

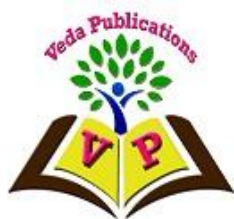
## IMPACT OF FEEDBACK IN TEACHER- LEARNING PROCESS

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### ABSTRACT




This article examines the effects of feedback in the teacher and student learning process. The way of strategic choices of feedback and the effects of feedback received by the adult students in the classroom and how well they appropriate feedback in today's communicative classrooms using both qualitative and quantitative methodology. The study sample of this research includes questionnaires answered by students from final year undergraduate and teachers/ staffs from across various universities and various departments. Revealing the growing sensitive nature of the students in today's time, pointing towards a need to leave the old ways of providing criticism in class and finding better ways to put across the opinions of the teacher where direct negative impacts not only have an emotional impact but also, hampers the growth of a student. The article deals with understanding students who receive critical feedbacks from the teachers as the comments that are critical by nature where students taking negative comments to heart, which could damage the student teacher relationship. The aim of the article is to understand students' emotions at the time of feedbacks received, where it is necessary to consider that emotions can vary across subjects and time, even within each individual student and to understand why the students are affected by the feedbacks received in classroom as noticing the emotional sensibility and temperature in the students that affects the student's behaviour to take in the criticisms given by the teacher with greater sensibility.

**Keywords:** *Social Emotional Learning, Critical Feedback, Teachers, Classroom Space.*

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## INTRODUCTION

Feedback is an essential part of effective learning. It helps students understand the subject and gives them clear guidance on how to improve their learning. As a two-way flow, feedback is inherent to all interactions, whether human-to-human, human-to-machine, or machine-to-machine, so that the entity may adjust its current and future behaviour to achieve the desired result. There are several variables that must be considered by instructors when preparing to give students feedback. These are strategic choices that impact the effectiveness of the feedback. Various educational researchers have explored the cognitive benefits of using feedback as a part of learning and found that effective feedback enhances both the giver's and the receiver's learning and development (Brookhart, 2008). The relationship between the giver and the receiver of feedback develops both students as learners, helping them become more astute judges of their own learning. Asking the right questions, sharing information, identifying challenges, and providing strategies all work together to deepen students' mastery (Starr sackstein, 2017).

Effective teachers create focused and nurturing classrooms that result in increased student learning (Marzano et al., 2003; Shellard&Protheroe, 2000). These teachers teach and rehearse rules and procedures with students, anticipate students' needs, possess a plan to orient new students, and offer clear instructions to students (McLeod et al., 2003; Emmer et al., 1980). They use a minimum number of rules to ensure safety and productive interaction in the classroom, and they rely on routines to maintain a smoothly running classroom (McLeod et al. 2003). In fact, it has been noted that classroom management skills are essential in a classroom for a teacher to get anything done (Brophy&Evertson, 1976). Attending to issues of classroom management and organization provides the foundation for having high expectations for student behaviour. Effective teachers have higher expectations for how students are to conduct themselves in the classroom than their less effective colleagues (Stronge et al., 2003). They are better managers of student behaviour. They establish relationships with their students in which high levels

of cooperation and dominance (i.e., giving students a sense of purpose and guidance) are balanced, resulting in an optimal relationship (Marzano et al., 2003). Effective teachers teach expectations to students and reinforce the desired behaviours with their verbal and nonverbal cues. Another characteristic of effective teachers is that they hold students individually accountable (Kohn, 1996) and, if necessary, use intervention strategies to help students learn the desired behaviour (McLeod et al., 2003). An exploratory study of effective and ineffective teachers found that ineffective teachers had five times as many disruptive events in an hour when compared with their more effective counterparts (Stronge et al., 2003). Through fair and consistent discipline, teachers reinforce their expectations of students and create a classroom that is focused on instruction.

### **1.1 Background why is feedback important:**

Feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Providing students engage with feedback, it should enhance learning and improve assessment performance. (Bellon et al., 1991) In a technical psychological sense, there is little learning without feedback. However there is more learning if the certain conditions surround it like, feedback should contribute to learning when it is noticed, feedback that also contributes even more to learning when the learner reflects on the lessons for next time, feedback containing advice originating from the student's own recent work is more likely to be given attention, understood and acted upon, feedback that can fuel constructive reflection by the learner. Feedback on performance is so important that Gibbs and Simpson (2004) said that feedback to the students on their assignments was the single most powerful influence on student achievement. In fact, an item about the importance and quality of feedback shows up on almost all student evaluations of teaching. So in this chapter we will look at some strategies for giving students feedback in ways that will be the most helpful in improving their learning.

The classroom is an emotional place. Students frequently experience emotions in classroom

settings. For example, students can be excited during studying, hope for success, feel pride in their accomplishments, be surprised at discovering a new solution, experience anxiety about failing examinations, feel ashamed over poor grades, or be bored during lessons. In addition, social emotions play a role as well, like admiration, empathy, anger, contempt, or envy concerning peers and teachers. Moreover, students bring emotions to the classroom that concern events outside the school, but can nevertheless have a strong influence upon their learning, such as the emotional turmoil produced by stress within the family. All of these emotions can have important effects on students' learning and achievement. Emotions control the students' attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning. Furthermore, emotions are part of students' identity, and they affect personality development, psychological health and physical health. From an educational perspective, emotions are important because of their influence on learning and development, but students' emotional wellbeing should also be regarded as an educational goal that is important in itself (Schutz&Pekrun, 2007).

## **CHAPTER 2: REVIEW OF LITERATURE**

Giving adult students appropriate oral feedback in today's communicative classrooms is one of the greatest challenges teachers face. Some students are great at taking criticism and using it to improve their work while others may feel completely crushed by even the most minimal critical feedback. For one, receiving any kind of public criticism is likely to result in a lot of sweating and blushing.

Regardless of how well you handle criticism studies have shown that being criticized causes most of us to feel poorly about ourselves and can even mess with our productivity as our brains devote so much energy to dealing with the criticism that it's difficult for us to focus on other things. Handling criticism in this way means that you actively ask questions about the critique. You might feel put down by the remarks, but you aren't beating yourself up and you aren't deflecting blame for the criticized actions onto the person giving them. You simply want to know why they think what they do, and what you could do to

change their mind. More or less, this is probably students should aspire to handle most criticism.

**2.1 Constructive and Destructive Criticism:** The difference between constructive criticism and destructive criticism is the way in which comments are delivered. Although both forms are challenging your ideas, character or ability, when someone is giving destructive criticism it can hurt your pride and have negative effects on your self-esteem and confidence. Constructive criticism offers a mix of positive and negative feedback, as well as support, encouragement, and strategies for improvement. It's delivered with intentions for growth. Constructive criticism, with positive feedback and support, is extremely beneficial. You can use it to grow, and even improve relationships with those who share feedback with you. Destructive criticism is often just thoughtlessness by another person, but it can also be deliberately malicious and hurtful. Destructive criticism can, in some cases, lead to anger and/or aggression. Constructive criticism, on the other hand, is designed to point out your mistakes, but also show you where and how improvements can be made. Constructive criticism should be viewed as useful feedback that can help you improve yourself rather than put you down. When criticism is constructive it is usually easier to accept, even if it still hurts a little. In either scenario always try to remember that you can use criticism to your advantage.

Dealing with Critical feedbacks from the teachers where the comments are critical by nature. If a student receiving a comment from the teacher who is critical of everything, the students should try not to take their comments too seriously, as this is just part of their character trait. If one do take negative comments to heart it can create resentment and anger towards the other person, which could damage the student teacher relationship.

But criticism can be especially difficult for students to accept. Today's students seemingly expect instant recognition and feedback, but perhaps handle it with greater sensitivity and thinner skin. Despite that sensitivity, it's important for students to learn to take constructive criticism early on both graciously and gratefully. That way, they can make necessary adjustments, and also become more

coachable, a quality that is expected in students. Taking an inspiration toward criticism in schools or in college, whatever the source, can convert into accomplishment in your future vocation. It not just offers you the chance to enhance your assignments and take part in more profound learning and improving. It trains you to acknowledge criticism for development, which can be useful in the expert world. An inspirational frame of mind toward criticism at work is connected to all the more likely activity fulfilment, higher execution appraisals, and significantly higher confidence. Furthermore, demonstrating an eagerness to acknowledge criticism may mean more openings for work after graduation. How you react to helpful criticism is a pointer of your coach-ability.

The classroom is the place they will pick up a comprehension of their put the endowments that they bring to the table it. It is the place the students creates what they need their future to re-ensemble and in addition information of the abilities expected to achieve that objective. With the classroom being such a critical place in the development it is essential to comprehend the manners by which to influence this condition so as to get most extreme adequacy in guidance. In the event that classroom truly do assume a substantial job in showing the people to come instructions to be fruitful individuals from society then every precautionary measure ought to be taken to ensure that the learning condition is one that enables students to flourish.

**2.2 Effects of Teacher-Student Interactions on Student Behaviour:** Teachers play a critical role in shaping students' academic careers, as they are responsible for not only educating their students, but also developing students' motivation to learn (DiBiase & Miller, 2012; Harter, 2012; Verschueren, Doumen, & Buyse, 2012). More specifically, through differing levels of support and conflict, teacher-student relationships inform how students come to view their place in the classroom, their abilities, and their beliefs about school (Burnett, 1999; Hughes, 2011; Wang & Eccles, 2013). In fact, Wu et al. (2010) found that when teachers provide high levels of support, they engage with students with more eye contact, clearer directions, and positive feedback.

These positive behaviors, then, reinforce students' behaviors by making them feel encouraged, interested in their immediate task, and motivated to continue their behavior (Hamre & Pianta, 2001; O'Connor & McCartney, 2007). In preschool classrooms, teacher-student relationships set the foundation for children's academic careers (Hughes, 2011; Mashburn et al., 2008) (Palermo et al., 2007).

A considerable number of recent studies have dealt with the questions of the provision and processing of written feedback to learning writers. On the whole, the current view is that written feedback is probably the least useful type of response students get to their writing (Freedman, 1987). The teacher providing the feedback and the student processing it - and because they describe only one direction of the teacher student relationship. It seems natural, therefore, to divide the discussion of these studies into two groups: studies of teachers who provide the feedback and studies of students who process that feedback. (Michal Zeller Mayer, 1989) Teachers, on the other hand, must know what the student is trying to convey. They must understand what a particular student means to say and where he or she needs help in saying it; they must figure out what a student already knows and what that student needs to know in order to be able to respond constructively. The claim of this article is that such a model could be constructed on the basis of studies of educational contexts where feedback works. When a context of successful student-teacher interaction is identified, factors of that interaction must be analysed and described. (Michal Zeller Mayer, 1989)

The feedback consisting of criticism and praise had the greatest impact on performance. From their results Corno and Cardelle concluded that written feedback on homework assignments "that identifies the students' errors and guides them towards a better attempt next time, and provides some positive comment on work particularly well done" has a positive effect on students' performances. Feedback invoked by the learners does not necessarily guarantee that learning is occurring (Garrett, 1988).

In conclusion, at the point when instructors permit students to determine clashes and take control of

circumstances, they develop in manners both planned and unintended, making the classroom a more extravagant, progressively important place to learn. To make such a dynamic learning space, be that as it may, the classroom must give a sheltered, steady culture in which students don't hesitate to go for risks or they will fall flat. Any assessment of student emotions by educators or instructors can involve a conflict between the need to know more about students' emotions and the right of students not to disclose their emotions. Students may view their passionate or disturbing emotional encounters as a private undertaking that they would prefer not to share. In particular, this might be valid for feelings that are firmly identified with students' confidence, such as disgrace about anxiety or nervousness about an examination. Subsequently, it might happen that you can only with significant effort evaluate your students' feelings. Educators' decisions of students' feelings can be altogether different from students' self-see or self-point of view.

### **CHAPTER 3: METHODOLOGY**

#### **3.1 Aim:**

To understand student emotions in the classroom space, it is important to know that emotions have both universal features and individual uniqueness that relies on every individual student. The contents, intensity, duration, and frequency of classroom that a teacher, student share bear the enjoyment that can differ between students and may even be unique to an individual student. Emotional reactions to the feedback and the evaluation given by the instructor or the teacher can differ widely, even among students sharing the same gender and class membership. On the side of the instructor or the staff handling the class, is best to avoid stereotype phrases that relate to group or an individual student, such as 'boys are not good at math'. One of the fundamental objectives of discipline is to conjure fear in the students, so the conduct does not happen once more. In the school, teachers rebuff students for being late to class, for not following the school rules, for not doing classroom task and for inability to perform better in tests and examinations and so forth. The sort of discipline given in light of these practices incorporates, giving them physical work, for

example, watering school gardens, standing up on benches, kneeling on concrete flooring, strolling on knees, doing push-ups in the sun and carrying several buckets of sand. School isn't the main place where kids get punished. At home they are likewise beaten by their folks when they don't go to class, taking and so forth. Giving feedback is an important skill for lecturers in higher education and has a major influence on the quality of the students' learning process (Hattie & Timperley, 2007). It is more useful to pay attention to the uniqueness of each individual student's emotions while giving feedback in the classroom space. Furthermore, the aim is to understand students' emotions at the time of feedbacks received, it is necessary to consider that emotions can vary across school subjects and time, even within each individual student and to understand why the students are affected by the feedbacks, especially oral feedbacks received in classroom.

**3.2 Research problem:** Feedbacks, specifically negative feedbacks can have everlasting or long term impact on the students. The importance of feedbacks/ oral-feedbacks given in the class along with punishments in the classroom space by the teacher. The impacts of punishment on student learning space, in the classroom when received orally. On what basis we qualify learning, by looking at the performance with regard to the impact of punishments/ criticism as feedback in the classroom space.

**3.3 Research methods:** In order to satisfy the objectives of the dissertation, a qualitative research was held. The main characteristic of qualitative research is that it is mostly appropriate for small samples, while its outcomes are measurable and quantifiable. The samples include students from final year undergraduate students and teachers'/ staffs from across various universities and various departments. The students are the ones who had undergone feedback either orally or written feedbacks in the classroom space and individually. The questionnaires also take a note of what the students' personal take on the feedback being received orally in a classroom space which is also same for the teachers/ staffs. Therefore, knowing

whether punishment a feedback enough in the classroom space.

Its basic advantage, which also constitutes its basic difference with quantitative research, is that it offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses (Collis & Hussey, 2003). The effectiveness of qualitative research is heavily based on the skills and abilities of researchers, while the outcomes may not be perceived as reliable, because they mostly come from researcher's personal judgments and interpretations. Because it is more appropriate for small samples, it is also risky for the results of qualitative research to be perceived as reflecting the opinions of a wider population (Bell, 2005).

**3.4 Research approach:** The research approach that was followed for the purposes of this research was the inductive and abductive method was used. According to this choice of approach, researchers being with known premises to generate untested conclusions, with these conclusions that are further used to produce generalized theories and conclusions drawn from the research. The reasons for occupying the inductive method was approach was that it takes into account the context where research effort is active, while it is also most appropriate for small samples that produce qualitative data.

However, the main weakness of the inductive approach is that it produces generalized theories and conclusions based only on a small number of observations, thereby the reliability of research results being under question (Denzin& Lincoln, 2005).

**3.5 Data collection method and tools:** For the purposes of this research, questionnaire method was used to collect data. A questionnaire is a research instrument comprising of a progression of inquiries to gather data from respondents. Questionnaires can be thought of as a sort of composed meeting. They can be done up close and personal, by phone, PC or post. Questionnaires give a generally small, fast and productive method for getting a lot of data from a vast example of individuals. Information can be gathered generally rapidly in light of the fact that the analyst shouldn't be available when the questionnaires were finished. This is valuable for

extensive populaces when meetings would be unrealistic. In any case, an issue with questionnaire is that respondents may lie because of social desirability. The vast majority need to introduce a positive picture of them thus may lie or twist reality to look great, e.g., a student would overstate correction term. Questionnaires can be compelling methods for estimating the conduct, demeanours, inclinations and goals of moderately expansive quantities of subjects more inexpensively and rapidly than different techniques. An imperative qualification is between open-finished and shut or close-end questions.

#### **CHAPTER 4: ANALYSIS**

Through successive feedback and input received after say at the end of evaluation of a test result which compelling educators routinely evaluate what the students do in the classroom and whether their students are truly learning. They endeavour to foresee the themes and ideas that will be troublesome for their students and to create instructing techniques that present these subjects in manners their students will best get it. These instructors make an uncommon purpose of getting comfortable with their students' planning, information, and capacities, and change their educating to boost the class' learning. However, educators, particularly new instructors, may some of the time be too overpowered by all that is included with educating to evaluate the pupil's information and learning. Making a test evaluation, getting ready assignments, creating addresses, planning research facilities, organizing dialogs, and composing test assignments, addresses all require significant feedback, thought, and arranging.

The analysis conducted with the sample set of 55 students taken from the various departments and 25 staffs dealing who deal with the third year undergraduate students with different sets of questionnaire for teachers and students regarding the feedback they give and receive in class respectively. Depending upon the results received it is shown that that the students and as well as the teachers are keen in giving or receiving feedback but not particularly in the classroom space, the impact of feedback especially negative feedback is not



appreciated or rather would likely be said as the students are not mentally prepared to receive in the classroom space.

Children's social, cognitive, and behavioural development is influenced through both college/university and classroom-level factors (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Jimerson & Furlong, 2006; Rumberger & Palardy, 2004). Classrooms and schools characterized as "disorderly" have been linked to poor student academic and behavioural outcomes, as well as a reduction in teachers' abilities to efficiently manage the classroom environment and student behaviour (Barnes, Belsky, Broomfield, Melhuish, & NESS, 2006; Bradshaw, Sawyer, & O'Brennan, 2009; Mitchell & Bradshaw, 2013; Mitchell, Bradshaw, & Leaf, 2010). Given that school mental health researchers and practitioners have the capacity to influence systemic changes in the classroom and school wide (Osher, Bear, Sprague, & Doyle, 2010), school contextual variables (e.g., classroom management, student-teacher relations, school climate) are of importance when developing interventions aimed at reducing disruptive behaviour among youth and enhancing teacher engagement. However, there has been limited multilevel research exploring various factors potentially influencing teacher reports of student behaviour. There are a multitude of interpersonal relationships and environmental systems that interact and transact with each other over time shaping teachers perceptions of students and their school (Sameroff, 1975; Stacks, 2005)

As equally, as per the analysis from the given questionnaires to the teachers or the staffs or the professors equally engage with the students by giving feedback outside the classroom space, to avoid the conflict or any sore relationships between the teacher and the students. Moreover the students tend to take the feedback more efficiently and truly understand the purpose of the feedback without any emotional conflict that may or may not tend to occur in the class-room space.

## **CHAPTER 5: CONCLUSION**

Teachers serve as a valuable resource for gathering information about students' problem behavior and associated classroom and school contextual factors given the relationships they form with students, administration, and other staff members. Teacher reports of youth behavior are frequently utilized in mental health assessment and special education testing (Meyer et al., 2001), as well as school-based policy and programmatic research (Bradshaw, Waasdorp, & Leaf, 2012). Given the behavioral expectations in the classroom (e.g., sustained attention on task, cooperative group work), teacher reports are often used for identifying children who are in need of academic support and/or mental health services (Dwyer, Nicholson, & Battistutta, 2006). The current study focuses on teacher reports of students' problem behavior, such as fighting, yelling, and hitting, as these behaviors are often reported by teachers to be disruptive to instructional learning time and consequentially tend to be the focus of office discipline referrals and requests for student support (Pas, Bradshaw, & Mitchell, 2011; Bradshaw, Buckley, & Jalongo, 2008). One type of functional assessment of feedback, involves an experimental manipulation of possible reasons for the challenging behaviour among students. A brief description of research involving how to give analysis or feedback for the necessary test or evaluation conducted is reviewed. Students reliably rate criticism or negative feedback arrangement as problematic, and instructors/ staffs or the teachers are beginning to recognize that what they figure of the evaluation, they ought to do in criticism or in negative feedback that varies to what they authorize by and by rather than what we considered of the earlier generations. The pedantic idea of criticism or negative feedback and the absence of commitment of students in the feedback focus to a need to re-orientate thinking on input for learning. Criticism or negative feedback rehearses requires responsibility and ability from the two- students and instructors/ teachers/ staffs, and a dynamic withdrawal of pedantic execution data from the teacher as students exhibit aptitude and certainty in self-observing.

Developing positive teacher-student relationships may be especially important for pre-schoolers from emotionally weak students. However, research suggests that positive teacher-student relationships may be a protective factor against student (Hamre&Pianta, 2005; O'Connor & McCartney, 2007). According to Burchinal et al. (2002), highly supportive teachers are able to keep children at risk of low achievement engaged in their work and provide better assistance for developing children's skills. Thus, emotionally weak students appear to experience larger rates of growth when exposed to positive teacher- student relationships, and some research claims that such growth occurs because the students are being exposed to substantial amounts of positive feedback (Conroy, Sutherland, Vo, Carr, & Ogston, 2014; Gable, Hester, Rock, & Hughes, 2009).

Negative feedback also affects students' behaviours indirectly by decreasing student's self-concepts and feelings of self-worth (Doumen, Buyse, Colpin, & Verschueren, 2011; Spilt et al., 2016; Weidinger et al., 2016). More specifically, teachers' consistent use of negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic motivation, and require a reward in order to do a task (Deci& Ryan, 1985; Spilt et al., 2016). Thus, teachers' consistent use of negative feedback can have long-term effects on students' behaviour by causing students to develop negative self-perceptions. Having negative self-perceptions is especially concerning because it has been documented that self-perceptions have more influence on students' success in the classroom than their actual skills (Deci& Ryan, 1985; Hamre&Pianta, 2001; Harter, 2012).

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### Appendix

#### Socio-emotional Learning – Questionnaire for students

Research questions

\* Required

1. Email address \*
2. Your name \*
3. Your course name \*
4. Do you wish to take feedback of your works (Assignments) from your Professor?

Mark only one oval.

- Yes
- No
- Maybe

5. Would you like your feedback of your certain work to be given in the class room space?

Mark only one oval.

- Yes
- No
- Maybe

6. If receiving feedback from your professor is mandatory, would you like them to be stated in front of the class or personally from the professor (individually) ?

Mark only one oval.

- In classroom
- personally

7. If the feedback is given in the classroom space, would you like the professor to give negative remarks of your work?

Mark only one oval.

- Yes
- No
- Maybe

8. If the remarks/feedback are negative and are mentioned in front of the class, would you take them personally?

Mark only one oval.

- Yes
- No
- Maybe

9. On a scale of 1 to 10 (where 1 being the least and 10 being the most), how much will you agree with negative feedback in the classroom space?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

10. On a scale of 1 to 10, how much do you agree that the negative feedback given in classroom space by the professor are purely based upon your work and not relating to the personal behavior of the individual?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

11. On a scale of 1 to 10, how much do you think the negative feedback given in the classroom space by the professor will affect the Individual personally?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

12. On a scale of 1 to 10, how much do you think the professor will correspond with personal remarks (or show partiality) while giving a negative feedback?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

13. If the negative feedback is given in the classroom space and turned out to be really helpful or made huge improvements, would you subscribe to it continuously in the future?

Mark only one oval.

- Yes
- No
- Maybe

14. On a scale of 1 to 10, how much do you think the negative feedback are biased?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

15. On a scale of 1 to 10, how emotionally strong are you in receiving evaluations which include negative comments from the professor in the classroom space?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

16. Will the Negative feedback received in classroom space affect you all through-out the day?

Mark only one oval.

- Yes
- No
- Maybe

17. After receiving the remarks with negative feedback, will you be anxious to face the professor in the future classes?

Mark only one oval.

- Yes
- No
- Maybe

18. If a professor mainly gives out negative remarks in the classroom space but they're focused majorly on only the works that you present, would you encourage the staff to give feedback of all your works in the future?

Mark only one oval.

- Yes
- No
- Maybe

19. If a professor mainly gives out negative remarks in the classroom space but they're focused majorly on only the works that you present, would you encourage other professors to give feedback of all your works in the future?

Mark only one oval.

- Yes
- No
- Maybe

20. If a professor mainly gives out negative remarks in the classroom space but they're focused majorly on only the works, will your thoughts against the professor change?

Mark only one oval.

- Yes

- No
- Maybe

**Socio-Emotional Learning- Questionnaire for staffs/ teachers**

\* Required

1. Email address \*

2. Your name \*

3. Course/ courses that you are dealing with \*

4. Do you give feedback to the students on their works (Eg: assignments)?

Mark only one oval.

- Yes
- No
- Maybe

5. If the feedbacks are mandatory, do you prefer to give them in classroom or meet every student personally?

Mark only one oval.

- In the classroom
- Meet them personally

8. On a scale of 1 to 10, how much do you think the students are capable of taking in negative remarks/feedback in the classroom space?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

9. If the negative feedback on a certain work is given in the class, will they also include the student's/ individual's personal remarks?

Mark only one oval.

- Yes
- No
- Maybe

10. On a scale of 1 to 10, how much of personal remarks will be included in the feedback (either positive or negative) that you give in the classroom space?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

11. Does the student receiving a negative remark/feedback in class takes it personally even when it is solely pointing out only the work?

Mark only one oval.

- Yes
- No
- Maybe

12. On a scale of 1 to 10, how much do you think that all the negative feedback given in the classroom space affect the student emotionally?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

13. On a scale of 1 to 10, how much do you think that the students are becoming emotionally fragile towards the negative feedback received in class?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

14. Do you think that the students are moving towards more emotionally fragile situation, that they can't even receive smallest of criticism given to them in the classroom space?

Mark only one oval.

- Yes
- No
- Maybe

15. On a scale of 1 to 10, how many students do you think, will encourage or adopt to the idea of negative feedback or criticism without taking them emotionally in the classroom?

Mark only one oval.

- 1 2 3 4 5 6 7 8 9 10

16. Do you think that the students are moving to even more emotionally fragile state where they can only take positive remarks in class and not the negative ones?

Mark only one oval.

- Yes
- No
- Maybe