UTILIZING THE POSITIVE FEEDBACK LOOPS IN TEACHING ARALING PANLIPUNAN: BASIS FOR INTERVENTION PLAN

DAN HILL A. EYAS
danhill.eyas@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

This thesis entitled, "Utilizing the Positive Feedback Loops in Teaching Araling Panlipunan: Basis for Intervention Plan" intended to find out answers to the following questions: 1.) What is the level of acceptability of positive feedback loops in terms of content with regards to criteria indicator, remarks, and descriptive equivalent? 2.) What is the level of acceptability of positive feedback loops in terms of characteristics with regards to usability, applicability, and time bound? 3.) What is the learner mean performance in terms of performance task as to loop 1 and loop 2? 4.) What is the learner level of motivation in terms of persistence and competitiveness? 5.) Is there a significant difference in the learner level of performance in loop 1 and loop 2? And 6.) Is there a significant effect on the use of positive feedback loops on the learner's motivation?

An experimental research design was used in the study to measure the effectiveness of the positive feedback loops to the performance of students in teaching Araling Panlipunan. The primary respondents of this study were the Grade 10 students at Sampaguita Village National High School, San Pedro, Laguna. Sixty (60) learners from five (5) sections were used as respondents of this study.

The finding shows that the loop 1 and loop 2 were observed to have significant difference in the level of performance of the students in Araling Panlipunan. This means that the use of the positive feedback loops in teaching Araling Panlipunan been effective, and students have significantly improved their learning habit and developed goal-based skills. On the other hand, the finding also was observed to have no significant effect of the positive feedback loops to the learner's motivation.

Utilizing the positive feedback loops was observed to have a significant effect on the performance of the students as reflected in the loop 2. It can be inferred that at the 0.05 level of significance, the null hypothesis " There is no significant difference in the learner level of performance in Loop 1 and Loop 2." was rejected.

This recommends teachers may adopt the positive feedback loops in teaching the subject matter since it is found to be applicable to other learning disciplines. It is necessary to provide an organized and systematized feedbacking mechanism towards enhanced instruction for teachers, better academic success, better learning outcomes, and higher level of learning motivation for learners.

Keywords:
Positive Feedback Loops, criteria indicator, remarks, descriptive equivalent, persistence, competitiveness

INTRODUCTION

Feedback on learning is a crucial part of the learning process in which the learners are ensured of their progress and attainment, then moved their learning forward. Using feedback techniques in the study spaces can dramatically increase student learning and so with the teacher's quality instruction.

The move to online and modular distance learning then now to face-to-face classes has been very difficult. Many learners have reported showing lack of interest because of the new class style since certain limitations are imposed during classroom interactions. Many learners are discouraged when the expected feedback on the submitted tasks is not forthcoming. Lack of feedback makes them feel that their effort

was not acknowledged, and they even loss motivation and demoralized. Feedback needs to be available right after the learner completes and submits a given task.

With this transition, the engagement and participation of the learners to different learning tasks may look different. The hindrances brought by the implementation of social distancing, safety health protocols, and non-contact in-person learning activities, the learners may have trouble with focus, lost interest to excel and may have experienced managing their trouble while doing the learning tasks and other school-related activities.

Utilizing the positive feedback loops in teaching a certain subject is quite helpful to boost the learners' engagement in doing their tasks, to increase the learners' achievement motivation, and to make better study habit while improving their academic performance. Furthermore, a positive feedbacking procedure to learners may promote self-regulation, increase knowledge retention, and encourage well-planned study habit towards improved performance and enhanced learning. The researcher is interested to devise modern ways of giving positive feedback in addition to the traditional method to facilitate promptness, accurate, and expectation-based feedback to the learners. The main goal of the study is to research the effect of utilizing the positive feedback loops in teaching Araling Panlipunan.

This also sought to determine the effects of utilizing the positive feedback loops to the performance of students in Araling Panlipunan:

1. What is the level of acceptability of positive feedback loops in terms of content with regards to:
    1.1. criteria/indicator;
    1.2. remarks; and
    1.3. descriptive equivalent?
2. What is the level of acceptability of positive feedback loops in terms of characteristics with regards to:
    2.1. usability;
    2.2. applicability; and
    2.3. time bound?
3. What is the learner mean performance in terms of performance task as to:
    3.1. loop 1; and
    3.2. loop 2?
4. What is the learner level of motivation in terms of:
    4.1. persistence: and
    4.2. competitiveness?
5. Is there a significant difference in the learner level of performance in:
    5.1. loop 1; and
    5.2. loop 2?
6. Is there a significant effect on the use of positive feedback loops on the learner's motivation?

REVIEW OF RELATED LITERATURE

In education, according to Hawthorne (2021), motivation helps children and young people to focus their attention on a key goal or outcome. Through motivation, it somehow reassures them that a certain task is completed properly.

According to Walkup (2018), persistence is the ability to stick with something, to continue working, to try harder, to not give up. This driving force when powered by effective positive feedback can help learners achieve better academic results, as well as personal goals.

Leaners who have competitive behavior are more likely to achieve better academic successes based on the study of Vernienko (2018) who highlighted the motivation to achieve success as one of the factors of the development of a competitive personality in the conditions of studying at a university.

According to Freibrun (2021), criteria have been shown to increase students' internal motivation. Criteria provides learners with clear, precise, and achievable goals that ignites motivation. Setting criteria indicators as predefined guidelines towards decision making has been one effective means of educators to determine whether standards or expectations are met or not.

According to Israel (2022), writing remarks on students' performance can also be a great way for you to express your honest thoughts, opinions, or observations on the student's overall performance, and communicate them to their parents or guardians. Remarks when focused on inspiring and encouraging the learners help them to perform better in schoolwork.

By using positive descriptive interpretations, learners are provided with information and guided instruction. According to Alurralde (2014), descriptive equivalent consists in translating a source language/text word using a description of the concept it refers to in the target language.

According to Lynch (2019), concept of a feedback loop in education as similar to any other: students complete a task, receive positive or negative feedback, and adjust their actions accordingly. The importance of positive feedback loops ensures an impact on learning achievement.

According to EdSurge (2019), one of the five key elements of a positive feedback loop is to establish clear goals for all participants. This means that clarifying expectations gives learners a specific target and aim towards toward better learning outcome. As a result, the learners would remain accountable for the desired results and remain focused on the task at hand.

According to Jones et al. (2021), feedback loop starts with students with setting learning goals and success criteria and eliciting and interpreting evidence of learning. Therefore, positive feedback loops would help learners move their learning forward where feedback loops can provide helpful insights about how we learn (Cheng et al., 2017). A positive feedback loop for the learning of learners must be established so that interventions made for learner's work is improved too.

According to Newman et al. (2021), feedback interventions, on average, have a positive impact on attainment when compared to no feedback or usual practice. There is also sufficient evidence that learners value positive feedback received from the teachers and appreciate its position towards improved learning outcomes. A variety of feedback mechanisms were thought to be desirable for understanding the grade obtained and for future improvement.

METHODOLOGY

An experimental research design was used in the study to gather necessary and reliable source of data and information.

The respondents of this study were the Grade 10 students at Sampaguita Village National High School, San Pedro, Laguna school year 2022-2023. Sixty (60) learners from five (5) sections were used as respondents of the study where seventeen (17) learners are from Grade 10-Corinthians/Hosea, eleven (11) are from Grade 10-Kings/Genesis, nine (9) are from Grade 10-Chronicles/Hosea, twelve (12) are from Grade 10-Ezekiel/Matthew, and eleven (11) are from Grade 10-Acts/Hebrews. The respondents of the study were chosen using the approach of purposive sampling. They are the preferred respondents since they are the students being handled by the researcher.

The following instruments were used in conducting the research: a. Survey Questionnaire. An item checklist type questionnaire on how the positive feedback loops is used in Araling Panlipunan. b. Teacher- made tests. These are the achievement tests that evaluated the performance of the students on the given learning tasks. These also compromise the pre-test and post-test as reflected as loop 1 and loop 2.

To determine the level of acceptability of positive feedback loops in terms of content with regards to criteria indicator, remarks, and descriptive equivalent were the mean and standard deviation.

To determine the level of acceptability of positive feedback loops in terms of characteristics with regards to usability, applicability, and time bound were the mean and standard deviation.

To determine the learner mean performance in terms of performance task as to loop 1 and loop were the mean and standard deviation.

To determine the learner level of motivation in terms of persistence and competitiveness were the mean and standard deviation.

To determine the significant difference in the learner level of performance in loop 1 and loop 2 were the mean, mean difference, standard deviation, and t-test.

To determine the significant effect on the use of positive feedback loops on the learner's motivation were the mean, mean difference, and regression analysis.

RESULT AND DISCUSSION

Table 1. Level of Acceptability of Positive Feedback Loops in terms of Content with regards to Criteria Indicators

Positive Feedback Loops …	**MEAN**	**SD**	**REMARKS**
Specified indicators are well-constructed based on targeted goals.	4.28	0.64	Strongly Agree
The scaling is properly assigned and arranged based on targeted goals.	4.20	0.71	Strongly Agree
The indicator focuses on the main goal which is to provide positive feedback to learners.	4.42	0.56	Strongly Agree
The indicator guides to work towards setting goals and revisit their goals in the context of attaining better results.	4.40	0.62	Strongly Agree
Target goals can easily be understood by the learners.	4.32	0.65	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	4.32 0.64 Highly Acceptable		

Table 1 showed about the responses of the evaluation about the criteria used in the positive feedback loops. Respondents strongly agree that t*he indicator focuses on the main goal which is to provide positive feedback to learners (M=4.42, SD=0.56). The indicator guides to work towards setting goals and revisit their goals in the context of attaining better results (M=4.42, SD=0.62).* On the other hand, the respondents strongly agree that *the scaling is properly assigned and arranged based on targeted goals (M=4.20, SD=0.71)*.

The weighted mean of 4.32 indicates that the level of acceptability of positive feedback loops in terms of content with regards to criteria indicators is *Highly Acceptable*. This meant that the criteria indicators specified for the positive feedback loops contained significance in the achievement of better results among the learners.

Table 2. Level of Acceptability of Positive Feedback Loops in terms of Content with regards to Remarks

Positive Feedback Loops …	**MEAN**	**SD**	**REMARKS**
Statements encourage learners to exert more effort through positive recognition and praise.	4.17	0.62	Agree
Statements are clear that provide information what was learned and achieved.	4.33	0.66	Strongly Agree

Statements set appropriate and clear standards based on their attainable targeted goals.	4.32	0.57	Strongly Agree
Statements are sensitive to all learners which can lead to positive learning habit.	4.13	0.79	Agree
Statements are positive in nature that motivates learners to attain better results.	4.50	0.62	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	4.29 0.65 Highly Acceptable		

Table showed about the responses of the evaluation about the remarks used in the positive feedback loops. Respondents strongly agree that *statements are positive in nature that motivates learners to attain better results (M=4.50, SD=0.62). Statements are clear that provide information what was learned and achieved. (M=4.33, SD=0.66)*. On the other hand, the respondents agree that *statements are sensitive to all learners which can lead to positive learning habit (M=4.13, SD=0.79).*

The weighted mean of 4.29 indicates that the level of acceptability of positive feedback loops in terms of content with regards to remarks is Highly Acceptable. This meant that the remarks which involve statements were indicative of an effective positive feedback results for learners to achieve better results.

Table 3. Level of Acceptability of Positive Feedback Loops in terms of Content with regards to Descriptive Equivalent

Positive Feedback Loops …	**MEAN**	**SD**	**REMARKS**
Set scaling is relevant to the specific goals and criteria.	4.30	0.72	Strongly Agree
Set scaling is positive in nature that motivates learners to improve and progress.	4.35	0.68	Strongly Agree
Set scaling provides positive information on learner's achievement.	4.37	0.58	Strongly Agree
Set scaling magnifies its purpose of the positive grading and remarking.	4.47	0.65	Strongly Agree
Set scaling is precise and appropriate.	4.30	0.67	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	4.36 0.66 Highly Acceptable		

Table 3 illustrates the level of acceptability of positive feedback loops in terms of content with regards to descriptive equivalent.

Table showed about the responses of the evaluation about the descriptive equivalent used in the positive feedback loops. Respondents strongly agree that *set scaling magnifies its purpose of the positive grading and remarking (M=4.47, SD=0.65). Set scaling provides positive information on learner's achievement (M=4.37, SD=0.58).* On the other hand, the respondents strongly agree that s*et scaling is relevant to the specific goals and criteria* and *Set scaling is precise and appropriate (M=4.30, SD=0.72, 0.67)*.

The weighted mean score of 4.36 indicates that the level of acceptability of positive feedback loops in terms of content with regards to descriptive equivalent is *Highly Acceptable*. This meant that the descriptive equivalent matched the purpose of the positive feedback loops.

Table 4. Level of Acceptability of Positive Feedback Loops in terms of Characteristics with regards to Usability

Positive Feedback Loops …	**MEAN**	**SD**	**REMARKS**

The information in the positive feedback loops is useful in helping the learners achieve better results on the assigned task.	4.60	0.56	Strongly Agree
The "positive feedback loops" provides clear guidelines for independent learning.	4.43	0.56	Strongly Agree
The positive feedback loops can be used by the learners in establishing organized learning habit towards attaining positive results.	4.27	0.63	Strongly Agree
The positive feedback loops can address the needs of the learners among all disciplines.	4.48	0.57	Strongly Agree
The results of the utilized positive feedback loops can be used as basis for intervention program.	4.53	0.54	Strongly Agree
Weighted Mean	4.46		
SD	0.57		
Verbal Interpretation	Highly Acceptable		

Table showed the responses of the evaluation about the usability used in the positive feedback loops. 4 illustrates the level of acceptability of positive feedback loops in terms of characteristics with regards to usability.

Respondents strongly agree that *the information in the positive feedback loops is useful in helping the learners achieve better results on the assigned task (M=4.60, SD=0.56). The results of the utilized positive feedback loops can be used as basis for intervention program (M=4.53, SD=0.54).* On the other hand, the respondents strongly agree that *the positive feedback loops can be used by the learners in establishing organized learning habit towards attaining positive results (M=4.27, SD=0.63).*

The weighted mean score of 4.46 indicates that the level of acceptability of positive feedback loops in terms of characteristics with regards to usability is *Highly Acceptable*. This implied that the "positive feedback loops" is useful to the learners in order to achieve better results.

Table 5. Level of Acceptability of Positive Feedback Loops in terms of Characteristics with regards to Applicability

Positive Feedback Loops …	**MEAN**	**SD**	**REMARKS**
The "positive feedback loops" is age appropriate that encourages personal responsibility for learning.	4.52	0.57	Strongly Agree
The "positive feedback loops" is designed to address the needs of the learners with regards to achieving better performance results and improved motivation to learning.	4.58	0.53	Strongly Agree
The "positive feedback loops" is suited to an observable performance task and to the learning style of the learners.	4.43	0.53	Strongly Agree
The "positive feedback loops" is designed to improve student engagement on tasks using meaningful and positive feedback.	4.47	0.57	Strongly Agree
The "positive feedback loops" is applicable to all learners without extensive supervision from the teachers.	4.58	0.59	Strongly Agree
Weighted Mean	4.52		
SD	0.56		
Verbal Interpretation	Highly Acceptable		

Table 5 showed the responses of the evaluation about the applicability in the positive feedback loops. Respondents strongly agree that *the "positive feedback loops" is designed to address the needs of the learners with regards to achieving better performance results and improved motivation to learning* and t*he "positive feedback loops" is applicable to all learners without extensive supervision from the teachers (M=4.58, SD=0.53, 0.58). The "positive feedback loops" is age appropriate that encourages personal responsibility for learning (M=4.52, SD=0.57).* On the other hand, the respondents strongly agree that *the "positive feedback loops" is suited to an observable performance task and to the learning style of the learners (M=4.43, SD=0.53).*

The weighted mean score of 4.52 indicates that the level of acceptability of positive feedback loops in terms of characteristics with regards to applicability is *Highly Acceptable*. This only showed that the "positive feedback loops" was designed appropriate to all the learners.

Table 6. Level of Acceptability of Positive Feedback Loops in terms of Characteristics with regards to Time-Bound

Positive Feedback Loops …	**MEAN**	**SD**	**REMARKS**
The "positive feedback loops" allow the learners to keep an on-going track of their progress to the targeted goals.	4.48	0.54	Strongly Agree
The "positive feedback loops" engage the learners to prioritize and concentrate on important tasks.	4.50	0.54	Strongly Agree
The "positive feedback loops" gives a realistic time frame necessary in achieving better results.	4.57	0.56	Strongly Agree
The "positive feedback loops" provides simple direction while helping learners to set priorities towards attaining expected output.	4.43	0.65	Strongly Agree
The "positive feedback loops" develops learner's sense of urgency and allows the learners to learn independently.	4.47	0.62	Strongly Agree
Weighted Mean **SD** ***Verbal Interpretation***	4.49 0.58 Highly Acceptable		

Table 6 showed the responses of the evaluation about the time-bound used in the positive feedback loops. Respondents strongly agree that *the "positive feedback loops" gives a realistic time frame necessary in achieving better results (M=4.57, SD=0.56). The "positive feedback loops" engage the learners to prioritize and concentrate on important tasks (M=4.50, SD=0.54).* On the other hand, the respondents strongly agree that *the "positive feedback loops" provides simple direction while helping learners to set priorities towards attaining expected output (M=4.43, SD=0.65).*

The weighted mean score of 4.49 indicates that the level of acceptability of positive feedback loops in terms of characteristics with regards to time-bound is *Highly Acceptable*. This implied that the use of positive feedback loops influenced the learners to have a sense of importance on specific tasks to be done.

Table 7. Learner mean performance in terms of performance task as to Loop 1

Score	frequency	Percentage	Descriptive Equivalent
68 - 75	0	0.00	Outstanding
64 - 67	0	0.00	Very Satisfactory

60 - 63	0	0.00	Satisfactory
56- 59	0	0.00	Fairly Satisfactory
1 - 55	60	100.00	Did not meet Expectation
Total	**60**	**100**	
Weighted Mean			***32.30***
SD			***2.61***
Verbal Interpretation			***No Mastery***

Table 7 presents the Learner mean performance in terms of performance task as to Loop 1. Out of total number of sixty respondents *"1 to 55*" received all the frequency of sixty (60) or 100.00% of the total population with descriptive equivalent of *Did not meet Expectation*.

With a *(Weighted Mean = 32.30, SD = 2.61)* it shows that the Learner mean performance in terms of performance task as to Loop 1 has a descriptive equivalent of *Did not meet Expectation* and verbally interpreted as *No Mastery.*

Table 8. **Learner mean performance in terms of performance task as to Loop 2**

Score	frequency	Percentage	Descriptive Equivalent
68 - 75	2	3.33	Outstanding
64 - 67	9	15.00	Very Satisfactory
60 - 63	33	55.00	Satisfactory
56- 59	14	23.33	Fairly Satisfactory
1 - 55	2	3.33	Did not meet Expectation
Total	**60**	**100**	
Weighted Mean			***61.20***
SD			***3.37***
Verbal Interpretation			***Average Mastery***

Table 8 presents the Learner mean performance in terms of performance task as to Loop 2. Out of total number of forty respondents *"60 to 63*" received the highest frequency of thirty-three (33) or 55.00% of the total population with descriptive equivalent of *Satisfactory*. Followed by the scores *"56 to 59"* received the frequency of fourteen (14) or 23.33% of the total population with descriptive equivalent of *Fairly Satisfactory***.** While the scores *"68 to 75" and "1 to 55"* received the lowest frequency of two (2) or 3.33% of the total population with descriptive equivalent of *Outstanding and Did not meet Expectation*.

With a *(Weighted Mean = 61.20, SD = 3.37)* it shows that the Learner mean performance in terms of performance task as to Loop 2 has a descriptive equivalent of *Satisfactory* and verbally interpreted as *Average Mastery.*

Table 9. Learner Level of Motivation in terms of Persistence

Learner Level of Motivation …	**MEAN**	**SD**	**REMARKS**
I become eager to improve my work to meet the target goal.	4.53	0.54	Strongly Agree
I am motivated to work hard on my task to meet the criteria of learning.	4.67	0.48	Strongly Agree
I strive harder by submitting my improved task.	4.35	0.63	Strongly Agree
I become more determined to finish my task because of the challenging goal set on me.	4.48	0.60	Strongly Agree
I have now a high capacity to focus on the tasks that I am doing.	4.33	0.57	Strongly Agree

Weighted Mean	4.47
SD	0.56
Verbal Interpretation	Very High

Table 9 showed the responses of the evaluation about the persistence used in the positive feedback loops. Respondents *strongly agree* that they were motivated to work hard on their task to meet the criteria of learning (M=4.67, SD=0.48). They became eager to improve their work to meet the target goal (M=4.53, SD=0.54). On the other hand, the respondents *strongly agree* they had now a high capacity to focus on the tasks that they are doing (M=4.33, SD=0.57).

The weighted mean score of 4.47 indicates that the learner level of motivation in terms of persistence is *Very High*. This implied that the learners become persistent in improving their task to meet the criteria of learning and target goal.

Table 10. Learner Level of Motivation in terms of Competitiveness

Learner Level of Motivation …	**MEAN**	**SD**	**REMARKS**
I often come up with a new learning habit to finish the task assigned on me.	4.28	0.58	Strongly Agree
I keep track of the task I am doing.	4.17	0.56	Agree
I continuously do the task in the pursuit of achieving better results.	4.52	0.60	Strongly Agree
I enjoy working on tasks that involve competing my score on first attempt.	4.50	0.60	Strongly Agree
I perform best when an opportunity to correct my task is given to test my skills.	4.55	0.57	Strongly Agree
Weighted Mean	4.40		
SD	0.58		
Verbal Interpretation	Very High		

Table 10 shows the responses of the evaluation about the competitiveness used in the positive feedback loops. The respondents *strongly agree* that they performed best when an opportunity to correct their task is given to test their skills (M=4.55, SD=0.57). They continuously did the task in the pursuit of achieving better results (M=4.52, SD=0.60). On the other hand, the respondents *strongly agree* that they kept track of the task they are doing (M=4.17, SD=0.56).

The weighted mean score of 4.40 indicates that the learner level of motivation in terms of competitiveness is Very High. This meant that the learners were motivated to become more competitive in relation to the use of positive feedback loops.

Table 11. Significant Difference in the Learner Level of Performance between Loop 1 and Loop 2

	Performance	**t-stat**	**p-value**	**Analysis**
Learner Level of Performance	*Loop 1*	-18.168	0.0000	*Significant*
	Loop 2			

Table 11 presents the significant in the learner level of performance between Loop 1 and Loop 2.

The *Loop 1 and Loop 2* in the performance task was observed to have a significant difference in the Learner Level of Performance. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference in the Learner Level of Performance between Loop 1 and Loop 2" is rejected. Thus, the alternative should be accepted which incites that there is a significant effect between

them. This implied that utilizing the positive feedback loops showed significant effect on learners' performance as reflected on the data presented.

Table 12. Significant Effect on the use of Positive Feedback Loops on the Learner's Motivation

Positive Feedback Loops	Learner's Performance Task and Motivation	Beta Coefficient	t-stat	p-value	Analysis
Criteria/Indicator		-0.1400	-1.04	0.304	*Not Significant*
Remarks		0.3364	2.36	0.022	*Significant*
Descriptive Equivalent		0.1655	1.30	0.201	*Not Significant*
Usability		-0.1437	-0.83	0.413	*Not Significant*
Applicability		-0.0485	-0.28	0.778	*Not Significant*
Time Bound	*Persistence*	0.5593	3.62	0.001	*Significant*
Criteria/Indicator		0.0621	0.40	0.688	*Not Significant*
Remarks		0.1079	0.67	0.509	*Not Significant*
Descriptive Equivalent		0.1666	1.15	0.257	*Not Significant*
Usability		0.1856	0.94	0.353	*Not Significant*
Applicability		0.0765	0.39	0.696	*Not Significant*
Time Bound	*Competitiveness*	0.1529	0.87	0.388	*Not Significant*

Table 12 presents the significant effect on the use of positive feedback loops on the learner's motivation.

The *Criteria/Indicator, Remarks, Descriptive Equivalent, Usability, Applicability and Time Bound* of the Positive Feedback Loops were not observed to have any significant effect on the learner's motivation. This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of significance.

From the findings below, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant effect on the use of positive feedback loops on the learner's motivation" is accepted.

CONCLUSION

Based on the findings, the following conclusion was drawn:

The study shows that the loop 1 and loop 2were observed to have a significant difference in the performance of the students in Araling Panlipunan. It can be inferred that at the 0.05 level of significance, the null hypothesis "there is no significant difference in the learner level of performance in Loop 1 and Loop 2" was rejected.

The utilization of the positive feedback loops was observed to have a significant effect on the learner's motivation. It can be inferred that at 0.05 level of significance, the null hypothesis "There is no significant effect on the use of positive feedback loops on the learner's motivation" is accepted.

RECOMMENDATIONS

1. For better academic performance, personalized positive feedback loops may be used as a feedbacking mechanism to all learners whether for those who are high performing or not. By utilizing this, learners can have better academic success, better learning outcomes, and higher level of learning motivation.

2. Teachers may adopt the Positive Feedback Loops in teaching the subject matter since it is found to be applicable to other learning disciplines. Furthermore, this may provide them with an organized and systematized feedbacking mechanism towards enhanced instruction.
3. For the School Administrators, they may provide allotted budget to produce a copy of personalized positive feedback loops and positive feedback loops form for learners. Moreover, they may conduct training intended to inform the teachers how to utilize the positive feedback loops.
4. For the Future Researcher, the result may be used as basis for intervention plan specifically in the context of providing rewards, recognition, and praise for learners who improved better than the target goal. Furthermore, a qualitative study may be conducted for this study if teachers are providing positive feedback to learners as well as how learners perceived these in the learning process.

ACKNOWLEDGEMENTS

The author would like to express her sincerest gratitude and appreciation to the following who have contributed greatly to make this study a reality:

The author would like to express her sincerest gratitude and appreciation to the following who have contributed greatly to make this study a reality:

First, to our Father God in Heaven, Jesus Christ, for the strength, knowledge, wisdom, and blessings that he is enjoying;

Laguna State Polytechnic University, for having excellent staff who offer homely and friendly atmosphere conducive for learning that made the author feel comfortable while this research was in progress;

Ray Samuel G. Grecalda, EdD, his thesis adviser, for his untiring professional support, valuable comments and suggestions;

Mr. Asher H. Pasco, Education Program Supervisor of Araling Panlipunan in San Pedro Division, the researcher's validator, for sharing his time and expertise;

The Selected Grade 10 Learners of Sampaguita Village National High School, for valuable cooperation as respondents of this study;

Lastly, the researcher's family and closest friends for unconditional love, moral and financial support in the pursuance of this study.

REFERENCES

Alurralde, A. (2014). What's descriptive equivalen? prezi.com. Retrieved from https://prezi.com/tzusnmy5qvfp/whats-descriptive-equivalen/#:~:text=In%20simply%20words%2C%20a%20descriptive,to%20understand%20better%20a%20term

Cheng, M.T., Rosenheck, L., Lin, C.Y. and Klopfer, E. (2017). Analyzing gameplay data to inform feedback loops in The Radix Endeavor. Comput. Educ. 2017, 111, 60–73.

EdSurge. (2020). 5 Key Elements of a Positive Feedback Loop [Infographic]. Retrieved from https://www.edsurge.com/news/2019-08-28-5-key-elements-of-a-positive-feedback-loop-infographic

Freibrun, M. (2023). Using Success Criteria to Spark Motivation in Your Students. Retrieved from https://www.teachingchannel.com/blog/success-criteria

Hawthorne, H. (2022). Understanding the Importance of Motivation in Education. The Hub | High Speed Training. Retrieved from https://www.highspeedtraining.co.uk/hub/motivation-in-education/#:~:text=In%20education%2C

%20motivation%20helps%20children,motivated%20display%20goal%2Dorientated%20behaviours.

Israel. (2022). 110 Evaluative Remarks On Students Performance from Teacher - Fospath. Fospath. Retrieved from https://fospath.com/remarks-on-students-performance/

Jones, B. (2021). Students Use the Formative Assessment Feedback Loop. Retrieved from https://csaa.wested.org/formative-insight/students-use-the-formative-assessment-feedback-loop/

Lynch, M. (2019). Using Feedback Loops to Impact Student Learning. The Tech Edvocate. Retrieved from https://www.thetechedvocate.org/using-feedback-loops-to-impact-student-learning/

Newman, M. (2021). ERIC - ED616009 - The Impact of Feedback on Student Attainment: A Systematic Review, Education Endowment Foundation, 2021-Aug. Retrieved from https://eric.ed.gov/?q=Positive+feedback+on+student+learning&ft=on&id=ED616009

Vernienko, L. V. (2018). Acmeological determinants of the development of student competitiveness in the modern labor market. Territory of Science, 2, 42-46. Retrieved from https://www.elibrary.ru/item.asp?id=35545278 [in Rus.]

Walkup, N. (2018). Persistence: Why it is Important. Davis Publications. Retrieved from https://www.davisart.com/blogs/schoolarts-room/persistence-why-it-is-important/