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EFFECT OF REGULAR PERFORMANCE FEEDBACK ON THE MOTIVATION LEVELS OF SECOND YEAR STUDENTS IN FOUR DIFFERENT PROGRAMS AT INITAO COLLEGE

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Abstract. This quantitative correlational-comparative study examined the impact of regular performance feedback on the motivation levels of second-year students enrolled in four academic programs—Teacher Education, Business Administration, Hospitality Management, and

Criminology—at Initao College. The study aimed to identify the common types of feedback provided by teachers and evaluate the consistency of feedback in terms of timeliness, constructiveness, and clarity. It also investigated student motivation in terms of intrinsic motivation, achievement, and attitude. Data were collected through structured surveys utilizing a 4-point Likert scale and analyzed using descriptive statistics, Spearman's correlation, and Kruskal-Wallis tests to explore the relationship between feedback and motivation. The findings showed that constructive, timely, and clear feedback had a positive influence on student motivation, particularly in terms of achievement and intrinsic interest. Furthermore, no significant differences in motivation levels were found among the four programs, suggesting that the positive effects of regular feedback are consistent across different academic disciplines. Overall, the results emphasize that consistent and meaningful feedback from teachers plays a key role in enhancing students' academic motivation. The study recommends incorporating regular performance feedback into instructional practices to support and improve student engagement and performance across all educational programs.

Keywords: *performance feedback, student motivation, attitude, correlational study, quantitative*

Introduction

Feedback from teachers is crucial for students because it helps them understand their progress in school. Regular feedback allows students to recognize their strengths and identify areas for improvement. When feedback is delivered effectively, it can motivate students to stay engaged, put in more effort, and enhance their performance. However, the way feedback is given—whether it is timely, clear, and constructive—can influence how students respond. Understanding how regular feedback impacts student motivation is crucial for creating a learning environment that fosters success.

Many studies and theories emphasize the importance of feedback in education. Deci and Ryan's (1985) Self-Determination Theory explains that students are more motivated when they feel capable, connected, and in control of their learning, as cited by Ryan and Deci (2020). Locke and Latham's (1990) Goal Setting Theory also shows that clear feedback helps students set and achieve learning goals, as cited by Bureau and Howard (2021). In the Philippines, the Department of Education (DepEd) encourages teachers to provide meaningful feedback to help students improve their performance (DepEd Order No. 8, s. 2015). These ideas demonstrate that feedback is a key part of learning and motivation.

Recent research indicates that feedback significantly influences student motivation and learning. Hattie and Timperley (2015) found that students who receive consistent and clear feedback perform better in school. Wisniewski et al. (2020) discovered that when feedback is timely and constructive, students become more engaged and motivated to learn. Lipnevich and Smith (2018) also found that feedback impacts student confidence and academic success. These

studies demonstrate that effective feedback helps students improve and remain motivated.

Despite these findings, there is still a need to understand how different types of feedback influence students across various academic programs. While many studies focus on feedback in general, limited research has compared how feedback impacts motivation levels in different fields of study. It is also unclear whether the timeliness, constructiveness, and clarity of feedback have different effects on students in various programs. This study fills gaps in the literature by examining how regular performance feedback influences second-year students in four programs at Initao College.

Therefore, this study aims to examine how regular performance feedback influences the motivation levels of second-year students across four programs at Initao College. Specifically, it seeks to answer the following questions:
1. What are the common types of feedback provided by the teachers for the second-year students in four different programs?
2. What is the level of regular performance teachers' feedback in terms of:
   2.1 Timeliness;
   2.2 Constructiveness; and
   2.3 Clarity?
3. What is the level of motivation across four different programs in terms of:
   3.1 Intrinsic;
   3.2 Achievement; and
   3.3 Attitude?
4. Is there a significant effect of regular performance teacher feedback on the motivation levels of second-year students in four different programs at Initao College?
5. Is there any significant difference between the four programs in terms of motivational level based on the teacher's regular feedback?

The findings of this study helped teachers understand how to provide more effective feedback to enhance student motivation. It will also help school administrators develop policies that improve feedback practices. Future researchers can use this study as a reference for further research on the impact of feedback in education. By improving feedback methods, this research aims to enhance the learning experience for students at Initao College.

The significance of performance feedback in education has been well-documented, particularly for its role in guiding student learning, identifying areas for improvement, and boosting motivation. One key theoretical framework underpinning this research is Goal-Setting Theory, as proposed by Locke and Latham (1990), which emphasizes that specific and challenging goals enhance performance. In line with this, feedback becomes crucial as it helps students gauge their progress and recognize where improvement is needed. Ciccone (2017) supported this notion, stating that feedback aligned with goal-setting principles helps students develop achievable learning targets, thereby improving motivation and academic success.

Closely related is the Self-Determination Theory, proposed by Deci and Ryan (1985), which highlights autonomy, competence, and relatedness as essential psychological needs that drive motivation. Timely, constructive, and clear

feedback contributes to students' sense of competence, thereby enhancing their intrinsic motivation and academic engagement (Lipnevich and Smith, 2018). Feedback not only reinforces learning but also supports students' personal growth by addressing their psychological needs.

To fully understand the impact of performance feedback, it is essential to consider its dimensions: timeliness, constructiveness, and clarity. Timely feedback is vital, as it allows students to reflect on their performance, correct mistakes promptly, and maintain engagement. In contrast, delayed feedback may hinder understanding and diminish students' enthusiasm. Constructiveness refers to feedback that encourages growth by offering specific suggestions rather than criticism. It cultivates a positive learning environment where students feel supported and motivated to improve. Clarity, meanwhile, ensures that feedback is easy to understand and actionable. Without clear guidance, students may become confused, leading to ineffective learning outcomes.

Understanding motivation requires examining several components, including intrinsic motivation, achievement orientation, and attitude toward learning. Intrinsic motivation pertains to students' natural interest and enjoyment in education, which promotes curiosity and sustained engagement. Achievement motivation reflects a student's drive to reach academic goals through consistent effort and high standards. Additionally, a positive learning attitude is crucial, as it influences students' willingness to face educational challenges. A growth mindset and a strong work ethic can enhance motivation and academic persistence.

Numerous studies demonstrate the positive impact of feedback on student motivation. For example, Ciccone (2017) discovered that constructive and timely feedback greatly increased secondary students' engagement and learning outcomes in the U.S. Similarly, Woolf (2020) emphasized that effective feedback must be specific, timely, and supportive, highlighting strengths and areas for growth. Students respond more positively when they feel encouraged rather than judged.

Supporting these findings, Eguia (2024) reported that timely feedback among Technical-Vocational-Livelihood (TVL) students in Philippine senior high schools increased engagement, especially in skill-based programs. Likewise, Thornock (2016) demonstrated that immediate feedback boosted performance and motivation in organizational settings, whereas delayed feedback had the opposite effect. Fisher et al. (2025) further confirmed that university students who received prompt formative feedback showed higher motivation and academic engagement.

Additionally, Coronado et al. (2022) found that Grade 4 students significantly improved their task performance when they received timely and constructive feedback. The study emphasized the importance of structured feedback in boosting both motivation and academic success. Likewise, Blazar and Kraft (2017) concluded that teachers' supportive instruction positively influenced students' motivation, behavior, and perception of school, showing that feedback is part of a broader teaching approach.

Furthermore, Patra et al. (2022) investigated how written and verbal corrective feedback reduced academic anxiety among male language learners while enhancing their performance and attitude. This aligns with Lipnevich and Smith .

(2018), who observed that clear, goal-oriented feedback strategies positively affected students' academic behavior and results across different institutions. Supporting this, Câmpean et al. (2024) discovered that positive feedback enhanced students' self-esteem and motivation, emphasizing the importance of a supportive classroom environment.

Gender differences were also observed in Guo and Zhou's (2021) study, which found that while constructive feedback benefited all students, female students responded more positively to personalized comments. Similarly, Badami (2020) noted that students' responses to feedback varied depending on their levels of neuroticism, indicating that emotional and personality factors should be considered when providing feedback.

Further research by DePasque and Tricomi (2015) used brain imaging to show that intrinsically motivated students processed feedback more effectively, leading to better learning outcomes. Complementing this, Anderman (2025) emphasized practical strategies for boosting motivation through growth-focused feedback, reinforcing student confidence and enthusiasm.

Additionally, Jansen et al. (2024) concluded that emotionally supportive feedback boosts students' focus and interest in academic tasks. Fong et al. (2021) confirmed this, showing that students are more motivated when feedback is delivered clearly and in a kind manner. Furthermore, Williamson and Blackburn (2023) emphasized that teacher motivation has a direct impact on the quality of feedback and, consequently, student achievement. Motivated teachers provide more effective and engaging feedback, which leads to improved academic attitudes.

Beyond the classroom, Park and Choi (2020) demonstrated that in public organizations, regular and clear performance feedback—when paired with clear goals—improves employee motivation and performance, highlighting the universal effectiveness of good feedback practices.

In the local context, Gonzales et al. (2024) found that clear, timely, and encouraging teacher feedback significantly boosted motivation and performance among senior high school students. This aligns with Turda et al. (2021), who observed that supportive feedback enhanced students' academic self-efficacy and motivation in higher education settings.

Shin et al. (2017) further clarified that the effect of feedback on motivation depends on the student's mindset, specifically whether they are promotion-focused or prevention-focused. Promotion-focused students gained more from feedback comparing their current performance to their past, while prevention-focused students responded more to comparative feedback involving peers. Finally, Al Maharma and Abusa'aleek (2022) continued this line of inquiry, exploring the nuanced relationship between teacher feedback and student academic success, adding to the growing evidence supporting the importance of tailored feedback in educational settings.

Methodology

This study used a quantitative correlational-comparative design. The correlational part explored the relationship between teacher feedback (timeliness, constructiveness, and clarity) and students' motivation (intrinsic, achievement, and attitude). A correlational design helps to understand how two or more variables are related without altering them (Nielsen, 2015). Meanwhile, the comparative part, using the Kruskal-Wallis test, determined whether significant differences in motivation levels existed across the four academic programs.

The study was carried out at Initao College, a higher education institution offering programs in Teacher Education, Business Administration, Hospitality Management, and Criminology. This institution was chosen as the research site because it provides a wide variety of academic programs, enabling the study to compare the effects of feedback across different disciplines.

The study's respondents were second-year students enrolled in the Teacher Education, Business Administration, Hospitality Management, and Criminology programs at Initao College. A stratified random sampling method was used to ensure each program was fairly represented. The sample size was calculated based on the total number of second-year students in these programs to ensure statistical validity and population representativeness. The respondents came from four different programs at Initao College: 30 from the Education Program, 30 from the Business Administration Program, 30 from Hospitality Management, and 30 from Criminology, totaling 120 respondents.

The questionnaire used in this study is a researcher-designed tool created to assess students' perceptions of teacher feedback and their motivation levels. It underwent expert validation with support from the Office of the Research, Development, and Extension Services (OVPRDES) at Initao College, along with pilot testing and refinement to ensure clarity and precision. Reliability testing showed an overall Cronbach's Alpha of 0.974 (Excellent). For teacher feedback, reliability scores were Timeliness (0.912, Excellent), Constructiveness (0.907, Excellent), and Clarity (0.916, Excellent). For motivation levels, results were Intrinsic (0.932, Excellent), Achievement (0.885, Good), and Attitude (0.904, Excellent). These findings confirm that the instrument demonstrates strong internal consistency and can be considered both reliable and effective in measuring the targeted variables.

The data collection process began with obtaining approval and permission from the college administration to conduct the study. Once approval was granted, the validated questionnaire was distributed to the selected respondents via printed forms or an online survey platform. Students were given enough time to complete the survey to ensure accurate responses. After the data collection phase, the responses were carefully checked for completeness and accuracy before proceeding to statistical analysis.

To analyze the collected data, various statistical methods were employed. Descriptive statistics such as frequency and percentage were used to identify the three types of teacher feedback. Additionally, the mean was used to determine the level of regular performance of teachers' feedback in terms of timeliness, constructiveness, clarity, and motivational levels related to intrinsic motivation, achievement, and attitude. The Spearman rho was employed to identify the significant relationship between regular performance of teachers' feedback and

students' motivational levels. Finally, the Kruskal-Wallis test was used to assess whether there are significant differences in motivation levels among second-year students across four different academic programs at Initao College: Education, Business Administration, Hospitality Management, and Criminology. Since motivation plays a crucial role in student performance.

Results

This study investigates the impact of regular performance feedback on the motivation levels of second-year students across four different programs at Initao College. It explores how timely, constructive, and clear feedback affects students' intrinsic motivation, achievement, and attitude. By examining these factors, the study aims to understand the role of feedback in fostering and enhancing student motivation.

Problem 1: What are the common types of feedback provided by the teachers for the second-year students in four different programs?

Table 1.
Respondents' Perception of the common types of feedback provided by the teachers for the second-year students in four different programs.

Types of Teachers Feedback		Frequency	Percent
	Digital Feedback	6	5.0
	Written	12	10.0
	Verbal	102	85.0

The profile of *120* student respondents shows that most of them receive verbal feedback from their teachers (*85%),* followed by written feedback (*10%)* and digital feedback *(5%).* This suggests that verbal feedback is the most commonly used method among teachers, indicating a preference for direct and immediate communication.

Problem 2: What is the level of regular Performance Teachers' feedback in terms of timeliness, constructiveness, and clarity?

Table 2.
Respondents' Perception of Performance Teachers' Feedback in Terms of Timeliness

Indicators	Mean	SD	Description
1. My teacher provides feedback on my performance in a timely manner.	3.27	0.45	*Strongly Agree*
2. I receive feedback immediately after completing an assessment or activity.	3.10	0.49	*Agree*
3. Feedback is provided in a timely manner, allowing me to apply it to my next task.	3.26	0.57	*Strongly Agree*
4. My teacher consistently provides feedback within the expected duration.	3.21	0.56	*Agree*

5.	I am satisfied with the promptness of my teacher's feedback.	3.26	0.51	*Strongly Agree*
6.	Delayed feedback makes it harder for me to understand my performance.	3.26	0.64	*Strongly Agree*
7.	Timely feedback helps me improve my academic work.	3.52	0.55	*Strongly Agree*
8.	The promptness of feedback motivates me to stay engaged in my studies.	3.47	0.53	*Strongly Agree*
	Overall Mean	**3.29**	**0.37**	***Very High***

Legend: 1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree

The respondents rated their teachers' feedback as very timely, with a grand mean of *3.29* and a standard deviation of *0.37,* which falls into the *"Very High"* category. The highest-rated statement is *"Timely feedback helps me improve my academic work"* with a mean of *3.52 (SD = 0.55),* indicating that students strongly agree that quick feedback enhances their performance in school. Conversely, the lowest-rated statement is *"I receive feedback immediately after completing an assessment or activity"* with a mean of *3.10 (SD = 0.49).* Although it is still rated *"High,"* this suggests that not all students consistently receive feedback immediately after an activity.

Table 3.
Respondents' Perception of Performance Teachers' Feedback in Terms of Constructiveness,

	Indicators	Mean	SD	*Description*
1.	The feedback I receive provides specific ways to improve my performance.	3.44	0.50	*Strongly Agree*
2.	My teacher's feedback helps me understand my mistakes and encourages me to improve.	3.50	0.55	*Strongly Agree*
3.	Feedback from my teacher includes both strengths and areas for improvement.	3.52	0.55	*Strongly Agree*
4.	The feedback I receive from my teacher helps me better understand my progress and motivates me.	3.51	0.57	*Strongly Agree*
5.	The feedback I receive is detailed and meaningful.	3.46	0.53	*Strongly Agree*
6.	Constructive feedback helps me set goals for future learning.	3.43	0.55	*Strongly Agree*
7.	My teacher's feedback is fair and objective.	3.33	0.50	*Strongly Agree*
8.	I find the feedback I receive helpful in developing my skills.	3.42	0.53	*Strongly Agree*
	Overall Mean	**3.45**	**0.39**	***Very High***

Legend: 1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree

The respondents rated their teachers' feedback as highly constructive, with a grand mean of *3.45* and a standard deviation of *0.39*, which falls under the *"Very High"* category. The highest-rated statement was *"Feedback from my teacher includes both strengths and areas for improvement"* (M = 3.52, SD = 0.55), indicating that students value feedback that not only praises their work but also identifies areas for improvement. Meanwhile, the lowest-rated statement was *"My teacher's feedback is fair and objective"* with a mean of *3.33 (SD = 0.50).* Although still rated *"Very High,"* this suggests that a few students may feel that the feedback they receive is not always completely balanced or unbiased.

Table 4.
Respondents' Perception of Performance Teachers' Feedback in Terms of Clarity

Indicators	Mean	SD	Description
1. My teacher gives detailed feedback by explaining both my strengths and areas for improvement.	3.31	0.55	*Strongly Agree*
2. My teacher's feedback is easy to understand.	3.31	0.55	*Strongly Agree*
3. My teacher gives detailed feedback by providing specific examples related to my performance.	3.30	0.56	*Strongly Agree*
4. I feel more motivated after receiving feedback from my teacher.	3.38	0.55	*Strongly Agree*
5. My teacher gives detailed feedback by explaining the reasons behind the comments provided.	3.33	0.52	*Strongly Agree*
6. My teacher provides feedback regularly to help me improve.	3.30	0.56	*Strongly Agree*
7. My teacher gives detailed feedback by offering suggestions on how I can improve future tasks.	3.33	0.55	*Strongly Agree*
8. My teacher's feedback helps me understand my progress in class.	3.35	0.53	*Strongly Agree*
Overall Mean	**3.32**	**0.40**	***Very High***

Legend: *1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree*

The respondents rated their teachers' feedback as very clear, with a grand mean of *3.32* and a standard deviation of *0.40,* which falls under the *"Very High"* category. The highest-rated statement was *"I feel more motivated after receiving feedback from my teacher" (M = 3.38, SD = 0.55),* suggesting that clear feedback has a strong positive effect on students' motivation. On the other hand, the lowest-rated statements were *"My teacher gives detailed feedback by providing specific examples related to my performance"* and *"My teacher provides feedback regularly to help me improve,"* both with a mean of *3.30 (SD = 0.56).* Although these still fall within the *"Very High"* category, the slightly lower scores suggest that students may wish to receive feedback that is more frequent and includes more specific examples.

Problem 3: What is the level of motivation across four different programs in terms of intrinsic, achievement, and attitude?

Table 5.
Respondents' Perception of the Level of Motivation across Four Different Programs in terms of Intrinsic

Indicators	Mean	SD	Description
1. I feel motivated to learn even when no rewards or external pressure are involved in my academic task.	3.34	0.56	*Strongly Agree*
2. I find joy in improving my knowledge and skills.	3.48	0.57	*Strongly Agree*
3. I feel excited to learn new things in my subjects.	3.51	0.55	*Strongly Agree*
4. The feedback I receive from my teacher encourages me to study harder.	3.50	0.54	*Strongly Agree*
5. I feel a sense of accomplishment when I understand a difficult topic.	3.43	0.56	*Strongly Agree*
6. Learning new concepts is satisfying to me.	3.41	0.56	*Strongly Agree*
7. I continue studying even when a subject is challenging.	3.41	0.56	*Strongly Agree*

	Mean	SD	Description
8. My curiosity drives me to learn beyond what is required.	3.38	0.57	*Strongly Agree*
Overall Mean	**3.43**	**0.40**	***Very High***

Legend: 1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree

The responses on intrinsic motivation indicate that students rated it *very highly*, with an overall mean of *3.43 (SD = 0.40).* The highest-rated item is *"I feel excited to learn new things in my subjects" (M = 3.51, SD = 0.55)*. The lowest-rated item is *"My curiosity drives me to learn beyond what is required" (M = 3.38, SD = 0.57),* but it still falls into the very high category.

Table 6.
Respondents' Perception of the Level of Motivation across Four Different Terms in Terms of Achievement

Indicators	Mean	SD	Description
1. I work hard to achieve academic success, not just high grades.	3.49	0.56	*Strongly Agree*
2. Meeting or exceeding academic goals is something I strive for.	3.43	0.53	*Strongly Agree*
3. Positive feedback from my teacher motivates me to perform better.	3.53	0.55	*Strongly Agree*
4. I feel a sense of achievement when I receive good feedback.	3.45	0.55	*Strongly Agree*
5. The feedback I receive helps me improve my academic performance.	3.48	0.57	*Strongly Agree*
6. I am motivated to correct my mistakes based on my teacher's feedback.	3.51	0.53	*Strongly Agree*
7. Seeking feedback helps me enhance my performance.	3.48	0.55	*Strongly Agree*
8. I challenge myself to improve based on feedback from my teacher.	3.48	0.57	*Strongly Agree*
Overall Mean	**3.48**	**0.41**	***Very High***

Legend: 1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree

The responses on achievement motivation indicate that students rated it as *very high,* with an overall mean of *3.48 (SD = 0.41).* The highest-rated item *is "Positive feedback from my teacher motivates me to perform better" (M = 3.53, SD = 0.55).* The lowest-rated statement is *"I feel a sense of achievement when I receive good feedback" (M = 3.45, SD = 0.55), but* it still falls within the *"Very High"* category.

Table 7.
Respondents' Perception of the Level of Motivation across Four Different Terms in Terms of Attitude

Indicators	Mean	SD	Description
1. I stay motivated and determined even when facing academic difficulties.	3.42	0.56	*Strongly Agree*
2. Commitment to my studies is important to me.	3.43	0.53	*Strongly Agree*
3. I remain focused and persistent in completing my academic tasks.	3.38	0.58	*Strongly Agree*
4. A positive mindset supports my learning and growth.	3.52	0.57	*Strongly Agree*
5. I feel more motivated to participate in class after receiving constructive feedback.	3.42	0.55	*Strongly Agree*

6.	Receiving feedback makes me more eager to join class discussions.	3.38	0.55	*Strongly Agree*
7.	Feedback helps me develop a positive attitude toward challenges in learning.	3.42	0.53	*Strongly Agree*
8.	I feel positive about my learning experience when I receive helpful feedback.	3.48	0.53	*Strongly Agree*
Overall Mean		**3.43**	**0.41**	**Very High**

Legend: 1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree

The students' attitude toward learning was rated as *"Very High,"* with an overall mean of 3*.43 (SD = 0.41).* The highest-rated statement is *"A positive mindset supports my learning and growth" (M = 3.52, SD = 0.57).* The lowest-rated item, *"I remain focused and persistent in completing my academic tasks" (M = 3.38, SD = 0.58),* still falls within the *"Very High"* category.

Table 8.
The Level of Motivation Across Four Different Programs

Program		Mean	SD	Description	Interpretation
Intrinsic	BEED	3.51	0.392	*Strongly Agree*	*Very High*
	BSBA	3.41	0.422	*Strongly Agree*	*Very High*
	BSCRIM	3.38	0.366	*Strongly Agree*	*Very High*
	BSHM	3.44	0.410	*Strongly Agree*	*Very High*
Achievement	BEED	3.55	0.376	*Strongly Agree*	*Very High*
	BSBA	3.51	0.422	*Strongly Agree*	*Very High*
	BSCRIM	3.37	0.409	*Strongly Agree*	*Very High*
	BSHM	3.50	0.426	*Strongly Agree*	*Very High*
Attitude	BEED	3.45	0.347	*Strongly Agree*	*Very High*
	BSBA	3.43	0.453	*Strongly Agree*	*Very High*
	BSCRIM	3.37	0.432	*Strongly Agree*	*Very High*
	BSBA	3.48	0.428	*Strongly Agree*	*Very High*

Legend: 1.00-1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50-3.24 = Agree; 3.25-4.00 = Strongly Agree

The level of motivation across the four academic programs was rated as *"Very High"* in all three dimensions: intrinsic motivation, achievement motivation, and attitude toward learning. Among these, the highest-rated program for intrinsic motivation was BEED with a mean of *3.51 (SD = 0.39),* followed by BSHM *(M = 3.44, SD = 0.41),* BSBA *(M = 3.41, SD = 0.42),* and BSCRIM *(M = 3.38, SD = 0.37).* In terms of achievement motivation, BEED again led with the highest mean of *3.55 (SD = 0.38),* followed closely by BSBA *(M = 3.51),* BSHM *(M = 3.50),* and BSCRIM *(M = 3.37).* For attitude toward learning, BSHM scored the highest, with a mean of *3.48 (SD = 0.43),* while BEED, BSBA, and BSCRIM also showed strong ratings, ranging from *3.37 to 3.45.*

Problem 4. Is there a significant effect of regular performance teacher feedback on the motivation levels of 2nd year students in four different programs at Initao College?

Table 9.
Significant Effect of Regular Performance Teachers' Feedback on the Motivation Levels of 2nd Year Students in four different Programs at Initao College.

Variables		r_s value	df	p-value	Remarks
Timeliness	Intrinsic	0.557	118	<0.001	*Significant*
	Achievement	0.505	118	<0.001	*Significant*
	Attitude	0.441	118	<0.001	*Significant*
Constructiveness	Intrinsic	0.658	118	<0.001	*Significant*
	Achievement	0.653	118	<0.001	*Significant*
	Attitude	0.580	118	<0.001	*Significant*
Clarity	Intrinsic	0.578	118	<0.001	*Significant*
	Achievement	0.569	118	<0.001	*Significant*
	Attitude	0.601	118	<0.001	*Significant*
Regular Performance Teachers Feedback	**Motivation Level**	**0.707**	**118**	**<0.001**	*Significant*

Note: *Results are considered statistically significant at a p-value of ≤ 0.05.*

Table 9 shows the significant impact of teachers' regular feedback on the motivation levels of second-year students across four programs at Initao College. The results reveal strong and statistically significant correlations between feedback dimensions and motivation indicators, with all calculated rs values being positive and significant at p < 0.001. For timeliness of feedback, significant correlations were found with intrinsic motivation (rs = 0.557), achievement motivation (rs = 0.505), and attitude toward learning (rs = 0.441). This suggests that prompt teacher feedback boosts students' interest, goal orientation, and learning mindset. Likewise, constructive feedback demonstrated even stronger relationships with intrinsic (rs = 0.658), achievement (rs = 0.653), and attitude (rs = 0.580), indicating that feedback framed with guidance and encouragement is crucial in increasing student motivation. Regarding clarity of feedback, significant associations were observed with intrinsic (rs = 0.578), achievement (rs = 0.569), and attitude (rs = 0.601). This means that when teachers give clear, understandable, and actionable feedback, students are more likely to stay motivated and develop a positive attitude toward their studies. Overall, the combined measure of teachers' regular feedback showed a strong and significant correlation with overall motivation levels (rs = 0.707, p < 0.001). This emphasizes that consistent, timely, constructive, and clear feedback from teachers greatly influences students' intrinsic motivation, achievement goals, and learning attitudes. Therefore, the findings confirm that feedback is not only a tool for assessment but also a powerful motivational strategy that can enhance students' academic engagement and persistence.

Problem 5. Is there any significant difference between the four programs on the motivational level based on the teacher's regular feedback?

Table 10.
Significant Difference between 4 Programs on the Motivational Level based on the Teachers' Regular Feedback

Profile		Level of Motivation		Test Statistic-value	p-value	Remarks
		Mean	*QI*			
PROGRAM	BEED	2.63	*H*	2.35	0.503	*Not Significant*
	BSBA	2.59	*H*			
	BSCRIM	2.53	*H*			
	BSHM	2.61	*H*			

Note: *Results are considered statistically significant at a p-value of ≤ 0.05.*

The results indicate that there is no significant difference in the motivational levels of students across the four academic programs, BEED, BSBA, BSCRIM, and BSHM, based on teachers' regular performance feedback. The mean scores for motivation in all four programs were relatively close, with BEED students having the highest mean score of *2.63,* followed by BSHM with *2.61,* BSBA with *2.59,* and BSCRIM with *2.53*. Despite these slight variations, all programs reported a high level of motivation, as indicated by their respective mean scores. This means that the observed differences in motivational levels among students from different programs are not statistically significant. In other words, the impact of teachers' regular performance feedback on student motivation appears to be consistent across all four academic programs, with no particular group benefiting significantly more than the others.

Discussion

The findings in Table 1 suggest that teachers may rely more on verbal feedback because it is quicker and more personal. However, incorporating more written and digital feedback could help reinforce learning, especially for students who benefit from seeing comments in writing or through online platforms. Offering a variety of feedback types may help cater to different learning needs and encourage better understanding and improvement. A study by Elhag and Elhag (2022), explains that the type of feedback students receive can affect their learning and motivation. Verbal feedback is helpful because it is quick and personal. However, some students may need feedback that they can read again or check online. That is why using a mix of verbal, written, and digital feedback can help more students improve.

Moreover, the results in Table 2 indicate that students highly appreciate timeliness of feedback. It not only helps them improve their academic work but also keeps them motivated and engaged. However, the lower score on immediate feedback after assessments indicates a need for improvement in consistently providing prompt feedback. This interpretation is supported by Thornock (2016), which found that the timing of feedback can affect how well a person performs. When feedback is provided promptly, it helps learners recall their actions and correct errors more quickly. Delays in feedback, on the other hand, may lead to confusion and less improvement. In this study, students clearly feel that timely feedback is very helpful to their learning and motivation. Teachers who provide feedback promptly can make a significant difference in how students perform in their academic tasks. Furthermore, the study highlights that timely feedback increases retention of learning, builds confidence, and encourages students to keep improving. These benefits are crucial in education, as they directly impact how well students perform and grow academically.

Additionally, the findings in Table 3 suggest that students perceive constructive feedback as a vital component of their learning process. They believe that when teachers clearly explain what was done well and what can be improved, it helps them set goals and develop their skills. This interpretation is supported by Jansen et al. (2024), who suggest that constructive feedback can be perceived as a reward when students view it positively. Their research found that when feedback is clear, helpful, and respectful, it can improve students' interest in the task, motivation, and emotional response to learning. Similarly, this table indicates that

students value feedback that is both supportive and informative, which helps them grow and remain engaged in their learning.

Furthermore, the results in Table 4 indicate that students find their teachers' feedback generally easy to understand and helpful in guiding their learning. Clear feedback not only helps them recognize their progress but also increases their motivation to do better. This interpretation is supported by a study by Park and Choi (2020), which explains that clear performance feedback can help improve a person's work and motivation. In their research, they found that when feedback is clearly presented, with specific details and goals, it becomes more useful and leads to better performance. The findings in this table support the same conclusion: when teachers provide clear, specific, and easy-to-follow feedback, students are more likely to understand their progress and feel encouraged to improve. Clarity in feedback helps students know exactly what they did right, what needs to change, and how to move forward.

Additionally, the findings in Table 5 demonstrate that students possess a strong internal drive to learn, particularly when motivated by feedback. The high ratings suggest that students feel excited about learning and are more engaged when they receive encouraging feedback from their teachers. The results show the importance of teacher feedback in boosting intrinsic motivation. Students are more likely to push themselves academically when feedback is positive and encouraging, which sparks their curiosity and inspires them to exceed basic course requirements. These insights are supported by Badami (2020), who found that intrinsic motivation improves when students receive feedback that encourages self-improvement and personal growth. When students feel positive and supported by feedback, they are more likely to continue learning and tackling complex tasks. In this case, feedback that highlights their progress and encourages effort boosts intrinsic motivation, helping them stay engaged in learning.

Notably, the findings in Table 6 indicate that students perceive teacher feedback as a significant motivator for enhancing their academic performance. The high scores on items related to improving and correcting mistakes show that students are open to feedback and use it as a guide to enhance their performance. Although the lowest-rated item still received a high score, it may indicate that some students do not always equate their personal sense of achievement with the feedback they receive, even if they still value it. These results underscore the significant role that feedback plays in helping students achieve their academic goals. Feedback is not only seen as a corrective tool but also as a motivator that encourages students to strive for improvement, learn from mistakes, and continue to grow. Teachers' ability to deliver timely and meaningful feedback can help students build confidence and stay focused on academic success. Supporting evidence from Shin, Lee, and Seo (2017) highlights that feedback plays a crucial role in motivating students to reach their achievement goals. The study found that when students receive positive feedback, it helps them develop a stronger sense of accomplishment and encourages them to work harder and correct their mistakes. Similarly, in this table, students report that feedback helps them not only improve their grades but also challenge themselves to achieve more, reinforcing the idea that effective feedback can encourage students to reach higher goals.

The discoveries in Table 7 indicate that students hold a strong and optimistic attitude toward their academic journey. The top-rated items reveal the importance of maintaining a positive mindset and highlight how helpful feedback enhances students' learning experiences. A supporting study by Blazar & Kraft (2017) emphasizes that teacher feedback plays a significant role in shaping students' attitudes and behaviors. The study showed that positive interactions with teachers, such as constructive feedback, can enhance students' motivation and improve their commitment to learning. The results from Table 3.3 also highlight that feedback contributes to a growth mindset, helping students remain focused and persistent, and boosting their positive outlook on overcoming challenges in their studies. Blazar and Kraft (2017) further explain that when students feel supported by their teachers, they are more likely to remain emotionally engaged and committed to their academic goals. This aligns with current findings, which show that helpful feedback and a positive mindset have a significant influence on students' attitudes toward learning. The study concludes that teaching strategies not only influence academic performance but also affect non-cognitive aspects such as student attitude, perseverance, and class participation, mirroring the patterns observed in the present data.

Certainly, the results in Table 8 present that students across all four programs are highly motivated in their academic pursuits. BEED students consistently demonstrate the strongest levels of intrinsic and achievement motivation, indicating a deep internal drive to succeed and a strong orientation toward educational goals. BSHM students showed slightly higher ratings in attitude, suggesting that they have a more optimistic outlook toward learning. Despite slight variations in mean scores, all groups fall within the "Very High" category, underscoring the overall effectiveness of performance feedback in supporting student motivation. The consistently high means may also be attributed to the strong feedback culture in the school, where students are accustomed to receiving regular, constructive, and timely feedback from their teachers. Such a culture reinforces positive learning behaviors and encourages students to maintain high levels of motivation across academic tasks. These results align with the findings of Tackett et al. (2023), who reported that academic motivation levels can vary depending on students' chosen major. Their study highlighted that majors often attract individuals with certain motivational traits, and students in education-related programs tend to have stronger internal motivations due to their passion for teaching and service-oriented goals. Moreover, the consistent "Very High" ratings across all programs in this study support Tackett et al.'s (2023) conclusion that college students, regardless of program, generally exhibit high levels of academic motivation. However, variations still exist in specific components, such as achievement and attitude.

Furthermore, the findings in Table 9 illustrate that students are more motivated when feedback is both clear and constructive, rather than just being provided quickly. This highlights that the quality of feedback, particularly its constructiveness and clarity, plays a crucial role in fostering student motivation and engagement. This aligns with the findings from Joseph & Sivamani (2024), who emphasized that timely feedback, in particular, has a substantial effect on students' academic performance and motivation. Their study noted that clear, constructive feedback provided promptly can boost students' intrinsic motivation and enhance their academic achievement, aligning with the results presented in Table 4.

Finally, the results in Table 10 demonstrate that while teacher feedback plays a crucial role in shaping student motivation, its effects do not vary significantly across different fields of study. This implies that other factors, such as individual learning styles, personal attitudes, classroom environments, institutional policies, and external influences like family and peer support, may contribute more to the differences in students' motivation levels. Studies supporting this emphasis highlight the importance of teacher feedback in fostering student motivation. A survey by Federiza Ronquillo-Elvina & Quirap (2024) found that while motivational factors, such as teacher feedback, can influence academic performance, differences across various academic programs may not always have a significant effect on student motivation levels. In this study, students from all four programs, despite their different academic focuses, reported similarly high levels of motivation regarding feedback, suggesting that the quality of teacher feedback has a consistent impact across diverse fields of study.

In conclusion, the study found that second-year students from all four programs showed a very high level of intrinsic motivation. This means students are eager to learn on their own, especially when teachers give timely, helpful, and easy-to-understand feedback. This supports the idea that detailed feedback can boost student interest and love for learning. The results also showed a very high level of achievement motivation. Students reported that receiving good feedback from teachers motivates them to improve and achieve their goals. This suggests that feedback does more than just correct mistakes; it also encourages students to improve and excel in their studies. Students had a very high level of positive attitude toward learning, especially when teachers gave constructive and encouraging feedback. This means that feedback helps students stay motivated, focused, and positive, even when facing hard lessons or schoolwork. There was a strong and significant relationship between the three types of teacher feedback timeliness, constructiveness, and clarity and the students' motivation in terms of intrinsic drive, achievement, and attitude.

The overall result was highly significant, hence the null hypothesis was rejected. This confirms that each aspect of feedback plays a crucial role in building student motivation, filling a gap in past studies that did not closely examine how feedback is perceived in college settings. The study found no significant difference in motivation levels among students from the Teacher Education, Business Administration, Hospitality Management, and Criminology programs. This means that feedback has a similar effect on student motivation, regardless of the course they are taking. The null hypothesis was accepted here. This addresses the research gap by demonstrating that feedback is equally effective across various academic programs in a Philippine college setting. This study suggests that teacher feedback has a significant impact on students' motivation, performance, and attitude towards learning. Based on Deci and Ryan's Self-Determination Theory, providing transparent and timely feedback makes students feel more capable and encourages them to take ownership of their education. Locke and Latham's Goal Setting Theory also supports this, as students use feedback to set goals and try harder to reach them. In short, helpful feedback not only corrects mistakes but also keeps students motivated and focused on improving their performance in school. This finding highlights a practical insight for Philippine higher education institutions: feedback practices can be applied broadly across programs and may be institutionalized as part of instructional policies, even in low-

resource or large-enrollment contexts where regular, clear, and constructive feedback can serve as a cost-effective strategy to sustain motivation. While motivation outcomes were similar across disciplines, the result underscores the importance of a feedback culture that supports all learners regardless of program, providing a valuable reference for colleges aiming to enhance teaching practices and student engagement.

Based on the findings and conclusions of the study, several recommendations are suggested to improve regular performance feedback practices and boost student motivation. To start with, Initao College should strengthen its policies and programs that promote timely, clear, and constructive feedback among all faculty members. Offering regular training sessions or seminars could help ensure that feedback practices are consistent, effective, and aligned across departments. Additionally, the Teacher Education Program should include more classroom activities and lesson content that emphasize the importance of teacher feedback in enhancing student motivation. It is also crucial that pre-service teachers develop the skills to provide meaningful and motivating feedback to their future students, as this significantly influences their instructional approach. Furthermore, other academic programs in the college are encouraged to adopt and assess the implementation of regular performance feedback within their courses. This will help ensure that all students, regardless of their program, benefit from steady and intentional feedback strategies.

At the individual level, faculty members are encouraged to consistently provide feedback that is regular, clear, and constructive. Doing so not only enhances students' academic performance but also fosters greater confidence and cultivates a more positive learning attitude. Similarly, students are advised to actively seek feedback from their instructors and use it as a resource for improving their knowledge, skills, and study habits. Developing a mindset that views feedback as an opportunity for growth can significantly help students stay motivated and perform better in their academic tasks. Furthermore, stakeholders such as parents, school administrators, and community partners should participate in supporting initiatives that promote teacher development, especially in the area of performance feedback. Their involvement in activities that recognize and reward student progress based on teacher feedback can further strengthen the culture of academic excellence and motivation. Lastly, future researchers are encouraged to explore how different forms of feedback impact student motivation and performance across various learner profiles and academic levels—not only focusing on second-year students. Conducting longitudinal studies may also provide deeper insights into the long-term effects of performance feedback on student engagement and academic outcomes.

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