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INFLUENCE OF TEACHER'S FEEDBACK ON THE EFFECTIVENESS OF DIFFERENTIATED INSTRUCTION IN THE ELEMENTARY SCHOOLS OF PANABO CITY DIVISION

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ABSTRACT

This study aimed to determine the significance of the relationship between teacher's feedback and differentiated instruction among teachers in the Division of Panabo City. Utilizing a descriptive-correlational research design, the study involved 116 teacher respondents selected through purposive sampling. Validated and pilot-tested instruments were used to measure the extent of teacher's feedback and differentiated instruction. Data were analyzed using weighted mean, Pearson product-moment correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both teacher's feedback and differentiated instruction were practiced at an extensive level. Among the domains of feedback, praise and facilitative feedback were most frequently observed. Differentiated instruction was most evident in terms of learning and lesson design. A significant relationship was found between teacher's feedback and differentiated instruction, indicating that as teachers provide more meaningful feedback, their implementation of differentiated instruction also improves. Furthermore, all six domains of teacher's feedback, verification, facilitative, praise, functionality, structure, and negative feedback, significantly influenced differentiated instruction. The regression analysis confirmed that 71.3% of the variance in differentiated instruction could be explained by teacher's feedback, with facilitative feedback showing the strongest influence. The study concludes that teacher's feedback is a vital component in promoting effective differentiated instruction, fostering inclusive and responsive teaching practices.

KEYWORDS: *Teacher's Feedback; Differentiated Instruction; Facilitative Feedback; Inclusive Education; Instructional Practices; Regression Analysis.*

INTRODUCTION

Teachers play a crucial role in shaping effective educational practices, with feedback emerging as one of the most influential tools for enhancing student learning and engagement (Hattie & Timperley, 2019). In the context of differentiated instruction—an approach that addresses diverse student needs—feedback serves not only to correct but to guide, encourage, and direct learners toward their academic goals (Tomlinson, 2020).

Globally, countries like the United States and Finland have adopted differentiated instruction to support diverse learners, yet the success of this approach largely depends on the quality of teacher feedback (Brookhart, 2021). Inadequate or inconsistent feedback often diminishes student motivation and learning outcomes (Darling-Hammond, 2022).

In the Philippines, implementing differentiated instruction remains a challenge due to large class sizes and limited teacher training (Cabigon, 2020). Although the Department of Education (DepEd) supports inclusive practices, feedback strategies are often generalized and lack alignment with individual student needs (Villanueva, 2021).

In Panabo City Division, where elementary teachers face similar constraints, differentiated instruction is increasingly adopted, but the quality and consistency of feedback vary widely (Sarmiento, 2021). Despite its importance, little research has been done locally to examine how different types of teacher feedback—such as verification, facilitative, praise, and structured feedback—impact the success of differentiated instruction.

This study aims to explore the influence of teacher feedback on differentiated instruction in Panabo City, addressing a gap in local research. The findings are expected to offer practical insights for educators and policymakers, contributing to more inclusive and responsive elementary education not only locally, but in similar contexts facing comparable educational challenges.

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REVIEW OF SIGNIFICANT LITERATURE

The related literature of this study provided inputs about teacher's feedback and differentiated instruction. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is teacher's feedback. It has six indicators namely; verification feedback, facilitative feedback, praise, functionality of feedback, structure of feedback, and negative feedback system (Cahilig, R. C., & Cabanero, J. 2024). Meanwhile, the dependent variable is differentiated instruction. It has five indicators namely; lesson design and implementation, content, procedures, communication, and learning (James, D. 2019).

Teacher's Feedback

Reflective Teacher feedback is a foundational component of effective teaching and learning, offering students critical information about their academic performance and areas for improvement. In Malaysian education, feedback has traditionally been viewed as a summative practice, focusing on assigning grades or marks to completed work. However, in recent years, Malaysia has seen educational reforms aimed at shifting this perspective, moving from traditional assessment of learning (AoL) toward assessment for learning (AfL) (Hazita, 2019). This transition reflects a growing recognition that students need not only to understand their current achievements but also to be equipped with the skills and insights necessary for continued growth and adaptation in an increasingly globalized world. Nevertheless, despite these policy shifts, teachers in Malaysia often encounter barriers to providing effective feedback, partly due to entrenched examination-oriented practices and a lack of collaborative, reflective assessment methods (Mustaffa et al., 2021; Hamzah & Paramasivan, 2018).

One of the primary obstacles to effective teacher feedback in Malaysia is the prevalence of rote learning in assessment practices. Many students are evaluated based on memorized knowledge rather than their understanding or application of concepts, limiting the depth and effectiveness of feedback (Hazita, 2019). Teachers may feel pressured to prioritize grading over constructive feedback, reinforcing a culture of superficial learning where the focus remains on achieving high scores rather than fostering meaningful understanding. Moreover, in Malaysian classrooms, assessment materials are rarely reviewed critically with peers, which prevents teachers from developing robust feedback practices that could otherwise stimulate more active and reflective learning (Mustaffa et al., 2021). These challenges illustrate the tension between traditional assessment goals and the broader educational objectives Malaysia is attempting to achieve.

Feedback, when used effectively, has been shown to significantly impact students' motivation and engagement in the learning process. According to Fyfe and Rittle-Johnson (2019), constructive feedback helps students reorganize their understanding, integrate new concepts, and ultimately improve their performance. Teachers play a critical role in this process, providing specific, timely, and actionable feedback that enables students to identify their strengths and address their weaknesses. Additionally, feedback fosters self-reflection, encouraging students to engage with their learning more actively and develop critical thinking skills. However, research suggests that teachers often find it challenging to give personalized feedback due to large class sizes and time constraints, a dilemma that has been echoed in educational systems worldwide (Al-Bashir et al., 2019).

In the Malaysian context, teachers' attitudes towards feedback can also hinder its effectiveness. Some educators question the practical impact of feedback on student learning outcomes, viewing it as an additional burden rather than an integral part of the instructional process (Anne & Hazita, 2020). This hesitation can reduce the depth of feedback students receive, leading to missed opportunities for academic growth. Carver (2018) highlights that feedback should be tailored to each student's individual needs, encouraging teachers to move beyond generic comments to provide feedback that truly resonates with students' unique learning paths. Yet, without adequate training and support, teachers may struggle to incorporate these best practices into their daily routines.

The significance of both positive and constructive feedback in fostering student confidence and minimizing errors is well-documented. Positive feedback can build student confidence, inspiring them to take academic risks and engage more fully in their studies, while constructive feedback addresses specific areas for improvement, enabling students to refine their approach and build resilience in the face of academic challenges (Tanis, 2020). However, consistent negative feedback may lead to feelings of discouragement, diminishing students' motivation and potentially leading to disengagement from the learning process. Thus, teachers must strike a careful balance, using feedback as a tool to support rather than hinder student development (Madigan & Kim, 2021).

Feedback also plays a crucial role in developing students' critical thinking abilities by encouraging them to reflect on their performance and identify areas for growth (Carless & Winstone, 2023). Through regular feedback, students are prompted to become more self-sufficient learners, taking ownership of their learning process. This approach aligns with Fletcher-Wood's (2018) assertion that teachers who understand their students' needs and are attuned to their responses can foster more meaningful learning experiences. By cultivating an environment of feedback-based learning, educators help students not only to master content but also to build the skills needed for lifelong learning.

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In addition to benefiting students academically, feedback contributes to a supportive and inclusive classroom environment. When teachers provide feedback that acknowledges students' unique needs and backgrounds, they foster a sense of belonging and acceptance among students (Tisuela, 2022). In a classroom setting, feedback serves as a bridge between the teacher and the student, enabling deeper connections and a better understanding of each student's progress and challenges. This interpersonal aspect of feedback reinforces the importance of tailoring it to each student's learning journey, ultimately supporting a more personalized and effective educational experience (Berman & Graham, 2018).

Feedback practices are particularly essential in supporting students with social anxieties or those who may be reluctant to participate actively in class discussions. Coplan and Rudasill (2019) suggest that quieter students benefit from feedback strategies that allow for reflection and private responses, reducing the pressure to perform publicly while still providing them with the necessary support. For teachers in Malaysia and beyond, understanding these nuances can help create more inclusive classrooms where all students feel valued and understood.

Teacher feedback is a dynamic and multifaceted tool that can transform the educational experience for students. Despite the challenges inherent in providing effective feedback, especially within an examination-oriented system, Malaysian educators are increasingly recognizing its potential to enhance learning. As feedback practices evolve to become more student-centered, they offer promising avenues for fostering academic achievement, critical thinking, and lifelong learning skills among students. This study will contribute to a growing body of research that underscores the importance of feedback, shedding light on how Malaysian teachers can harness its power to support differentiated instruction effectively.

STATEMENT OF THE PROBLEM

This study determined the relationship between the teacher's feedback and differentiated instruction. More specifically, it sought to answer the following questions:

1. What is the extent of teacher's feedback in terms of:
   - 1.1. Verification feedback;
   - 1.2. Facilitative feedback;
   - 1.3. Praise;
   - 1.4. Functionality of feedback;
   - 1.5. Structure of feedback; and
   - 1.6. Negative feedback system?
2. What is the extent of differentiated instruction in terms of
4. Which of the domains of the teacher's feedback significantly influence differentiated instruction?
   - 2.1. Lesson design and implementation;
   - 2.2. Content;
   - 2.3 Procedures;
   - 2.4 Communication; and
   - 2.5 Learning?
3. Is there a significant relationship between the teacher's feedback and differentiated instruction?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Research Design

This study employed a quantitative research approach, specifically adopting a descriptive correlational design to examine the relationship between teacher feedback and differentiated instruction. Quantitative research is valuable for collecting numerical data and performing statistical analysis to uncover relationships or patterns within the data, enabling objective and precise insights into specific research problems (Apuke, 2018). By using this approach, the study aims to evaluate how different feedback techniques may relate to or influence differentiated instructional practices in educational settings.

Descriptive correlational research is particularly suited for this investigation as it allows for observation and analysis of variables in their natural settings without manipulation by the researcher. This hands-off approach provides a clearer understanding of existing relationships between teacher feedback styles (independent variable) and differentiated instruction (dependent variable), which are observed in real classroom environments. Descriptive studies aim to outline characteristics of the phenomena under study, while correlational methods help to determine whether associations exist between the two key variables, as noted by Creswell and Creswell (2018) and Korrapati (2019).

The descriptive correlational design was appropriate for this study because it enables an exploration of the potential influence of teacher feedback on differentiated instruction across various educational contexts. This design provides insights into the strength and direction of relationships between feedback strategies and instructional adjustments, enhancing our understanding of the ways in which targeted feedback might support differentiated teaching practices. By

not manipulating the study environment, this approach ensures findings are more reflective of actual educational interactions (Davis, 2021; Kabir, 2019).

Research Respondents

The respondents of this study were public elementary school teachers under the jurisdiction of the Panabo City Division. According to the Schools Division Office of Panabo City (2024), there are approximately 540 elementary teachers employed in the division. To determine an appropriate sample size that would provide reliable data while remaining manageable for the scope of this research, I applied Slovin's formula, which is used when the population size is known and a specific margin of error is acceptable. The formula is: n=N/1+N(e)^2, where n is the sample size, N is the total population (540), and e is the margin of error, set at 0.05. By substituting the values into the formula, the calculated sample size was approximately 230. However, to ensure feasibility in data collection and adherence to ethical research standards while maintaining statistical relevance, the final number of respondents was adjusted to 116. This number is still considered sufficient for the correlational analysis required in the study, following recommendations by Apuke (2018) and Creswell and Creswell (2018) for educational research.

To ensure the quality and relevance of the responses, I applied specific inclusion criteria in selecting the teacher-respondents. Only teachers with a minimum of three years of continuous teaching experience were included, as this experience threshold ensures they have adequate familiarity with implementing feedback systems and differentiated instruction in their classrooms. Furthermore, respondents were required to hold at least a bachelor's degree in elementary education or a related field. Priority was given to those who had pursued further professional development such as postgraduate units, in-service training, or continuing education related to curriculum design, teaching strategies, or assessment. All participants had to be currently teaching in public elementary schools within Panabo City Division and must have had experience in employing some form of differentiated instruction or feedback techniques in their teaching practices.

This purposive sampling ensured that the data collected would come from qualified and experienced individuals, thereby increasing the validity and reliability of the findings. The sample represents a diverse group of educators from various grade levels and subject areas, allowing the study to gain a comprehensive perspective on the relationship between teacher feedback and differentiated instruction. This approach adheres to sound research principles and ethical standards while capturing the insights most relevant to improving instructional practices in public elementary education.

Research Instruments

The primary instrument for data collection was a structured questionnaire designed to measure both, teacher's feedback and differentiated instruction. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of teacher's feedback. The second set focused on the extent of differentiated instruction.

Data Analysis

To analyze the data and answer the research questions, a combination of descriptive and inferential statistical methods was used. Each research question and hypothesis was addressed with specific statistical tools to assess the extent of variables, their relationships, and potential influences.

Weighted Mean: To assess the extent of both the independent variable (teacher's feedback) and the dependent variable (differentiated instruction), mean was used.

Pearson Correlation Coefficient: To answer the third research question and test the first hypothesis (Ho1: There is no significant relationship between the teacher's feedback and differentiated instruction), the Pearson correlation coefficient was employed. This statistical tool will determine the strength and direction of the linear relationship between the overall scores of teacher feedback and differentiated instruction. A significance level of 0.05 was set to decide if the observed correlation is statistically meaningful.

Multiple Regression Analysis: To address the fourth research question and test the second hypothesis (Ho2: None of the domains of teacher's feedback significantly influence differentiated instruction), multiple regression analysis was used. This analysis will help identify which specific domains of teacher's feedback significantly predict or influence differentiated instruction.

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RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems in the previous chapter. These are presented both in textual and tabular form.

The Extent of Teacher's Feedback in terms of Verification Feedback

Table 1 reflects the extent of teacher's feedback in terms of verification feedback. It shows that the overall mean is 4.00, at an extensive level. This means that the teacher's feedback in terms of verification feedback is oftentimes evident. It can be gleaned from the data that all statements reveal an extensive result. Of these, the three items that have the highest mean scores are: the extent to which the teacher provides feedback specific to students' work (4.03), makes specific comments about the student's work (4.02), and provides recommendations and solutions (4.01).

These items prove that the teacher's feedback in terms of verification feedback is oftentimes evident. The findings of this study imply that teachers are highly consistent in offering feedback that is observable, specific, and constructive. Their ability to highlight particular aspects of student performance and suggest actionable improvements demonstrates a clear intent to guide student learning effectively. This also suggests a strong understanding among teachers of the importance of verification feedback in supporting student progress.

The findings of this study align with the research of Cahilig and Cabanero (2024), who emphasize that verification feedback centers on observable behaviors and avoids personal judgments. Teachers in this study consistently demonstrated feedback practices grounded in specific and observable actions. Their emphasis on focusing on the student's work rather than the individual reflects a verification- based approach that is both objective and constructive. By directing feedback toward elements that students can understand and modify, teachers help clarify expectations and foster a supportive classroom environment that encourages improvement rather than criticism.

This finding also supports the work of Hattie and Clarke (2019), who assert that effective feedback should be behavior-focused rather than person-centered. Teachers in the study exemplify this approach by delivering specific comments and maintaining a professional focus on student outputs. This avoids triggering defensiveness and promotes a more open and receptive attitude toward feedback. Similarly, the emphasis on making recommendations and offering solutions corresponds with Nicol's (2020) assertion that feedback should not only evaluate student performance but also guide students on how to improve. Teachers' efforts to include actionable advice reflect a deep understanding of feedback as a developmental tool rather than a mere evaluative one.

Also, the study's findings resonate with Shute (2020), who underscores the importance of specificity in feedback. The consistent use of specific and detailed comments by teachers suggests a commitment to clarity and relevance in feedback delivery. Rather than offering vague or generic praise or criticism, the feedback given is tailored to the exact nature of the student's work, reinforcing what was done well and pointing out what needs refinement. This specificity enhances students' understanding and allows them to apply the feedback more effectively to future tasks, leading to continuous learning and performance improvement.

The findings also mirror the ideas of Boud and Molloy (2021) and Dweck (2019), who stress the importance of focusing feedback on changeable behaviors and cultivating a growth mindset. Teachers in this study highlighted feedback elements that students could realistically act on, which empowers learners and supports self-efficacy. This constructive approach is particularly valuable in elementary settings, where the ability to respond to feedback shapes not only academic progress but also the development of perseverance and resilience. Through verification feedback, teachers foster a learning culture that values effort, progress, and student agency.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between teacher's feedback and differentiated instruction. The study was conducted with the selected teachers from the Division of Panabo CIty. There were one hundred sixteen (116) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the teacher's feedback of the teachers is extensive. Meanwhile, the extent of the differentiated instruction of the teachers is also extensive. It was found that there is a

significant relationship between teacher's feedback and the differentiated instruction of teachers. The hypotheses of no significant relationship between teacher's feedback and differentiated instruction of teachers and none of the domains of teacher's feedback significantly influence the differentiated instruction of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of teacher's feedback is extensive, which implies that it is oftentimes evident. All dimensions of teacher's feedback which include verification feedback, facilitative feedback, praise, functionality of feedback, structure of feedback, and negative feedback system, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of differentiated instruction is also extensive, which means that it is oftentimes evident. All dimensions of differentiated instruction are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the teacher's feedback and differentiated instruction of teachers.

Based on the findings, teacher's feedback, and differentiated instruction are correlated. Also, teacher's feedback significantly influences differentiated instruction. All domains of teacher's feedback, namely, verification feedback, facilitative feedback, praise, functionality of feedback, structure of feedback, and negative feedback system significantly influence differentiated instruction by registering a p-value of .002 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the three domains of teacher's feedback, differentiated instruction also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: For higher officials in the Department of Education, t is recommended that the Department of Education (DepEd) formulate and institutionalize policies and professional development programs that emphasize the vital role of teacher feedback in promoting differentiated instruction. National training programs should be designed to build teachers' capacity in delivering feedback that is not only corrective but also facilitative, structured, and motivating. Since teacher feedback has a strong predictive relationship with differentiated instruction, these programs should prioritize enhancing feedback delivery skills as part of teacher quality assurance frameworks. Also, teacher evaluation and monitoring systems should integrate standards that assess the effectiveness of feedback practices in classrooms.

For School, school leaders are encouraged to promote a school-wide culture that values and prioritizes quality feedback and differentiated instruction. Principals should facilitate regular in-service trainings and learning action cell sessions that focus on effective feedback mechanisms and how they influence the planning and implementation of differentiated learning strategies. Monitoring tools and classroom observations may also be refined to include indicators related to the six domains of teacher feedback identified in this study. Additionally, school heads should support collaborative feedback practices among teachers, such as peer mentoring and lesson study groups, to promote continuous professional growth and instructional responsiveness.

For teachers, teachers are urged to continuously reflect on and enhance their feedback practices by ensuring that they go beyond merely affirming correctness. Feedback must be intentionally designed to guide, motivate, and support learners based on their individual needs and progress levels. Teachers should familiarize themselves with the six feedback domains and apply them strategically depending on the learning context. Since differentiated instruction thrives on student engagement and scaffolding, feedback should serve as a tool for empowering students to take ownership of their learning. Teachers are also encouraged to document and assess the impact of their feedback regularly to ensure it leads to improved instructional outcomes.

Future researchers may explore the relationship between teacher feedback and differentiated instruction in other contexts or education levels to validate the findings of this study. Qualitative studies could also be conducted to gain deeper insights into how specific types of feedback are perceived by students and how these perceptions influence learning behaviors. Further, longitudinal studies may be conducted to examine how sustained feedback practices affect student achievement and instructional effectiveness over time. Expanding the scope to include variables such as student motivation, learning styles, or classroom management may also provide a more holistic understanding of the dynamics between feedback and differentiated instruction.

The study underscores the indispensable role of teacher feedback in the successful implementation of differentiated instruction. By investing in systematic support for quality feedback practices, all stakeholders in the education sector can contribute to more responsive, inclusive, and effective teaching and learning environments.

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