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The Impact of Teacher Feedback on Student Motivation at the National Institute of Physical Education and Sports (Case Study in NIPES, Cambodia)

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This study explores the types of feedback provided by teachers—namely, “Positive Feedback” and “Corrective Feedback” and how they influence students’ motivation in Physical Education (PE) at the National Institute of Physical Education and Sports (NIPES), Cambodia. Student participation in physical education classes highlights the importance of understanding the role of feedback in enhancing engagement and performance. Objective: this study aims to address the existing gap concerning how teacher feedback impacts student engagement in physical education at NIPES, Cambodia. It also analyses students’ perceptions and classroom practices, highlighting effective teaching strategies, active learning approaches, and long-term student motivation within the field of physical education. Methodology: the study employed qualitative methods, including interviews with five students who performed a “Rhythm Exercise,” as well as classroom observations. Result and Discussion: the findings indicate that both types of feedback are important; however, “Corrective Feedback” was found to be more frequently used by teachers in class. Meanwhile, “Positive Feedback” was reported by students to increase their enjoyment and effort during lessons (based on direct student interviews). Conclusion: this study highlights the clear impact of teachers’ responses to students’ tendencies in the field of physical education at the National Institute of Physical Education and Sports (NIPES), Cambodia. Nevertheless, this study was limited to a single class and does not reflect a broader or more comprehensive scope.

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