

Role of Performance Appraisal Feedback Frequency and Feedback-Based Training on Teachers' Service Delivery in Public Secondary Schools in Nyamira South Sub County, Kenya

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Abstract

Performance appraisal has emerged as one of the human resource management strategic tools key to the attainment of an institution's competitive edge. Despite these efforts, the utilization of the performance feedback mechanisms, academic staff performance in learning institutions still remains wanting. The objectives of the study were to evaluate the role of feedback frequency on service delivery and establish the role of feedback-based training on teachers' service delivery in public secondary schools in Nyamira South Sub County, Kenya. This research was informed by goal setting theory and Feedback Intervention Theory (FIT). A descriptive and mixed method research design was utilized for the study. The target population involved 827 public secondary school teachers from Nyamira South Sub County. A sample size of 270 teachers were chosen through Yamane formula and 30% (19) of the 64 Deputy Head Teachers selected through stratified random sampling method. Primary data was gathered using questionnaire and interview schedules. Data collected was analysed quantitatively and qualitatively through use of descriptive statistics and Multiple linear regression. The findings revealed that regular and timely feedback plays a meaningful role in supporting continuous performance improvement. The correlation between feedback frequency and service delivery was strong and significant ($r = .522, p < .001$). Similarly, findings showed that training derived from appraisal feedback equips teachers with the skills and competencies needed to address performance gaps and strengthen their instructional practices. Feedback-based training displayed a moderate positive correlation with service delivery ($r = .456, p < .001$). It is also recommended that schools institutionalize regular and predictable feedback cycles. Training programs and Continuous Professional Development (CPD) activities should directly address performance gaps identified in teacher evaluations. Significantly, the study will inform policy makers on the gaps that exist in Teacher Performance Appraisal Feedback systems to seal them for effective management of teacher performance.

Keywords: Feedback, Appraisal, Training, Frequency and Service Delivery

Introduction

Performance appraisal is a systematic assessment of the performance of staff to understand their capabilities for advanced growth and development (Juneja, 2020). Bucklingham and Goodall (2019), indicates that feedback is about telling people what we think of their performance. Significant teacher evaluation involves an accurate examination of teaching effectiveness followed by feedback aimed at improving service delivery (Berbano, 2006, as cited in Van der Linden, van der Meij, & McKenney, 2022). One of the core assumptions of performance management is that if people receive feedback about their performance, they will be both motivated and empowered to improve (Visscher and Coe, 2013). Nonetheless, Kaymaz (2011) observes that this is not always true as many employees dislike receiving performance feedback which they term as inconsistent and unreliable at times hence counterproductive on employee performance.

Tuma, Hamilton and Berglund (2018), observe that in USA majority of teachers reported receiving regular feedback which improved their instructional practice. This is similar with Garet et al (2017), who indicates that feedback had some positive influence on teachers' classroom practice. Hammond (2013) establishes that at the final performance evaluation meeting, the teacher and principal reflect and discuss growth and attainment of goals. Mpungose and Ngwenya (2014), observed that in South Africa the challenges that the principals face, originate from lack of clarity of roles amongst others and recommended regular feedback from the education officials and workshops. This conforms Olatunji (2017), who indicates that a fair assessment process involves open communication, constructive and honest feedback as well as employing agreed procedures consistently. Francine (2008), established that departments of education in South Africa ought to fund and execute a professional growth plan emanating from feedback. The current study sort to interrogate if the same is done in Kenyan schools thus filling the geographical and contextual gap.

Danku, Dordor, and Bokor (2015), indicates that at the basic schools in Ghana Education Service (GES) performance criteria do not consider staff opinions. Agyei (2019), recommends communication effectiveness and dissemination of information to appraisees immediately after conducting an evaluation of performance. Kwao (2019), asserts that the Performance Appraisal System (PAS) is not entirely regarded and affirmed by all staff which has led to inadequate feedback, unknown performance standards and apathy of appraisal processes by teachers in Ghana Education Service. Adofo (2011), suggests a clear-cut policy on performance appraisals in the GES in order to enhance its conduct. Abraham (2010), establishes poor feedback management in Kabale Municipality, Uganda. Charles (2018), suggested that management ought to ensure communication effectiveness and information dispersal to teachers immediately after the performance evaluation is done and that the appraiser needs to get the full involvement of teachers and employ a more collaborative method during evaluations. Malunda et al (2016), observe that teaching is partly determined by how well and frequently teachers are appraised and recommend that the Ministry of Education Science and Technology (MOESTs) need to develop standard formative evaluation tools for continuous teacher evaluation.

For the purpose of reviewing and analyzing teachers' work, the Teachers Service Commission (TSC) in Kenya uses a performance appraisal feedback procedure. As part of this procedure, instructors are routinely evaluated using specified standards and criteria established by the TSC. Through informed feedback, teachers can gain insights into their performance, areas of strength, and areas that want improvement by utilizing the feedback from these reviews (Suter, Ndaita, & Areba, 2022). The TSC makes choices about

promotions, transfers, and other career developments based on feedback received, which it uses to enhance professional development and provide training opportunities. The process of performance appraisal feedback ensures that instructors receive helpful criticism and assistance in order to keep improving their professional growth and teaching methods, which contributes to the overall improvement of educational quality and thus enhanced service delivery (Elliot,2015).

As forementioned, feedback from performance appraisals is an essential component of professional development in any educational institution. According to Figazzolo, (2013), ideal and productive appraisal feedback is characterized by the following elements: Two-way Communication- Feedback should be exchanged in both directions, giving each party a chance to offer their thoughts and ideas. This makes it possible to comprehend performance and potential competency development areas; Constructive Criticism: The main emphasis of feedback ought to be on offering staff constructive criticism that will enable them to perform better. It must be clear, doable, and concentrated on actions rather than character attributes; Recognition of Strengths: In addition to pointing out areas that require improvement, feedback should also highlight accomplishments and strengths. This has the potential to inspire staff and produce a more impartial assessment of their service; Timeliness-The impact of feedback depends on how quickly it is provided. It enables staff to evaluate their performance while the data is still current and applicable; Goal-oriented: During performance reviews, objectives and expectations should be matched with the feedback provided. It ought to assist staff in realizing how their actions fit into the bigger picture and what changes are necessary to get the results they want; Chances for Training and Development- In addition to highlighting areas that require improvement, feedback should offer suggestions for openings for training and development so that staff can advance their knowledge and abilities.

The overarching aim of performance appraisal is to provide quality education to learners idealized as impactive service delivery, accord educators opportunities to improve their performance competencies, analyze educators' performance gaps in view of providing them with support for professional development., and maintaining all records of service delivery for decision-making by education stakeholders (Elliot,2015). Feedback Delivery Methods encompass but are not limited to verbal conversations between managers and employees during performance reviews or written comments in performance appraisal forms (Teachers' Service Commission,2022).

During the appraisal process, the teachers are appraised against the following components which enhance service delivery: Timely syllabus coverage; Lesson observation ratings; Readiness and use of approved lesson plans, schemes of work, work records, instructional resources; Assessments, marking schemes, learners' marked exercise books/assessment papers, learners' progression records. co-curricular engagements among other responsibilities (Teachers' Service Commission,2022).

As per the 2022 TSC TPAD policy, the TPAD performance appraisal feedback process demands that; first all those appraised read and understand the TPAD and Development Manual, secondly teachers complete in triplicate the appraisal tool- one copy is retained by the teacher, another in the institution, and the third is forwarded to the County TSC director, thirdly appraisals carried out every term cumulatively sum up to the yearly appraisal report, fourthly performance based on competency areas informs the appraisal and feedback plan, fifthly the appraiser and appraisee deliberate, agree on targets, and assess performance and

lastly appraisal content (feedback) is shared only between the appraiser, appraisee, and witnessing arbiter or officer.

Nyamira South Sub County education achievement report show that performance which is an indicator of service delivery in KCSE has been fluctuating in the past five years as shown in table 1

Table 1: KCSE Performance Nyamira South Sub-County

Year	Kcse Mean Score	Deviation
2018	4.56	-
2019	5.432	+0.872
2020	5.23	-0.202
2021	4.168	-1.062
2022	3.877	-0.291

Source: SDE Nyamira South Office

The unstable KCSE mean scores have been partly attributed to deficient performance feedback given to teachers based on 2022-2023 subcounty quality assurance assessment report thus this necessitated the desire to undertake empirical investigation in Nyamira South Sub County to validate this report.

Statement of the Problem

Effective teacher service delivery remains a cornerstone of quality education, yet performance appraisal practices and feedback mechanisms in many Kenyan public secondary schools have not consistently translated into improved outcomes. Globally, research underscores that timely and constructive feedback, coupled with feedback-based training, enhances professional growth and classroom effectiveness. However, in the Kenyan context, particularly within Nyamira South Sub-County, evidence on how the frequency of appraisal feedback and its linkage to training influences teachers' service delivery remains limited. In the last five years, performance trends in both academic and co-curricular activities within Nyamira South Sub-County public secondary schools have been erratic. Stakeholders especially Quality Assurance and Standards Officers have raised concerns in their 2023 assessment reports regarding whether current appraisal feedback practices are adequately supporting teachers to achieve better outcomes. This gap highlights the need for empirical inquiry into whether feedback frequency and feedback-based training are being effectively managed to strengthen teacher performance. This study therefore seeks to complement existing knowledge by providing localized evidence on the role of performance appraisal feedback systems in shaping service delivery among teachers in Nyamira South Sub-County. The findings will be particularly valuable to school administrators, Quality Assurance and Standards officers, policymakers in the Ministry of Education, and teacher professional development bodies. By clarifying the extent to which feedback practices contribute to improved service delivery, the study will inform strategies for strengthening appraisal systems, thereby benefiting teachers, learners, and the broader educational community.

Research Objectives

The study sought to:

- Evaluate the role of performance feedback frequency in service delivery of secondary school teachers in Nyamira South Sub-County, Kenya.
- Establish the role of performance feedback-based training in teachers' service delivery in public secondary schools in Nyamira South Sub-County, Kenya.

Conceptual Framework

Figure 1 presented diagrammatic representations of the relationship between study variables. The Independent variable is the performance feedback system while the dependent variable is teachers' performance.

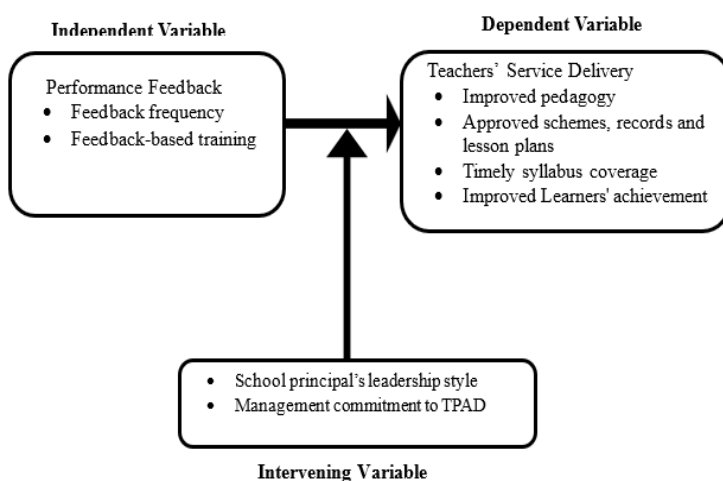


Figure 1: Conceptual Framework

The management of performance feedback being an independent variable entails other variables like feedback frequency and feedback-based training.

On the other hand, the Dependent Variable in this conceptual framework is teachers' delivery measured in terms of achievement or outcomes from learners which is dependent on efficacious management of the performance feedback system (Independent Variable). Teachers' service delivery has indicators such as improved pedagogy, improved learners' achievement, increased number of students joining tertiary institutions, numbers of participants, and awards in co-curricular activities.

When performance feedback systems are managed as expected, service delivery for teachers and outcomes of learners will be enhanced. Alternatively, when the process of the performance feedback system is not managed well, service delivery by teachers will be unsatisfactorily hence will lower outcomes of learner and performance in general. The intervening variables that might affect the outcomes of the study comprise of school principals' leadership styles and management commitment to performance appraisal indicators in the TPAD and feedback. The control of these variables was through statistical control, the researcher

utilized statistical techniques, such as regression analysis, to control confounding variables. By including these variables in the analysis, the researcher was able to isolate the effect of these variables in the study.

Literature Review

Feedback frequency and Service Delivery

A study by Shute (2008) in the United States found that teachers who received frequent formative feedback showed significant improvements in instructional strategies and student engagement. The study emphasized that feedback provided weekly or bi-weekly led to greater teacher responsiveness compared to annual or semi-annual evaluations.

Similarly, Wisniewski (2020) in Australia conducted a meta-analysis of feedback research and established that frequent, ongoing feedback had a stronger role on teacher performance than infrequent, summative assessments. They argued that timely feedback enables teachers to adjust their teaching methods dynamically, thereby improving student outcomes. However, a study in Canada by Robinson and Hallinger (2018) suggested that while frequent feedback is beneficial, too much feedback without adequate support can overwhelm teachers and reduce its effectiveness. This indicates that frequency should be balanced with quality and actionable insights. Both Hattie, Wisniewski, Robinson and Hallinger studies in context were set in Australia and Canada while the present study was based in the Kenyan context.

Several studies in Africa have explored teacher evaluation systems, but few focus specifically on feedback frequency. Adebayo (2020) conducted a study in Nigeria examining the effect of frequent versus infrequent feedback on teacher performance. Results showed that teachers who received weekly feedback performed better in student engagement and curriculum coverage than those who received feedback annually or semi-annually. A study in Uganda by Namukwaya and Ssenyonga (2021) found that teachers who received regular, informal feedback from peers and supervisors demonstrated higher motivation and commitment to teaching. The study recommended an integrated feedback approach combining formal assessments with continuous coaching. Adebayo and Namukwaya studies were carried out in Nigeria and Uganda respectively. In their recommendations they recommended similar studies in other geographical locations to validate their findings thus the motivation for the current study. Precisely, this study bridged the gap by evaluating how different feedback frequencies influence teacher performance and service delivery in Nyamira South Sub-County, providing actionable recommendations for policymakers and education stakeholders.

Malunda and others (2016) observed that teaching is partly determined by how well and frequently teachers are appraised and recommended that the Ministry of Education Science and Technology (MOESTs) need to develop standard formative evaluation tools for continuous teacher evaluation. Alubbe (2015) recommended that continuous feedback within the year need to be considered in depth. This conformed to Karugaba (2015), who indicated that, teachers' performance evaluation feedback lacked effectiveness as teachers did not receive timely as well as regular feedback on performance to enhance secondary school education performance. Gichuki (2015), recommended enhancement in communication of feedback amongst TSC, schools as well as teachers. A study by Mureithi (2019) on teacher appraisal systems in Nairobi County revealed that majority of teachers received feedback only once or twice a year, which was

insufficient to influence teaching practices meaningfully. Teachers who received frequent feedback (monthly or quarterly) showed greater improvements in classroom management and instructional planning.

Another study by Wambua and Muindi (2021) assessed the role of feedback frequency in teacher evaluations in public schools in Mombasa. Their findings indicated that teachers receiving feedback on a termly basis demonstrated better preparedness and lesson execution than those who only received end-of-year reviews. The study recommended a structured feedback system to ensure consistency. Thus gap explored by the present study.

Failure to offer timely feedback could destroy the emotional contract amongst workforce and their employers. It also delays corrective activity like unproductive productivity. Timely feedback on Performance appraisal has growth intentions of offering opportunities to change via response on appraisal and capacity building that are an in-progress performance management process meant for uninterrupted improvement institutional processes (Suter, Areba, & Syonathi, 2022).

Feedback Based Training and Service Delivery

Performance feedback-based training is a crucial component in enhancing teachers' service delivery by providing targeted guidance, constructive criticism, and continuous professional development. Effective feedback allows teachers to refine instructional strategies, improve classroom management, and foster student engagement (Goe, Bell, & Little, 2008).

Wisniewski, Zierer & Hattie. (2020) Hattie argues that effective feedback serves as a catalyst for teacher growth and student achievement. A study by Darling-Hammond, Hyler, and Gardner (2017) in the United States found that feedback-based training enhances pedagogical skills and student performance when delivered consistently and systematically. Similarly, a study in the United Kingdom by Fletcher-Wood and Zuccollo (2020) highlighted that performance feedback, when integrated into professional development programs, improves instructional quality and teacher confidence. The study emphasized that real-time, formative feedback has a more profound role than annual performance evaluations. Both studies in their recommendations for further studies recommended for validation of their findings to ascertain if similar scenarios are replicated in other regions thus the rationale for the current study to fill this gap.

In Finland, where the education system is regarded as one of the best globally, a study by Niemi (2015) found that feedback-driven teacher training significantly influences teaching methodologies, making them more student-centered and inquiry-based. The study emphasized that continuous professional feedback fosters a culture of lifelong learning among teachers. Given that the study took place in Finland there was need to establish if this is the case in Kenya. According to Omar (2014) a training program involves teaching people skills, knowledge or attitude that enable them to perform their duties and engage larger and more challenging roles. Makia (2008) recommended that training in the form of in-service activities, workshops, and courses are required to ensure teachers acquire skills and knowledge.

Aslam (2011) in a study on teachers' performance evaluation in universities: contemporary issues as well as challenges within Pakistan used a case study approach on one public and one private university of Pakistan. Quantitative and qualitative analysis was adopted and interviews and questionnaires employed for data collection. The research indicated that lack of training on evaluating performance was a potential barrier for performance evaluation systems in the universities of Pakistan. The study by Aslam (2011)

created a gap in that it used a case study approach on two universities while the present study utilizes a descriptive survey and is based in secondary schools hence a gap this study sort to fill.

In a study based in Ghana secondary schools, Kyei & Junior (2021), found that Performance Appraisal enhanced teacher's performance through identification of the training needs aspects and enhancement of the employee commitment to their jobs, while Kyei & Junior (2021), further linked the teachers' performance and service delivery in Kwahu-South District. These studies, while focusing on the role of performance appraisals on service delivery amongst teachers are based in other African countries and not Kenya, hence presenting contextual gaps. The study filled the gaps through assessing the role of performance appraisal feedback system on teacher service delivery in secondary schools in Nyamira South Sub County.

A study in Uganda by Namatende-Sakwa (2019) found that teachers who received continuous feedback-based training showed higher classroom engagement and better student outcomes. The study highlighted the importance of integrating reflective practice in teacher training programs. In Tanzania, Komba and Nkumbi (2008) as cited by Kang (2021). found that while professional development programs exist, they often lack a feedback component, leading to limited role on teacher performance. The study recommended adopting a mentorship-based feedback system to reinforce training effectiveness. This was one of the variables explored in the present study thus filling a contextual gap.

A study by Wanzare (2013) indicated that Kenyan teachers often receive performance appraisals but lack actionable feedback, limiting their professional growth. The study recommended structured feedback mechanisms and follow-up training to enhance teacher effectiveness. Structured feedback mechanisms and follow-up training is the quest for the present study which the researcher seeks to interrogate through empirical approach of data collection in Nyamira South Sub-County thus filling a contextual gap. Ong'ondo and Jwan (2019) examined professional development programs in Kenyan secondary schools and found that structured feedback-based training improved teacher preparedness and student engagement. However, the study noted that the implementation of performance feedback mechanisms was inconsistent across schools due to resource constraints and inadequate policy frameworks.

According to a study by the Teachers Service Commission (TSC) of Kenya (2021), performance appraisal and development programs (TPAD) have been instrumental in tracking teacher performance. However, the effectiveness of feedback provided during these assessments remains a concern, as most teachers perceive it as punitive rather than developmental.

Methodology

Location of the Study

The research was conducted in Nyamira South Sub-County, one of the administrative units of Nyamira County, Kenya. Nyamira South Sub-County is situated within West Mugirango Constituency and hosts a significant number of public secondary schools that serve diverse rural and peri-urban communities. The location was purposively selected because recent assessment reports by Quality Assurance and Standards Officers (2023) highlighted erratic performance trends in both academic and co-curricular activities, raising concerns about the effectiveness of performance appraisal feedback systems in supporting teachers' service delivery.

Research Design

A mixed-method and descriptive survey research design was utilized for this study because it allowed for a comprehensive understanding of the role of performance appraisal feedback frequency and feedback-based training on teachers' service delivery. The descriptive survey design was appropriate for capturing the prevailing practices, perceptions, and challenges among teachers and administrators in Nyamira South Sub-County, thereby providing quantifiable data on trends and relationships. At the same time, the mixed-method approach integrates qualitative insights from interviews, which enrich the quantitative findings by uncovering deeper contextual meanings and lived experiences. This combination ensures triangulation of data, enhancing the validity and reliability of the findings.

Target Population

The target population for this descriptive study involved 827 teachers and 51 Deputy principals from 51 public secondary schools in Nyamira South Sub County in 1 national school, 7 extra County schools, 5 county schools and 38 sub-county secondary schools (MoE Nyamira Sub County, 2023). Teachers were targeted since they were to offer information on how performance appraisal feedback influences their service delivery in schools as they are the ones being appraised and Deputy Principals because they appraise the teachers in their line of duty as mandated by TSC.

Sample Size and Sampling Procedure

The sub county has 827 teachers in 51 public schools from which sample was obtained from. To select the respondents, stratified random sampling method was applied in categorising schools into four groups; national, extra county, county and Sub County. Owing to the fact that Nyamira South Sub County has only one national school, it was purposefully selected for the study. Extra county, county and sub county categories of schools were selected using systematic sampling method. These categories of schools were alphabetically arranged and those schools that fall on odd number were chosen as the final sample for the study. Stratified random sampling is presumed to be suitable because it makes sure there is inclusion of all subgroups in the sample, which in some way would have been left out by other sampling techniques because of their smaller population number. For sampling of individual teachers, rotary sampling technique was utilised. Rotary sampling technique is deemed as the most reliable method of obtaining representative samples from heterogeneous population.

The research used Yamane (1967) formula in computing the sample size from the target population of teachers. The formular is:

$$n = \frac{N}{1 + N(e^2)}$$

Where

n = sample size

N= population size

é= is the margin error.

$$n = \frac{827}{1 + 827(0.05^2)} = 269.6$$

The final sample for teachers involved 270 teachers as distributed in the sampling frame table 2

Table 2: Target population and Sample size for Teachers

Schools	Target Population	Sample size($n/827 \times 269$)	Sample size% ($n/269 \times 100$)
National Schools	120	39	14
Extra County Schools	209	68	25
County Schools	71	23	09
Sub County Schools	427	139	52
Total	827	270	100

Source: (MoE, Nyamira South, 2024)

For sampling of Deputy Head Teachers who are 64 in number in 51 public secondary schools. Some schools have one deputy whereas some have two. 30% of their total population was utilized. This is necessitated by the fact that an interview schedule was used to collect data hence need for manageable number to interview. Thus, the sample involved 19 Deputy Head Teachers as illustrated in table 3.

Table 3: Target population and Sample size for Deputy Head Teachers

Schools	Target Population	Sample size (30%)
National Schools	02	01
Extra County Schools	14	04
County Schools	10	03
Sub County Schools	38	11
Total	64	19

Source: MoE, Nyamira South, (2024)

Research Instruments

To collect primary data from teachers, questionnaire tool was used. To collect data from Deputy principals, an interview schedule was utilized.

Ethical Considerations

Ethical requirements were followed when planning, undertaking, collecting, analysing and reporting on results. The researcher requested for approval letter from the University's Institutional Science and Ethics Review Committee (ISERC) and applied for permit from National Commission for Science, Technology and Innovation (NACOSTI), the Nyamira South Education Director's Office and the principals of the respective schools. The researcher made sure that respondents rights were protected by making sure that their dignity is respected, safety and their own welfare are guaranteed through preparation and issuance of consent form. Information about the respondents was not divulged or their schools by ensuring that their names or names of their schools remained anonymous. Their participation was also voluntary and was stated in the consent form.

Data Analysis and Presentation

Descriptive Statistics on Feedback Frequency and Service Delivery

Feedback frequency refers to how often teachers receive performance-related information and the extent to which this regularity supports decision-making, productivity, and professional engagement. In effective appraisal systems, timely and consistent feedback helps employees monitor progress, adjust behaviors, and reinforce practices that align with institutional goals (Shute, 2008). The results presented in Table 4 provide a detailed picture of how often feedback is provided and how teachers interpret its value within their day-to-day responsibilities.

Table 4: Feedback Frequency

Statement	SD	D	N	A	SA	Mean	Std. dev
Feedback Frequency							
I am provided with my performance feedback on a monthly basis	2	16	12	132	38	3.94	0.814
The provision of performance feedback frequently helps me improve productivity and achievements of goals	4	8	18	110	62	4.08	0.857
My performance feedback provides me with adequate information for decision-making	2	6	12	130	52	4.10	0.718
My performance feedback creates a favorable attitude	2	6	8	130	56	4.15	0.713
Frequent feedback provides me with information that facilitates discussions between and my team leaders	2	6	8	126	60	4.17	0.722

The frequency results show generally positive perceptions, though with notable variation across items. For the statement “*I am provided with my performance feedback on a monthly basis,*” the responses were more widely distributed compared to other items, with 2 Strongly Disagree, 16 Disagree, 12 Neutral, 132 Agree, and 38 strongly Agree ($M = 3.94$, $SD = 0.814$). While the majority (170 teachers) agree that feedback is provided monthly, the presence of 28 respondents who disagreed or remained neutral suggests inconsistencies in the implementation of monthly feedback cycles. This makes monthly feedback the least strongly endorsed item and marks it as a possible institutional gap despite policy intentions.

In contrast, teachers showed stronger agreement regarding the usefulness and effects of frequent feedback. For example, 110 Agree and 62 Strongly Agree that frequent feedback improves productivity and helps in achieving goals ($M = 4.08$, $SD = 0.857$), indicating that even when frequency fluctuates, teachers still perceive feedback as instrumental in enhancing performance outcomes. Similarly, responses to the statement on decision-making reflect strong consensus: 130 Agree and 52 Strongly Agree ($M = 4.10$, $SD = 0.718$). The very low number of negative responses (only 8 combined SD and D) indicates that teachers consider frequent feedback to be both timely and informative for planning, classroom management, and instructional adjustments. The findings of the study correspond to those of (Allube, 2015) who asserts that providing employees with feedback encourages good performance, strengthens, job related skills and

competences and help employees keep up with changes in the workplace such as introduction of new technology or methods

Feedback's relational and attitudinal aspects are rated even more positively. The statement “*My performance feedback creates a favourable attitude*” received 130 Agree and 56 Strongly Agree, with only 8 negative responses, resulting in a high mean score ($M = 4.15$, $SD = 0.713$). This implies that frequent feedback contributes to positive morale, motivation, and professional confidence. Likewise, the statement on feedback facilitating discussions with team leaders received the highest endorsement: 126 Agree and 60 Strongly Agree ($M = 4.17$, $SD = 0.722$), with only 8 negative responses. Teachers therefore see feedback not merely as evaluative but as a tool that opens dialogue, promotes shared understanding, and strengthens collaboration between teachers and their supervisors.

Taken together, the consistently high means and low standard deviations (ranging from 0.713 to 0.857) show a strong convergence of opinion across the teaching workforce. Even where frequency appears inconsistent as with monthly feedback, the general perception is that when feedback does occur, it is constructive, empowering, and supportive of both individual and institutional goals. Importantly, the highest ratings in this category relate not to the administrative aspect of frequency but to the interpersonal benefits: improved communication, enhanced teamwork, and a more positive professional climate. This suggests that teachers value feedback most when it strengthens relationships and fosters two-way communication rather than simply delivering evaluative information. The findings point to the need for more consistent application of monthly feedback cycles so that their relational and developmental benefits can be fully realized across the entire workforce. The findings agree with Muli (2011) who revealed that appropriate regular appraisals have the potential to improve the professionalization of teaching, the effective management of schools, the quality of education provided for the students, the professional development of teachers as well as satisfying legitimate demands for accountability. The interview results on feedback frequency are shown in Table 5

Table 5: Summary of Deputy Principals' Interview Results on Feedback Frequency and Its Influence on Teachers' Service Delivery (N = 19)

Category	Variable / Aspect	Response Category	Frequency (n)	Percent (%)	Interpretation
Frequency of Conducting Performance Appraisals	How often performance feedback is provided	Termly	17	89.5	Most schools conduct feedback termly, indicating structured but relatively infrequent evaluation cycles.
		Weekly	2	10.5	Few institutions provide weekly feedback, reflecting limited use of continuous feedback practices.
Perceived Influence of Feedback Frequency on Service Delivery	Whether frequency affects teacher performance	Yes	19	100.0	All deputy principals agreed that feedback frequency directly influences teachers' motivation, reflection, and service delivery.

The findings indicate that termly appraisals are the predominant feedback schedule, reported by 89.5% of deputy principals, while only 10.5% provide weekly feedback. This pattern shows a strong institutional preference for formal, structured evaluations aligned with school terms rather than ongoing, formative feedback. Although termly feedback allows for comprehensive performance review, it may limit teachers' opportunities for continuous improvement between evaluation periods.

Notably, 100% of the respondents affirmed that the frequency of feedback positively influences teachers' service delivery, emphasizing that regular engagement enhances motivation, accountability, and responsiveness to instructional goals. Deputies noted that more frequent feedback helps teachers reflect on their teaching practices, make timely adjustments, and sustain performance momentum. The findings are in harmony with Odhiambo (2013), who established that effective feedback on performance measurement may translate to improved employee performance

Descriptive Statistics on Feedback- Based Training

This section presents the descriptive statistics related to feedback-based training, focusing on how educators perceive the role of performance feedback in shaping professional development opportunities. The analysis explores whether feedback is not only collected but also meaningfully applied in the design and delivery of training programs. Results are shown in Table 6.

Table 6: Feedback-Based Training

Feedback-Based Training	SDA	DA	N	A	SA	MEAN	SD
My team leaders utilize appraisal and feedback results in the development of training program	4	10	38	100	50	3.9	0.900
My team leaders utilize my feedback in the development of training course content	2	6	40	94	60	4.01	0.843
My training needs established during performance feedback are dealt with in the training program	4	8	30	112	48	3.95	0.853
My performance feedback helps in the provision of an atmosphere that encourages training	4	12	30	90	66	4.02	0.932
My job skills and knowledge needs established during performance feedback are put into consideration evaluating training needs	2	8	16	108	68	4.14	0.837

The feedback-based training data reveals a teaching workforce that is generally positive about the relationship between performance reviews and professional development, but there is also a significant gap between intention and systematic execution. The consistently high mean scores (all above 3.9) reflect a strong belief that appraisal results have a significant impact on training programs. The strongest agreement is that job abilities reported in feedback are used to determine training needs (Mean 4.14), demonstrating the effectiveness of the feedback system's diagnostic role. Similarly, Sackey (2011) established that

Performance Appraisal enhances teacher's performance through identification of the training needs aspects and enhancement of the employee commitment to their jobs,

But a close look at the "Neutral" answers indicates a degree of ambiguity. Phrases like "use my feedback in the development of training course content" (20 neutrals) and "training needs are addressed in the training program" (15 neutrals) received a significant number of neutral responses. This suggests that the process from feedback to training is unclear or used inconsistently for a significant percentage of educators. They might get feedback pointing out a weakness, but it's unclear if a suitable, easily available training program will be developed.

Instead of focusing on consistency, this creates a narrative about possibilities. The approach appears to be useful in determining needs and effectively creates an "atmosphere that encourages training" (Mean 4.02). The weakest link in the chain, though, seems to be converting these diagnoses into precise, tangible training solutions. In contrast to the higher means for abilities and knowledge, the lower mean (3.9) and more disagreement about the direct application of assessment results indicate that feedback application is more advanced at the individual skill level than at the broader program-development level. The interview results on feedback-based training are shown in Table 7.

Table 7: Summary of Deputy Principals' Interview Results on Feedback-Based Training (N = 19)

Category	Variable / Aspect	Response Category	Frequency (n)	Percent (%)
Training on Feedback Use	Are teachers trained on how to use feedback to improve service delivery?	Yes	16	84.2
		No	3	15.8
Frequency of Feedback-Based Training	How often training is conducted	Termly	9	47.4
		When need arises	6	31.6
		Yearly	4	21.1
Perceived Ways Feedback-Based Training Enhances Service Delivery	Positive outcomes of training	Boosts confidence	14	32.6
		Improves service delivery	12	27.9
		Motivates teachers	9	20.9
		Promotes peer support	8	18.6
Barriers to Implementing Feedback-Based Training	Challenges experienced	Lack of resources	13	30.2
		Policy administration gaps	11	25.6
		Lack of personnel	10	23.3
		Lack of time	9	20.9
Proposed Solutions	Strategies to strengthen training	Schedule good time	14	30.4

		Link feedback to professionalism	13	28.3
		Attach monetary incentives to promotions	11	23.9
		Enhance more trainings	8	17.4

The results show that 84.2% of deputy principals confirmed that teachers are trained on how to use feedback to improve their service delivery, with training occurring mainly termly (47.4%) or when the need arises (31.6%). This indicates that most schools have institutionalized some form of feedback-based professional development, though the frequency and structure vary across institutions.

Deputy principals identified several key benefits of feedback-based training, including boosting teacher confidence (32.6%), improving service delivery (27.9%), motivating teachers (20.9%), and promoting peer support (18.6%). These findings suggest that feedback-based training serves both developmental and motivational functions, enabling teachers to refine their teaching practices while fostering a supportive work culture. The findings are supported by Oyaro (2016) who postulates that performance appraisal of teachers is increasingly viewed as a critical process in schools for raising the competency of teachers and thereby the quality of education.

However, significant barriers hinder consistent implementation. The most cited challenges include lack of resources (30.2%), policy administration gaps (25.6%), and limited personnel and time (23.3% and 20.9%, respectively). These constraints suggest that while the intention to link feedback with training is strong, institutional and logistical limitations often restrict its full impact.

To address these gaps, deputy principals proposed practical solutions such as scheduling dedicated training time (30.4%), linking feedback to professional development standards (28.3%), providing monetary incentives tied to promotion (23.9%), and the ability to handle challenging tasks are probably motivated by this devotion. Their sentiments agree with Wisniewski, Zierer & Hattie (2020) Hattie who argues that effective feedback serves as a catalyst for teacher growth and student achievement.

Regression Analysis

Influence of Feedback Frequency on Service delivery

A simple linear regression was conducted to examine the predictive influence of Feedback Frequency (FR) on Service Delivery (SD) among teachers. The results demonstrate that FR is a significant and meaningful predictor of teacher performance outcomes related to the quality of service delivered in schools. The findings agree with Suter, Areba, & Syonhi,(2022), who observe that timely feedback on performance appraisal has growth intentions of offering opportunities to change via response on appraisal and capacity building that are an in-progress performance management process meant for uninterrupted improvement of institutional processes.

The Model Summary (Table 8) shows that the predictor, FR, has a moderately strong positive relationship with SD, with an obtained correlation coefficient of $R = 0.522$. This reflects a moderate-to-high association between how frequently teachers receive performance feedback and their level of service delivery. The

model explains 27.2% of the variance in SD ($R^2 = .272$), with an Adjusted R^2 of 0.265, indicating that slightly more than a quarter of the differences in service delivery among teachers can be attributed to variations in the frequency of feedback they receive. This is a substantial proportion for a single predictor variable, demonstrating that frequent feedback plays an important role in shaping teachers' professional behavior. Wambua and Muindi (2021) in their assessment of the role of feedback frequency in teacher evaluations in public schools in Mombasa they established that teachers receiving feedback on a termly basis demonstrated better preparedness and lesson execution than those who only received end-of-year reviews.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522a	.272	.265	1.97261
a. Predictors: (Constant), FR				

The ANOVA results (Table 9) reveal that the overall regression model is statistically significant, $F(1, 200) = 74.882$, $p < .001$, meaning that FR contributes to predicting service delivery at a level far beyond what would be expected by chance. The large F-value confirms a good model fit and underscores that the regularity of feedback is a key determinant in predicting service delivery outcomes.

Table 9: ANOVA Results for the effect of FR on SD

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	288.467	1	288.467	74.882	.000b
	Residual	770.454	200	3.852		
	Total	1058.921	201			
a. Dependent Variable: SD b. Predictors: (Constant), FR						

The coefficients table (Table 10) provides deeper insight into the magnitude and direction of the relationship. The unstandardized regression coefficient for FR is $B = 0.364$, meaning that for every one-unit increase in Feedback Frequency, Service Delivery increases by 0.364 units, holding all other variables constant. This positive coefficient demonstrates that more frequent feedback leads to enhanced service delivery levels, aligning with organizational performance theories that emphasize continuous feedback loops as essential for ongoing improvement. The standardized beta coefficient ($\beta = .522$) reflects a considerable effect size, illustrating that FR is a strong predictor relative to the overall variability in SD. The t-value ($t = 6.088$, $p < .001$) confirms that FR is a highly significant predictor.

Table 10: Regression Coefficients for the relationship between FR and SD

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.495	1.333		10.877	.000
	FR	.364	.060	.522	6.088	.000
a. Dependent Variable: SD						

These results hold important practical implications for schools. Frequent feedback delivered consistently and in a timely manner, keeps teachers aligned with performance expectations, reinforces professional standards, and promotes consistent improvement in instructional and support behaviors. Regular feedback reduces uncertainty, strengthens communication between teachers and supervisors, and encourages teachers to remain responsive, accountable, and attentive to learner needs. It also allows for timely correction of poor practices before they become entrenched, thereby enhancing overall service delivery. These assertions are confirmed by Opiayo, Ngwacho, & Nyakundi, (2020).

Furthermore, the significant intercept ($B = 14.495$, $p < .001$) suggests that even without frequent feedback, teachers maintain a baseline level of service delivery. However, the strong positive coefficient associated with FR demonstrates that feedback regularity significantly elevates performance beyond this baseline.

Effect of Performance Feedback-Based Training on Service Delivery

A simple linear regression was conducted to determine the influence of Feedback-Based Training (FBT) on Service Delivery (SD) among teachers in public secondary schools. The Model Summary in Table 11 shows a moderate positive correlation between FBT and SD with $R = .456$, indicating that increases in training tied to feedback are associated with improvements in service delivery. The model explained 20.8% of the variance in SD ($R^2 = .208$; Adjusted $R^2 = .200$). This means that one-fifth of the differences in service delivery across teachers can be attributed to variations in the adequacy, relevance, and frequency of training opportunities derived from performance appraisal feedback. While this is smaller than the predictive power of FC, FR, and PFC, it still reflects a meaningful contribution for a single predictor variable. A study by Niemi (2015) reinforces the findings by asserting that feedback-driven teacher training significantly influences teaching methodologies thus service delivery.

Table 11: Model Summary for the Effect of Performance Feedback-Based Training on Service delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456a	.208	.200	2.05795
a. Predictors: (Constant), FBT				

The ANOVA results (Table 12) confirm that the regression model is statistically significant, $F(1, 200) = 52.556$, $p < .001$, demonstrating that FBT reliably accounts for variability in SD. The high F-value indicates that the model performs significantly better than one with no predictors, reinforcing the important role that training plays in shaping teacher service delivery.

Table 12: ANOVA Test Results for the Relationship Between Performance Feedback-Based Training on Service delivery

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	220.359	1	220.359	52.556	.000 ^b
	Residual	838.562	200	4.193		
	Total	1058.921	201			
a. Dependent Variable: SD b. Predictors: (Constant), FBT						

The coefficients table (Table 13) further clarifies the nature of this relationship. The unstandardized coefficient ($B = .344$) indicates that for every one-unit increase in FBT, SD increases by 0.344 units, holding other factors constant. This demonstrates that training programs, when directly linked to the feedback teachers receive contribute to measurable improvements in their service delivery. Training activities may include workshops, instructional coaching, classroom observation follow-ups, targeted skill-building sessions, or capacity-building seminars. These structured opportunities help teachers address weaknesses, refine pedagogical competencies, and reinforce professional expectations. The findings are in harmony with Makia (2008) study who recommends that training in the form of in-service activities, workshops, and courses are required to ensure teachers acquire skills and knowledge.

The standardized coefficient ($\beta = .456$) shows that FBT has a moderate effect size, smaller than FC, FR, and PFC, but still substantial. The t-value ($t = 5.101$, $p < .001$) confirms that this predictor is highly statistically significant.

Table 13: Regression Coefficients for the Relationship Between Performance Feedback-Based Training on Service Delivery

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.856	1.516		9.797	.000
	FBT	.344	.068	.456	5.101	.000
a. Dependent Variable: SD						

The significant intercept ($B = 14.856$, $p < .001$) shows that teachers possess a baseline capacity for service delivery independent of feedback-based training. However, the positive and significant coefficient for FBT illustrates that targeted training enhances service delivery beyond this baseline, strengthening instructional quality, professional behavior, and responsiveness to school expectations. Namatende-Sakwa (2019) confirms the findings by observing that teachers who received continuous feedback-based training showed higher classroom engagement and better student outcomes

This finding is consistent with broader performance appraisal literature, which emphasizes that performance improvement requires a combination of assessment, feedback, and capacity-building interventions. Feedback highlights gaps; training addresses them. Therefore, FBT's contribution to service delivery, though smaller than other feedback components, is crucial because it transforms feedback from abstract information into concrete professional action.

Conclusions

The study examined how different components of performance appraisal feedback influence service delivery among public secondary school teachers in Nyamira South Sub-County. Several conclusions can be drawn based on the findings. In relation to the role of performance feedback frequency. Regular and timely feedback was found to be essential in sustaining continuous improvement among teachers. Teachers who received frequent updates on their performance expressed greater clarity on expectations and were better positioned to make timely adjustments to their teaching practices. The study concludes that consistent feedback cycles are necessary for ensuring ongoing instructional improvement and maintaining alignment with school goals. Continuous feedback interactions help consolidate good practices while providing early correction for performance gaps.

The second conclusion relates to feedback-based training. The study found that training interventions informed by appraisal feedback enhance teachers' skills and professional competencies. Although feedback-based training contributed to service delivery to a lesser extent compared to other feedback components, it still played an important supporting role. The study concludes that when training is aligned with identified performance gaps and accompanied by follow-up support, it contributes meaningfully to teacher development and service delivery.

Recommendations

It is recommended that schools institutionalize regular and predictable feedback cycles. Monthly or term-based feedback sessions should be incorporated into the school calendar to provide teachers with continuous guidance and timely reinforcement of positive practices

TSC and Boards of Management should monitor compliance to ensure that feedback is not delayed or provided irregularly. Additionally, professional development activities should be aligned with appraisal feedback. Training programs and Continuous Professional Development (CPD) activities should directly. Finally, adequate resources should be provided to support feedback delivery and training activities. address performance gaps identified in teacher evaluations

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