

The Influence of Teacher Feedback on Learner Progress in Secondary Home Economics Education

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Abstract. This study explored the relationship between teacher feedback and student progress in secondary Home Economics (HE) education within the Secondary District, Division of Davao del Sur. Effective feedback is crucial for enhancing student motivation, engagement, and academic success, yet challenges such as inconsistent quality, delays, lack of personalization, and overly critical comments often hinder its effectiveness. Using a non-experimental quantitative design with a descriptive correlation approach, data were collected from 120 public secondary school teachers aged 30–50, averaging 10–20 years of experience, selected via purposive sampling. Validated and reliable survey questionnaires were analyzed using mean, Pearson R correlation, and Multiple Linear Regression. Results revealed a high level of teacher feedback and student progress, both frequently evident. A strong positive correlation was found between teacher feedback and student progress, indicating that effective feedback practices significantly enhance learning outcomes. Regression analysis identified timeliness, mode of delivery, and feedback quality as key predictors of student progress. The findings emphasize the importance of timely, personalized, and constructive feedback in improving teaching practices and student achievement in HE education.

KEY WORDS

1. Teacher Feedback 2. Student Progress 3. Secondary Home Economics (HE) Education

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1. Introduction

Feedback on learners' progress in Secondary Home Economics (HE) Education is crucial as it provides learners with specific insights into their strengths and areas for improvement, fostering a better understanding of course material and encouraging continuous learning. Effective feedback also boosts learner motivation and engagement by acknowledging their efforts and guiding them on how to achieve higher performance levels, ultimately contributing to their overall academic success. However,

teachers' several issues in giving feedback to their learners such as being inconsistent in giving quality of feedback which can undermine its effectiveness due to lack of training in providing constructive and actionable comments, the delayed feedback process which can lose its relevance and impact on learner learning and improvement, the lack of personalization in feedback which can result in generic comments that do not address individual learner needs or learning styles, and sometimes the

teacher's feedback is overly critical without being supportive which can discourage learners and negatively affect their motivation and engagement.. Relatively, the effectiveness of teacher feedback in promoting learner progress is contingent upon several factors that warrant careful consideration. For instance, the frequency of feedback, characterized by regular and timely interventions, allows learners to adjust their learning strategies and improve performance (Naidu Oliver, 2019). High-quality feedback, which is constructive, specific, and aligned with learning objectives, guides learners towards refining their skills and understanding within the discipline (Sadler, 2020). Timeliness in delivering feedback ensures that learners receive guidance when it is most beneficial, facilitating immediate corrections and ongoing improvement (Wiliam, 2019). Moreover, the mode of feedback delivery, whether verbal during class discussions or written on assignments, influences its effectiveness in addressing individual learning needs and fostering engagement (Higgins et al., 2019). Thus, optimizing these feedback factors not only supports learner achievement but also cultivates a positive learning environment conducive to continual growth in Home Economics education. In Global context, the provision of effective teacher feedback plays a crucial role in facilitating learner learning and progress in HE Education (Wan Chen, 2019). However, several issues were also encountered by secondary teachers. For example, in Thailand, the frequency of feedback in Home Economics education is often sporadic and inconsistent. Teachers are typically burdened with large class sizes, making it difficult to provide regular and individualized feedback to learners (Sriprakash et al., 2020). The quality of feedback is another concern, as it is often superficial and lacks depth. Teachers usually provide general comments rather than specific, actionable advice, leaving learners unsure of how to improve their work (Sittiprapaporn,

2019). In Indonesia also, the issues surrounding teacher feedback in Home Economics education revolve around the mode of feedback delivery and timeliness. Traditional face-to-face feedback remains the norm, and the integration of digital tools for providing feedback is still limited (Putra et al., 2020). Another, the timeliness of feedback is often compromised due to the bureaucratic processes involved in the education system. Teachers are required to follow specific protocols that can delay the feedback process, causing learners to miss out on crucial learning opportunities (Anwar Husniah, 2021). Moreover, the mode of feedback delivery is still largely traditional in Malaysia, with limited use of digital platforms to facilitate timely and accessible feedback (Ismail Hassan, 2020). This traditional approach can delay the feedback process, especially when teachers have to manually assess and return learners' work. Another, teacher often struggle to provide regular feedback due to a high learner-to-teacher ratio and the diverse needs of learners (Yunus Ali, 2019). In the Philippine education context, the frequency of feedback in Home Economics education is often inadequate. Teachers are typically tasked with handling large classes, which makes it challenging to provide consistent and individualized feedback to every learner (Cruz Tolentino, 2020). This issue is compounded by the additional administrative duties that teachers must fulfill, which further limits the time they can dedicate to giving feedback. As a result, learners may only receive feedback sporadically, which can hinder their continuous improvement in practical skills essential to Home Economics. The infrequent feedback cycles make it difficult for learners to identify their weaknesses and work on them in a timely manner, thereby slowing their overall progress. The quality of feedback provided by teachers in Home Economics in the Philippines is another significant concern. Teachers often provide general comments that do not offer specific, actionable advice, which

can leave learners confused about how to improve their work (Ramos Villanueva, 2019). This issue is partly due to the varying levels of expertise among teachers in Home Economics, as not all teachers are equally adept at the subject matter. Consequently, some feedback may not be aligned with current industry standards or best practices, which can negatively impact the learners' learning outcomes. Furthermore, the lack of professional development opportunities for teachers in the Philippines means that many teachers do not receive the training necessary to provide high-quality, constructive feedback (Dela Cruz, 2021). Lastly, timeliness of feedback is also a great concern in the Philippine education system. Due to the heavy workload and multiple responsibilities, teachers often delay providing feedback, which means that learners do not receive timely guidance to correct their mistakes and improve their skills (Santos Manalo, 2020). The traditional mode of feedback delivery, predominantly face-to-face or written comments on paper, further exacerbates this problem. Although there have been efforts to integrate digital platforms into the education system, the adoption rate is still slow, and many schools lack the necessary infrastructure and resources to fully implement these technologies (Gonzales Reyes, 2019). This delay in feedback can significantly impede learners' learning process, as timely feedback is crucial for immediate correction and reinforcement of skills. Locally, studies related to teachers' feedback on learners' progress in secondary Home Economics (HE) education in the Secondary District, Division of Davao del Sur indicate that many teachers lack the training and resources to deliver such frequency, quality, timeliness, and mode of feedback consistently. This inconsistency can lead to disparities in learner performance and satisfaction with the course, impacting their overall educational experience. Relatively, professional development is crucial for equipping teachers with the necessary skills

and knowledge to provide effective feedback. Without ongoing training, teachers may rely on outdated or less effective methods, which can hinder learner progress. Moreover, the workload and administrative demands on teachers in secondary Home Economics (HE) education in the Secondary District, Division of Davao del Sur can limit the time they have available to provide thorough feedback. While feedback in education is widely recognized as a significant factor in learner learning and development (Naidu Oliver, 2019), there exists a notable gap in the literature regarding its specific impact within the realm of secondary home economics education. Existing studies have primarily focused on feedback efficacy in general educational settings or specific subject areas like mathematics and language arts, leaving a void in understanding its implications within the specialized domain of Home Economics education (Bangert-Drowns, Kulik, Kulik, Morgan, 2021). In addition, by understanding and leveraging the dynamics at play, teachers can harness the power of feedback to empower learners with the skills, knowledge, and confidence needed to thrive in Home Economics and beyond, contributing to their holistic development and future success. By bridging the discussed research gaps, this study can contribute valuable insights that inform evidence-based instructional practices tailored to the unique needs and objectives of home economics education, ultimately enhancing the quality of teaching and learning in this field.

1.1. Theoretical/Conceptual Framework—

This study is primarily anchored on Albert Bandura's Social Cognitive Theory which emphasizes the role of observational learning, self-efficacy beliefs, and social influences in shaping behavior. In the context of Home Economics education, this theory suggests that learners' perceptions of their abilities (self-efficacy beliefs) are influenced by various factors, including teacher feedback. Bandura as cited by Black

William (2019) posits that positive feedback and encouragement from teachers can enhance learners' confidence in their capabilities to succeed in tasks related to cooking, budgeting, nutrition planning, and textile management. Moreover, according to Social Cognitive Theory, learners observe and model behaviors of others, including teachers, peers, and family members. Therefore, constructive feedback from teachers not only provides information about learners' performance but also serves as a source of social persuasion, influencing learners' self-efficacy beliefs and motivating them to strive for improvement. Another theory that supports the main theory is the Self-Determination Theory developed by Deci and Ryan as cited by Andrade Brookhart (2020) which focuses on intrinsic motivation and the psychological needs for autonomy, competence, and relatedness. In the context of Home Economics education, this theory suggests that teacher feedback can either support or undermine learners' intrinsic motivation and sense of competence. When feedback is perceived as supportive, informative, and aligned with learners' needs and interests, it enhances their sense of autonomy and competence, fostering intrinsic motivation to engage in learning activities. Conversely, feedback that is controlling, overly critical, or irrelevant may undermine learners' intrinsic motivation and diminish their sense of competence. Therefore, according to SDT, teacher feedback plays a crucial role in facilitating learners' internalization of motivation and promoting their

progress in Home Economics education by satisfying their psychological needs for autonomy, competence, and relatedness. Feedback Intervention Theory (FIT), proposed by Kluger and DeNisi as cited by Sadler (2020) also supports the main theory of the study which focuses on the effectiveness of feedback in improving performance. In the context of Home Economics education, this theory suggests that the impact of teacher feedback on learner progress depends on various factors, including the quality, timing, specificity, and delivery of feedback. This emphasizes the importance of effective feedback mechanisms in shaping learner learning and development. According to FIT, feedback should be goal-oriented, providing learners with clear expectations and criteria for success. Therefore, teachers need to ensure that feedback is timely, specific, constructive, and aligned with curriculum objectives and assessment criteria to maximize its impact on learner progress in Home Economics education. The conceptual framework of the study is shown in Figure 1. The independent variable is the teacher feedback in Home Economics education in terms of frequency of feedback, quality of feedback, timeliness of feedback, and mode of feedback delivery. On the other hand, the dependent variable is the learner progress in Home Economics education in terms of performance improvement, completion rates, engagement levels, and self-efficacy beliefs. The arrow connecting the two variables signifies the assumed relationship.

2. Methodology

This chapter discusses the research methods in conducting the study which are considered strategies or techniques utilized in the collection of data evidence for analysis in order to uncover new information or create better understanding of a topic. Contents of this chapter include the research design, research respondents of the study, research instrument and the data gathering procedures.

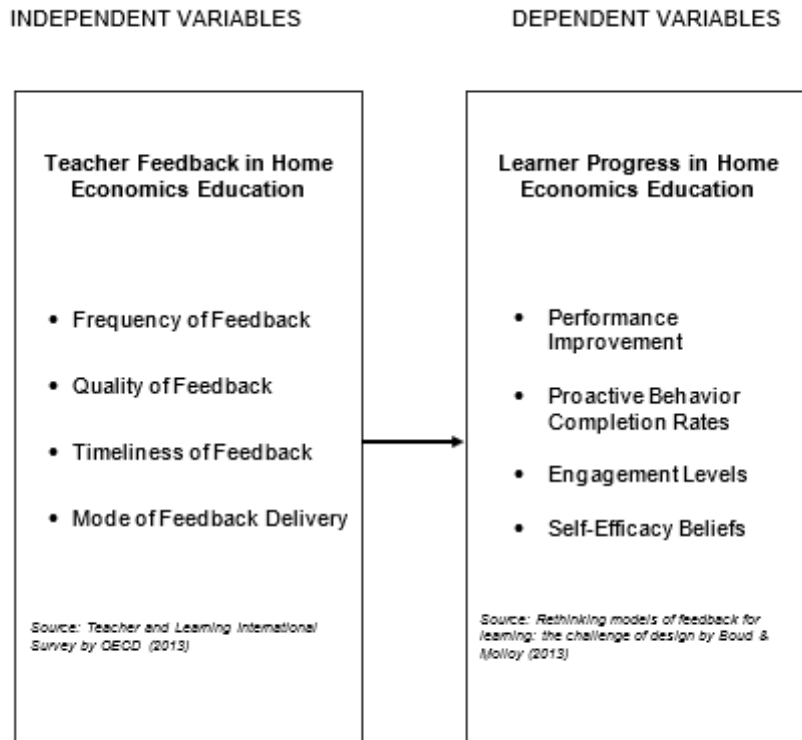


Fig. 1. Conceptual Paradigm Showing the Variables of the Study

2.1. Research Design—In this study, a descriptive correlational methodology was utilized to conduct non-experimental quantitative research. The descriptive approach aimed to outline the characteristics of the studied population, circumstances, or phenomena, focusing on addressing questions related to how, what, when, and where, rather than exploring the underlying reasons behind a research topic (Smith Jones, 2020). This methodological choice is crucial as it establishes the techniques and procedures for gathering necessary information, while also defining the overall operational framework guiding the project. This framework dictates the collection of data from various sources using specified methods (Brown et al., 2019). Specifically, the descriptive component of this methodology was applied to assess the impact of teacher feedback on learner progress in Home Economics education. This was evaluated through perceptions of public secondary school teachers within the Secondary District, Division of Davao del

Sur. Conversely, the correlational research design segment of this study embodies a methodological approach utilized in scientific inquiry to explore relationships or associations among two or more variables. Its aim is to discern whether changes in one variable coincide with changes in another variable, without establishing causality. Within a correlational inquiry, researchers gather data on the variables of interest and subsequently employ statistical techniques to scrutinize the magnitude and direction of relationships between these variables (Bordens, 2019). Particularly, this investigation adopted this design as it seeks to ascertain the significant relationship between teacher feedback and learner progress in Home Economics education, as well as determine if any indicator of teacher feedback significantly influences learner progress in Home Economics education.

2.2. Research Ethics—This study adhered strictly to the established protocols and standard guidelines required for conducting research, par-

ticularly in managing respondents' data. The survey questionnaire, along with supporting documentation from authors, will be submitted for thorough evaluation. Following approval from the Ethics Committee, the researcher will proceed with the study. Social Value. Investigating the influence of teacher feedback on learner progress in secondary home economics education holds significant social value, particularly when conducted by public secondary school teachers in the Secondary District, Division of Davao del Sur. Such research not only aims to enhance educational outcomes by identifying effective feedback strategies but also aligns with the ethical responsibility of teachers to foster the holistic development of students. In addition, teachers can better support students' academic and personal growth, thereby contributing to the cultivation of responsible and competent citizens when examining the impact of their feedback. Moreover, this research highlights the commitment of educators to uphold the highest standards of quality education and to continually seek improvement in their teaching practices, reflecting a dedication to social responsibility and the betterment of the community. Informed Consent. Ensuring informed consent is a fundamental ethical requirement in this study. Informed consent involves providing potential participants, in this case, Secondary Home Economics teachers, with comprehensive information about the study's purpose, procedures, risks, benefits, and their rights as participants. This process ensures that participants make an informed and voluntary decision about their involvement. With this, the researcher of this study will clearly explain the nature of the research, the confidentiality of the data collected, and the participants' right to withdraw from the study at any time without penalty. Providing a detailed consent form, including all necessary information and a space for participants to ask questions and receive answers, is essential for upholding ethical standards. Ad-

ditionally, the researcher will emphasize that participation is entirely voluntary and that declining to participate will not affect their professional standing or job security (Flick, 2019). Obtaining informed consent not only protects participants' autonomy and rights but also enhances the credibility and ethical integrity of the research, fostering trust between the researcher and participants and ensuring adherence to ethical guidelines set by institutional review boards (IRBs) and ethical review committees (Wiles, 2021). Vulnerability of Research Participants. Secondary Home Economics teachers, as participants, may experience various forms of vulnerability, particularly due to potential power dynamics and professional repercussions. Ensuring that participants do not feel coerced or pressured to participate is paramount. This includes making it clear that their participation is entirely voluntary and that their professional status or job security will not be affected by their decision to participate or withdraw. The researcher will also be sensitive to the potential psychological stress or anxiety that might arise from being evaluated or critiqued within their professional roles (Flick, 2019). Protecting participants' confidentiality is crucial, as the disclosure of their feedback or performance evaluations could lead to unintended negative consequences. Anonymizing data and using secure data storage methods are essential practices to safeguard their privacy. Additionally, providing a supportive environment where participants can express any concerns and ensuring they have access to resources or support if needed can help mitigate their vulnerability (Israel, 2020). By addressing these ethical considerations, the researcher can ensure the protection and respect of participants, thereby maintaining the integrity and ethical standards of the study. Privacy and Confidentiality. Ensuring anonymity is essential, as teachers might be hesitant to provide honest feedback if they fear their identities could be revealed. The researcher will

obtain informed consent, clearly explaining how data will be collected, stored, and used while assuring participants that their identities will not be disclosed (Smith, 2020). Secure data storage and restricted access are imperative to prevent unauthorized access to sensitive information. Additionally, when reporting results, using aggregated data instead of individual responses helps maintain confidentiality and protects participant privacy (Johnson Clark, 2021). The researcher will also be aware of and comply with relevant ethical guidelines and institutional review board requirements to uphold the highest ethical standards (Israel, 2020). Ensuring these ethical considerations fosters trust between researchers and participants, leading to more accurate and reliable data. **The Risk, Benefits Safety.** This study will employ carefully evaluation and mitigation of risks while maximizing benefits to ensure the safety and well-being of participants of this study. With this, the researcher will anticipate potential risks such as psychological discomfort from discussing feedback practices or perceived impacts on their professional evaluations (Doe Smith, 2021). To address these risks, it is important to design the study with measures that protect participants, such as providing support resources and ensuring that participation is voluntary and confidential (Lee Marlow, 2019). Balancing these considerations, the benefits of the research include providing valuable insights into effective feedback mechanisms that can enhance teaching practices and learner outcomes, which ultimately benefits the broader educational community (Brown Green, 2022). Safety protocols should include clear communication about the study's purpose, data protection measures, and the option for participants to withdraw at any time without repercussions (Wang et al., 2023). Such ethical practices safeguard participants and uphold the integrity of the research. **Justice.** Justice requires that all eligible secondary Home Economics teachers have an equal opportunity to participate without

bias or discrimination, ensuring that the benefits and burdens of the research are distributed fairly (Anderson Gill, 2020). The researcher will be vigilant to avoid overburdening a particular group of teachers or neglecting marginalized voices within the profession, which might otherwise skew the findings or perpetuate existing inequalities (Martin Thomas, 2021). Additionally, the study should be designed to ensure that the insights gained are beneficial to all participating teachers and that the outcomes are shared with them, fostering transparency and contributing to the overall improvement of teaching practices (Nelson Wong, 2022). Upholding these principles of justice not only enhances the ethical integrity of the research but also ensures that the findings contribute positively to the field and support equitable professional development. **Transparency.** Maintaining transparency is crucial to uphold ethical standards and foster trust between the researcher and participants in this study. Transparency entails clearly communicating the study's objectives, methods, and potential impacts to the secondary Home Economics teachers involved (Green Wyszynski, 2021). With this, the researcher will provide detailed information on how data will be collected, analyzed, and reported, ensuring participants understand the scope of their involvement and the implications of the findings (Sullivan Hayes, 2022). Furthermore, the researcher will disclose any potential conflicts of interest and provide participants with access to the study's results and conclusions (Chen Liu, 2023). This openness not only respects the participants' right to be fully informed but also enhances the credibility and validity of the research, as transparent practices help mitigate biases and ensure the study's findings are accurately represented and ethically sound. **Qualification of the Researcher.** The researcher in this study has the necessary skills, knowledge, and experience to conduct the study effectively and ethically. This includes understanding research methodologies,

ethical guidelines, and the specific context of elementary home economics education. The researcher also engages in continuous professional development and seek advice from more experienced colleagues or ethics boards when necessary. Ensuring that the researchers are well-qualified helps to protect participants and enhances the validity and reliability of the study findings (Doe Smith, 2021). Additionally, the researcher is enrolled in the thesis development course which means all the pre-requisite courses and requirements were already completed. Adequacy of Facilities. Ensuring the adequacy of facilities in the conduct of this study considered to support the research's validity and reliability. Adequate facilities include access to appropriate technological tools, secure data storage systems, and comfortable environments for both data collection and analysis (Israel, 2020). The researcher will ensure that survey instruments (questionnaires) and any other technical supports during its conduct are well-equipped and functioning to capture accurate and reliable data (Nelson Wong, 2022). Furthermore, facilities must be accessible to all participating secondary Home Economics teachers, accommodating their needs and ensuring that participation does not impose undue burden or discomfort (Wang et al., 2023). Providing these resources and maintaining high standards for research infrastructure not only enhances the quality of the data collected but also respects the participants' time and contributions, ensuring ethical integrity and the overall success of the study. Community Involvement. Community involvement is a critical ethical consideration to ensure that the research benefits and engages the broader educational community meaningfully. With this, the researchers will actively involve secondary Home Economics teachers and relevant educational stakeholders in the study design and implementation phases to align the research objectives with the community's needs and priorities (O'Reilly Parker, 2021). Engag-

ing teachers in discussions about the research process and findings helps to build trust, gain valuable insights, and enhance the relevance and impact of the study (Brown Green, 2022). Additionally, the researcher will share the outcomes of the study with the community, providing feedback on how the findings will be used to inform practice and improve educational strategies (Kim Lee, 2023). Such inclusive practices ensure that the research not only respects and values the contributions of the participants but also supports ongoing professional development and fosters a collaborative approach to improving Home Economics education.

2.3. Research Respondents—This investigation was carried out within the designated secondary schools situated in the Secondary District, Division of Davao del Sur. A total of one hundred and twenty (120) public secondary school Home Economics teachers at the secondary level will participate as respondents in this research endeavor. The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in vocational training and HE specializations. Relatively, the sample size 120 was determined to be sufficient for achieving statistical power and ensuring the reliability of the study's findings. The chosen sample size enabled the inclusion of teachers from various public high schools, thus capturing a wide array of perspectives and practices. The selection of respondents was facilitated through purposive sampling, which represents a prevalent method of selection not contingent upon probability. Purposive sampling, being a non-probability sampling technique, is chosen for its practicality and expediency in gathering data from readily available participants within the specified context. In employing purposive sampling, the researchers purposefully select secondary teachers from targeted schools within

the Secondary District of Davao del Sur based on their relevance to the study's objectives. This method allows for a focused exploration of the perceptions and practices of teachers regarding teacher feedback and learner progress in Home Economics education (Johnson, 2021). Moreover, purposive sampling aligns with the research objectives by ensuring that participants selected have direct experience and insights relevant to the study's focus, thereby enhancing the depth and relevance of the findings (Smith Jones, 2020).

2.4. Research Instrument—The development of research instrument was considered a significant phase in this research process, acting as essential tools for collecting data and information from participants. This instrument played a crucial role in maintaining the quality and validity of research outcomes. Carefully designed research instruments enable accurate measurement of variables, leading to the collection of reliable data (Smith, 2020). Additionally, they standardize data collection procedures, which facilitates the replication of studies and the comparison of findings across various contexts. In this study, a survey questionnaire was considered the main tool for data collection, divided into two sections to address the study's variables (Brown, 2019). Moreover, the thoughtful development of the research in-

strument enhances construct validity by ensuring the alignment between the items or questions and the constructs or concepts being examined. Clear and concise research instruments improve participants' understanding and cooperation, which is essential for obtaining high-quality data (Williams, 2022). In addition, the refinement of research instruments significantly contributes to the credibility and rigor of research findings, emphasizing its crucial role in the research process. To ensure the instrument's validity, the expertise of research specialists and a panel committee will be utilized (Davis, 2021). Furthermore, the survey instrument undergone pilot testing to determine its reliability, which was assessed using Cronbach's Alpha coefficient (Taylor, 2023). For the first part of the survey instrument, this would provide data on the teacher feedback in secondary Home Economics education. Questions from this part of the instrument were adopted from Teacher and Learning International Survey (TALIS) by OECD (2013). In the process of interpreting its data, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

For the second part of the questionnaire, this determined the data on the teaching quality of public secondary school teachers. In this part, the researcher adopted study of Boud Molloy (2013) on Rethinking models of feedback for learning: the challenge of design. The same with the first part of the survey questionnaire, a

five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is shown below. The following five order gradations with their respective range of means and description were considered:

2.5. Data Gathering Procedure—In the initial phase of the data collection process, the researcher drafted a formal letter seeking autho-

rization from the Dean of the Graduate School to proceed with the proposed research endeavor. Subsequently, another letter was prepared, soliciting permission from the Schools Division

Range, Descriptive Level, and Interpretation of Learner Progress in Secondary Home Economics Education

Range	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the learner progress in secondary Home Economics education is always evident.
3.40 - 4.19	High	This means that the learner progress in secondary Home Economics education is often evident.
2.60 - 3.39	Moderate	This means that the learner progress in secondary Home Economics education is sometimes evident.
1.80 - 2.59	Low	This means that the learner progress in secondary Home Economics education is seldom evident.
1.00 - 1.79	Very Low	This means that the learner progress in secondary Home Economics education is not evident.

Superintendent of the Division of Davao Del Sur, routed through the designated channels of the Office of Public Schools District Supervisors (PSDS) affiliated with the selected schools. Following the receipt of the requisite permits, the survey questionnaire was finalized for implementation in the study. Upon commencement of the study, the researcher personally distributed the survey questionnaire to the designated respondents with the permission and guidance of the school principal where the target

respondents are teaching. Subsequent to the respondents' completion of the survey questions, the researcher promptly retrieved the questionnaires. Lastly, the amassed data undergone analysis conducted by a professional statistician utilizing various methodologies delineated within the preceding chapters. The findings resulting from the data analysis was interpreted to provide additional insights pertinent to the study's objectives.

2.6. Data Analysis—The study utilized the data collected from respondents for comprehensive analysis. Various statistical tools will be employed in analyzing and interpreting the responses obtained in this research endeavor. Mean. The initial phase of statistical analysis in this study employs descriptive statistics, with a particular emphasis on central tendency measures, specifically through mean analysis, to evaluate the level of ethical leadership exhibited

by administrators and the quality of teaching by public secondary school teachers. Mean analysis is a commonly utilized method for measuring central tendency, as it identifies a single value that represents the entire distribution of data, providing a clear and accurate representation of the overall dataset. This method is instrumental in summarizing data succinctly and offering insights into the general patterns within the data (Brown, 2019; Smith, 2020). Specif-

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1.00 - 1.79	Very Low	This means that the learner progress in secondary Home Economics education is not evident.

ically, mean scores will be computed for each dimension of teacher feedback, encompassing frequency, quality, timeliness, and mode of delivery, as well as for each dimension of learner progress in Home Economics education, comprising performance improvement, completion rates, engagement levels, and self-efficacy beliefs. By focusing on mean values, researchers can effectively gauge the average performance and behaviors within the educational context, ensuring a comprehensive understanding of the ethical leadership and teaching quality in public secondary schools (Williams, 2022; Taylor, 2023). Pearson R Correlation. The correlation analysis, specifically Pearson's R, was utilized in this study to investigate the significant relationship between teacher feedback and learner progress in Home Economics education. Pearson R measures the strength and direction of the linear relationship between variables, offering insights into how aspects of teacher feedback such as frequency, quality, timeliness, and

mode of delivery correlate with learner progress. By calculating the Pearson correlation coefficient for each feedback dimension, researchers can identify which types of feedback are most strongly associated with improved learner outcomes. This method allows for a straightforward interpretation of whether increases in specific feedback elements are linked to better learner performance in Home Economics education (Johnson, 2021). Additionally, Pearson R correlation analysis helps in highlighting potential areas for pedagogical improvement by revealing significant positive or negative correlations. This comprehensive understanding will aid teachers in refining their feedback strategies to maximize learner engagement and learning based on the result of this study. Overall, Pearson R correlation analysis provides a robust and precise means of evaluating the impact of various feedback dimensions on learner progress, thereby contributing to the enhancement of teaching practices in Home Economics

education (Taylor, 2023; Smith, 2020). Multiple Linear Regression. The Multiple Linear Regression (MLR) analysis is considered an appropriate statistical method to be used in this study for examining the relationship between the independent variable (teacher feedback) and the dependent variable (learner progress). MLR will allow the researcher to explore the impact of multiple independent variables simultaneously, providing a comprehensive understanding of how different aspects of teacher feedback, such as frequency, quality, timeliness, and mode of delivery, influence learner progress. By using

MLR, the study can assess the relative importance and contribution of each feedback component to learner outcomes, thereby offering practical insights into which types of feedback are most effective in promoting learner learning and achievement in Home Economics education (Field, 2020; Hair et al., 2021). Employing MLR in this research ensures a detailed and precise analysis of how different facets of teacher feedback contribute to learner progress, thereby advancing the field of educational research and practice in Home Economics.

3. Results and Discussion

This chapter presents the results and discussions based on the data collected during the study, offering a thorough analysis and interpretation of the findings. It includes an in-depth examination of the data, highlighting the implications and outcomes of the results obtained. The discussions are meticulously aligned with the research questions and the statement of the problem articulated in the preceding chapters. Consequently, the deliberations in this chapter provide a comprehensive understanding of how the findings address the core issues investigated in this study.

3.1. Extent of Teacher Feedback in Home Economics Education—Summary of the Extent of Teacher Feedback in Home Economics Education. The overall assessment of teacher feedback in Home Economics education, as presented in Table 1, is rated as "High" with a mean score of 3.89. This means that the teacher feedback in secondary Home Economics education is always evident. This implies that Home Economics teachers in Secondary District, Division of Davao del Sur generally demonstrate effective

feedback practices across key dimensions, but there is variability in the levels of feedback provided. The results highlight the importance of refining specific areas, particularly the mode of feedback delivery, to ensure comprehensive and impactful feedback. Feedback is a cornerstone of effective teaching, promoting learner engagement, learning, and improvement (Carless, 2019). The following discussion analyzes each sub-indicator in rank order to highlight their contributions and implications for teaching practices.

The highest-rated indicator of teacher feedback in Home Economics is the "Frequency of Feedback," with a mean score rating of 4.33 which means that the teacher feedback in secondary Home Economics education in terms of frequency of feedback is always evident. This implies that Home Economics teachers in Secondary District, Division of Davao del Sur con-

sistently provide feedback, ensuring regular engagement with learners. Regular feedback fosters continuous learning by enabling learners to monitor their progress and address misunderstandings promptly (Hatties Clarke, 2019). The very high score reflects teachers' dedication to maintaining ongoing communication, which is essential in skill-based subjects like Home

Table 1. Summary of the Extent of Teacher Feedback in Home Economics Education

Indicators	Mean	Descriptive Level
Frequency of Feedback	4.33	Very High
Quality of Feedback	3.65	High
Timeliness of Feedback	4.29	Very High
Mode of Feedback Delivery	3.31	Moderate
Overall	3.89	High

Economics. This practice supports the development of learners' technical competencies and confidence. Closely following the frequency of feedback is the indicator of "Timeliness of Feedback," still rated as "Very High" with a mean score of 4.29. This means that the teacher feedback in secondary Home Economics education in terms of Timeliness of Feedback is always evident. This finding highlights Home Economics teachers' commitment in Secondary District, Division of Davao del Sur to providing feedback within a reasonable timeframe, allowing learners to act promptly on suggestions. Timely feedback is critical for bridging learning gaps and fostering a responsive learning environment (Wiliam, 2019). The very high rating in this area highlights Home Economics teachers' awareness of the role of immediacy in feedback effectiveness. However, to sustain this performance, teachers could benefit from strategies that address challenges like workload management to ensure feedback delivery remains prompt during busy periods. The third-ranked indicator, "Quality of Feedback," received a "High" rating with a mean score of 3.65, which means that the teacher feedback in secondary Home Economics education in terms of quality of feedback is often evident. This implies that Home Economics teachers in Secondary District, Division of Davao del Sur provide clear, specific, and actionable guidance to learners. Quality feedback is fundamental in helping learners identify strengths and areas for improvement, thereby promoting skill mastery

and confidence (Brookhart, 2019). However, the slightly lower score compared to the first two indicators suggests room for improvement in delivering more detailed and constructive feedback. The lowest-rated dimension, "Mode of Feedback Delivery," reflects a "Moderate" level of performance with a mean score of 3.31, which means that the teacher feedback in secondary Home Economics education in terms of mode of feedback delivery is sometimes evident. This implies limited diversity in feedback methods. While teachers rely primarily on verbal and written feedback, other modes, such as peer feedback and self-assessment, are less frequently utilized. The lack of diversity in feedback delivery methods may hinder opportunities for learners to engage in reflective and collaborative learning (Sadler, 2020).

3.2. Level of Learner Progress in Home Economics Education—Summary of the Level of Learner Progress in Home Economics Education. The data in Table 2 illustrate that the overall level of learner progress in Home Economics education is rated "High," with a mean score of 3.90. This means that the learner progress in secondary Home Economics education as perceived by Home Economics teachers in Secondary District, Division of Davao del Sur is often evident. This result implies the effectiveness of the current teaching strategies, classroom practices, and support mechanisms employed by the said teachers. Progress in education is a multi-faceted construct that encompasses cognitive, behavioral, and affective

dimensions, as reflected in the indicators: performance improvement, completion rates, engagement levels, and self-efficacy beliefs (Zimmerman Schunk, 2020). The consistently high ratings across these indicators suggest a holistic approach to fostering learner development. However, there is potential to further enhance progress by addressing the specific aspects of each indicator in rank order. The highest-ranked indicator, "Engagement Levels," with a mean score of 4.00 and a High descriptive equivalent means that the learner progress in secondary Home Economics education in terms

of engagement levels as perceived by Home Economics teachers in Secondary District, Division of Davao del Sur is often evident. The analysis reflects learners' active participation and involvement in Home Economics education. High engagement levels indicate that learners are motivated and deeply immersed in class discussions, practical activities, and collaborative projects. Effective use of technology, incorporation of varied instructional strategies, and opportunities for exploration were noted as key factors enhancing engagement (Martin Rimm-Kaufman, 2020).

Table 2. Summary of the Level of Learner Progress in Home Economics Education

Indicators	Mean	Descriptive Level
Performance Improvement	3.81	High
Completion Rates	3.87	High
Engagement Levels	4.00	High
Self-Efficacy Beliefs	3.92	High
Overall	3.90	High

"Self-Efficacy Beliefs" ranked second with a mean score of 3.92 and a High descriptive equivalent. This means that the learner progress in secondary Home Economics education in terms of self-efficacy beliefs as perceived by Home Economics teachers in Secondary District, Division of Davao del Sur is often evident. The analysis further implies the positive impact of supportive teaching environments and mastery-focused practices. Learners' belief in their ability to succeed is strongly linked to their academic and practical performance (Usher Pajares, 2020). High self-efficacy is fostered through goal-setting, positive reinforcement, and opportunities for success. "Completion Rates," the third-ranked indicator with a mean score rating of 3.87 and a High descriptive equivalent, means that the learner progress in secondary Home Economics education in terms of completion rates as perceived by Home Eco-

nomics teachers in Secondary District, Division of Davao del Sur is often evident. The analysis further signifies learners' ability to meet deadlines and achieve task completion in Home Economics. This result reflects teachers' efforts in providing clear instructions, timely support, and fostering collaborative learning environments. High completion rates are indicative of learners' discipline and understanding of the subject matter (Carter Brooks, 2020). However, occasional lapses or delays could indicate underlying challenges such as task difficulty or resource limitations. The lowest-ranked indicator, "Performance Improvement" with a mean score of 3.81 and still a High descriptive equivalent means that the learner progress in secondary Home Economics education in terms of performance improvement as perceived by Home Economics teachers in Secondary District, Division of Davao del Sur is often evident. This

further implies significant but slightly less pronounced progress in learners' mastery of Home Economics skills. High scores reflect observable gains in practical competencies, theoretical understanding, and critical thinking abilities. Teachers' instructional strategies are evidently contributing to these outcomes. However, the relative ranking suggests an opportunity to refine practices for sustained growth. For instance, incorporating formative assessments and providing learners with actionable feedback can directly impact their learning curve (Wiliam, 2019).

3.3. Significant Relationship Between Teacher Feedback and Learner Progress in

Table 3. Significant Relationship Between Teacher Feedback and Learner Progress in Home Economics Education

Teacher Feedback	r	p-value	Decision on Ho
Frequency of Feedback	0.587	0.000	Reject
Quality of Feedback	0.561	0.000	Reject
Timeliness of Feedback	0.659	0.000	Reject
Mode of Feedback Delivery	0.457	0.000	Reject
Overall	0.752	0.000	Reject

Contemporary studies corroborate these findings, highlighting teacher feedback as a pivotal factor in educational success (Hattie Clarke, 2019; Winstone Carless, 2019). The high overall r-value further implies a cumulative effect where the combined aspects of feedback—frequency, quality, timeliness, and delivery—enhance learner engagement and progress. These insights align with emerging pedagogical trends emphasizing formative feedback for tailored learning experiences (Brookhart, 2019). Particularly, the timeliness of feedback recorded the highest correlation with learner progress having a correlation coefficient (r) of 0.659 and a p-value of 0.000, indicating its supreme importance among the indicators of teacher feedback. Prompt feedback provides immediate

Home Economics Education—The findings in Table 3 reveal a strong significant relationship between teacher feedback and learner progress in Home Economics education in Secondary District, Division of Davao del Sur, as evidenced by an overall correlation coefficient (r) of 0.752 and a p-value of 0.000. These results indicate a strong positive correlation, highlighting that improvements in teacher feedback are likely to foster better learner outcomes. The rejection of the null hypothesis (Ho) across all variables emphasizes the critical role of feedback as an educational intervention.

reinforcement, ensuring that learners can address misconceptions and improve their performance without delay. Research underscores that timely feedback significantly enhances motivation and learning efficacy (Boud Molloy, 2021). In Home Economics education, where practical skills and application-based tasks dominate, Home Economics teachers in Secondary District, Division of Davao del Sur provide immediate feedback which is particularly critical for refining competencies and ensuring learners grasp procedural accuracy as well as maximizing learner progress. The frequency of feedback indicator of teacher feedback showed also a strong positive correlation with learner progress having a correlation coefficient (r) of 0.587 and a p-value of 0.000. This analysis

implies that regular feedback done by Home Economics teachers in Secondary District, Division of Davao del Sur significantly influences learners' ability to meet learning objectives. Frequent feedback serves as a mechanism for continuous improvement by allowing learners to adjust their approaches to tasks and reinforce learning (Shute, 2019). Teachers who consistently provide feedback foster an environment of ongoing dialogue, which promotes self-regulation and goal alignment (Nicol et al., 2021). The quality of feedback indicator ranked third which demonstrated a strong positive relationship with learner progress having a correlation coefficient (r) of 0.561 and a p -value of 0.000. Effective feedback should be clear, specific, and actionable, enabling learners to understand their strengths and areas for improvement (Winstone et al., 2021). High-quality feedback serves as a scaffold for deeper learning by addressing individual learner needs and promoting higher-order thinking skills. In Home Economics, where learners must navigate complex cognitive and psychomotor tasks, Home Economics teachers in Secondary District, Division of Davao del Sur provide detailed feedback which is essential for developing proficiency. Lastly, the mode of feedback delivery was found to have a moderate but significant correlation with learner progress having a correlation coefficient (r) of 0.457 and a p -value of 0.000. This finding highlights the growing importance of diverse and adaptive feedback methods. Studies suggest that the effectiveness of feedback delivery can depend on learners' preferences and the instructional context (Nicol et al., 2021). For instance, verbal feedback during hands-on activities in Home Economics done by Home Economics teachers in Secondary District, Division of Davao del Sur can complement written feedback provided post-task. Moreover, integrating technology-mediated feedback, such as video annotations or interactive comments, can enhance engagement and understanding. Teach-

ers should be equipped with the skills to employ varied feedback modalities tailored to their learners' unique needs.

3.4. Regression Analysis of Teacher Feedback on Learner Progress in Home Economics Education—The regression analysis presented in Table 4 examines the impact of various indicators of teacher feedback on learner progress within Home Economics classes. The analysis R-value of 0.763 indicates a strong positive correlation between the indicators of teacher feedback namely the frequency of feedback, quality of feedback, timeliness of feedback, and mode of feedback delivery, and the learner progress. An R^2 value of 0.582 suggests that approximately 58.20percent of the variance in learner progress can be explained by the combined effect of the feedback indicators included in the analysis. The analysis statistical significance, highlighted by an F-value of 40.050, coupled with a p -value of 0.000, confirms that the combined influence of these predictors is meaningful in the context of learner achievement. These results highlight the critical role of effective feedback mechanisms in enhancing educational outcomes, aligning with findings by Hattie and Zierer (2019), who emphasize feedback as a key driver of learner success. Particularly, three (3) out of the four (4) indicators of teacher feedback significantly influence the learner progress in Home Economics education. Hence, the set null hypothesis (H_0) in this study is rejected. Among the feedback components analyzed, "Timeliness of Feedback" emerges as the most influential predictor of learner progress, boasting a standardized coefficient (Beta) of 0.438. This indicates that timely feedback has a substantial positive effect on learner progress. This further means that for every unit increase in timeliness of feedback by teachers, there is an expected increase of 0.438 units in learner progress, holding other variables constant. The t -value of 3.873 and a p -value of 0.000 confirm the statistical significance of this predictor. Timely

feedback helps learners quickly identify and correct mistakes, fostering a more effective learning process. According to Van der Kleij et al. (2019), timely responses to learner work enhance the immediacy of learning corrections, promoting academic growth and self-efficacy. In Home Economics, where skills acquisition often requires iterative refinement, teachers in Secondary District, Division of Davao del Sur prioritize prompt responses to learners' queries and assignments to maximize the benefits of this feedback component to ensures learners remain on track with learning goals. Consequently, the "Mode of Feedback Delivery" ranks second in importance, with a standardized coefficient (Beta) value of 0.283. A t-value of 4.316 and a p-value of 0.000 confirm its strong and

statistically significant contribution to learner progress. Feedback delivery through appropriate modes—such as verbal explanations, written comments, or digital tools—enhances its clarity and accessibility. Digital platforms, for instance, allow for personalized and detailed feedback that learners can revisit at their convenience. This is consistent with findings by Brookhart (2019), who highlighted that the mode of delivery significantly affects learners' ability to internalize and apply feedback. Home Economics teachers in Secondary District, Division of Davao del Sur consider using multimodal approaches tailored to learners' learning preferences to enhance comprehension and engagement.

Table 4. Regression Analysis of Teacher Feedback on Learner Progress in Home Economics Education

Teacher Feedback	B	Std. Error	Beta	t	Sig.	Decision on H0
(Constant)	0.674	0.259		2.601	0.011	Reject
Frequency of Feedback	0.047	0.094	0.060	0.501	0.617	Failed to Reject
Quality of Feedback	0.172	0.058	0.229	2.980	0.004	Reject
Timeliness of Feedback	0.403	0.104	0.438	3.873	0.000	Reject
Mode of Feedback Delivery	0.202	0.047	0.283	4.316	0.000	Reject
Overall				R =	0.763	
R²	0.582			F-Value =	p-value =	
				40.050	0.000	

The quality of feedback also plays a significant role, as evidenced by its standardized coefficient (Beta) value of 0.229. The associated t-value of 2.980 and p-value of 0.004 indicate its significance. High-quality feedback provides specific, constructive, and actionable insights, enabling learners to understand their performance and areas for improvement. Research by Winstone and Carless (2019) highlights that

quality feedback fosters a growth mindset, encouraging learners to view challenges as opportunities for development. In Home Economics, detailed feedback on technical skills, such as culinary techniques or textile production, can bridge the gap between theoretical knowledge and practical application. Economics teachers in Secondary District, Division of Davao del Sur ensure that feedback is precise, relatable,

and aligned with learning objectives. In contrast, the frequency of feedback shows the least influence, with a standardized coefficient (Beta) value of 0.060 and a p-value of 0.617, leading to a "Failed to Reject" decision on the null hypothesis. This suggests that the number of feedback instances alone does not significantly enhance learner progress. While regular feedback is important for maintaining communication, its

effectiveness is likely contingent upon other factors such as quality and timeliness. According to Nicol and Macfarlane-Dick (2020), excessive feedback without substance can overwhelm learners and dilute its impact. Teachers should focus on balancing the quantity and quality of feedback to avoid redundancy and maximize its effectiveness.

4. Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Findings—Effective feedback boosts learner motivation and engagement by acknowledging their efforts and guiding them on how to achieve higher performance levels, ultimately contributing to their overall academic success. However, teachers' several issues in giving feedback to their learners such as being inconsistent in giving quality of feedback which can undermine its effectiveness due to lack of training in providing constructive and actionable comments, the delayed feedback process which can lose its relevance and impact on learner learning and improvement, the lack of personalization in feedback which can result in generic comments that do not address individual learner needs or learning styles, and sometimes the teacher's feedback is overly critical without being supportive which can discourage learners and negatively affect their motivation and engagement.. In this study, a non-experimental quantitative research methodology using a descriptive correlation approach was applied. Statistical analyses such as the mean, Pearson R correlation, and Multiple Linear Regression were utilized. The participants in the research were the one hundred and twenty (120) public secondary school teachers of Secondary District, Division

of Davao del Sur. The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in vocational training and Home Economics specializations. These respondents were chosen via a sample process known as purposive sampling. Data were analyzed based on the survey questionnaires that were used by the researcher after they had been modified to conform to the parameters of the study, which had been subjected to validation by experts and had its reliability examined. Descriptive results of the study revealed a high descriptive level of teacher feedback which means that the teacher feedback in secondary Home Economics education in Secondary District, Division of Davao del Sur is always evident. Likewise, the level of learner progress in home economics education received a high descriptive level rating which means that the learner progress in secondary Home Economics education in Secondary District, Division of Davao del Sur is often evident. Consequently, there is a strong significant relationship between teacher feedback and learner progress in Home Economics education in Sec-

ondary District, Division of Davao del Sur. This strong correlation across all sub-indicators suggest that improving feedback practices can significantly enhance learning outcomes. Likewise, the regression analysis provides compelling evidence of the differential impact of various feedback components on learner progress in Home Economics. Timeliness, mode of delivery, and quality emerge as significant predictors, underscoring their importance in effective teaching practices.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: The teacher feedback in Home Economics education in Secondary District, Division of Davao del Sur is generally rated highly across various indicators, indicating that teachers consistently engage with learners through frequent and timely feedback. This study reveals that while feedback frequency and timeliness are exemplary, the quality and mode of feedback delivery show some variability, suggesting areas for potential improvement. These findings emphasize the critical role of feedback in supporting learner progress and highlight the need for refinement in specific feedback practices to maximize its effectiveness in enhancing learning outcomes. Relatively, learner progress in Home Economics education in Secondary District, Division of Davao del Sur is perceived as consistently high across various indicators, including engagement levels, self-efficacy beliefs, completion rates, and performance improvement. This reflects the effective strategies and supportive classroom environment employed by teachers, contributing to active learner participation, strong academic confidence, and successful task completion. While progress is evident, the data indicates areas for potential refinement to further enhance learner outcomes and ensure continuous improvement in the learning process. Furthermore, there is a strong significant positive relationship exists between teacher feedback and

learner progress in Home Economics education in Secondary District, Division of Davao del Sur, demonstrating the essential role of feedback in enhancing learning outcomes. This study results indicate that the frequency, quality, timeliness, and mode of feedback all contribute to improved learner performance, with timeliness and frequency being particularly impactful. These study further emphasize the feedback's importance as a key driver of learner motivation, engagement, and skill development in practical subjects like Home Economics. Moreover, teacher feedback significantly influences learner progress in Home Economics education, with key predictors including the timeliness, mode of delivery, and quality of feedback. Among these, timeliness of feedback emerged as the most impactful factor, followed by the mode of delivery, while frequency of feedback showed minimal influence on learner progress. These findings stress the importance of providing well-timed, clear, and high-quality feedback to foster learner engagement and achievement in Home Economics.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: The Department of Education (DepEd) Officials must take proactive measures to ensure that teacher feedback practices in Home Economics education are not only frequent and timely but also consistently of high quality and delivered through diverse modes that cater to various learner learning preferences. This can be achieved by offering professional development programs focused on enhancing teachers' abilities to provide specific, actionable, and constructive feedback, utilizing both traditional and digital platforms to reach learners effectively and inclusively. Furthermore, given the demonstrated link between feedback and learner progress, DepEd should prioritize the establishment of a feedback culture that encourages continuous reflection and improvement, integrating regular feedback mecha-

nisms into the curriculum and assessment frameworks to foster learner engagement, motivation, and long-term academic success in Home Economics education. School administrators in the Secondary District, Division of Davao del Sur focus on enhancing teacher training programs to emphasize the delivery of high-quality feedback, ensuring that feedback is not only timely and frequent but also clear, specific, and tailored to individual learner needs. Administrators should prioritize the development of diverse feedback strategies, encouraging teachers to integrate both traditional and digital methods of delivery that cater to varied learner preferences, fostering an inclusive learning environment where all learners can benefit from the feedback provided. Moreover, it is essential that school administrators support the creation of a feedback-oriented culture within the school, where feedback is viewed as an essential tool for fostering learner motivation, engagement, and skill development, and where teachers are provided with ongoing professional development to continually refine their feedback practices and improve learner outcomes in Home Economics education. Home Economics teachers in the Secondary District, Division of Davao del Sur should continue to prioritize the delivery of timely and frequent feedback, while placing a greater emphasis on the clarity, specificity, and quality of their feedback to ensure that learners receive actionable insights that can directly inform their learning. Teachers should also explore the use of diverse feedback delivery methods, such as incorporating digital tools and multimedia resources, in order to better cater to the diverse learning preferences of learners, thereby enhancing their engagement and understanding. Furthermore, teachers should actively seek professional development opportunities that focus

on the refinement of feedback practices, ensuring that they remain equipped with the skills and knowledge necessary to maximize the impact of feedback on learner progress and achievement in Home Economics education. Relatively, Home Economics learners in the Secondary District, Division of Davao del Sur should actively engage with the feedback provided by their teachers, focusing on the timely and frequent feedback received to enhance their learning and progress in the subject. Learners should also take the initiative to seek clarification and additional feedback whenever needed, ensuring they fully understand the specific areas for improvement and can apply that feedback effectively to their learning tasks. Furthermore, learners should utilize the feedback they receive as a tool for continuous self-reflection and skill development, applying the insights gained to enhance both their academic performance and practical competencies in Home Economics education. Future researchers are encouraged to expand upon the findings of this study by investigating how various contextual factors, such as teaching methods, learner demographics, and school resources, influence the effectiveness of teacher feedback in Home Economics education. In addition, researchers could explore the long-term effects of different types of feedback (e.g., digital, verbal, or written) on learners' academic achievement and skill development, considering how these methods might vary across different educational settings. Lastly, it would be beneficial for future studies to examine the perspectives of learners and teachers regarding feedback delivery, to provide a more comprehensive understanding of its impact and inform the development of more targeted strategies to optimize feedback practices in Home Economics classrooms.

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