

Positive feedback as a factor and influencer of motivation – re-motivation of students

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Abstract:

Motivation and re-motivation of students for quality of learning is the aim of this study in order to analyze the cooperation of teachers with parents through feedback of realization of different tasks. This study is a continuation of other studies carried out for the planning and implementation of Formative Assessment by teachers in schools.

The instrument used to collect the data is the questionnaire, while the respondents will receive information about factors that affect the motivation of quality learning for students. A research was conducted with parents who aims to take the opinions of the parents for the difficulties that students have in the learning process, identifying feedback if affects both positive factors in motivation and re-motivating students, parent proposals in order to reach successful and quality learning.

The study is based on the hypothesis: "Communication in relation teacher - parent through feedback to help students in quality learning"

The intentional sample was used and the school "Yll Morina" was selected, with 6 classrooms - 2 third graders, 2 fourth graders and 2 fifth graders. From each classroom, 15 parents were surveyed, randomly picked for this study.

The school should pay attention to planning and implementation of the teaching process, including the assessment of students as well as communication and collaboration with parents.

From the results we come to a conclusion that communication between teachers and parents comes when the parents realized they need to, while parents feedback is that teachers comments are motivating in enhancing childrens success.

Key words: feedback, motivation, re-motivation, cooperation, students.

INTRODUCTION

Given that teachers organise various activities in the process of learning, it is important to facilitate the organization of the learning process for students as well as teachers and parents. When teachers join forces with their students in Formative Assessment process, their partnership generates powerful learning results. Teachers become more effective, students gets actively engaged in, and the two become consciously skilled students in achieving their goal. (Moss, M. Connie, Brookhart, M. Susan, 2009)

The interaction between the didactic triangle, through the application of multiple forms and methods of teaching and learning, brings positive results in student learning. "Therefore, information that is on time, complete and right for the students, for the results achieved and the work that must be done to further progress, it is a precondition for achieving success on assessment controlling". (Brada, 2010) Given that all children need attention and support, a good accomplishment would motivate students by teachers and parents to be more determined to achieve their positive purpose to improve learning.

Giving homework by teachers must be well planned, being appropriate for the age level of the students. The purpose of tasking should be their motivation to achieve increment of the level of student learning continuously. "Students work longer, harder and with more vigor and intensity than When

They are motivated They are not. In other words, Motivation helps Individuals Overcome inertia ".
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It is necessary that homework to be checked from parents as well as teachers systematically, to see whether they are performing without mistakes and to create for children - students positive attitude, since it's their responsibility to carry them on time and accurately "homework teach your child how to work independently and develop the habit of learning outside the classroom space" (Hall 2003)

Whenever the child successfully performs these tasks, he should be praised and appreciated for their work. Not for a single moment these duties should not be used as punishment against children-students, but if necessary, praise can be used as an incentive or motivation to achieve the required result from students. When children seek help for their difficult tasks, it should be given the assistance from family members, but by no means they should perform these duties by themselves. The effective realization of homework is a coronation of successful class.

Giving homework and their control by teachers with detailed feedback to students and the performance of duties by students, provides students the understanding that they have been able to understand new information or recall the received information. It is necessary that as a rule to be recommended any additional material and be well explained so that students curiosity will be raised to perform them successfully.

According to the Theory of Cognitive Assessment, it is said that if students get feedback that enhances their ability to get internally motivated and they will grow, so the feedback that reach students need to highlight the capacity that has been growing among students as a positive change. (Woolfolk, 2011) Through the writing feedback promoter or advisory by

the teachers, both pupils and parents understand correctly that:

How does the child progress - student with homework performance,

Is there any difficulty in the implementation of homeworks,

Is there a need to work more at home,

In which subject there is more need for help,

Identify weaknesses and strengths of the child-student,

So, it is achieved the retrieval of enough information about learning in the school and home.

Students should be ready for positive changes ranging from the environment where they learn, be open-minded, to rely on facts and evidence and open to face various challenges facing them throughout the learning process. "Students need to feel confident in the performance of duties or by showing ability that are required, have the desire to learn, and feel that what is required to do is psychologically satisfying". (Allan C. Orstein, Francis P. Hunkins 2003)

Kosovo lacks various studies about writing feedbacks students notebooks and the application of other Formative Assessment techniques in schools. The function of this feedback is to help teachers and students to make adjustments that will improve student achievement of curricular targeted goals " (Popham 2008)

Therefore, with all the changes in education field, this study aims to verify the hypothesis that communication between teachers and parents through the feedback, helps students in their motivation and their quality learning.

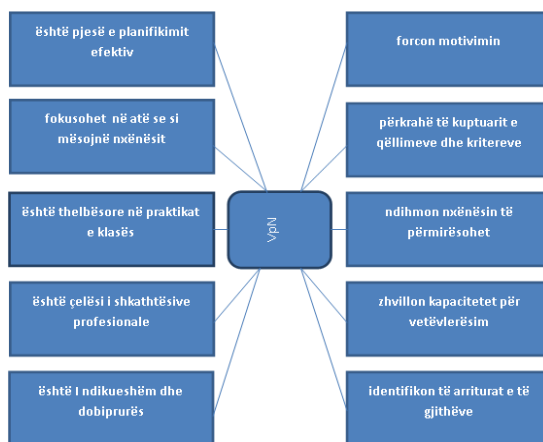
Also, we come to a conclusion that through writing of stimulating or consulting comments in students notebook, we can achieve to motivate students to learn more about improving the success and quality learning. Motivation is an important part of the learning process and a key factor in student learning and achievement of positive results. Students should be

motivated by convincing them that learning has value, by creating a pleasant working environment and also giving them the best featured models that are formed according to their students so that they always rely on the positivity. (Garo 2002)

THEORETICAL CONTEXT

In this study is described the theoretical motivation – re-motivation of students for raising the quality of learning by applying feedback on students notebooks. Formative Assessment aims to support students in achieving the key competencies that the students understand what results have been achieved, it makes students as participants in defining the criteria of quality and tries to show how can be achieved qualitative and positive results. (Curriculum frame of pre-univeristy education of Republic of Kosova, 2011)

Feedback should be given to students in order to help students to achieve better learning, it's realized by showing them what they need to change or improve in their own learning. Formative Assessment is considered to be successful in improving student success as well as to improve teaching by teachers. (Popham 2008)



(Murchan, D.,Shiel, G., Vula, E. 2011)

It is believed that the motivation of students, creating confidence in them and their active involvement in the learning process, are the key factors that can impact on their progress effectively, and that potential difficulties will improve by using evaluation techniques effectively.

Students should be good managers of their time, to be prepared for the learning process by being more active in learning. It is important for them to be prepared with the necessary learning tools, with basic information and with homework completed for a much qualitative learning, in order to achieve a higher quality to the positive results, to show their sustainable achievements. If students are encouraged to take responsibilities for their own learning, their learning would be more effective in achieving positive results.

Recent years have changed opinions about evaluation by teachers and parents as well. Student learning has begun to change by giving them delegated responsibility for self-evaluation and mutual evaluation among students.

In order to achieve a successful learning, teacher must plan objectives and measurable criteria, that are realistic and achievable for students.

THE PURPOSE OF THE STUDY:

The purpose of this study is to understand whether the feedback is positive and influential factor in motivation - re-motivation of students. In addition to make an analysis of the actual situation on the quality of student learning through application of Formative Assessment.

THE OBJECTIVES OF THE STUDY

- To understand if the students are loaded from their teachers with too much homework on different subjects

- To verify the difficulties that students have during their learning process
- To show which feedback students receive from their teachers for different homeworks
- To analyse if the students are motivated from the comments of their teachers
- To point that what teacher achieves to identify through writing of these coments

METHODOLOGY

In this study were used the method for theoretical, descriptive and statistical analysing. The research was realized in the school “Yll Morina” in Gjakova. The instrument of this research was questionnaire realized with parents.

The sample for this study was chosen on purpose, in order to pull out as accurate as possible results. The sample contain 90 parents from 6 classrooms, 30 parents from third grade students, 30 parents from fourth grade students and 30 parents from fifth grade students.

THE RESULTS OF THE STUDY

In this research in relation with the data collection, the instrument used was questionnaire for assessment by three introductory questions – grade level in which are children, gender and age of the parent, one question with three options - of a Likert scale, 10 questions with response alternatives (by circling one or more answers) with an open response, and one open final question to get different opinions from parents for a genuine cooperation school - family.

From the quantitative data obtained from a questionnaire completed by the parents, we manage to get a real result for the work done in schools and abilities teachers

have to motivate – re-motivate students to achieve quality learning.

By analyzing the questionnaires we understand the burden that students have with homeworks, the kinds of difficulties that students have, the form of comments they receive from teachers and the returning of comments from parents, correcting homeworks and the help parents offer them, the form of communication that is realized between teachers and parents, what kind of comments students and parents receive from the teacher and what they achieve through those comments.

Also, parents show their proposals for a successful cooperation to achieve a qualitative and successful learning for children-students.

From the research results was achieved to verify that:

5. The load with homework

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes, too much homework	9	10.0	10.0	10.0
Somehow – too much homework	25	27.8	27.8	37.8
No, they are OK	56	62.2	62.2	100.0
Total	90	100.0	100.0	

Table 1.

For the question: Do you think that your child is overloaded with homework? From the answers by the parents, 56% think that their children are not overloaded with homework, and by giving homework everything is OK.

Parents also think that children have no difficulties on different subjects, but or controlling homework, 76 from parents tell that they control on the daily bases notebooks of their children.

On the question number 12, how parents correct children mistakes on homeworks, from the questionnaire appear that parents help their children to solve their assignments.

12.1 You help them to solve their tasks					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't correct	31	34.4	34.4	34.4
	Does correct	59	65.6	65.6	100.0
	Total	90	100.0	100.0	

Table 2.

So, 59 from 90 parents show that they help their children to solve problems from their assignments if they have some difficulties through necessary correction.

On the question number 17 that if you think that teachers comments motivate your child to make differences for learning?

17.1 To learn more

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Comments don't motivate	17	18.9	18.9	18.9
	Comments motivate	73	81.1	81.1	100.0
	Total	90	100.0	100.0	

Table 3

17.3 To achieve improvement of success

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Comments don't motivate	40	44.4	44.4	44.4
	Comments motivate	50	55.6	55.6	100.0
	Total	90	100.0	100.0	

Table 4

From the responses of parents we manage to retrieve some data which believe that children are more motivated by the comments to learn more and achieve improved success. 73 out of 90 parents think the teacher's comments through feedback

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motivate students to learn more, while 50 out of 90 parents think that comments motivate students to achieve the improvement of success. From the responses of parents we come to realize that over 50% of parents indicate that feedback is positive and influential factor in motivating – re-motivating students.

Questions for parent	Number of respondents and their answers starting from the higher percentage.	
Gender of parent	53 % female 37 % male	
Age of parent	31 – 40	55 parents
	41 – 50	31 parents
	20 – 30	4 parents
Who do you think the child should do the homework with?	Mother	49 parents
	Alone	40 parents
	Father	26 parents
	Sister	16 parents
	Brother	8 parents
	Grandmother	4 parents
	Grandfather	0 parents
	Uncle	0 parents
	Aunt	0 parents
Which are the feedbacks that you receive from the teacher of your child?	Excelent	56 parents
	Only high mark 5	31 parents
	Correct handwriting	23 parents
	Good job	22 parents
	Write better	19 parents
	Write more clear	17 parents
	Write fullstop and start with capital letter	10 parents.
	Doesn't take comments	1 parent
	Other - exercise	6 parents
	- correct oral information	13 parents
	- you are a star	1 parents
How do you respond to teachers comments?	A go directly to school for	64 parents
	A call on the phone	25 parents
	A give my signature	20 parent
	I answer also with words	7 parent
	I write a message	7 parent
	I write on a tik note	2 parent
With the teacher of your child you communicate:	Any time I feel the need to	48 parents
	During the consultation day	28 parents
	If my child have any problem	21 parents
	On the phone	24 parents
	On the semiyear meeting	20 parents
	Once per week	18 parents
	Once on every 3 months	10 parents
	Once per month	7 parents
	Only on the meetings with parents	3 parents

	Every day	1 parent
Which is your proposal for cooperation and mutual success for quality and successful learning for your child?	Functioning of didactic triangle	57 parents
	Children to work on groups	6 parents
	Additional classes for children	6 parents
	Organising different activities	4 parents

Table 5

Based on the table above answers from the parents of 6 classrooms, we noticed that surveyed parents are in greater percentage of predominantly female and the middle age.

49 parents believe that children should deal primarily with their mothers their homeworks, therefore think it is a proper person and could provide them with the necessary assistance to children. There is a small number of parents who think that children should do their homeworks on their one, then 40 parents think that children should be independent in the performance of duties in various subjects.

Feedback they get from the teacher for their children are mainly "Excelent" that comment show 56 parents and "Grade 5" by 31 parents, parents show written and other reviews but in a smaller number. But they argue that even these few types of written comments are motivating to children - students to learn more and to reach the improvement of learning.

Returning the feedback to writing teacher shows that 64 parents do not write but visite teacher in the school to get the information needed for their child directly. While 48 parents show that they visit the school whenever they need to, so there is a lack of stimulating comments or consulting, more precisely by the teacher and the returning by the parents to conduct or not conduct homework for their children-students.

The proposal, which was requested by parents for a better cooperation and better achievement in quality and successful learning of students, we have received different answers from the parents, but mainly stating the proposal to work didactic triangle. They are convinced that if it works in a

planned manner didactic triangle: Parent - Teacher – Student, the success will not be absent.

DISCUSSIONS AND RECOMMENDATION

The main focus during this research was to obtain data from parents if feedback affects the motivation – re-motivation of children to improve learning in order to achieve qualitative, successful and sustainable learning.

Based on previous surveys in some schools of Gjakova municipality, evaluation form which is planned and applied in schools it is partly Formative Assessment and mainly Summary Evaluation. Based on the result of data from a questionnaire survey conducted with teachers to "Motivating students to learn through the application of Formative Assessment" we note that in "Mr. L. Mark " school is realized Formative Assessment and Evaluation Summary. 22.22% of teachers think that both these assessments motivate students to qualitative learning, whereas 38.89% of these teachers think that Formative Assessment motivates the students for a qualitative learning, they also believe that the assessments that are made in classroom are motivational for students and parents. Also, 34% of teachers indicate that they apply written feedback, while students during the interview say that they are not highly motivated by the assessment they get, because feedback is short and it's not very orientational for the students. Written feedback from the teachers of this school are: Excelent, well done, well done 5, so they are not very precise in this school.

This study has helped to establish the hypothesis that motivation – re-motivation of students plays an important role in the school to student learning through writing quality comments by the teacher through feedbacks.

Based on all the results, we come to a conclusion that the planning of Formative Assessment and application of

writing feedbacks is the key to success for achieving a quality student learning. Through detailed description for students that they have been able to understand new information or recall information obtained, reached to identify the weaknesses about ambiguities that children may have for improving their continual learning, as well as strong sides of students as motivation for students to reach sustainable and quality learning. It also provides students with understand that where they are and where they might go.

In the classroom, during the learning process, Assessment Forms should be planned. It is important to combine the forms of assessment by realizing Formative Assessment in a systematic way, through writing precise feedbacks in order to motivate students to reduce mistakes, to train and motivate students for successful learning and forming learning habits for quality learning.

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