Teachers' Feedback Techniques Questionnaire Development And Validation Of The Instrument For The Study Teachers' Feedback Techniques Its Influence On Learners' Performance

Rosecel Caro-Cahilig[1] and Jerwin E. Cabanero[2]

[1]Meycauayan College

Abstract: The researchers developed the instrument to study teachers' feedback techniques. Using the vast literature, the researcher developed various feedback domains and dimensions, anchoring them to existing scales. These scales do not directly target teachers as respondents. It uses learners as the subject. In this instance, the researchers modified the domains, indicators, and statements of these scales, in addition to the developed concepts from the massive literature. To obtain the validity index of the developed teachers' feedback techniques, three external experts went through the instrument to examine its content, construct, and face validity. Similarly, three internal experts from the graduate school scrutinized the validity of the developed instruments. The researchers calculated validity using the Content Validity Index (CVI) formula. The CVI is.93, indicating excellent CVI values. As a result, it confirms the study's validity in terms of content, construct, and relevance. In this case, the researchers pilot tested the questionnaire on selected teachers. The researchers calculated reliability using the Siegle reliability calculator. The Cronbach's alpha coefficient is.967, which indicates an excellent level of internal consistency.

Keywords—teachers' feedback; feedback techniques

1. QUESTIONNAIRE DEVELOPMENT BACKGROUND

The researcher adapted various scales to form a single instrument for the study. In the process of adaptation, the researcher first analyzed the massive existing literature about feedback techniques, strategies, methodologies, and approaches. Using the vast literature, the researcher developed various feedback domains and dimensions, anchoring them to existing scales. These scales do not directly target teachers as respondents. It uses learners as the subject. In this instance, the researcher modified the domains, indicators, and statements of these scales, in addition to the developed concepts from the massive literature.

The first instrument adapted was the Teacher Feedback Practices Questionnaire [1], from Teacher Feedback Practices, Student Feedback Motivation, and Feedback Behavior: How Are They Associated with Learning Outcomes? The instrument measures teachers' feedback practices with three subscales, such as verification feedback, facilitative feedback, and praise. It comprised 13 items in 4, 6, and 3, respectively. The instrument is valid and reliable, as indicated by its Cronbach's alpha (.83,.89, and.90). The purpose of verification feedback is to determine whether an answer is correct or incorrect. Facilitative feedback provides successive clues or hints for guiding students to figure out problems. Praise is non-specific feedback that is potentially helpful for learning positive emotions and elicits the possibility of creating expansive emotional spaces. The scale is a 7-point Likert scale (1—never; 7—always).

Likewise, the researchers adapted the "Teacher Feedback Use Evaluation Scale" [3]. The scale aims to offer quantitative feedback. The teachers' feedback usage is measured through the functionality of feedback, the structure of feedback, and the negative feedback structure. The instrument is also valid, as confirmed by its Cronbach's alpha of.93,.84, and.80, respectively. The overall reliability is indicated by 84 Cronbach's alpha.

To elicit the teachers' perceptions about feedback techniques, the researcher adopted the 10 questions used in their Instructor Perceptions of Feedback and the Best Practices: A Pilot Study [2]. The feedback intervention theory guides the questions. From the original 18 questions, the researchers [2] trimmed down to 10 that are most relevant about teachers' feedback practices.

The aforementioned information and details helped the researchers develop the Teachers' Feedback Techniques Scale. To obtain the reliability index of the developed teachers' feedback techniques, three external experts went through the instrument to examine its content, construct, and face validity. Similarly, three internal experts from the graduate school scrutinized the validity of the developed instruments. As a result, it confirms the study's validity in terms of content, construct, and relevance.

In this case, the researchers pilot tested the questionnaire on selected teachers. The researchers calculated reliability using the Siegle-Reliability Calculator. The Cronbach's alpha coefficient is.967, which indicates an excellent level of internal consistency.

2. THE QUESTIONNAIRE

A. Verification feedback (Constructive) - Confirms whether an answer is correct or incorrect.
1. I focus on observation and not inference.
2. I focus on behavior and not the individual.
3. I focus on things that can be changed.

4.	I will provide recommendations and solutions.
5.	My feedback is specific to students work.
6.	I make specific comments about the student's work.
7.	I show the student where they worked hard and where they did well.
8.	I give clear examples of what to do better.
9.	I think well of the student's chances if they work hard to get better.
10.	I tell the student to ask questions if they don't understand what you're saying.
B.	**Facilitative feedback (Corrective) - Provides successive clues or hints for guiding students to figure out problems themselves**
1.	I provide the learners with the correct answer.
2.	I draw attention to an error that occurred when the learner's response contained multiple components.
3.	I provide additional information, hints, or prompts and may or may not include correct answer feedback or error flagging.
4.	I tell the student that what he or she said was wrong and show him or her how to say it right.
5.	I fix their mistake or give them the right answer without telling them directly that what they said was wrong.
6.	When I say things like "Excuse me?" or "I don't understand," I mean that the message wasn't understood or that the student made a mistake and needs to repeat or rephrase what they said.
7.	Without giving the correct form, I ask questions, make comments, or give information about the way the student is saying something (like, "Do we say it that way?").
8.	I get the correct form directly from the student by asking questions.
9.	I repeat the student's mistake and change the way I say it to draw his attention to it.
C.	**Praise (Formative) - Elicits positive emotions possible creation of expansive emotional spaces**
1.	The moment the learner finishes an activity or provides a response, I comment.
2.	I review or restate key instructional points, further reinforcing learning.
3.	In some cases, I act as instructional scaffolding by providing additional explanation or guidance.
4.	I provide instant explanations that help them understand a concept or figure out where they went wrong with their solution.
5.	I provide lasting feedback.
6.	I easily annotate work performance.
7.	I give valuable performance feedback.
8.	I develop learners' skills from the given feedback.
D.	**Functionality of Feedback**

1.	My feedback enables learners to see their strengths.
2.	My feedback helps learners to understand the topics better.
3.	My feedback allows learners to see their shortcomings.
4.	My feedback helps learners on how to be more successful.
5.	My feedback encourages learners to study further.
6.	My feedback increases learners' motivation to study more.
7.	My feedback helps learners to evaluate learners.
8.	My feedback increases learners' engagement in the lessons.
9.	My feedback contributes to the learner's personal development in the learning process.
10.	My feedback helps learners to direct their own learning process.
E.	**Structure of Feedback**
1.	My feedback is clear.
2.	My feedback is understandable.
3.	I give constructive and positive feedback.
4.	I give detailed feedback, including personal comments.
5.	I give individual feedback on studies.
6.	I clearly express the evaluation criteria while giving feedback on mistakes.
7.	I give feedback as prompt of learner's performance task.
F.	**Negative Feedback System**
1.	I give feedback only for grading.
2.	I check whether the learners corrected the mistakes after giving feedback.
3.	I give little feedback in the learning process.
4.	I give feedback on how to improve mistakes.
5.	I make a lot of negative criticism while giving feedback.
6.	I give feedback too late.
7.	I only give feedback on mistakes and does not give any feedback on correct answers.

3. REFERENCES

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