

A QUALITATIVE STUDY ON RELATIONSHIP BETWEEN MENTOR'S FEEDBACK AND LEARNER'S MOTIVATION: UNDERSTANDING MENTORS' FEEDBACK

Dr. Nazish Andleeb¹, Zainib Zahid², Hafsah Khanum³

¹Lecturer, Department of Education, University of Gujrat

²M.Phil. Education Scholar,

³Associate lecturer, Department of Education, University of Gujrat

¹nazish.andleeb@uog.edu.pk, ²25011701-012@uog.edu.pk

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Corresponding Author: *

Zainib Zahid

Abstract

Learner motivation play a critical and academic success and lifelong learning. Among the manufacturers influencing motivation mentor feedback his very quietly regarded as one of the most important powerful. This qualitative study explores the relationship between mentor's feedback and learner's motivation by focusing on how different form of feedback or perceived and how they instrument learner's engagement confidence and willingness to improve. Mentors feedback is essential component of the teaching and learning process and a significant impact on student's motivation. Feedback serve as a bridge between teaching and learning by informal learner about their progress trend and the areas that need to improve. And when teachers are mentors are the guider provide clear timely and constructive help to the learners understand their learning goals and encourage them to improve their academic performance. Positive and supportive repair in hand students or learner's self-confidence interest in learning and willingness to engage actively in classroom activities are group activities are group collaboration. Effective and constructive feedback also promote in trains in motivation by foxing on learner's efforts learning strategies and progress rather than only on final term results. Therefore, understanding the relationship between teacher feedback are mentor feedback and learner motivation is important for education as meaningful feedback can create a positive learning environment and support learner's academic success and personal development also. Further more effective feedback helps students set clear learning goals and understand how to improve the skills and how they can meet there learning goals by their efforts. Feedback that highlights progress and effort motivate the learner work consistently and overcome from their learning challenges. Using semi structure interview and thematic analysis the study identifies key feedback characteristics. In contrast feedback that lives clarity are focus on errors may discourage students and reduce motivation. Therefore, a very well plan and positive mentor feedback is essential in creating and encouraging learning environment that support learning motivation academic growth and long term educational success.

INTRODUCTION

Role of feedback in Building Self-Efficacy Mentors' feedback plays a vital role in building learning's self-efficacy—the belief in their ability to succeed. Specific and actionable feedback helps learners recognize their strengths and understand how to improve. When learners believe that improvement is achievable through effort, their motivation increases. This sense of competence encourages learners to take challenges positively and remain persistent even in difficult tasks.

Effective Feedback Practices.

To enhance learners' motivation mentors should ensure that feedback is timely, clear, and encouraging. Feedback should focus on effort and strategies rather than solely on outcomes. Using respectful language and involving learners in reflection further strengthens motivation. Personalised feedback that considers individual learners' needs create a supportive learning environment where motivation can flourish.

Education plays a vital role in the overall development of individuals and societies. In modern educational systems the focus is not only on delivering content but also on creating an environment that help to support student emotional psychological and academic growth. One of the most influential classroom practice that say student learning experience is teacher's feedback. Feedback refers to the information given by teachers to students regarding their performance understanding and progress in learning task. It guides students to recognize their strengths identify their weakness and improves their academic performance. Student's motivation is another essential factor that strongly affects learning outcomes.

Motivation can be described as the inner drive that encourages to engage in learning activities facing challenges and try to achieve academic Goals. Motivated students show greater interest in their study participate actively in classroom discussion complete their assignments on time and demonstrate higher level of achievement. On the other hand, a lack of motivation can result in poor academic performance low self-confidence and decreased participation in learning. Mentor's

feedback and student's motivation or closely connected. Positive constructive and family feedback can enhance student's confidence and help them feel valued and supported in the classroom. When students receive encouraging feedback they become more willing to make efforts take academic risk and improve their learning.

In contrast on clear or negative feedback may discourage their interest in studies discourage students and reduce their interest in studies.

Despite the importance of feedback many classrooms still lack effective feedback practices. Some Mentor's focus more on giving grades rather than providing meaningful comments that guided improvements. This situation highlights the need to explore how teacher's feedback influence student's motivation. Therefore the present study AIMS to examine the relationship between teacher's feedback and Learner's motivation and to understand how effective feedback can be used as a tool to enhance students engagement and academic success.

Literature review

Previous research suggested that feedback qualities from the influencing in intrinsic motivation and extrinsic motivation.

The relationship between Mentor's feedback and student's motivation has been widely discuss in educational research. Many researchers have emphasized that feedback is not only a tools for evaluating students' performance but also some powerful strategies for motivating learners and improving academic achievement. Hattie and Timperley Describe the best as one of the most effective influences on student learning. Its prepared help students understand where they stand in their learning. They stated that feedback helps what they are doing correctly and what steps their need to take to improve. Their study should have showed that clear and specific feedback leads to better learning outcomes and higher student motivation.

(Desi and Ryan 2000). Through the self-determination theory explain that student's motivation is strongly influenced by three basics psychological needs autonomy completeness and

relatedness. When teachers provide sporty and constructive feedback students feel competent and valued which increase their intrinsic motivation. Feedback that acknowledged student's efforts and progress encourages them to take responsibility for their learning.

Research conducted by Nicole and MacFarlane Dick (2006). Highlight that formative feedback places an important role in promoting self-regulated learning. Their finding suggested that when student receive feedback they are more likely to reflect on their learning and improve their learning and remain motivated to improve their performance. These process strength students confident and enhance their engagement in learning activities.

Other studies have found that positive feedback has a significant impact on students emotional wellbeing and academic interest. According to bookhart 2008 feedback that is specific constructive and focused on improvement increases students sense of achievement and reduce anxiety. Such feedback motivates students to continue learning and face academic challenges with confidence.

Furthermore, research indicates that negative or poorly delivered feedback can have harmful effects on student's motivation. (kulger and Denisi 1996). Finds that overly critical feedback can lower students' self-esteem and reduce their willingness to participate in classroom activities. This shows that not only the presence of feedback but also the quality of feedback is important in motivating student.

Several educational theories explain the strong link between mentor feedback and motivation

- Self-determination theory emphasizes de need for competence pattern me and relatedness.
- Effective feedback full feels these leads by helping student speed capable and supported.
- Behaviorist theory highlights reinforcement where positive feedback at as a reward that increase desired behavior's.
- Focus on effort progress and strategies rather than ability.

- Use feedback as a dialogue not a one-way message.
- Adapt feedback to students age ability level and emotional needs.
- Create a classroom in environment where mistakes are viewed as learning opportunities.
- For school teachers working with diverse learners especially at the primary and Middle levels.
- Motivational feedback essential for sustaining interest and participation.

How teacher feedback influences student's motivation?

Feedback and self-confidence

Positive feedback enhances learner's self-confidence and self-efficacy when teacher acknowledge effort and progress students begging to believe in their abilities.

Feedback as a guide for improvement

Motivating feedback provide clear direction. Students will have motivated when they now what to do next. Descriptive feedback that foxes on strategies rather than personal traits encourages a growth mind set. For example, Try adding examples to explain your answer is more motivating then you are not good at explanations.

Role of praise and encouragement

Appropriate praise boost motivation particularly when it is effort based rather than ability based. Present effort encourages persistence while ability based phase may create pressure and fear of mistakes.

Encouragement from teachers create a sportive class from climate where learners feel safe to participate ask questions and take risk in learning.

Feedback and student autonomy

Feedback that allows students to reflect and self-correct promotes autonomy which is a key element of intrinsic motivation. When teachers ask guiding questions instead of giving direct answers students become active learners.

This scene of ownership increases motivation and engagement.

Negative feedback and demotivation

While collective feedback is necessary it's Tone and delivery matter greatly. Feedback that is public are focused on failure can lead to anxiety and motivation. Students may begin to associate learning with fear rather than curiosity. Therefore, teachers must balance correction with empathy and support.

- The literature from the supports are positive and healthy relationship between mentors Feedback and learner's motivation.
- Active feedback practices in enhance student motivation by meeting psychological needs.
- It helps to clarify the learner's goals increasing their self-reflection and building the confidence.
- At the same time poor feedback can undermine motivation.
- Future research suggested exploration of feedback strategies across diverse classroom context and student population.

Methodology

The study used a quantitative research design to examine the relationship between teacher's feedback and student's motivation. A quantitative approach was selected because it allows the researcher to collect numerical data and analyze it statistically in order to define our identify patterns and relationship between variables.

The study adopted a qualitative research design to gain and in depth understanding of learner experience with mentor feedback

In addition to descriptive and correlational statistics reliability testing was conducted to ensure consistency of the research instrument. The data was further examined to identify differences in motivation levels among students who reported receiving verbal feedback written feedback and digital feedback.

Research designs

The study is followed a descriptive correlation research design. This design was appropriate because the purpose of the study was to determine the relationship between teacher feedback and student's motivation without manipulating any

variables. This study adopted a quantitative correlation research design to examine the relationship between teacher's feedback and student's motivation. A survey method was used to collect data at a single point in time making the design cross sectional in nature. This enabled the researcher together information from a large number of participants efficiently. The design allowed comparison of motivation levels among students who experienced different types of feedback such as verbal written and digital feedback. This research design help in identifying patrons relationships and trends between teacher's feedback and student motivation.

Population

The population of the study consisted of secondary school students these students were selected. because they regularly receive feedback from teacher's and their level of motivation lays are significant role in their academic success. The population included students from different academic streams and grade level in order to represent diverse learning experience and feedback practices. This diversity help ensure that the findings reflected a wide range of classroom environment teaching style and students learning needs.

Secondary school students war considered appropriate for this study because they process the cognitive maturity required to understand feedback reflect on their learning and report their motivational level accurately. Their perceptions provide meaningful insights into how teacher's feedback influences students confidence engagement in academic task.

Sample and sampling technique

A sample of hundred students was selected from the population. Simple random sampling technique was used to ensure that every student has an equal chance of being selected. This technique help to reduce biasness and increase the reliability of the result. The instrument consisted of three major parts.

The **first** part gathered information that is related to demographic information such as grade level gender and type of school. This information helps

in understanding background differences that might influence student's motivation.

The **second** part focus on teacher's feedback. It included statements related to clarity of feedback frequency of feedback usefulness of comments fairness in evaluation and emotional tone of feedback. This section measured how students perceived the quality and effectiveness of the feedback day received.

The **third** part measured student's motivation. It included items related to interest in studies willingness to participate in class confidants in completing task goal setting behaviour and independent learning habits.

Research instrument

Data work collected using a structured questionnaire. The questionnaire was divided into two section. The first section included statement related to teacher's feedback such as clarity frequency and usefulness of feedback. The second section included statements related to student's motivation such as interest in studies confidence and participation in classroom activities.

5 point Likert scale (strongly agree to strongly disagree). Was used to record student's responses.

Data collection procedure

Semi structured interviews and focus group discussions were also used in this process.

Permission was obtained from the school administration before data collection. This questionnaire was distributed among the selected students. Students war informed about the purpose of the study were assured that their responses would remain confidential. They were given sufficient time to complete the questionnaire.

Data analysis

Thematic analysis was used to identify patterns and themes.

The collected data were analyzed using descriptive statistics such as frequencies percentage and mean score. Correlation analysis was also used to determine the relationship between teacher's feedback and student's motivation.

Research findings the analysis of the collected data reveals several important finding regarding the relationship between teachers and student's motivation. The results show that student perceived their teacher's feedback as helpful encouraging and supporting. A large majority of the respondents agreed that their teachers provide clear the explanation about their mistakes and guide them on how to improve their performance. The findings indicated that student who received regular and constructive feedback demonstrated higher levels of motivation. These students reported increased interest in their studies and showed greater willingness to participate in classroom activities. They also expressed that positive feedback from teachers boost their confidence and encouraged them to complete their assignments on time.

More over the results revealed a significant positive relationship between teacher's feedback and student's motivation. This means that as the quality and frequency of feedback increased student's motivation level also increased. Student who felt that their teacher's appreciated their efforts and provided meaning full comments were more likely to feel motivated to perform better academically. On the other hand, a smaller number of students reported receiving limited to unclear feedback. These students showed comparatively lower level of motivation and interest in their studies.

This finding highlights the importance of providing timely specific and constructive feedback to all students in order to maintain their motivation. Overall refining confirms that teacher's feedback places a crucial role in enhancing student's motivation confidence and engagement in learning activities.

Discussion

The findings of the study clearly indicate that teacher's feedback has a strong and positive relationship between students and motivation. The results show that students who received regular clear and constructive feedback are more motivated to participate in learning activities and perform better academically.

These findings support the view that feedback is not only an evaluation tool but also a motivational strategy that encourages students to improve their learning. The results of the study are consistent with the finding of Hattie and Timperley (2007). Who emphasized that effective feedback helps learners understand their progress and motivate them to achieve higher academic goals. When students receive positive and specific feedback they feel confident about their abilities and become more willing to make efforts in their studies. This increased confidence leads to higher participation and better academic engagement.

Similarly defining also support Deci and Ryan self-determination theory which suggested that motivation increase when students feel competent and supported. The constructive feedback provided by teachers helps fulfil students need and relatedness and enhancing their intrinsic motivation. Students feel valued when their efforts or acknowledged which encourages them to continue learning with interest and dedication. The study also found that students who received limited feedback or unclear feedback show lower motivation.

This suggested that the absence of meaningful feedback may lead to confusion lack of confidence and reduce interest in learning. Therefore, the quality of feedback is just as important as its frequency. Teachers must be sure that feedback is timely specific and focused on improvement rather than only on grades. Overall the discussion highlights that effective feedback played a vital role in shaping student's motivation confidence and engagement. These findings emphasize the need for teachers to adopt positive and supportive feedback strategies in order to create a motivating and productive learning environment.

Conclusion

The present study includes that teacher's feedback has a significant and positive relationship with student's motivation. This finding clearly shows that students who received regular and clear constructive feedback demonstrate higher levels of interest confidence and participation in learning activities. Teachers feedback not only helps students understand their academic strengths and

weakness but also encourages them to improve their performance.

Effective feedback creates a supportive classroom environment where students feel valued and motivated to achieve their academic goals. When teachers provide meaningful comments appreciate student's efforts and guide them for improvement student become more confident and willing to face academic challenges. On the other hand, limited or unclear feedback can reduce student's motivation and negatively affect their learning.

Therefore, it can be concluded that teacher's feedback is a powerful recommendation or tool that significantly influences student's motivation and overall academic success. Teachers should focus on providing timely positive and constructive feedback to promote a motivating and productive learning environment.

The relationship between mentor feedback and student motivation is strong and undeniable. Feedback shapes how learners perceive themselves as learners and influences their willingness to engage in academic task. when feedback is constructive and purposeful it enhances student's motivation confidence and achievement. Therefore for teachers must view feedback not simply as correction but as a powerful motivational tool that supports lifelong learning.

Recommendations

On the basis of the findings of this study the following recommendations are suggested.

Teachers should provide regular and timely feedback to student so they can clearly understand their progress and areas for improvement.

Feedback should be constructive specific and encouraging rather than only pointing out mistakes.

Positive feedback can boost student's confidence and motivation.

School should arrange professional development programs and workshops to train teachers in effective feedback strategies.

Teacher should focus on recognizing student's efforts as well as achievement in order to maintain their interest and motivation.

Feedback should be given in a supportive manner to create a positive classroom environment that

encourages students to actively participate in learning activities.

Classroom practices should encourage students to actively seek and reflect on feedback.

Teachers training program should include modules on motivational feedback techniques.

Limitations

Although this study provides useful insights in to the relationship between teacher's feedback and student motivation it has certain limitations that should be considered while interpreting the results.

First the sample size of the study was limited to only 100 students from a single School. This small and restricted sample may not represent the views of all student from different school's regions or educational systems. Therefore, the finding cannot be generalized to a wider population.

Second the study used a self-report questionnaire as the main Data collection tool. Students may have given socially desirable responsive or may not have expressed their true feeling accurately. This could affect the reliability of the data.

Third the study focus only on quantitative data and did not include qualitative methods such as interviews or classroom observation. Qualitative data could have provided tipper understanding of student's experience and perceptions regarding teacher's' feedback.

Both the study examined only on Independence variable. And one dependent variable. Other factors such as teaching methods classroom environments parental support and peer influence work not including although they may also affect student's motivation.

❖ Challenges and moderating factors

While the relationship between feedback and motivation is generally positive some studies highlights challenges.

Teachers miss struggle to provide effective feedback due to time constraints are limited training.

Written feedback if poorly why did may confuse us demotivate student's Cultural age related or contractual differences can save how feedback influences motivation.

Suggesting that one size fits all approaches are not effective

Challenges and Moderating Factor in the relationships Between Mentors' Feedback and learners Motivation

Challenges in the use of Mentors' Feedback

One of the major challenges in using feedback effectively is the misinterpretation of feedback by learners.

Learners may perceive constructive criticisms as negative or personal, which can reduce motivation rather than enhance it. This often occurs when feedback is not clearly explained or lacks supportive language.

Another challenge is inconsistency in feedback. When mentors provide irregular or contradictory feedback, learners may feel confused about expectations and performance standards. Such inconsistency can weaken learners' trust in the mentor and reduce their motivation to improve. Time constraints also limit the quality of feedback. Mentors handling large groups may provide brief or generalized feedback, which may not address individual learners 'needs. As a result, learners may feel ignored or undervalued, leading to decreased motivation.

A further challenge is the overemphasis on errors and grades. Feedback that focuses only on mistakes or scores without acknowledging effort and progress can create fear of failure. This may lead learners to avoid challenges and participate less actively in learning activities.

Moderating Factors Influencing the Feedback—Motivation Relationship Several factors moderate how mentors' feedback affects learner's motivation. One key moderating factor is learners 'individual characteristics, such as age, self-confidence, prior achievement, and learning styles. Learners with high self-efficacy may respond positively to corrective feedback, while those with low confidence may feel discouraged. The mentor— learner relationship is another important moderating factor. Feedback from a mentor who is trusted and perceived as supportive is more likely to motivate learners. A positive emotional bond enhances learners 'acceptance of feedback and encourages them to act on it.

Cultural and social context also moderates the impact of feedback. In some cultures, direct criticism may be viewed as disrespectful, while in others it is accepted as a normal part of learning. Understanding learner's cultural backgrounds helps mentors tailor feedback to maintain motivation. The learning environment plays a crucial role as well. A supportive, learner-centered environment enhances the positive effects of feedback, whereas a highly competitive or stressful environment may reduce its motivational impact.

