies that explored the subjective experiences of participants. In the context of this study, which examined how teacher feedback shaped learner motivation in Grade Four classrooms, trustworthiness ensured that the perspectives of both teachers and students were accurately represented, that interpretations were grounded in data, and that findings provided meaningful insights for educational practice. This study addressed four key dimensions of trustworthiness: credibility, transferability, confirmability, and dependability.

Credibility. To establish credibility, I engaged in prolonged interaction with participants during classroom observations, semi-structured interviews, and reflective sessions with students. This prolonged engagement allowed for a deeper understanding of the classroom context and the subtleties of how feedback was delivered and received. Member checking was conducted by sharing preliminary interpretations of teachers’ and students’ responses, allowing participants to clarify or expand on their insights. Triangulation of multiple data sources, teacher interviews, student reflections, and classroom observations, further strengthened credibility by cross-verifying evidence and highlighting consistent patterns of feedback strategies and motivational outcomes.

Transferability. While qualitative research did not aim for statistical generalization, transferability was enhanced through the provision of rich, thick descriptions of the classroom contexts, informant profiles, and specific feedback interactions. Detailed accounts included the types of feedback employed (e.g., corrective, encouraging, peer-based), learners’ behavioral and emotional responses, and the environmental and social factors influencing motivation. By documenting the context comprehensively, readers and practitioners were able to assess the applicability of findings to similar educational settings or Grade Four classrooms facing comparable challenges in fostering learner motivation.

Confirmability. Confirmability ensured that the findings were shaped by participants’ experiences rather than the researcher’s preconceptions. In this study, I maintained a detailed audit trail, including audio recordings, interview transcripts, observation notes, coding decisions, and analytic memos. A reflexive journal was also kept to document my assumptions, reflections, and potential biases throughout the research process. These strategies allowed for transparency in data interpretation and enabled external reviewers to trace how conclusions were derived, ensuring that the study’s outcomes remained firmly grounded in participants’ authentic experiences with teacher feedback.

Dependability. Dependability in this study referred to ensuring the consistency and stability of the research process and findings over time. It was established through the use of a systematic and well-documented procedure, including a structured interview protocol, consistent data collection methods, and detailed recording of all research activities. An audit trail was maintained to document decisions related to data collection, coding, and theme development, allowing for transparency and potential replication. The researcher also engaged in peer debriefing and continuous review of the analysis process to ensure that interpretations remained logical and grounded in the data. Consideration of contextual factors such as classroom size, student learning abilities, and socio-emotional dynamics further supported consistent interpretation of findings. By addressing credibility, transferability, confirmability, and dependability, the study ensured methodological rigor and provided a trustworthy and nuanced understanding of the role of teacher feedback in shaping motivation among Grade Four learners.

RESULTS AND DISCUSSION

Grounded in the context of formative assessment and learner-centered pedagogy, the findings illuminate how motivation is influenced through timely, constructive, and responsive teacher feedback embedded in everyday teaching and learning processes. The discussion further highlights how teachers navigate challenges such as diverse learner needs, time constraints, and learner sensitivity while intentionally employing feedback strategies that foster encouragement, engagement, and self-improvement. Through thematic analysis, this chapter provides a comprehensive understanding of how teacher feedback serves as a catalyst in transforming learners' willingness to participate, develop confidence, and engage more meaningfully in academic tasks within the dynamic environment of a Grade Four classroom.

Main Theme One: Constructive and Learner-Centered Feedback Strategies

Table 1: Feedback Strategies Commonly Used by Grade Four Teachers to Motivate Learners

Main Theme	Sub Themes	Significant Statements
Constructive and Learner-Centered Feedback Strategies	Positive Reinforcement and Encouragement	<i>"Kasagaran magsugod ko og positive comments aron ma encourage ang learners una ko mohatag og suggestions para sa improvement."</i> (IDI_I001) [I usually begin with positive comments so learners feel encouraged before I suggest areas for improvement.] <i>"Ang paghatag og encouraging words makatabang gyud sa pag-build sa ilang confidence ug sa pag motivate nila nga magpadayon sa pag-try."</i> (IDI_I006) [Providing encouraging words helps build their confidence and motivates them to keep trying.] <i>"Kung ma-recognize ang ilang effort bisan gamay pa, mabati nila nga valued sila ug mas willing sila nga mo-improve."</i> (IDI_I009) [Recognizing their efforts, even small ones, makes them feel valued and willing to improve.]
	Specific Actionable Feedback	<i>"Siguraduhon nako nga klaro ug specific ang akong feedback aron masabtan sa mga estudyante kung unsa gyud ang ilang dapat i-improve."</i> (IDI_I002) [I make sure my feedback is clear and specific so students know exactly what they need to improve.] <i>"Ang paghatag og step-by-step nga suggestions makatabang sa learners nga masabtan unsaon pag-correct sa ilang mga sayop."</i> (IDI_I005) [Giving step-by-step suggestions helps learners understand how to correct their mistakes.] <i>"Nagahatag ko og detailed nga feedback aron magamit</i>

		<i>nila kin isa ilang mga sunod nga tasks.” (IDI_I001)</i> [I provide detailed feedback so they can apply it in their future tasks.]
	Interactive and Immediate Feedback Delivery	<i>“Ginapasabot nako sa learners pinaagi sa discussion aron masabtan gyud nila ang feedback ng akong gihatag ug dapat immediate dyod, dili ma delay.” (IDI_I002)</i> [I engage learners in discussions so they can better understand the feedback I give. The feedback should be immediate and not delayed.] <i>“Mangutana ko og guiding questions aron matabangan sila nga mag-reflect sa ilang own work ug makita unsa ang dapat i-improve.” (IDI_I007)</i> [I ask guiding questions to help them reflect on their own work and identify areas for improvement.] <i>“Mas mahimong epektibo ang feedback kung ang learners aktibo nga moapil sa proseso.” (IDI_I001)</i> [Feedback becomes more effective when learners actively participate in the process.]
	Adaptive Feedback Practices Across Contexts	<i>“Nagagamit ko og kombinasyon sa verbal ug written nga feedback aron maabot ang lain-laing klase sa learners.” (IDI_I004)</i> [I use a combination of verbal and written feedback to reach different types of learners.] <i>“Ang paggamit og lain-laing feedback methods makatabang sa pagpadayon sa ilang interest ug motivation.” (IDI_I008)</i> [Using different feedback methods helps sustain their interest and motivation.] <i>“Gina-apil nako ang peer feedback ug group discussions aron makahatag og mas daghang perspectives.” (IDI_I002)</i> [I incorporate peer feedback and group discussions to provide more perspectives.]

Table 1 presents the feedback strategies commonly used by Grade Four teachers to motivate learners. The analysis revealed one central theme, Constructive and Learner-Centered Feedback Strategies. Also, four sub-themes emerged from the data, namely: Positive Reinforcement and Encouragement, Specific and Actionable Feedback, Interactive and Immediate Feedback Delivery, and Adaptive Feedback Practices Across Contexts.

The main theme *Constructive and Learner-Centered Feedback Strategies* highlights intentional and different feedback strategies employed by teachers to enhance learner motivation. The findings indicate that teachers adopt flexible, responsive, and encouraging approaches tailored to learners’ needs. Teachers view feedback as a supportive and dialogic process, where emphasis is placed on recognizing effort, providing clear guidance, and actively involving learners in understanding their progress. These practices reflect a shift from purely evaluative feedback toward formative, learner-centered approaches that prioritize growth, reflection, and motivation. By integrating feedback-driven motivation through positive reinforcement, adaptive feedback practices across contexts, interactive and immediate feedback delivery, and reflective and evolving feedback approaches, teachers create a feedback environment that empowers learners to take ownership of their learning. This aligns with contemporary research suggesting that feedback is most effective when it is constructive, specific, and responsive to learners’ needs, thereby fostering deeper engagement and self-regulated learning (Carless & Winstone, 2023; Panadero et al., 2023).

Providing effective feedback is a critical component of teaching, particularly in Grade Four classrooms where learners are developing confidence, self-regulation, and a deeper sense of responsibility for their learning. Teachers play a key role in using feedback not only to assess performance but also to motivate learners to

engage more actively in classroom tasks. In practice, Grade Four teachers employ a variety of feedback strategies such as verbal praise, constructive comments, corrective guidance, and formative assessment techniques to encourage participation, reinforce positive behaviors, and support academic growth. These strategies are often tailored to meet the diverse needs, abilities, and learning styles of students, making feedback both meaningful and impactful. Understanding the feedback approaches commonly used by teachers provides valuable insights into how motivation can be sustained in the classroom, highlighting practices that foster learner confidence, persistence, and overall engagement.

Main Theme Two: Contextual and Pedagogical Challenges in Feedback Delivery

Table 2: Experiences and Challenges Faced by Grade Four Teachers in Providing Feedback Strategies to Enhance Learner Motivation

Main Theme	Sub Themes	Significant Statements
Contextual and Pedagogical Challenges in Feedback Delivery	Time Constraints and Workload Demands	<i>“Tungod sa kadaghan sa mga learners sa akong klase, lisod kayo para nako ang paghatag og individualized ug meaningful nga feedback sa matag estudyante.”</i> (IDI_I001) [Because of the large number of learners in my class, I find it difficult to provide individualized and meaningful feedback to each student.] <i>“Para naku ang kakulang sa oras usahay mapugos ko sa paghatag og general comments imbes nga detailed feedback nga mas makatabang unta sa matag learner.”</i> (IDI_I004) [Due to limited time, I am sometimes forced to give general comments instead of detailed feedback that could better support each learner.] <i>“Adunay mga higayon nga dili nako matan-aw pag-ayo ang tanang outputs, busa ang akong mahatag nga feedback mahimong limitado lamang.”</i> (IDI_I009) [There are times when I cannot thoroughly all outputs, so my feedback becomes limited.]
	Diverse Learner Needs and Abilities	<i>“Siguro kay lain-lain ang response sa matag learner sa feedback, kinahanglan gyud nako i-adjust ang akong approach base sa ilang level ug needs.”</i> (IDI_I002) [Because each learner responds differently to feedback, I need to adjust my approach depending on their level and needs.] <i>“Ang uban learners kinahanglan og encouragement, samtang ang uban nanginahanglan og specific corrections, mao nga lisod i-balance ang feedback nga para sa tanan.”</i> (IDI_I007) [Some learners need encouragement, while others require specific corrections, making it difficult to balance feedback for everyone.] <i>“Lisod kaayo ang paghimo og feedback nga equally effective para sa advanced learners ug sa mga naglisod pa.”</i> (IDI_I001) [It is very difficult to create feedback that is equally effective for both advanced learners and those who are struggling.]
	Learner Sensitivity to Feedback	<i>“Adunay mga estudyante nga dali ma-discourage kung ang feedback dili mahatag og maampingon, bisan pa og ang tuyo kay aron sila maka-improve.”</i> (IDI_I003) [Some students easily become discouraged when feedback is not delivered carefully, even if the intention is to help them improve.] <i>“Nabantayan nako nga ang uban learners ginapersonal nila ang corrections, nga makaapekto sa ilang confidence ug sa ilang willingness nga mo-participate.”</i> (IDI_I007)

		[I notice that some learners take corrections personally, which affects their confidence and willingness to participate.] <i>“Kinahanglan gyud ko magbantay sa akong mga words kay ang feedback mahimong makamotivate o makapadiscourage nila.”</i> (IDI_I001) [I have to be very mindful of my words because feedback can either motivate or discourage them.]
	• Lack of Clear Feedback Frameworks	<i>“Naay mga higayon nga dili clear or di ko sigurado unsaon pag-structure sa akong feedback aron mahimong corrective ug motivating sa parehas nga panahon.”</i> (IDI_I005) [There are times when I am unclear and unsure how to structure my feedback so that it is both corrective and motivating.] <i>“Kung walay klaro nga guidelines, usahay mahimong inconsistent ang akong feedback.”</i> (IDI_I008) [Without clear guidelines, my feedback can sometimes become inconsistent.] <i>“Lisod gihapon para nako ang pag-balance sa pag-point out sa mistakes ug sa pag-encourage sa learners.”</i> (IDI_I002) [I still find it challenging to balance pointing out mistakes and encouraging learners.]

Table 2 presents the experiences and challenges faced by grade four teachers in providing feedback strategies to enhance learner motivation. The analysis revealed one central theme, Contextual and Pedagogical Challenges in Feedback Delivery. Also, four sub-themes emerged from the data, namely: Time Constraints and Workload Demands, Diverse Learner Needs and Abilities, Learner Sensitivity to Feedback, and Lack of Clear Feedback Frameworks.

The main theme *Contextual and Pedagogical Challenges in Feedback Delivery* represents the constraints and complexities that influence how feedback is delivered. Affected by time, learner diversity, emotional factors, and resources, teachers described feedback as a process. Teachers’ experiences reveal that delivering effective feedback is not a straightforward instructional task but a nuanced and relational process that requires sensitivity to learners’ emotional responses, developmental levels, and individual differences. The demands of large class sizes, limited instructional time, and varying learner needs constrain teachers’ ability to provide timely and individualized feedback, thereby influencing its motivational effectiveness. Moreover, teachers must continuously balance correcting errors and sustaining learners’ confidence, as feedback that is poorly framed may discourage rather than support learning. This reflects contemporary perspectives that feedback effectiveness is shaped not only by its content but also by its timing, tone, and responsiveness to learners’ needs (Hattie & Timperley, 2022; Wisniewski et al., 2023).

Providing effective feedback is a critical component of teaching that significantly influences learners’ motivation, engagement, and academic growth. In the context of Grade Four classrooms, where learners are transitioning toward more independent and reflective learning, feedback plays a vital role in helping them understand their strengths, identify areas for improvement, and sustain their interest in learning tasks. However, despite its importance, many teachers encounter challenges in delivering feedback that is timely, specific, and meaningful. Factors such as large class sizes, limited instructional time, diverse learner needs, and insufficient training in feedback strategies often hinder teachers’ ability to provide individualized and motivating responses. Additionally, balancing constructive criticism with encouragement can be difficult, particularly when learners exhibit varying levels of confidence and responsiveness. These challenges may result in feedback that is either too general, delayed, or ineffective in fostering learner motivation. Thus, examining the challenges faced by Grade Four teachers in providing effective feedback is essential to understanding how instructional practices can be improved to better support learner motivation and overall classroom engagement.

Main Theme Three: Feedback as a Catalyst for Motivation and Engagement

Table 3: Grade Four Teachers' Perceptions of the Feedback Strategies on Learners' Motivation

Main Theme	Sub Themes	Significant Statements
Feedback as a Catalyst for Motivation and Engagement	Confidence Building and Participation	<i>"Mas mahimong confident ang mga estudyante kung ang feedback mo-acknowledge sa ilang effort ug progress."</i> (IDI_I001) [Students become more confident when feedback acknowledges their efforts and progress.] <i>"Ang positive nga feedback makatabang sa ila nga mutuo sa ilang kaugalingong abilidad ug mo-atubang og mas daghang challenges."</i> (IDI_I006) [Positive feedback helps them believe in their abilities and take on more challenges.] <i>"Kung mabati sa learners nga supported sila, mas willing sila nga mo-participate ug mo-express sa ilang kaugalingon."</i> (IDI_I009) [When learners feel supported, they are more willing to participate and express themselves.]
	Learner Engagement and Cooperation	<i>"Mas mahimong engaged ang mga estudyante kung klaro nila masabtan kung unsa ang ilang dapat i-improve."</i> (IDI_I002) [Students become more engaged when they clearly understand what they need to improve.] <i>"Ang constructive nga feedback makamotivate nila nga mas mag-focus sa ilang tasks ug maningkamot nga mas maayo ang ilang performance."</i> (IDI_I005) [Constructive feedback motivates them to focus more on their tasks and perform better.] <i>"Mas maningkamot sila kung makita nila nga ang feedback makatabang sa ilang improvement."</i> (IDI_I001) [They exert more effort when they see that feedback helps them improve.]
	Fostering Self-Regulated Learning	<i>"Nagsugod ang mga learners sa pag-reflect sa ilang work ug mailhan nila ang ilang strengths and weaknesses."</i> (IDI_I003) [Learners begin to reflect on their work and identify their own strengths and weaknesses.] <i>"Mas mahimong responsable sila sa ilang learning human sa consistent nga feedback nga ilang madawat."</i> (IDI_I007) [They become more responsible for their learning after receiving consistent feedback.] <i>"Ang feedback makatabang nila nga mahimong mas independent sa pag-improve sa ilang performance."</i> (IDI_I001) [Feedback helps them become more independent in improving their performance.]
	Strengthening Teacher-Student Relationship	<i>"Ang paghatag og feedback nagpalig-on sa akong koneksyon sa akong mga estudyante kay mabati nila nga gi-guide ug gi-support sila."</i> (IDI_I004) [Providing feedback strengthens my connection with my students because they feel guided and supported.] <i>"Na-appreciate sa mga estudyante kung maghatag og oras ang teachers sa meaningful nga feedback."</i> (IDI_I008) [Students appreciate when teachers take time to give meaningful feedback.]

		<i>“Ang positive nga feedback environment makatukod og trust ug openness sa classroom.” (IDI_I002)</i> [A positive feedback environment builds trust and openness in the classroom.]
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Table 3 presents the grade four teachers’ perceptions of the feedback strategies on learners’ motivation. The analysis revealed one central theme, Feedback as a Catalyst for Motivation and Engagement. Also, four sub-themes emerged from the data namely: Confidence Building and Participation, Learner Engagement and Cooperation, Fostering Self-Regulated Learning, and Strengthening Teacher-Student Relationship.

The main theme *Feedback as a Catalyst for Motivation and Engagement* underscores how Grade Four teachers perceive feedback as a powerful instructional tool that directly influences learners’ confidence, participation, and persistence in classroom activities. Teachers recognize that feedback, when delivered in a timely, clear, and encouraging manner, serves as a driving force that transforms learners’ attitudes toward learning from passive compliance to active engagement. Rather than merely informing learners of their performance, effective feedback provides direction, affirms effort, and stimulates a sense of competence that motivates learners to participate more actively and sustain effort even in challenging tasks. This perspective aligns with contemporary research emphasizing that feedback plays a central role in enhancing learner motivation, particularly when it supports autonomy, competence, and meaningful engagement in the learning process ((Wisniewski et al., 2023; Panadero et al., 2023).

Grade Four teachers hold valuable insights into how feedback shapes students’ motivation and academic engagement, as they observe firsthand how learners respond to different forms of guidance and reinforcement in the classroom. At this developmental stage, feedback plays a crucial role not only in improving academic performance but also in building learners’ confidence, self-efficacy, and willingness to participate in learning tasks. Teachers often perceive that timely, specific, and constructive feedback can encourage students to persist in challenging activities, develop a positive attitude toward learning, and become more actively engaged during instruction. At the same time, they recognize that the nature, tone, and delivery of feedback can either enhance or hinder motivation, depending on how it is received by students with diverse abilities and backgrounds. Exploring teachers’ perceptions provides a deeper understanding of how feedback practices influence learners’ motivation and engagement, offering important implications for more responsive and effective classroom strategies.

IMPLICATIONS AND FUTURE DIRECTIONS

The findings illuminated how the intentional, consistent, and integrative implementation of character education, as experienced by teachers, significantly influences not only learners’ moral behaviors but also their emotional development, social interactions, and value formation. Teachers lived experiences revealed that sustained exposure to values-based instruction grounded in Christ-centered moral and ethical formation and reinforced through modeling, reflection, and experiential activities enabled students to internalize core values such as respect, responsibility, honesty, and compassion. These values were not only understood conceptually but were also manifested in learners’ daily actions, interactions, and decision-making processes within both classroom and community settings.

Moreover, the results underscored that the effectiveness of character education lies in its holistic and continuous application across instructional practices, classroom management, and school-wide initiatives. Drawing from teachers lived experiences, the study highlights how integrating values across academic and spiritual dimensions, coupled with reflective and adaptive pedagogical approaches, strengthens the impact of character formation. Similar to how consistent feedback enhances learning in academic domains, the regular reinforcement and embodiment of values through structured programs, reflective practices, and engaging moral activities contributed to the development of learners’ moral awareness, ethical reasoning, and sense of accountability. Consequently, learners demonstrated measurable moral growth through observable behaviors, active participation in value-driven activities, and their capacity to translate beliefs into action, reflecting the transformative role of character education programs in sectarian elementary school contexts.

Implications

The findings of the study *A Phenomenological Inquiry on Teacher Feedback Strategies in Shaping Learners' Motivation* carry several important implications for teachers, particularly in relation to enhancing learner motivation through effective feedback strategies. These implications are further strengthened when interpreted through the lens of Self-Determination Theory developed by Edward Deci and Richard Ryan, as well as the Attribution Theory proposed by Bernard Weiner and further expanded by John Hattie and Helen Timperley (2007).

First, teachers must prioritize the intentional, consistent, and timely delivery of feedback to support learners' academic engagement and confidence. Similar to how values are reinforced in character education, feedback serves as a guiding mechanism that helps learners monitor their performance, recognize areas for improvement, and adjust their learning strategies accordingly. From the perspective of Self-Determination Theory, effective feedback supports learners' basic psychological needs for competence, autonomy, and relatedness. When feedback is clear, constructive, and encouraging, it enhances learners' sense of competence, fosters autonomy by guiding independent improvement, and strengthens teacher-learner relationships, ultimately promoting intrinsic motivation and sustained engagement.

Second, feedback practices must be actionable, interactive, and contextually responsive to learners' needs. Teachers are encouraged to move beyond general comments and instead provide specific, meaningful, and dialogic feedback that allows learners to actively engage in the process. Through strategies such as guided questioning, reflective discussions, and step-by-step suggestions, learners are supported in understanding their progress and identifying ways to improve. This aligns with Attribution Theory, where feedback influences how learners interpret success and failure. When teachers emphasize effort, strategies, and controllable factors rather than fixed ability, learners are more likely to attribute outcomes to factors within their control, thereby increasing motivation, persistence, and willingness to improve.

Third, teachers should employ varied and multimodal feedback strategies to address the diverse abilities, preferences, and emotional needs of learners. Integrating verbal, written, peer, and collaborative feedback approaches creates a more inclusive and engaging learning environment. Just as diverse instructional strategies enhance values formation, varied feedback methods sustain learners' interest, deepen understanding, and promote continuous engagement. These practices also reinforce the relational dimension emphasized in Self-Determination Theory, as collaborative and peer feedback foster a sense of belonging and social connection, which further strengthens motivation.

For students, the findings highlight the importance of developing self-regulated learning and reflective capacity through consistent exposure to meaningful feedback. When learners receive structured and supportive feedback, they become more capable of evaluating their own work, identifying strengths and weaknesses, and taking responsibility for their improvement. Over time, this process fosters independence, metacognitive awareness, and sustained motivation. In line with Attribution Theory, learners begin to interpret feedback as informative rather than judgmental, attributing outcomes to effort and strategy use, which supports a more adaptive and growth-oriented learning behavior.

The findings also reflect the principles of growth-oriented learning, where feedback emphasizes progress, effort, and improvement rather than perfection. When teachers adopt a supportive and encouraging approach, learners are more likely to embrace challenges, persist despite difficulties, and develop resilience in their learning process. This perspective aligns with both Self-Determination Theory and Attribution Theory, as learners experience increased intrinsic motivation and develop positive interpretations of success and failure. As a result, learners become more confident, engaged, and willing to participate in classroom activities.

At the institutional level, the study suggests the need for structured and coherent feedback frameworks that guide teachers in delivering consistent and effective feedback. Schools and curriculum planners are encouraged to integrate feedback practices across instructional and assessment processes, ensuring that feedback is intentional, systematic, and aligned with learning goals. Providing professional development opportunities for teachers in formative assessment, feedback strategies, and learner-centered pedagogy can

enhance the quality and consistency of feedback practices. Establishing clear guidelines for feedback delivery, reflection, and monitoring aligns with the comprehensive feedback model proposed by Hattie and Timperley, where feedback addresses three key questions: *Where am I going? How am I going? What are my next steps?*

Incorporating these insights, curriculum designers may embed structured feedback opportunities within lesson plans, such as reflective activities, peer feedback sessions, and formative assessment checkpoints. These practices allow learners to continuously monitor their progress and apply feedback in meaningful ways. Such structured approaches ensure that feedback is not an isolated event but an integral part of the teaching and learning process, reinforcing its role in enhancing motivation and engagement.

Overall, these implications affirm that feedback, when intentionally designed and consistently implemented, plays a crucial role in shaping learners' motivation, engagement, and academic development. Grounded in Self-Determination Theory and Attribution Theory, the findings highlight that effective feedback not only improves academic performance but also nurtures intrinsic motivation, adaptive learning behaviors, and a positive orientation toward continuous improvement. By fostering environments where feedback is clear, supportive, and responsive, teachers contribute to the development of confident, reflective, and self-directed learners who are capable of taking ownership of their learning and achieving sustained academic success.

Future Directions

The potential future directions for research and practice based on the findings of the study *A Phenomenological Inquiry on Teacher Feedback Strategies in Shaping Learners Motivation* highlight the need to further strengthen, refine, and sustain effective feedback strategies across multiple stakeholders. While the study demonstrated that intentional, constructive, and learner-centered feedback significantly enhances learners' motivation, engagement, and self-regulated learning, several avenues remain open for deeper exploration.

Elementary Learners. Future research may examine how variations in the frequency, type, and delivery of feedback influence learners' motivation, engagement, and academic performance across different contexts. Additionally, future investigations may consider how individual learner characteristics such as age, learning style, emotional sensitivity, and prior academic experiences interact with feedback practices to influence motivation and learning outcomes.

Teachers. Future studies could investigate the comparative effectiveness of different feedback approaches, including verbal, written, peer-assisted, and technology-mediated feedback, in enhancing learner motivation and performance. Research may also focus on professional development programs that equip teachers with skills in delivering clear, consistent, and emotionally responsive feedback. Exploring how teachers balance time constraints, diverse learner needs, and instructional demands while maintaining feedback quality can provide valuable insights for improving classroom practices.

Parents. Future directions may explore how parental involvement can reinforce feedback provided in the classroom. Studies could examine how parents support learners in understanding and applying feedback at home, thereby strengthening the connection between school-based instruction and independent learning. Investigating how home environments, communication patterns, and parental guidance influence learners' responses to feedback can contribute to a more holistic understanding of motivation and learning. Strengthening collaboration between teachers and parents may enhance the continuity and effectiveness of feedback practices.

School Community. Future research could investigate the role of school-wide feedback frameworks and policies in shaping learners' motivation, engagement, and academic success. Studies may explore how collaborative efforts among teachers, administrators, and support staff can create a consistent and supportive feedback culture within the school. Additionally, examining the effectiveness of institutional initiatives such as formative assessment programs, feedback training workshops, and learner support systems can provide insights into how schools can establish coherent and sustainable feedback practices that benefit all learners.

Future Researchers. There is a strong opportunity to expand research on feedback strategies across different educational levels, subject areas, and cultural contexts. Future studies may examine the long-term impact of feedback on learners' academic identity, motivation, and lifelong learning behaviors. Additionally, researchers may explore the interplay between feedback strategies, classroom environment, and learner characteristics in shaping engagement and performance. Investigating innovative methods for assessing the effectiveness of feedback, including the use of digital tools and analytics, can also contribute to evidence-based practices. Such research will provide valuable insights for curriculum development, teacher training, and educational policy, ultimately advancing the goal of fostering motivated, confident, and self-directed learners.

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