

EXPLORING TEACHERS' FEEDBACK STRATEGIES IN SPORTS ACTIVITIES IN SORSOGON CITY DIVISION, SORSOGON, PHILIPPINES: INSIGHTS FOR INTERVENTION

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Abstract

The study investigated the teacher feedback strategies employed during sports activities among Physical Education (PE) senior high school teachers in Sorsogon City Division, SY 2018-2019. The study utilized a descriptive research design using a survey method of data collection, observation, and interview. The respondents were 18 PE teachers who completed a researcher-made questionnaire. The statistical treatments used were frequency count, percentage, and weighted mean. The study addressed the following objectives. Investigate the teacher feedback strategies employed during sports activities among Physical Education (PE) senior high school teachers in Sorsogon City Division during the school year 2018-2019. Examine the profile of PE senior high school teachers in terms of gender distribution and years of teaching experience. Evaluate the effectiveness of the feedback strategies utilized by PE teachers in terms of timing, amount, mode, and audience. Propose an intervention to enhance PE teachers' use of feedback strategies. Recommend ways for PE teachers to upgrade their professional profile and engage in further post-graduate studies. Suggest conducting research to explore other effective and inspiring feedback strategies for PE teachers. Encourage further research using feedback strategies in other content areas, employing different research designs, involving different respondents, and pursuing various purposes. Propose that the school administration organize trainings and empowerment initiatives aimed at encouraging teachers to use feedback strategies effectively in Physical Education and other content areas. Findings revealed that the PE teacher's profile showed an equal number of male and female teachers, with the majority having been teaching PE for more than five years. The study also found that the feedback strategies utilized by the teachers were effective in terms of timing, amount, mode, and audience. The study proposed an intervention to enhance PE teachers' use of feedback strategies.

Keywords: *effectiveness, feedback, teachers, strategies, sports*

INTRODUCTION

A considerable number of researches conducted revealed that teacher's feedback has a positive effect on learner's achievement in Physical Education (Nicaise, Amorose, et al., 2006). One of the goals of Physical Education is to assist in attaining refined motor skills among learners while teacher gives frequent feedback on them about their sports skills performance that they manifest (Chow, Cheng & Ng, 1994). Specifically, researcher findings on motor learning conclude that feedback is a significant factor in motor skill learning. The role of feedback in the instructional activities enables learners to determine how far they perform as expected by their teachers. When students are informed about their learning progress through feedback, they can monitor their own

learning and can identify what other enhancement or remediation activities they can do to be able to meet the standard or expectations given by their teachers.

When feedback is given within a lesson or even after the end of each phase of the lesson, students can gain awareness of where improvements are needed as well as achieve their understanding of the purpose of the task they have to undertake (Bronikowski, 2010). Eventually, this will develop their self-confidence, motivation, perseverance and sense of direction. These are important students' qualities so that they progress smoothly in the different learning skills with fluency, mastery, skillfulness and creativity.

Although crucial, Amarose and Weiss (1998) discovered that there was a low frequency of feedback interventions done by teachers. They said that teachers often ask new questions or offer further explanation without explicitly reviewing the answer or statement formerly given by the student. Feedback in this case must have been undertaken. The incidence of feedback was one of the discriminating variables differentiating between teachers who did and did not receive verification as accomplished teachers and realized that the frequency of feedback was very low in both groups. It is important to understand which of manner of giving feedback might enhance learning as perceived by both teacher and students, and which of the feedback are used by teachers in interaction with their students in daily teaching practices, including the frequency of doing so (Voerman, Simons, et al., 2012).

These aforementioned statements anchored the initiative for this present research to be undertaken in the Physical Education pedagogy. Physical education is defined as a process which an individual obtains optimal physical, mental, and social skills and fitness through physical activity (Lumpkin, 1998). In the case of physical education, students should be able to take part in physical activity done in the school setting. According to Bronikowski (2010), the process of physical education pedagogy is one of the most difficult processes to provide as it requires a combination of both teaching skills and knowledge of biological nature.

As stated by Brookhart (2008), feedback strategies can vary in several dimensions such as timing, amount, mode, and audience. Timing is giving immediate or slightly delayed feedback that must be heard and used by the students. Feedback has to follow as the students are still mindful about the topic, assignment or performance at hand. Amount of feedback make the usable amount of information that connection with something the students already know and take them from that point to the next level. Feedback can be delivered in many modalities such as oral feedback, written feedback and demonstration. Feedback works best when it has a strong and appropriate sense of audience. Teachers can choose the appropriate feedback strategies with these dimensions and encourage their students to give peer feedback in the same way. However, bad choice of feedback on these dimensions will lead feedback to be risky in the successful teaching and learning tasks. Physical Education as a subject has rich actual on-the-spot physical activities where feedback can be a functional form of assessment. Assessment in physical education is one of the most fraught and troublesome issues that physical education teachers are dealing with for the past 40 years and more (Kirk, Macphail, et al., 2013). Assessment in physical education was carried out in conventional fashion consistent with other subjects through examination, essay or multiple choice questions. Assessment of practical work was less likely to be conducted. Several assessment practices also emerge such as motor skills and fitness test, tables of point awarded for performance in areas such

as swimming and athletics, and the subjective judgment of the teacher on matters such as game performance. These kinds of practices are traditional forms of assessment linked especially to the use of physical fitness tests aimed at grading the students' performance (Lopez-Pastor, 2006).

Meanwhile, this research endeavor is deemed significant especially in the ever changing curriculum of the new Philippine education system today, the K to 12 Basic Education Curriculum. With its implementation, there are many gray areas that are yet to explore through the conduct of educational research. Physical Education specifically has more avenues for research to conduct while only few researchers and teachers take advantage of this. In addition, the sighting and disclosure of new athletes starts in the classroom, and the enhancement of their budding skills in sports commences through the feedback given by the teacher as well as their classmates and peers. Aside from this, the foremost desire of the Physical Education teaching is to acquire sport skills that must be gradually achieved by the learners as they progress as well as utilize these skills to lead a healthier living and lifestyle. Feedback then can be a vital activity and has the potential to improve sports skills learning. Another is the need for teachers to be offered with several assessments modes for authentic evaluation of their students' performances. Feedback is one assessment mode that must be mastered by teachers who teach skills such as sports skills. From this juncture, the researcher being a Physical Education teacher desires that this study be undertaken.

METHODOLOGY

The research design, the respondents, the data gathering procedures and the instrument used to gather the data. It also includes the data gathering procedures and data analysis procedures.

Research Design

This study determined the teacher feedback strategies utilized during sports activities in Sorsogon City Division, SY. 2018-2019. It was a descriptive-quantitative-qualitative research design. It is descriptive because the data gives description about the profile of the respondents, their feedback strategies used and perceived effectiveness of these feedback strategies. Quantitative data were derived from survey method of data gathering using a researcher-made questionnaire for the different variables involved whereas qualitative data was gathered from unstructured interview using audio recording and documentary analysis as its data gathering procedures. The respondents were the PE senior high school teachers. Frequency count, percentage and weighted mean were the statistical treatments used.

Respondents

There were 18 Physical Education teachers of the senior high school in Sorsogon City Division. They all come from the 16 different senior high schools within the said division. Nine of them were males and nine were females. This study employed a total enumeration sampling method because there were only few numbers of teachers available for PE senior high school.

The Instrument

A researcher-made questionnaire (Appendix B) was the main instrument of this present study. There two parts in this questionnaire, namely: Part A: Profile and Part B: Frequency & Effectiveness of the Feedback Strategies. Part A solicits from the respondents' profile on gender, age, teaching position, number of years teaching PE, highest education attainment and

specialization. The respondents fill in blanks to supply these sets of information. Part B requires respondents to give information about frequency and effectiveness of feedback strategies. It is in a matrix form composed of dimension, feedback strategies, frequency and effectiveness. Each dimension is composed of six feedback strategies. The respondents tick the number corresponding to their most honest answer as to how frequent they use that particular feedback strategy and at the same time how they perceived that feedback strategy to be effective. The frequency and the level of effectiveness are both answerable by a modified five-point Likert Scale. The said instrument underwent consultation with the adviser and the panel members before it was finalized for dry run activity. Teachers who were not the respondents of this study were the respondents of the dry run participated by 15 teachers.

Data Collection Procedures

To start the data collection procedures, the researcher sought the permission from the corresponding offices such as the Sorsogon City Division School Division Superintendents (Appendix A) and the school heads of each of the secondary school in the said division.

After being granted with due permission from the Division Office and from each of the school head, the researcher conducted the administration of the questionnaire. First he subjected the questionnaire for dry run with the teachers from Sorsogon City who were not part of the main respondents of the study. During the dry run activity, the researcher solicited the advice of the dry run respondents on how the questionnaire would be improved. Later, the researcher proceeded with the actual questionnaire administration.

The researcher administered the questionnaire himself with the PE teachers from Sorsogon City Division. He took time to visit all 16 SHS schools from the said division. He waited for the questionnaire to be answered and collected back. All of the 18 respondents were able to answer the questionnaire. There was a 100% retrieval of the questionnaire. The researcher also asked for any evidences to confirm their responses to see the actual use of these feedback strategies in their class. The researcher placed these collected evidences at each table appropriately.

Likewise, unstructured interview was conducted to validate the entry on the questionnaire by the respondents. To ensure every data is captured in the interview, the researcher with due permission from the informant (interviewee) was audio recorded. Data gathered from this procedure was utilized to deepen the discussion and interpretation of the data gathered from the survey conducted.

Statistical Treatment

To determine the profile of teachers teaching PE in Sorsogon City in terms of gender, age, teaching position, number of years teaching PE, highest educational attainment and specialization, frequency count and percentage were used.

To determine the frequency of the feedback strategies used by PE teachers along timing, amount, mode and audience, weighted mean was used guided by the following five-point modified Liker Scale:

Range	Description
4.50 – 5.00	Always
3.50 – 4.49	Often
2.50 – 3.49	Sometimes

1.50 – 2.49	Occasionally
1.00 – 1.49	Never

To determine the perception of PE teachers on the level of effectiveness of the said feedback strategies, weighted mean was used and the used the given modified five-point Likert Scale:

Range	Description
4.50 – 5.00	Very Effective
3.50 – 4.49	Effective
2.50 – 3.49	Moderately Effective
1.50 – 2.49	Not Effective
1.00 – 1.49	Not Effective At All

To determine the weighted mean of frequency of the feedback strategies and the level of effectiveness of the said feedback strategies, the given formula was used (Paler-Calomorin & Calmorin, 2007):

$$\bar{x} = \frac{\sum fx}{\sum f}$$

RESULT/FINDINGS AND DISCUSSION

Profile of teachers teaching Physical Education in Sorsogon City

The succeeding discussion dealt with the profile of teachers teaching PE in Sorsogon City such as gender, age, teaching position, number of years teaching PE, highest educational attainment, and specialization. These sets of information are essential in this present study because they may clarify some issues regarding the ability of these teachers to use feedback strategies.

Table 1 presents the profile of teachers teaching PE in Sorsogon City. There were an equal number of male and female respondents. They belonged to different age brackets ranging from 20-44 years old were majority belonged to 20-24 years old. These sets of data imply that most of the PE teachers in the senior high school are young. There are more female young PE teachers than male ones. Some male teachers are older that the female ones. This implicates that with the respondents' age, PE teachers would still have more opportunity of enhance their teaching skills in PE specifically in giving their feedback strategies. They still have the ability to equip themselves with the skills in using different feedback strategies that they can utilize inside their classrooms especially in their PE classes.

Table 1 Profile of teachers teaching Physical Eduaction in Sorsogon City

Variables	f	%
	Age	
20-24	6	33.3
25-29	3	16.7

30-34	4	22.2
35-39	2	11.1
40-44	3	16.7
Gender		
Male	9	50
Female	9	50
Number of Years Teaching PE		
0-2	5	27.8
3-5	10	55.6
6-8	2	11.1
9-11	1	5.6
Teaching Position		
Teacher I	9	50.0
Teacher II	9	50.0
Highest Educational Attainment		
College	14	77.8
Master	4	22.2
Specialization		
PE Major	14	77.8
Non-PE Major	22.3	18

Likewise, it shows that there were nine male and nine female PE teacher-respondents. There was an equal number of teachers as male and female. Most likely, PE teachers are a combination of male and female gender. At times there are more male PE teachers because of the physical dimension of the different activities involved in PE class. But in this instance, there are still female teachers who can do physical tasks when teaching sports skills in PE classes.

The profile of teachers teaching PE in Sorsogon City in terms of teaching position and number of years teaching PE shows that out of 18 respondents, nine of them possessed a Teacher I position and nine of them had a Teacher II position, too. Of teachers with Teacher 1 rank, three of them were teaching PE for 0-2 years, and five of them were teaching PE for 3-5 years already. But none of the Teacher I teachers were teaching for 9-11 years. On the other hand, five Teacher II teachers were teaching PE for 3-5 years, two were 0-2 years, and only one taught for 9-11 years and 6-8 years already. In general, ten of them taught PE for 3-5 years, and only one taught for 9-11 years.

There was an equal number of Teacher I and Teacher II PE teachers. The majority of them were teaching PE not more than five years yet. Only one of them was possessing a Teacher II position and was teaching PE for more than nine years. The entry-level for a senior high school teacher is Teacher II which could have affected these sets of data. However, those having Teacher I position but teaching senior high school might have been a junior high school teacher who because of the unavailability of teachers for PE senior high school, were taking over teaching these senior high

school students. It could also be because some of them did not attain yet minimum requirement of the Teacher II position that they remained as Teacher I while they comply.

The profile of teachers teaching PE in Sorsogon City in terms of highest educational attainment and specialization shows that of 18 PE teachers, 14 of them are PE majors while four are non-PE majors. Of these 14 PE majors, eleven of them were college graduates while three of the acquired master's degrees. Of four non-PE majors, three of them were college graduates and four of them were master's degree holders.

The data further showed that there are more PE teachers who finished college level in the Physical Education field of specialization compared to those who are non-major. On the other hand, more PE teachers are mere college graduates compared to those who have master's degrees. Those who are in the Physical Education field of specialization are presumed to understand better the teaching pedagogy of Physical Education than those who are not; whereas, those who are master's degree holders are reputed to have a better and deeper understanding of teaching than those who only finished college degrees. These profiles of PE teachers on specialization and educational attainment may affect their PE teachers' skills in using feedback strategies among their learners.

In general, the profile of PE teachers showed a variety of information that may influence their PE teaching. These sets of information give a summary of information about the respondents of this present study. They specify the kind of respondents that this study is dealing with which later on may or may not affect their perceptions and actual practices on teacher feedback strategies during sports activities. Similar to the findings of Estremadora, his study revealed that there is a significant relationship between educational attainment and the teaching strategies in the different instructional phases while profiles on age, sex, and number of years did not show any association (Estremadora, 2018).

Feedback Strategies Used by PE Teachers

This section reveals the data gathered from a survey on the different feedback strategies used by PE teachers during sports activities. These sets of information are categorized according to the variables understudy, namely: timing, amount, mode, and audience. Tables include the presentation of remarks for each indicator. It contained the evidence collected to confirm the result of the quantitative data from the survey. These remarks were gathered from the interview and observation conducted.

2A - Timing

Table 2.1 plots the feedback strategies used by PE teachers along with timing. Overall, it revealed that there was a computed weighted mean of 4.23, interpreted as often.

Table 2.1 Feedback Strategies Used by PE Teachers Along Timing

INDICATORS	\bar{x}	DESCRIPTION	REMARKS
1. Giving 'immediate response' to students' query on how the skill/s taught be performed more	4.50	Always	• Confirmed during the interview

properly.			
2. Checking 'right away' incorrect execution of the skill/s being executed.	4.50	Always	<ul style="list-style-type: none"> • Being practiced but not entirely done among students
3. Observing and side coaching by moving around during the student/s performance of the skill/s.	4.17	Often	<ul style="list-style-type: none"> • Done during practice of the skills
4. Conducting pre-test to check the level of motor skills of the students. A post is also given to check if there is a marked improvement of the motor skills.	4.17	Often	<ul style="list-style-type: none"> • Pre-test/Post Test is done but did not use its results for further analysis and action
5. Illustrating the level of individual and class performance of a specific skill through graph.	3.78	Often	<ul style="list-style-type: none"> • No evidences presented
6. Presenting criteria expected of students before their actual skill performance.	4.28	Often	<ul style="list-style-type: none"> • Confirmed with a teacher during the interview
Average WM		4.23	Often

Specifically, among the teacher's feedback strategies surveyed, it showed that 'giving immediate response to students' query on how the skills taught to be performed more properly' and 'checking right away incorrect execution of the skills being executed' were the ones with the highest weighted mean of 4.50, interpreted as always. On the contrary, the feedback strategies that were least used by PE teachers obtained a weighted mean of 3.78 was 'illustrating the level of individual and class performance' interpreted as often.

As revealed in the data surveyed, PE teachers ensure that they give guidance and corrections to their students about how they can better perform the sports skills being taught and performed at an appropriate time. They understand the role of time in giving their feedback strategies. During students' practice of the sports skills, they see to it that feedback strategies are given at the proper time. They know what kind of feedback strategies are given at a particular time during PE instruction. They know that timing is a significant element when giving feedback strategies. In a PE class, for example, the teacher would roam around while the students are practicing the execution of a particular sports skill. At once, the teacher would notice which among the students are performing better or poorer. The wrong execution demands the teacher to approach the students and correct at once the error he/she noticed. He/she also shows models or examples to students when he/she spotted students who are performing better. This instance may create valuable insights among learners, especially about the details that the sports skills must be executed.

Apparently, PE teachers did not have concrete evidence that these feedback practices are being implemented. When asked about the evidence that they are implementing these feedback strategies, only a few of them, or almost none of them presented any evidence. Taking for example the strategy that the level of individual and class performance of certain sports skills is illustrated through a graph, none of the respondents showed any graph that they use as a feedback strategy. While the rest of the strategies as confirmed by a teacher through an interview. For example, the strategy presenting criteria expected of the student before their actual skill performance is already widely used because they have seen its benefits in guiding the students on the quality of performance that they should show because rubrics on the performance have been presented earlier. This strategy was beneficial and the rubrics guide the students in their performance.

Likewise, pre-test and post-test results that are supposed to diagnose where the students are and how far they have gone after the instruction was done seemed also to be implemented by the teachers. They conduct pre-test and post-test but only a few or none of them use the data that these kinds of tests are showing. Results of such tests will give teachers ample avenues to decide where their instruction would lead such as re-teaching of the skill, scaffolding, remediation, or enrichment.

Many of the respondents complained about the unavailability of most of the instructional material that they can use so that they can eventually and conveniently teach. Some have to craft their own measures or strategies which were found to be tasking and time-consuming. They seek strategies that they can utilize at once that do not risk students learning.

The famous adage “Strike while the iron is hot’ is about optimizing opportunities immediately at the onset of teaching and learning. There are also feedback strategies that are appropriate to be delayed for a comprehensive review for students’ consideration. It is essential that teachers understand when and how often they utilize feedback strategies accordingly (Hattie and Timperly, 2007). It is essential that teachers obtain the ability to choose the right feedback strategies to suit to their instructional needs and situations, especially in the issue of instructional assessment.

2B - Amount

Table 2.2 depicts the feedback strategies used by PE teachers along the amount. Overall, it obtained a weighted mean of 4.21, interpreted as often. Specifically, the feedback strategy always used along the amount was ‘giving several useful feedbacks toward mastery of skills depending on their capacity to understand and ably perform’ with a weighted mean of 4.50 interpreted as always. On the contrary, the feedback strategy ‘referring to rubrics once in a while to remind the students of the criteria that should be met’ obtained the least weighted mean of 4.06 interpreted as often.

Along with the amount, PE teachers use a variety of feedback strategies that manifest prioritizing the feedback that must be given to the students. Learning goals are clear among PE teachers and they decide to what extent their feedbacks create a big difference in the performance of their learners, and which feedback is usable and practical to be given among learners that will bring them to the next level of performance.

It is up to the teacher what good points are valuable among students. Giving too much amount of feedback may also be dangerous to students. Students likewise need to be given feedback that is right and relevant to the difficulties that they meet at the time of performance or practice.

Oversupply of feedback may overwhelm a student and eventually frustrates him/her in performing the sports skills being taught.

Table 2.2 Feedback Strategies Used by PE Teacher Along Amount

INDICATORS	\bar{x}	DESCRIPTION	REMARKS
1. Using rubrics as reference of the students in polishing and practice the skills understudy. This means that students should focus on the items where they should hone the assigned motor skill.	4.22	Often	• Only one of the respondents presented rubrics
2. Giving several useful feedbacks toward mastery of skills depending on their capacity to understand and ably perform.	4.50	Always	• No evidence showed
3. Using video to record at random development of motor skill from the start, middle and culminating performance.	4.17	Often	• No evidence showed but they confirmed the use during the interview
4. Delivering feedback sparingly especially to students with sensitive emotion or physical capacity, and avoiding feedback that are generally discouraging to students.	4.11	Often	• No evidence showed
5. Avoiding facial expressions and body language that may cause emotional disturbance to the students which may lead to low self-esteem thus performance.	4.22	Often	• No evidence showed
6. Referring to rubrics once in a while to remind the students of the criteria that should be met.	4.06	Often	• No evidence showed
Average WM	4.21	Often	

During the confirmation phase of the researcher, the respondents rarely show any evidence of the feedback strategies that they thought they are doing. Rubrics are one of the modes of feedback strategy of which only one respondent was able to present a sample of the rubrics being used in PE during sports activities. Although several of them believe they often use rubrics, they rarely show any evidence at all.

When deciding a teacher's judgment on the right amount of feedback to give, how much and how many points may require deep knowledge and consideration of the topic in general and

learning targets, typical development learning progression, and individual differences (Arter & McTighe, 2001).

2C - Mode

Table 2.3 indicates the feedback strategies used by PE teachers along mode. In general, it obtained a weighted mean of 4.20, interpreted as often.

Table 2.3 Feedback Strategies Used by PE Teachers Along Mode

INDICATORS	<i>x</i>	DESCRIPTION	REMARKS
1. Giving feedback/s 'orally' <ul style="list-style-type: none"> • especially on the onset of practice or performance of the P.E. skills (sports) • as the teacher monitors the on-going practice period by which the skills are being mastered; and • as formative evaluation before the class ends. 	4.61	Always	• No evidence showed
2. Using video as a tool to show the improvement of the skills by comparing the early recording from the recent ones.	4.11	Often	• No evidence showed
3. Allowing students to check their performance by using a checklist.	3.89	Often	• No evidence showed
4. Evaluating the performance of the students through rubrics.	4.17	Often	• No evidence showed
5. Using 'written feedback/s' (difficulty, mastery etc.) on the skill needed to be mastered for students guidance in improving their motor skill.	4.00	Often	• No evidence showed
6. Saying encouraging words to students to increase their affective component of learning.	4.44	Often	• No evidence showed
Average WM	4.20	Often	

In detail, it showed that 'giving feedback orally especially on the onset of practice or performance of the sports skills, as the teacher monitors the on-going practice period by which the skills are being mastered, and as formative evaluation before the class ends' got the highest weighted mean of 4.61 interpreted as always. On the other side, 'allowing students to check their performance by using a checklist' obtained the least feedback strategy with a weighted mean of 3.89 interpreted as often.

Mode as an element of teacher feedback pertains to the ways or manner in which feedback is given. There are appropriate modes that correspond to particular feedback. PE teachers must obtain the skill of choosing which of the ways are best for certain feedback to be delivered to learners. Although feedback can be delivered in many modalities, the most convenient manner of feedback is orally thus the most frequently used manner of feedback.

While the students are at the onset of sports skill practice, the teacher can immediately give feedback if it is in the form of oral feedback. The immediate points that must be delivered to students are better if said. Side by side with an element of timing, an oral form of feedback can serve the purpose of time in teaching. These insights might be some reasons why teachers engage more often in oral forms of feedback. A checklist compared to oral feedback still needs longer effort and discernment and needs many considerations before being given to students. With oral feedback, teachers can deal with the details of the sports skills being taught.

It was also noted that in the confirmation of the surveyed data, teachers did not present any evidence of the frequency of their use of the mentioned strategy along mode. The respondents only believe they often do the feedback strategies under mode but they did not show any proof that they are doing these strategies. For example, they said that using video when giving feedback can be effective to students but they did not show any output or instructional material that used video to compare their students' performance before and after the instruction.

There are many things to consider when deciding the best mode to fit feedback. Decisions about whether to give the feedback orally or in written form should be partly based on the student's reading ability, especially for younger students (Brookhart, 2008).

2D - Audience

Table 2.4 illustrates the feedback strategies used by PE teachers along with the audience. As a whole, feedback strategies under timing gained an average weighted mean of 4.20 interpreted as often. It can also be gleaned from the table that the highest weighted mean computed for the feedback strategies used by PE teachers along with audience was on 'reiterating and reminding the students of the content of the criteria being agreed upon to students in groups or individually' at 4.50 interpreted as always. The least weighted mean obtained was for 'presenting to the class the level of performance based on the average score, point through a graph' at 3.78 interpreted as often.

The audience is a variable under feedback strategies that aim to reach the appropriate students with specific feedback. The audience makes feedback an avenue to make students understand that their learning is being valued.

As revealed in the data, PE teachers address students in groups or individually, whichever is appropriate when giving feedback. There are times when the feedback has to be done with the class. At this point, the teacher gathers his/her students and talks about their strengths and weaknesses in the performance of sports skills tasks. It also revealed in the data that there are few teachers who use statistics such as averaging and graphs to show the progress of their students. Graphs could be used so that students can visualize how well they perform in the given tasks. From this junction, students will be able to clearly picture how well he/she is going with their PE sports skills performance.

Table 2.4 Feedback Strategies used by PE Teachers along Audience

INDICATORS	<i>x</i>	DESCRIPTION	REMARKS
1. Giving class or group feedback/s whenever appropriate and according to the number of students, during P.E. mini-lesson or re-teaching session	4.17	Often	• No evidence showed
2. Communicating with ‘individual’ students meeting particularly attention, orally, in casual conversation or in writing with the records of performance through rubrics and checklist	4.17	Often	• No evidence showed
3. Giving specific feedback details (for acknowledgement) of good performance as well as points for improvement) to individual performance/s	4.33	Often	• No evidence showed
4. Presenting to the class the level of performance based on the average score, points through a graph.	3.78	Often	• No evidence showed
5. Encouraging peer teaching for the students who have difficulty in the skill to develop trust and boost their confidence.	4.28	Often	• No evidence showed
6. Reiterating and reminding the students of the content of the criteria being agreed upon to students in groups or individually	4.50	Always	• No evidence showed
Average WM	4.20	Often	

For the Audience, the respondents were not able to present any evidence and proof that they implement the feedback strategies mentioned. However, some of the presented feedback practices are already being done by PE teachers. They regularly convene the students as a class or address them individually whenever appropriate every after presentation or lesson to guide them with what they still have to pursue and what else can be done to improve their performances. At times when PE teachers tap students who have the potential to become an athlete in certain sports, they tend to give a different approach, style, or manner of giving feedback. Individual feedback given in this manner is appropriate. On the other hand, common mistakes or achievements of the students on sports skills are given before a class while those that can shame students are better given individually in a discrete manner.

However, to be specific, teachers have to spend time talking to students individually whenever necessary or in very rare cases with students that must be given attention to guide them

with their progress at their unique pacing or ability. Teachers have to be sensitive when feedback is confidential or when it is to be said in public to protect students from embarrassment and discouragement from performing tasks. According to Butler (1995), feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand¹. That simple act is powerful in itself because, in addition to the information provided, it communicates to the student a sense that his/her teacher cares about his or her individual progress. The first point is about the audience knowing whom the teacher is talking to and being able to talk to these identified students.

From a general point of view, PE teachers varied their feedback strategies along with timing, amount, mode, and audience to fit the different factors that they should consider whenever they give feedback during their sports activities. The idea is to help students move up to the next level of performance from where they begin and not dampen students' confidence and ability to perform sports skills.

Level of effectiveness of feedback strategies used by teachers in sports activities

The subsequent discussion is on the perceived level of effectiveness of feedback strategies used by teachers in sports activities. The same variables on teacher feedback strategies were adopted for this problem, namely: timing, amount, mode, and audience. The discussion was categorized accordingly.

3A -Timing

Table 3.1 indicates the effectiveness of feedback strategies used by PE teachers along with timing. As a whole, the survey revealed that under feedback strategies for timing, it gained an average weighted mean of 4.30 interpreted as effective. In detail, the very effective feedback strategy was found to be 'checking right away incorrect execution of the skills being executed' with a weighted mean of 4.56 interpreted as very effective. On the contrary, the teacher feedback strategies with the least weighted mean was illustrating the level of individual and class performance of a specific skill through a graph at 3.89 interpreted as effective.

Timing is an essential element in feedback strategies. It allows teachers to be mindful of the performance of their students right at the onset of their performance. Teachers can be able to give them feedback according to what they showed their teachers. Both of them, teachers and students are on the field, practicing and performing the sports skills being studied. They help one another in fulfilling what is expected of these students to achieve. As impressed, timing when expectations or criteria are given to the students is essential because students become focused on what area they have to improve themselves because they were informed about what is expected of them. Rubrics in this way can guide them and can do the job effectively.

Table 3.1 Effectiveness of Feedback Strategies Used by PE Teachers Along Timing

INDICATORS	<i>x</i>	DESCRIPTION	REMARKS
1. Giving 'immediate response' to students' query on how the skill/s taught be	4.39	Effective	<ul style="list-style-type: none"> This is the quickest manner to give feedback. Teachers have found their effectiveness as it gives

	performed more properly.			students opportunity to understand how to do the motor skills on the onset.
2.	Checking ‘right away’ incorrect execution of the skill/s being executed.	4.56	Very Effective	<ul style="list-style-type: none"> • This practice is the most convenient and well-practiced feedback strategy.
3.	Observing and side coaching by moving around during the student/s performance of the skill/s.	4.28	Effective	<ul style="list-style-type: none"> • Teachers understand what their assistance can do to their students especially when developing the motor/sports skills.
4.	Conducting pre-test to check the level of motor skills of the students. A post is also given to check if there is a marked improvement of the motor skills.	4.28	Effective	<ul style="list-style-type: none"> • This practice can give relevant information to teachers . This can be effective when done systematically but few only engage in the protocol of pre-test-post test.
5.	Illustrating the level of individual and class performance of a specific skill through graph.	3.89	Effective	<ul style="list-style-type: none"> • Students are given the chance to understand where their skills at the moment and where should it progress. This is found effective by the PE teachers.
6.	Presenting criteria expected of students before their actual skill performance.	4.39	Effective	<ul style="list-style-type: none"> • Rubrics contain criteria that have to be achieved by the students. This is found effective especially when presented before the actual practice and performance.
Average WM		4.30	Effective	

The feedback strategies, therefore, are all found effective for PE teachers however only a few of them resort to graphs as their means to track the progress of students in groups or individually. PE teachers have to be familiar with the proper timing when they can give feedback to their students. This allows feedback to be a more effective tool for learning. For example, helping students see that careless errors (like marking the wrong execution of a sports skill event they know the correct one) imply that being more careful and taking more time might be good strategies for improvement (Dalton, 1998).

3B - Amount

Table 3.2 presents the effectiveness of feedback strategies used by PE teachers along the amount. Overall, an average weighted mean of 4.27 was garnered, interpreted as effective. Specifically, the feedback strategy with the highest weighted mean of 4.50 was ‘using video to record at random development the motor skills from the start, middle and culminating performance’ interpreted as very effective. Meanwhile, the strategy with the least weighted mean of 4.11 was

‘delivering feedback sparingly, especially to students with sensitive emotion or physical capacity, and avoiding feedback that is generally discouraging to students’ interpreted as effective.

This further implies that PE teachers utilize different feedback strategies on the amount. They regularly use video to record how a student progresses from the beginning of the activities up to its culmination or final activity. Through this, students can discriminate the skills they obtained from the beginning of the lesson and thereafter. They can see for themselves the improvement that they must work out to be able to achieve the expectation their teachers have of them.

Table 3.2 Effectiveness of Feedback Strategies Used by PE Teachers Along Amount

INDICATORS	\bar{x}	DESCRIPTION	REMARKS
1. Using rubrics as reference of the students in polishing and practice the skills understudy. This means that students should focus on the items where they should hone the assigned motor skill.	4.33	Effective	<ul style="list-style-type: none"> • Rubrics can give just the right amount of feedback needed by the students. It made students focused on what they have to achieve.
2. Giving several useful feedbacks toward mastery of skills depending on their capacity to understand and ably perform.	4.33	Effective	<ul style="list-style-type: none"> • Teachers chose just the most essential feedback to make students understand what they have to achieve.
3. Using video to record at random development of motor skill from the start, middle and culminating performance.	4.50	Very Effective	<ul style="list-style-type: none"> • Videos can give limitations to what the students have to develop. It can distinguish before and after performances.
4. Delivering feedback sparingly especially to students with sensitive emotion or physical capacity, and avoiding feedback that are generally discouraging to students.	4.11	Effective	<ul style="list-style-type: none"> • Teachers consider emotional aspects when giving feedback. One’s state of emotion is important in learning.
5. Avoiding facial expressions and body language that may cause emotional disturbance to the students which may lead to low self-esteem thus performance.	4.17	Effective	<ul style="list-style-type: none"> • Teachers are careful of their non-verbal languages when guiding students to learn a motor skill.
6. Referring to rubrics once in a while to remind the students of the criteria that should be met.	4.17	Effective	<ul style="list-style-type: none"> • Teachers and students are guided by rubrics that they agreed upon and are found effective.
Average WM	4.27	Effective	

Rubrics are the common feedback strategies that they use on the amount. The use of rubrics can have many benefits to both teachers and students. The content of the rubrics guides students on what they will achieve and what can be done to achieve the content of the rubrics. Videos likewise are essential when distinguishing before and after scenarios of the student's performance. This can make them understand how much they improve and what else to improve. Teachers also consider the emotional aspects of the students in the learning process. Teachers have to learn how to be discreet with the feedback they give so that they will not give emotional burdens to students. Emotions are an important aspect of learning. This is where motivation is gathered. When teachers give students information that they can use to improve, and they see and understand that they can do it, research suggests that many—in some classes almost all—students will experience feelings of control over their learning that are so positive they will prefer constructive criticism to head patting (Hattie & Timperly, 2007). This feeling of control over learning is true self efficacy. It is the foundation of motivation for learning. Emotion can make or break students' learning.

3C - Mode

Table 3.3 displays the effectiveness of feedback strategies used by PE teachers along mode. Overall, there was an average weighted mean of 4.32 for the mode interpreted as effective. By details, the most effective feedback strategy was 'giving feedback orally especially on the onset of practice or performance of the sports skills, as the teacher monitors the on-going practice period by which the skills are being mastered, and as formative evaluation before the class ends' with a weighted mean of 4.67 interpreted as very effective. The least of the strategies was 'allowing students to check their performance by using a checklist' which was recorded at a weighted mean of 3.94 and interpreted as effective.

Oral feedback is the most effective manner of giving feedback to PE teachers. As discussed previously, this same strategy turned out to be the most frequently used strategy for teachers to use when giving feedback to learners. Oral feedback may be given at the time the sports skills are being done by the students, while the teacher is roaming around, and during the evaluation phase when the class is about to end. At any time within the duration of the activity, teachers can give feedback in the form of commenting orally, saying what needs to be done, or by showing some non-verbal language such as body gestures, facial expressions, and manner of speaking where students can imply the idea being given by the teacher.

Table 3.3 Effectiveness of Feedback Strategies Used by PE Teachers Along Mode

INDICATORS	x	DESCRIPTION	REMARKS
1. Giving feedback/s 'orally' <ul style="list-style-type: none"> • especially on the onset of practice or performance of the P.E. skills (sports) • as the teacher monitors the on-going practice period by which the skills are being mastered; and • as formative evaluation 	4.67	Very Effective	<ul style="list-style-type: none"> • Spoken feedback is the most common form of giving feedback. Through oral feedback, it can supplement students with input that they need to increase their performance.

	before the class ends.			
2.	Using video as a tool to show the improvement of the skills by comparing the early recording from the recent ones.	4.22	Effective	<ul style="list-style-type: none"> • Video as a concrete evidence of the performance of the students before and after scenarios.
3.	Allowing students to check their performance by using a checklist.	3.94	Effective	<ul style="list-style-type: none"> • Checklist serves as a guide like rubrics do.
4.	Evaluating the performance of the students through rubrics.	4.28	Effective	<ul style="list-style-type: none"> • Rubrics guide the students on what are expected for them to deliver in the class.
5.	Using ‘written feedback/s’(difficulty, mastery etc.) on the skill needed to be mastered for students guidance in improving their motor skill.	4.22	Effective	<ul style="list-style-type: none"> • Written feedback allows students to ponder upon their learning. They can go back on it once in a while to remind them of the things they have to do.
6.	Saying encouraging words to students to increase their affective component of learning.	4.61	Very Effective	<ul style="list-style-type: none"> • Affective aspect of students can be an efficient mode to learning.
Average WM		4.32	Effective	

Certain data revealed by the interview were placed on the table as remarks. As a mode, spoken and written feedback, video, checklist and affective aspects of the students are essential and can be a manner to help students succeed in their learning specifically in sports skills. Oral feedback usually occurs during a task yet is sometimes underestimated because it is less formal. However, it can be a very powerful and effective tool as it can be provided easily in the ‘teachable moment’ and in a timely way (Hattie & Timpeley, 2007). There are also several ways in which feedback may be given. One is through a checklist which some teachers did not find effective. Doing a checklist may be difficult for some teachers and filling in the checklist would take time for them as compared to the oral form of feedback.

3D - Audience

Table 3.4 plots the effectiveness of feedback strategies used by PE teachers along with the audience. It can be gleaned from the table that the overall average weighted mean was 4.39 for the audience interpreted as effective. Of the feedback strategies surveyed, it revealed that the strategy ‘reiterating and reminding the students of the content of the criteria being agreed upon to students in groups or individually’ obtained a weighted mean of 4.61 interpreted as very effective. But the strategy with the least weighted mean was ‘presenting to the class the level of performance based on the average score, points through a graph’ obtained 4.11 interpreted as effective.

Table 3.4 Effectiveness of Feedback Strategies Used by PE Teachers Along Audience

INDICATORS	<i>x</i>	DESCRIPTION	REMARKS
1. Giving class or group feedback/s whenever appropriate and according to the number of students, during P.E. mini-lesson or re-teaching session	4.44	Effective	<ul style="list-style-type: none"> Choosing to whom feedbacks should be addressed are essential to learning.
2. Communicating with 'individual' students meeting particularly attention, orally, in casual conversation or in writing with the records of performance through rubrics and checklist	4.44	Effective	<ul style="list-style-type: none"> Communication with students is one effective way to reach out to them, be able to understand their situations while going through with their performance.
3. Giving specific feedback details (for acknowledgement) of good performance as well as points for improvement) to individual performance/s	4.28	Effective	<ul style="list-style-type: none"> Communicating to students can be effective way to boost performance whether to acknowledge them or give pointers for improvement.
4. Presenting to the class the level of performance based on the average score, points through a graph.	4.11	Effective	<ul style="list-style-type: none"> Graph can keep track of the students' performance whether by individual, group or as a class.
5. Encouraging peer teaching for the students who have difficulty in the skill to develop trust and boost their confidence.	4.44	Effective	<ul style="list-style-type: none"> Seeking for other ways to implement feedback in the classroom such peer feedback can become effective.
6. Reiterating and reminding the students of the content of the criteria being agreed upon to students in groups or individually	4.61	Very Effective	<ul style="list-style-type: none"> Content of rubrics can also be effective if students are constantly being reminded of its content.
Total		4.39	Effective

PE teachers are orienting their students about the criteria that they will have to meet. Students are made aware of the performance expected of them so that they can keep track of their own performance. Right from the beginning of the lesson, they are given the objective of the lesson and the criteria of the sports skills they will have to perform. In this way, teachers believe they can inspire students to do better because they are already guided by the criteria set and announced. On the other hand, presenting performance through a graph is still a feedback strategy that has to be worked on by the teachers to give a twist to the usual strategies of feedback giving.

As revealed in the interview, PE teachers give feedback individually, by group, by team, or as a class. Communication is always the key to engaging students in learning. Teachers have to choose to whom they will give the feedback. There are chances when feedback is better given by

individual students. Group performance can appropriately receive group comments as well as the class as a team. Teachers have the skills to choose in what manner the feedback will be effectively given.

By and large, the findings from this study coincide with the statement from other recent research studies that have explored feedback strategies both online and offline. For instance, a study by Johnson et al. (2019) found that teachers predominantly utilize verbal feedback in the form of positive, nonspecific evaluative statements, which aligns with the results of the present study.

Feedback occurs more during skill practice than gameplay and is most often directed at individuals rather than groups. It can be oral or written, formative or summative. But whatever forms of feedback are given, it always comprises specific suggestions that students can use to improve their performance. According to Australian Institute for Teaching and School Leadership (n.d.), effective feedback practices provide the bridge between assessment and learning. High-quality feedback can improve student learning by as much as eight months. There's a strong evidence base behind the impact of feedback. It is a cost-effective approach to enhancing student outcomes and it can be implemented in any education context.

Proposed intervention to improve feedback strategies by PE teachers

The result of the study encouraged the researcher to come up with an output that will be useful to them especially since the researcher was not able to obtain reliable and convincing concrete evidence that PE teachers are implementing the feedback strategies understudy. With this output, the researcher offers the PE teachers a variety of choices so that they can apply feedback strategies appropriately in their learning in sports activities. These feedbacks come in rubrics, checklists, journals, graphs and charts, and videos to maximize the benefit of feedback strategies. Each of them has a feedback strategy for sports skills that can possibly be taught in Senior High School. Whenever they could not find a specific sample feedback for the sports they will be teaching, the samples can show them how to do their own feedback strategy. Every feedback strategy for each kind has already in it a scoring method to arrive at a grade to be credited to the student.

The researcher looks forward to the success that these feedback strategies. It aims to offer PE teachers the convenience of finding their feedback strategies appropriately. Profile of PE teacher showed that along gender, nine were male and nine were female. Along age, six were 20-24, three were 25-29, four were 30-34, two were 35-39 and three were 40-44 years old. No male teachers belonged between 25-29 years old and no female teachers were between 40-44 years old. Along with teaching position, it was found that out of 18 respondents, nine of them possessed a Teacher I position and nine of them had a Teacher II position, too. Along the number of years teaching PE, five of them have been teaching the subject for 0-2 years, ten of them have been teaching the subject for 3-5 years already, two for 6-8 years already, and one for 9-11 years already. Along highest educational attainment and specialization, 18 of them were PE majors and four were non-PE majors. Lastly, along with specialization, fourteen of them were college graduates while four of them were master's degree holders. The respondents have an equal number of male and female teachers; the majority of them have been teaching PE for more than five years already; there was an equal number of Teacher I and Teacher II positions being acquired by the PE teachers; more of them are PE major and few are non-PE major; and more of them are college graduate than those with master's degree.

PE teachers ensure that they give guidance and correction to their students about how they can better perform the sports skills being taught at an appropriate time; they practice a variety of feedback strategies that consider the amount of feedback that must only be given among students; they always use an oral form of feedback; and they usually address students in groups or individually whichever is appropriate and where necessary when giving feedback. However, they did not present any concrete evidence to show that they implement these feedback strategies. The teacher feedback strategies under study were all effective for PE teachers along with timing, amount, mode, and audience. Pieces of evidence were not properly presented to justify the perceived effectiveness of these feedback strategies.

A suggested intervention to improve feedback strategies by PE teachers is being proposed. PE teachers may continue to upgrade their profile and may engage in further post-graduate studies. PE teachers may explore other feedback strategies other than oral and written feedback to maximize assessment of their student's performance in sports activities. PE teachers may conduct further research and testing on the different feedback to determine the level of effectiveness of each of the suggested feedback strategies. The proposed intervention may be utilized to enhance PE teachers' ability to enhance their use of feedback strategies. Further research may be conducted using feedback strategies with other content areas, research designs, respondents, and purposes.

CONCLUSION

From the findings mentioned above, the following conclusions were drawn:

The respondents have an equal number of male and female teachers; the majority of them have been teaching PE for more than five years already; there was an equal number of Teacher I and Teacher II positions being acquired by the PE teachers; more of them are PE major and few are non-PE major; and more of them are college graduate than those with master's degree. PE teachers ensure that they give guidance and correction to their students about how they can better perform the sports skills being taught at an appropriate timing; they practice a variety of feedback strategies that consider the amount of feedback that must only be given among students; they always use an oral form of feedback; and they usually address students in groups or individually whichever is appropriate and where necessary when giving feedback. However, they did not present any concrete evidence to show that they implement these feedback strategies. The teacher feedback strategies under study were all effective for PE teachers along timing, amount, mode, and audience. Pieces of evidence were not properly presented to justify with the perceived effectiveness of these feedback strategies.

The suggested intervention to improve feedback strategies by PE teachers is aimed at enhancing their implementation and effectiveness in sports activities. This intervention can serve as an overview and provide an avenue for adaptation in similar educational settings. The intervention entails a professional development program that focuses on feedback strategies for PE teachers. This program can include workshops, seminars, and training sessions designed to enhance their understanding and application of effective feedback techniques. The program can cover various aspects such as timing, amount, mode, and audience of feedback. During the professional

development program, PE teachers can be introduced to evidence-based research on effective feedback strategies in physical education. They can learn about the importance of providing timely and specific feedback to students, the benefits of using a balanced approach in the amount of feedback given, and the utilization of different modes (verbal, written, visual) to cater to diverse learning styles.

Practical sessions can be incorporated to allow PE teachers to practice and refine their feedback skills. This can involve role-playing scenarios where they provide feedback to students in simulated sports activities. Feedback and guidance from experienced facilitators or coaches can be provided to help PE teachers improve their feedback techniques and address any challenges they may encounter. Additionally, the intervention can emphasize the importance of individualized feedback and the use of technology tools to facilitate the process. PE teachers can explore the incorporation of video analysis, digital platforms, and online feedback systems to provide personalized feedback to students, track their progress, and foster self-reflection. The proposed intervention has the potential to impact the national and international concern on feedback strategies in physical education. By enhancing the feedback practices of PE teachers, the intervention aims to improve student learning outcomes, engagement, and motivation in sports activities. This, in turn, can contribute to the development of well-rounded individuals with enhanced physical literacy and overall well-being.

On a broader scale, the study and the suggested intervention can also contribute to the body of knowledge on effective feedback strategies across different educational contexts. By highlighting the importance of feedback in physical education and providing concrete strategies for its implementation, this research can inform educational policies, curriculum development, and teacher training programs at both national and international levels. Ultimately, the study and the proposed intervention seek to advocate for the effective use of feedback strategies in physical education, promoting student growth, skill development, and a positive learning environment.

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