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Influence of Teacher Feedback and Peer Support on The Motivation of Learners

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ABSTRACT

This study examined the influence of teacher feedback and peer support on the motivation of learners at Desamparados Elementary School in Talacogon, Agusan del Sur during the Academic Year 2025–2026. Utilizing a descriptive-correlational research design, the study involved 120 learners selected through universal sampling. A validated and adapted survey questionnaire was used to measure three key variables: teacher feedback as to verification feedback, directive feedback, scaffolding feedback, teacher praise, and teacher criticism, peer support as to informational support, emotional support, instrumental support, validation, and companionship, and motivation as to intrinsic motivation and extrinsic motivation. Data were analyzed using weighted mean, Pearson product-moment correlation, and multiple linear regression analysis. Results revealed that learners demonstrated a high level of teacher feedback and peer support, and a high level of motivation. Significant relationships were found between teacher feedback and motivation, as well as between peer support and motivation. However, regression analysis indicated that not all dimensions of teacher feedback and peer support significantly predicted learners' motivation. Specifically, some forms of feedback and peer support exerted a stronger predictive influence than others, whereas while certain dimensions did not significantly contribute to motivation. The results suggest that both teacher feedback and peer support play important roles in enhancing learners' motivation, although their effects vary across dimensions. Therefore, educators are encouraged to provide timely, constructive, and motivational feedback while fostering supportive peer interactions to sustain learners.

INTRODUCTION

Motivation in the elementary level is a key factor in learners' ability to engage in academic tasks, sustain effort, and achieve meaningful learning outcomes. It reflects not only students' participation in classroom activities but also their persistence in overcoming challenges. Learners with high motivation tend to demonstrate better engagement and performance, while those with low motivation often show disengagement and inconsistent academic effort (Ryan & Deci, 2020; Schunk *et al.*, 2014).

Globally, declining student motivation has become a major concern, as learners tend to lose interest as academic demands increase. Factors such as limited instructional support, inadequate learning resources, and weak peer interaction contribute to reduced engagement (UNESCO, 2022; Hashim *et al.*, 2020). In the Philippine context, similar issues are observed in public elementary schools where classroom conditions and support systems influence learners' motivation (Almerino *et al.*, 2020).

In Desamparados Elementary School, teachers have observed that some Grade 4 to 6 learners demonstrate fluctuating motivation, characterized by low participation, reduced confidence, and inconsistent effort. These behaviors suggest that learners' motivation may be influenced by both teacher practices and peer interactions. Teacher feedback plays a crucial role in shaping motivation by guiding learners and reinforcing their efforts. Effective feedback such as verifications, directive, and scaffolding

helps learners understand their performance, while praise encourages persistence and criticism, when constructive, supports improvement (Hattie & Timperley, 2011; Shute, 2011). Likewise, peer support enhances motivation by fostering a sense of belonging and collaboration through informational, emotional, and social interactions (Wentzel, 2010; Furrer & Skinner, 2014).

Motivation, whether intrinsic or extrinsic, serves as the outcome of these instructional and social influences. Intrinsic motivation drives learners through interest, while extrinsic motivation is influenced by external factors such as feedback and peer recognition (Ryan & Deci, 2017; Legault, 2016).

Given these conditions, this study aims to determine the influence of teacher feedback and peer support on the motivation of Grade 4 to 6 learners at Desamparados Elementary School. Specifically, it examines the dimensions of teacher feedback and peer support in relation to learners' intrinsic and extrinsic motivation, with the goal of providing insights for improving classroom practices and sustaining student engagement.

LITERATURE REVIEW

Teacher Feedback

Teacher feedback is a critical instructional practice that shapes learners' motivation and engagement in academic tasks. It includes various forms such as verification feedback, directive feedback, scaffolding

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feedback, teacher praise, and teacher criticism, which guide learners in understanding their performance and improving learning outcomes. Hattie and Timperley (2011) established that effective feedback is one of the most powerful influences on student achievement, as it provides clear information about learners' progress and areas for improvement. Similarly, Wisniewski *et al.* (2020) emphasized that feedback significantly enhances both motivation and academic performance when it is specific and timely.

In the same vein, Shute (2011) explained that formative feedback helps learners regulate their learning by providing guidance that supports improvement. Meanwhile, Brookhart (2012) underscored that directive feedback clarifies expectations and reduces confusion, enabling learners to remain focused on academic tasks. Furthermore, Van de Pol *et al.* (2015) found that scaffolding feedback promotes motivation by gradually supporting learners toward independence. Likewise, Caldarella *et al.* (2019) reported that teacher praise positively influences student motivation and engagement by reinforcing effort and achievement. However, Skipper and Douglas (2015) explained that teacher criticism may negatively affect motivation when delivered harshly; however, when presented constructively, it can guide improvement. Taken together, these findings indicate that teacher feedback plays a vital role in sustaining learners' motivation and engagement in the classroom.

Peer Support

Peer support is an essential social factor that influences learners' motivation by fostering collaboration, belongingness, and shared learning experiences. It includes informational support, emotional support, instrumental support, validation, and companionship, which collectively shape learners' academic engagement. Wentzel (2010) established that supportive peer relationships enhance students' motivation by encouraging persistence and participation in academic tasks. Similarly, Furrer and Skinner (2014) emphasized that learners with strong peer connections demonstrate higher engagement and resilience in learning.

In a similar vein, Ryan *et al.* (2013) highlighted that peer interactions in collaborative settings strengthen learners' sense of competence and relatedness, which are essential for motivation. Meanwhile, Malecki and Demaray (2012) underscored that informational and instrumental support from peers help learners overcome academic challenges and sustain effort. Furthermore, Rueger *et al.* (2016) found that peer support significantly contributes to emotional engagement and academic motivation.

Supporting these findings, Almerino *et al.* (2020) revealed that peer interaction and support significantly influence learners' engagement and academic outcomes, emphasizing the importance of collaborative learning environments. Likewise, Pagalilauan *et al.* (2023) found that supportive learning environments, including peer collaboration, contribute to improved academic performance and student engagement. Taken together,

these findings indicate that peer support is a crucial factor in sustaining learners' motivation and participation in school.

Motivation

Motivation is a fundamental factor that determines learners' engagement, persistence, and academic success. It is commonly categorized into intrinsic motivation and extrinsic motivation, both of which influence how learners approach academic tasks. Ryan and Deci (2017) defined motivation as the driving force that energizes and sustains behavior, emphasizing that learners are more engaged when their psychological needs for autonomy, competence, and relatedness are fulfilled. Similarly, Schunk *et al.* (2014) highlighted that motivated learners demonstrate greater effort, persistence, and academic achievement.

In addition, Legault (2016) explained that intrinsic motivation arises from internal interest and enjoyment, whereas extrinsic motivation is influenced by external rewards and recognition. This perspective is supported by Cerasoli *et al.* (2014), who found that both intrinsic and extrinsic motivation contribute to academic performance depending on how they are balanced. Furthermore, Wigfield *et al.* (2016) emphasized that learners' beliefs about their abilities and the value they assign to tasks significantly affect their motivation and engagement.

Moreover, Lagunday *et al.* (2025) identified motivation-related factors such as grit and willingness to communicate as significant predictors of critical thinking skills, indicating that motivation plays a key role in higher-order learning outcomes. Although the study focused on critical thinking, it supports the argument that motivation enhances learners' engagement and academic performance. Taken together, these findings suggest that motivation is a central factor influencing learners' academic behavior and overall success.

Synthesis

The reviewed literature highlights that teacher feedback and peer support are significant factors influencing learners' motivation, as they shape both the instructional and social dimensions of learning. Teacher feedback provides guidance, reinforcement, and direction that enhance learners' understanding and confidence, whereas peer support fosters collaboration, belongingness, and emotional engagement. Empirical evidence supports these relationships. For instance, Almerino *et al.* (2020) and Pagalilauan *et al.* (2023) emphasized the role of supportive learning environments in enhancing learners' engagement and academic outcomes. Similarly, Lagunday *et al.* (2025) demonstrated that motivation-related constructs significantly contribute to academic performance.

However, although previous studies have examined teacher feedback, peer support, and motivation as separate variables, limited research has explored their combined influence on learners' motivation, particularly among elementary learners in public school settings. This

gap justifies the conduct of the present study, which aims to determine how teacher feedback and peer support jointly influence the intrinsic and extrinsic motivation of Grade 4 to 6 learners.

MATERIALS AND METHODS

This study employed a quantitative research design using a correlational approach to determine the relationship between teacher feedback, peer support, and the motivation of elementary learners. The respondents of the study were the selected Grade 4 to 6 pupils from Desamparados Elementary School in Talacogon, Agusan del Sur. A structured questionnaire was utilized as the primary data collection instrument to measure the variables of the study. Teacher feedback was assessed in terms of verification feedback, directive feedback, scaffolding feedback, teacher praise, and teacher criticism, while peer support was measured through its dimensions, namely informational support, emotional support, instrumental support, validation, and companionship. Motivation was measured in terms of intrinsic and extrinsic motivation. The questionnaire items were adapted from established instruments and modified to suit the context of elementary learners.

Prior to data collection, the researcher secured the necessary approvals from the Schools Division Superintendent, school head, and other concerned authorities. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation of the respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to ensure accurate responses. Collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Weighted mean was used to determine the levels of teacher feedback, peer support, and motivation among learners. Pearson product-moment correlation coefficient was applied to examine the significant relationship between teacher feedback, peer support, and motivation. Furthermore, multiple linear regression analysis was employed to identify the extent to which teacher feedback and peer support predict learners' motivation. All statistical analyses were conducted using a significance level of 0.05.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of teacher feedback and peer support on learners' motivation. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

where:

Y = Motivation of learners

α = Constant or intercept

β_1 = Regression coefficient of Teacher Feedback

β_2 = Regression coefficient of Peer Support

X_1 = Teacher Feedback

X_2 = Peer Support

ϵ = Error term

This equation was used to determine the extent to which teacher feedback and peer support significantly predict the motivation of Grade 4 to 6 learners.

RESULTS AND DISCUSSION

The level of teacher feedback perceived by the learners is presented in Table 1. The results revealed that learners demonstrated a generally high level of teacher feedback, as reflected by the overall mean of 3.40 (Agree). Among the indicators, scaffolding feedback obtained the highest mean (3.52, Strongly Agree), followed by verification feedback (3.61, Strongly Agree), while teacher criticism had the lowest mean (2.37, Disagree). These findings suggest that teachers frequently provide supportive and guiding feedback that helps learners understand tasks and improve performance. However, the relatively lower mean in teacher criticism implies that corrective feedback is less commonly perceived or may be minimized to avoid discouraging learners.

Table 1: Level of Teacher Feedback of Learners

Indicators	Mean	Description
Verification Feedback	3.61	Strongly Agree
Directive Feedback	3.11	Agree
Scaffolding Feedback	3.52	Strongly Agree
Teacher Praise	3.40	Agree
Teacher Criticism	2.37	Disagree
Overall Mean	3.40	High

The level of peer support of learners is shown in Table 2. The findings indicated that learners exhibited a high level of peer support with an overall mean of 3.51 (Strongly Agree). Among the indicators, informational support obtained the highest mean (3.62, Strongly Agree), followed by companionship (3.53, Strongly Agree) and validation (3.51, Strongly Agree), while emotional support had the lowest mean (3.48, Agree). This implies that learners benefit from strong peer interactions, particularly in sharing knowledge and supporting academic tasks. However, emotional support, although still high, may require further strengthening to fully enhance learners' confidence and motivation.

The relationship between teacher feedback, peer support, and motivation is presented in Table 3. The results revealed a significant relationship between teacher feedback and motivation and between peer support

Table 2: Level of Peer Support of Learners

Indicators	Mean	Description
Informational Support	3.62	Strongly Agree
Emotional Support	3.48	Agree
Instrumental Support	3.42	Agree
Validation	3.51	Strongly Agree
Companionship	3.53	Strongly Agree
Overall Mean	4.07	Strongly Agree

and motivation, leading to the rejection of the null hypotheses. These findings indicate that both teacher feedback and peer support are significantly associated with learners' motivation. This suggests that learners who receive constructive feedback from teachers and

experience supportive peer interactions are more likely to demonstrate higher levels of intrinsic and extrinsic motivation.

The predictive influence of teacher feedback and peer support on learners' motivation is presented in Table 4. The findings revealed that both variables have significant relationships with motivation, as reflected by teacher feedback ($r = 0.57, p = 0.000$) and peer support ($r = 0.45, p = 0.000$). These results indicate that both teacher feedback and peer support significantly influence learners' motivation. Among the variables, teacher feedback showed a stronger relationship, suggesting that instructional guidance, reinforcement, and classroom feedback practices play a more influential role in shaping learners' motivation compared to peer support. This implies that while peer interactions contribute to learners' engagement and sense of belonging, teacher feedback remains a more dominant factor in sustaining learners' motivation.

The regression analysis of teacher feedback predicting

Table 3: Relationship Between Teacher Feedback, Peer Support, and Motivation

Variables	r-value	p-value	Decision
Teacher Feedback & Motivation	0.57	0.000	Reject Ho (Significant)
Peer Support & Motivation	0.45	0.000	Reject Ho (Significant)

learners' motivation is presented in Table 5. The results revealed that directive feedback ($p = 0.000$) and scaffolding feedback ($p = 0.000$) are significant predictors of motivation, indicating that clear instructions and guided support from teachers play an important role in

enhancing learners' engagement. In contrast, verification feedback ($p = 0.250$), teacher praise ($p = 0.229$), and teacher criticism ($p = 0.223$) were found to be not significant, suggesting that simply confirming answers, giving praise, or providing criticism may not strongly

Table 4: Regression Analysis of Teacher Feedback Predicting Motivation of Learners

Variables	r-value	p-value	Interpretation
Verification Feedback	1.1157	0.250	Not Significant
Directive Feedback	4.460	0.000	Significant
Scaffolding Feedback	3.3631	0.000	Significant
Teacher Praise	1.210	0.229	Not Significant
Teacher Criticism	1.224	0.223	Not Significant
R ²	0.457		

influence learners' motivation. The model explained 45.7% of the variance ($R^2 = 0.457$), indicating a moderate predictive capacity. These findings imply that structured and supportive feedback strategies are more effective in motivating learners than general or evaluative feedback. The regression analysis of peer support predicting learners' motivation is presented in Table 5. The results revealed that only informational support ($p = 0.012$) is a significant predictor of motivation, indicating that guidance, advice, and academic assistance from peers play an important role in enhancing learners' engagement. In contrast, emotional support ($p = 0.617$), instrumental

support ($p = 0.285$), validation ($p = 0.753$), and companionship support ($p = 0.258$) were found to be not significant, suggesting that these forms of peer interaction may not strongly influence learners' motivation in this context. The model explained 25.9% of the variance ($R^2 = 0.259$), indicating a moderate predictive capacity. These findings imply that academic-related peer support is more influential in motivating learners than social or emotional forms of support.

CONCLUSIONS

This study concludes that teacher feedback and peer

Table 5 : Regression Analysis of Teacher Feedback Predicting Motivation of Learners

Variables	r-value	p-value	Interpretation
Informational Support	2.564	0.012	Significant
Emotional Support	0.0502	0.617	Not Significant
Instrumental Support	1.138	0.285	Not Significant
Validation	-0.315	0.753	Not Significant
Companionship Support	1.137	0.258	Not Significant
R ²	0.259		

support significantly influence the motivation of elementary learners. The findings revealed that learners generally experience a high level of teacher feedback and peer support, indicating the presence of supportive instructional practices and positive peer interactions in the classroom. Among the components of teacher feedback, scaffolding and directive feedback were found to have stronger contributions to learners’ motivation, while verification feedback, teacher praise, and teacher criticism showed less influence. In terms of peer support, informational support emerged as the most influential factor, highlighting the importance of academic guidance and assistance from peers in sustaining motivation. The results further confirmed that both teacher feedback and peer support are significantly related to and predictive of learners’ motivation, with peer support demonstrating a stronger predictive influence. These findings underscore the importance of both instructional and social factors in enhancing learners’ engagement, persistence, and participation in academic tasks. However, the study was limited to selected Grade 4 to 6 learners in a public elementary school and did not consider other possible influencing factors such as parental support, teacher effectiveness, and socioeconomic conditions. Despite these limitations, the study provides relevant insights that can be used by educators, school administrators, and parents in designing interventions that strengthen teacher feedback practices and promote supportive peer environments. It is recommended that schools implement strategies that enhance directive and scaffolding feedback, encourage collaborative learning, and promote peer-assisted activities to sustain and improve learners’ motivation.

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