

**EXPLORING THE ROLE OF SIR CONSTRUCTIVE FEEDBACK IN ENHANCING  
ACADEMIC PERFORMANCE, INDEPENDENCE, AND SOCIAL-EMOTIONAL  
LEARNING AMONG ELEMENTARY SCHOOL STUDENTS AT EMIRATES  
AMERICAN SCHOOL, SHARJAH, UAE**

**Wala'a Salah Ibrahim Makram**

*Emirates American School, UAE*

[Walaa.Makram@easuae.com](mailto:Walaa.Makram@easuae.com)

**ABSTRACT**

The research investigates in depth the effect that consistent SIR (Strengths, Improvements, Response) constructive feedback has on academic performance and independence as well as social-emotional learning of elementary school students at Emirates American School in Sharjah. The researcher used extensive work scrutiny to obtain detailed information about how SIR feedback was implemented and delivered. In order to get comprehensive information regarding the impact of SIR feedback on students' growth and independence as well as their social-emotional learning, two survey instruments were distributed to students and teachers. Data was gathered using a quantitative approach, and Statistical Package for Social Scientists (SPSS) software was used by the researcher for analysis. To validate the data, data triangulation was applied to the results of the surveys for both students and teachers. The research findings demonstrated that SIR constructive feedback boosts student growth and autonomy together while helping students develop self-awareness, self-management, and social awareness as well as relationship skills and responsible decision-making. The study confirms that SIR feedback serves as a successful educational approach for enhancing student academic performance, independence, and social-emotional learning.

**Keywords:** *SIR, constructive feedback, academic performance, independence, social emotional learning.*

**INTRODUCTION**

In contemporary educational settings, constructive feedback plays a key role in shaping student outcomes beyond academic achievement alone. As classrooms increasingly emphasize holistic learning, effective feedback is essential for cultivating not just cognitive growth but also independence and social-emotional development. This study explores the role of SIR constructive feedback in enhancing academic performance, learner independence, and social-emotional learning (SEL) among elementary school students at Emirates American School in Sharjah, UAE. Drawing on quantitative data from teacher and student surveys, along with detailed work scrutiny, the research examines how consistent application of the SIR model impacts students' self-awareness, self-management, relationship-building, and decision-making. The findings aim to

contribute to current educational discourse by validating structured feedback as a transformative tool for holistic student development in primary education settings.

### **Research Objectives**

1. To identify how frequently SIR feedback is given to elementary students.
2. To assess the impact of SIR feedback on students' academic performance.
3. To examine how SIR feedback supports student independence and self-regulated learning.
4. To evaluate the effect of SIR feedback on students' social-emotional learning.

### **Research Questions**

1. How frequently is SIR (Strengths, Improvements, Response) constructive feedback provided in the notebooks of the elementary school students at Emirates American School in Sharjah?
2. What is the impact of the consistent provision of SIR (Strengths, Improvements, Response) constructive feedback on the academic performance of elementary school students at Emirates American School in Sharjah?
3. In what ways does the SIR model of constructive feedback enhance elementary school students' independence and self-regulated learning at Emirates American School in Sharjah?
4. What is the effect of SIR constructive feedback on the social-emotional learning (SEL) of elementary school students at Emirates American School in Sharjah, specifically in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making?

### **Research Hypotheses**

For the purposes of answering research questions two, three, and four the following null and alternative hypotheses were investigated.

H<sub>01</sub>: SIR constructive feedback does not positively influence the academic performance of Elementary students at Emirates American School.

H<sub>a1</sub>: SIR constructive feedback positively influences the academic performance of Elementary students at Emirates American School.

H<sub>02</sub>: SIR constructive feedback does not positively influence the independence of Elementary students at Emirates American School.

H<sub>a2</sub>: SIR constructive feedback positively influences the independence of Elementary students at Emirates American School.

H<sub>03</sub>: SIR constructive feedback does not positively influence the social-emotional learning of Elementary students at Emirates American School.

H<sub>a3</sub>: SIR constructive feedback positively influences the social-emotional learning of Elementary students at Emirates American School.

## LITERATURE REVIEW

### Constructive Feedback

Constructive feedback in education brings direct impact on student learning outcomes alongside their growth as teaching professionals. Research publications highlight the effectiveness of complete guidance systems which boost students' performance and increase their motivation along with self-assurance (Gnepp et al., 2020; Abi-Esber et al., 2022). Student learning becomes active when feedback is constructive because it enhances their material awareness and reflexive abilities (Fuentes-Cimma et al., 2024). The educational environment depends on these feedback methods because they build student value while improving work performance (Wisener et al., 2024).

The process of giving constructive feedback enables students to achieve independence because teachers provide explicit guidance for progression. Student learning responsibility and practical goal management happen when they receive feedback that shows specific advancement directions and guidance at each step. Students who pass through the empowerment process develop both increased self-confidence and independence which makes them stronger problem-solving individuals (Lança, 2023). The implementation of constructive feedback helps teachers and students develop mutual trust which optimizes their communication process (Wisener et al., 2024). Through educational data teachers can modify their instructional methods by providing targeted teaching approaches which stem from student requirement identification (Fuentes-Cimma et al., 2024). Moreover, feedback systems make teachers more adaptable in their teaching strategies (Fuentes-Cimma et al., 2024).

### Constructive Feedback, Academic Performance, and Independence

The implementation of constructive feedback leads to improved student outcomes through exact academic support that helps students meet their academic objectives. Within his study Hasan (2024) demonstrates that effective immediate feedback supports students through constructive learning environments which promote educational development and continuous educational processes. According to Lanca (2023), student development of effective learning approaches and progress assessment relies on the acquisition of metacognitive abilities. Students achieve better results through independent strategic approaches in self-regulated learning which constructive feedback enhances (Fuentes-Cimma et al., 2024).

## Constructive Feedback and Social-Emotional Learning

SEL implements encouraging feedback to transform student development of self-awareness alongside self-management and social awareness and relationship abilities and responsible decision-making competencies. New scholarly studies like Øen et al. (2024) demonstrate the need to maintain emotional support together with constructive feedback for boosting student self-esteem and confidence. Strategic improvement recommendations help students learn productive techniques to control their emotions and conduct which results in self-management development (Sethi & Jain 2024). Student social abilities develop stronger through feedback reflection and discussions which build their relationship-building capabilities and communication effectiveness. Through these engagements students learn to make sound constructive decisions through which they develop their social-emotional capabilities (UNESCO, 2024).

### Introduction to the SIR Constructive Feedback Model

As structured feedback method, the SIR (Strengths, Improvements, Response) model directs evaluators to identify positive aspects and make improvement recommendations while asking learners for their response. The model delivers feedback through balance to activate student learning growth and their class engagement. The SIR model implements several implications that boost student growth and teaching independence (see Figure 1).



Figure 1: SIR Model (Strength-Improvement-Response)

The Strength-Improvement-Response (SIR) framework represents a popular model that instructors and professionals use extensively to deliver constructive feedback across educational and professional domains. The operational roots of this model emerge from original implementation over attributing it to specific institutions or individuals. The framework establishes a hands-on approach to result in meaningful exchanges between individuals and helps them recognize their strengths while improving their weaknesses and generating active actions from those receiving feedback.

Conformance of SIR framework principles to established educational and psychological theories about effective feedback exists although its original development history remains undocumented. The SIR framework shows clear compatibility with Vygotsky's (1978) Zone of Proximal Development theory because it presents guidance that matches each individual's learning potential. The framework demonstrates concepts from Social Learning Theory which Bandura (1977) presents through its focus on reinforcement mechanisms that enhance self-reflection processes during learning.

### *Strengths*

Students gain stronger confidence through positive affirmation of their strong work elements. The recent research by Williams (2024) demonstrates that focusing feedback on student strengths creates positive effects on their motivation as well as functions to build self-esteem essential for learning achievement. Positive reinforcement provides students with a clear sense of their abilities to generate successful results both present and future (Fuentes-Cimma et al., 2024). Identifying student capabilities through recognition enhances their self-confidence and motivation and acts as a basis for long-term educational achievement according to Skedsmo and Huber (2024).

### *Improvement*

Feedback that builds up offers educational statements indicating which aspects need development. The research by Gnepp et al. (2020) demonstrates that students need specific feedback which leads to performance-enhancing strategy development and leads to better learning success. The combination of student-instructor feedback allows both parties to identify weak areas thus establishing customized plans for development (Williams, 2024). Research demonstrates that particular feedback methods produce superior educational achievements.

### *Response*

The practice of inviting students to respond to feedback allows for meaningful dialogue which improves their dedication to learning. Students who participate in feedback discussions with Rabbani & Husain (2024) develop active learning skills and increase self-reflection abilities needed for self-regulated learning. Through educational discussions between students and their instructors they can both absorb feedback so students can better control their development thus improving their academic success (Skedsmo & Huber, 2024). Strengthening the feedback loop happens through these interactions so students stay involved throughout their learning process.

## **METHODOLOGY**

### **Quantitative Data Collection**

The researcher used a quantitative approach to collect and analyze data. The researcher designed and distributed two reliable questionnaires in order to collect and analyze data from both students and teachers. The researcher triangulated data findings from both students and teachers along with the notebooks work scrutiny to aid in the creation of better and broader understanding of the subject under investigation as well as more broad conclusions.

## Data Collection and Instrumentation

### *Questionnaire Sampling Strategy and Rationale*

Purposive sampling was employed for quantitative data collection. In that regard, the researcher spread the two questionnaires among students and teachers in the elementary school of Emirates American School, Sharjah. The SIR framework (Strengths, Improvements, Response) was the primary guide for creating two surveys for students and teachers to ensure that each section matched the standards for delivering and assessing constructive feedback.

### *Students' Questionnaire*

The researcher distributed the questionnaire to all the students at EAS Elementary School. The total number of Elementary students at EAS is 586. The researcher received 295 responses. The student questionnaire applied SIR framework principles through questions that explored the frequency of receiving SIR constructive feedback in their notebooks. Three key evaluation areas included an analysis of achievements within the Strengths section together with determination of suggestions clarity within Improvements and observation of feedback usefulness toward personal goal achievement in the Responses section.

The questionnaire contained three categories to measure feedback impact starting with “The feedback has helped you improve your academic performance” for academic effects and continuing to “The feedback helps you become more independent in your learning” for self-directed learning and concluding with the evaluation of “The feedback helps enhance social-emotional growth.”

### *Teachers' Questionnaire*

The researcher distributed the questionnaire to all the teachers at EAS Elementary School. The total number of Elementary teachers at EAS is 43. The researcher received 42 responses. The teachers' questionnaire assessed frequency of SIR implementation while asking “How often do you provide SIR constructive feedback in students' notebooks?” The assessments included statements that reviewed feedback priority for student strengths and also asked questions about the improvement suggestions provided by teachers. Teachers through the Response part expressed their opinion on how students applied feedback to create objectives along with monitoring their advancement.

The survey included queries regarding how feedback generates academic improvement while aiding students in working independently and developing emotional strength by acknowledging their capabilities.

## Data Analysis

In the quantitative data analysis, the data had been exported to Excel and then analyzed electronically using exploratory fact analysis to identify relevant and meaningful factors that address the research questions guiding the study with the help of Statistical Package for Social Scientists (SPSS) software.

## Characteristics of Participants

### *Students*

The Elementary students who participated in the questionnaire come from grades 1 to grade 5, with the largest group in Grade 3, making up 23% of the participants. Grade 1 and Grade 2 account for 18.7% and 17.2%, respectively, while Grades 4 and 5 represent 22.7% and 17.2%. When it comes to how long students have attended Emirates American School, the largest group (31%) have been enrolled for less than a year. Those with 1-2 years of experience make up 21.5%, followed by 26.6% who have been at the school for 3-4 years, and 16% have been students for more than four years.

### *Teachers*

Total number of 42 responses were collected after roughly 4 days of spreading the questionnaire. The teachers who participated in the questionnaire represent various grade levels in Elementary section and teaching experiences. The distribution by grade shows that 16% of teachers work with Grade 1 students. Teachers working with Grade 2 make up 10%, while Grades 3 and 4 account for 11% and 16%, respectively. Grade 5 has the highest proportion, with 19% of teachers. Regarding teaching experience at Emirates American School, nearly half (48%) have been teaching for less than a year. Teachers with 1-2 years of experience constitute 9.6%, those with 3-4 years represent 14.4%, and 28.8% have been teaching for more than four years.

## Scale Reliability

### *Students' Questionnaire*

In determining the reliability of the students' questionnaire, Cronbach's alpha for questions that used a 4-point Likert scale is 0.9 which is excellent as shown in Table 1.

Table 1: Reliability Statistics – Students' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.918	9

### *Teachers' Questionnaire*

In determining the reliability of the teachers' questionnaire, Cronbach's alpha for questions that used a 4-point Likert scale is 0.960 which is excellent as shown in Table 2.

Table 2: Reliability Statistics – Teachers' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.960	10

### KMO & Bartlett’s Test of Sphericity

The KMO & Bartlett's Test of Sphericity were calculated to answer the research hypotheses and indicate the strength of the relationship among variables. The KMO result for students’ survey is .915 and for teachers’ survey is .901 which means that factor analysis can proceed. Additionally, the significance level is small enough to reject the null hypothesis and confirm that there are patterned relationships that exist amongst the variables i.e., there are strong correlations among SIR Constructive feedback on the academic performance and the social emotional learning of the students at Emirates American School (see Tables 3 & 4).

Table 3: KMO and Bartlett’s Test - Students’ survey

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.915
Bartlett's Test of Sphericity	Approx. Chi-Square	1587.951
	df	36
	Sig.	<.001

Table 4: KMO and Bartlett’s Test - Teachers’ survey

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.901
Bartlett's Test of Sphericity	Approx. Chi-Square	499.104
	df	45
	Sig.	<.001

### Exploratory Factor Analysis

Exploratory factor analysis was performed to count the variables' influences and identify how the variables related to one another. It also aided in figuring out what each component stands for. The first component has the strongest correlation with independence and social-emotional learning. The academic performance makes up the second component (see Table 5).

Table 5: Rotated Component Matrix<sup>a</sup>

Component Matrix <sup>a</sup>	Component	
	1	2
Importance of strengths in the feedback	.524	.768
Feedback suggestions for improvement are specific.	.660	.532
The SIR feedback helps improving students’ academic performance.	.900	.077

improvements in students' work after providing SIR feedback.	.940	
Students' independence after receiving SIR feedback.	.941	
Students using the SIR feedback to set goals and track their progress.	.952	
SIR Feedback boosts students' confidence.	.914	
SIR feedback helps students manage their emotions.	.926	
You observe improvements in students' social interactions and relationships after providing SIR	.905	
The SIR feedback promotes responsible decision-making among students.	.866	

Table 6: Descriptive Statistics – Students Survey

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Std. Error
Grade	295	1	5	3.02	1.364	-.084	.142	-1.189	.283
Experience years	295	1	4	2.38	1.133	.095	.142	-1.398	.283
Frequent Provision of SIR	295	1	5	4.33	.981	-1.279	.142	.848	.283
The feedback on your strengths (what you did well) is helpful.	295	1	4	3.47	.664	-1.229	.142	1.723	.283
The suggestions for improvement in your feedback are clear.	295	1	4	3.45	.754	-1.573	.142	2.583	.283
The feedback has helped you improve your academic performance.	295	1	4	3.48	.664	-1.347	.142	2.237	.283
The feedback helps you become more independent in your learning.	295	1	4	3.36	.809	-1.258	.142	1.128	.283
You use the feedback to set goals for yourself and track your progress.	295	1	4	3.44	.771	-1.482	.142	1.990	.283
The feedback comments make you feel more confident in your abilities.	295	1	4	3.43	.739	-1.350	.142	1.726	.283
The feedback helps you understand and manage your emotions better.	295	1	4	3.44	.748	-1.364	.142	1.629	.283
The feedback encourages you to build better relationships with your classmates and teachers.	295	1	4	3.46	.708	-1.212	.142	1.131	.283
You feel more responsible and capable of making decisions after receiving feedback.	295	1	4	3.38	.820	-1.400	.142	1.562	.283
Valid N (listwise)	295								

Table 7: Descriptive Statistics – Teachers Survey

Descriptive Statistics											
	N	Minimum	Maximum	Mean	Std. Error	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
grade you teach	42	1	6	4.07	.288	1.866	-.463	.365	-1.295	.717	
Years of teaching	42	1	4	2.24	.204	1.322	.336	.365	-1.709	.717	
SIR Feedback Provision	42	3	5	4.69	.093	.604	-1.838	.365	2.351	.717	
Importance of strengths in the feedback	42	2	4	3.57	.084	.547	-.765	.365	-.513	.717	
Feedback suggestions for improvement are specific.	42	2	4	3.45	.085	.550	-.265	.365	-1.034	.717	
The SIR feedback helps improving students' academic performance.	42	2	4	3.40	.097	.627	-.557	.365	-.547	.717	
improvements in students' work after providing SIR feedback.	42	2	4	3.33	.100	.650	-.455	.365	-.635	.717	
Students' independence after receiving SIR feedback.	42	2	4	3.29	.098	.636	-.317	.365	-.598	.717	
Students using the SIR feedback to set goals and track their progress.	42	2	4	3.29	.109	.708	-.476	.365	-.855	.717	
SIR Feedback boosts students' confidence.	42	2	4	3.43	.091	.590	-.457	.365	-.642	.717	
The SIR feedback helps students manage their emotions.	42	2	4	3.38	.102	.661	-.602	.365	-.588	.717	
You observe improvements in students' social interactions and relationships after providing SIR	42	3	4	3.43	.077	.501	.299	.365	-2.008	.717	
The SIR feedback promotes responsible decision-making among students.	42	2	4	3.48	.092	.594	-.637	.365	-.497	.717	
Valid N (listwise)	42										

### Credibility, Validity & Reliability

To assure the credibility and validity of the study, data triangulation was utilized by analysing and comparing the results from both the students' and teachers' surveys. This approach is important as it strengthens the trustworthiness of the findings and allowed the researcher to draw valid conclusions from the study. To ensure reliability, the internal consistency of the survey instruments was measured using Cronbach's alpha for questions using a 4-point Likert scale resulting in .918 for the students' survey and .960 for the teachers' survey, indicating high reliability of the data collection tools (see Tables 1 & 2).

### FINDINGS

The findings are derived from the analysis of both students' and teachers' surveys along with the work scrutiny conducted in the Elementary Section between the periods of 7 February 2025 till 10 February 2025.

## Implementation of SIR Feedback

The first research question of this study is, “How frequently is SIR (Strengths, Improvements, Response) constructive feedback provided in the notebooks of the elementary school students at Emirates American School in Sharjah?” To address this inquiry, the data from work scrutiny has been analyzed along with triangulating the data from section 2 in both students’ and teachers’ surveys.

### Work Scrutiny

The work scrutiny indicates an 80% of effective implementation for SIR constructive feedback in all subjects across the Elementary section at Emirates American School (see Figures 2 & 3 and Table 8).

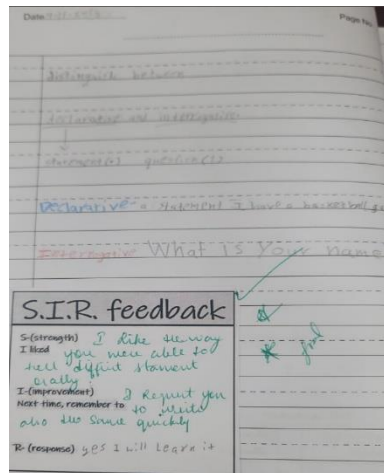


Figure 2: SIR constructive feedback sample in one English notebook

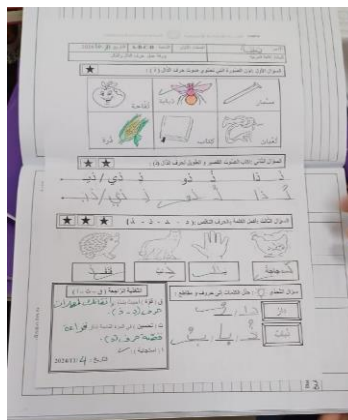


Figure 3: SIR constructive feedback sample in one Arabic notebook

Table 8: Work Scrutiny Findings

Total number of classes in each department is 23	Number of Classes checked in each Department	Number of notebooks checked in each Department	Number of classes where SIR Constructive Feedback is effectively implemented	Number of classes where SIR Constructive Feedback is partially implemented	Number of classes where SIR Constructive Feedback is not implemented
English	23	69	20	2	1
Percentage	100%	100%	87%	8.5%	4.5%
Science	23	73	21	2	0
Percentage	100%	106%	91.5%	8.5%	0%
Math	22	62	18	4	1
Percentage	96%	90%	78%	17.5%	4.5%
Arabic	23	69	21	2	0
Percentage	100%	100%	91.5%	8.5%	0%
Social	23	69	21	1	1
Percentage	100%	100%	91%	4.5%	4.5%
Islamic	23	69	9	11	3
Percentage	100%	100%	39%	48%	13%
<b>Total</b>	<b>137</b>	<b>411</b>	<b>110</b>	<b>22</b>	<b>6</b>
Percentage	99%	99%	80%	16%	4%

*Students' Survey*

The survey shows students receive SIR constructive feedback in their notebooks always according to 62.1% of respondents. Feedback distribution reveals that students receive it often by 14.2% while another 19.7% receive it sometimes. Students who rarely receive constructive feedback make up just 2.4% of the student population but those who never get such feedback represent an even smaller percentage of 1.7% (see Figure 4).



Figure 4: Frequent Provision of SIR Feedback- Students' Survey

*Teachers' Survey*

Teachers provide SIR constructive feedback in students' notebooks to the extent of 76% in every instance. Feedback provision practices of staff members include a significant 17.1% level of consistent feedback delivery and 7.3% delivery on occasion. Survey participants stated that none of them failed to provide students with SIR feedback (see Figure 5).

3. How often do you provide SIR constructive feedback in students' notebooks?



Figure 5: Frequent Provision of SIR Feedback – Teachers’ Survey

*The Quality of SIR Provided*

The quality of SIR feedback in the Elementary Section at Emirates American School appears to be highly effective and well-structured. With almost all (98%) of teachers agreed on the significance of raising students' strengths through feedback comments. Teachers provide precise feedback which leads to an equal 98% teacher agreement about the quality of their improvement suggestions for students' advancement in learning. Very low educator disagreement rates between 2% for both aspects prove that the feedback system functions effectively (see Figure 6).

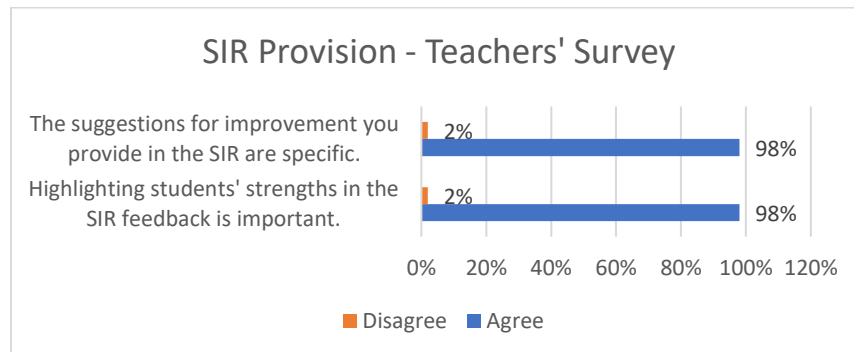


Figure 6: Quality Provision of SIR Feedback – Teachers’ Survey

*Data Triangulation*

The combination of work scrutiny results and student survey data together with teacher survey findings establishes that the Elementary Section of Emirates American School implements SIR (Strengths, Improvement, and Response) constructive feedback effectively. Work scrutiny of students’ notebooks across all subjects in the Elementary section between February 7–10, 2025 revealed that SIR feedback was applied effectively by teachers at an 80% rate. Survey results from students validate the feedback findings because 76% of students receive SIR feedback consistently and 20% of students receive it occasionally. Feedback responses from educators validate this pattern as they provide feedback at a rate of 93%. The gathered research findings show sustained

backing for constructive feedback implementation in Elementary section of Emirates American School.

### Impact of SIR Feedback on Students Performance

The second research question of this study is, “What is the impact of the consistent provision of SIR constructive feedback on the academic performance of elementary school students at Emirates American School in Sharjah?” To address this inquiry, the following hypotheses were set. The significance level is small enough to reject the null hypothesis (see Tables 3 & 4).

H<sub>01</sub>: SIR constructive feedback does not positively influence the academic performance of Elementary students at Emirates American School.

H<sub>a1</sub>: SIR constructive feedback positively influences the academic performance of Elementary students at Emirates American School.

#### Students' Survey

The student surveys show that 93.9% of students accept strength-based feedback improves both their confidence and motivation while 92.9% find the provided improvement suggestions easy to understand. SIR feedback has resulted in academic progression according to 94.6% of students. The research findings demonstrate that SIR feedback makes a positive impact on learning through student reactions which show less than 7.1% disagreement (see Figure 7).

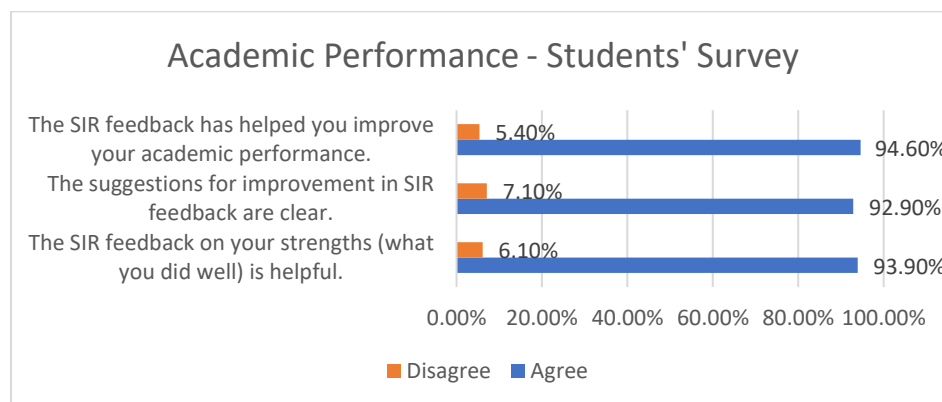


Figure 7: Academic Performance - Students' Survey

#### Teachers' Survey

Teachers strongly accept that SIR constructive feedback enhances student academic performance based on the survey results. 93% of teachers recognize SIR feedback as crucial for student work development which strengthens its role in educational growth. 91% of teachers observe actual improvements in student accomplishments following feedback provision which demonstrates the practical contributions to academic achievements. The results show through 7–9% of dissenting

responses that SIR feedback has proven to be a valuable resource for achieving academic achievements (see Figure 8).

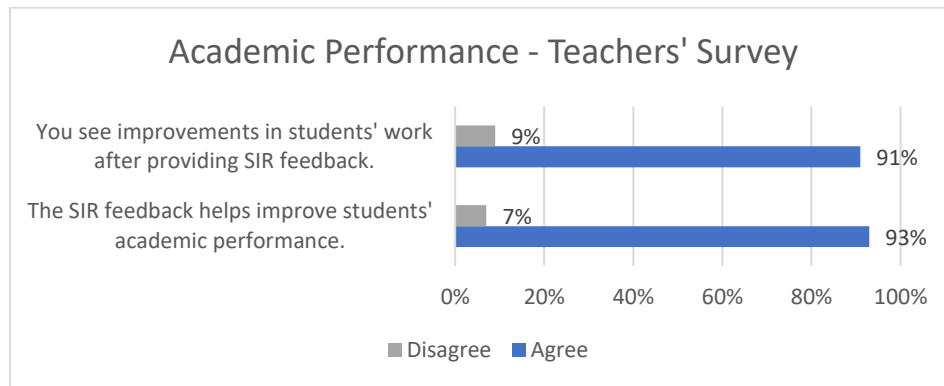


Figure 8: Academic Performance - Teachers' Survey

### *Data Triangulation*

Academic performance data gathered through student and teacher surveys demonstrates the major effects of SIR constructive feedback. Most students receive benefit from constructive feedback about their strengths since 93.9% of them appreciate these types of comments which serve to motivate students and increase their confidence levels. Students observe that their development recommendations are straightforward according to 92.9% of respondents and report that 94.6% of them have noticed SIR feedback promoting academic growth. The majority of teaching staff share these findings because they witness how SIR feedback enables student improvement through classroom observations. The surveys demonstrate that SIR feedback maintains terrific acceptance with students and staff as disagreement rates stayed low under 9% thus proving itself as a vital tool for academic growth in student learning.

### **Impact of SIR Feedback on Students Independence**

The third research question of this study is, “In what ways does the SIR model of constructive feedback enhance elementary school students' independence and self-regulated learning at Emirates American School in Sharjah?” To address this inquiry, the following hypotheses were set. The significance level is small enough to reject the null hypothesis (see Tables 3 & 4).

H<sub>02</sub>: SIR constructive feedback does not positively influence the independence of Elementary students at Emirates American School.

H<sub>a2</sub>: SIR constructive feedback positively influences the independence of Elementary students at Emirates American School.

### Students' Survey

Survey results from students show that SIR constructive feedback effectively promotes student independence in their studies by 87.8%. Student feedback through SIR allows 87.8% of learners to become more independent and shows its capabilities to develop self-directed learning. Almost all students (90.9%) effectively use SIR feedback as guidance for goal setting while monitoring their academic progress. These results prove SIR feedback serves as an effective mechanism for developing student independence because its disagree rates stay below 12.2% (see Figure 9).

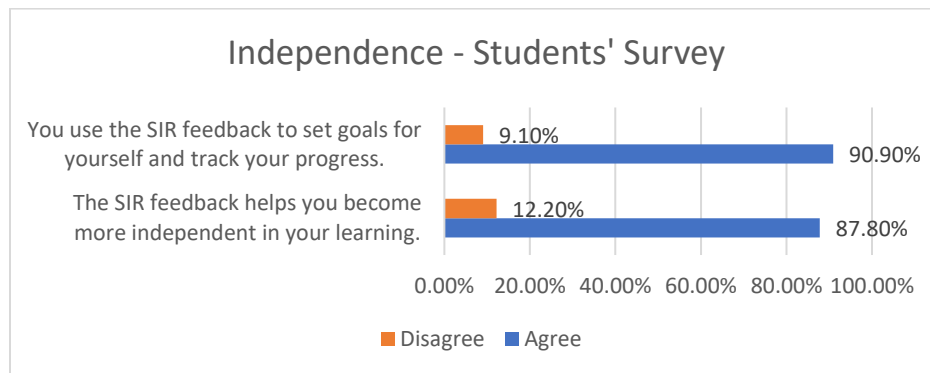


Figure 9: Independence - Students' Survey

### Teachers' Survey

The feedback data from SIR demonstrates its essential role to enhance student independence in the learning process. SIR feedback proves its effectiveness in teaching students to become self-reliant as 90% of teachers agree with this observation. The survey indicates that SIR feedback produces positive results because 86% of teachers noticed their students implementing this approach to establish learning goals and monitor their educational advancement. According to data presented, the importance of SIR feedback as an educational tool becomes evident when the overall disagreement stands at 14% or lower (see Figure 10).

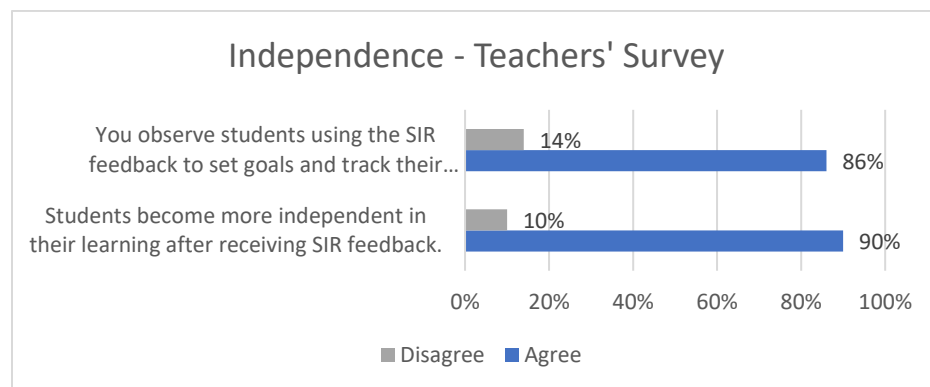


Figure 10: Independence - Teachers' Survey

### *Data Triangulation*

SIR provides constructive feedback which results in an enhancement of student independence as evidenced through combined student and teacher survey results. Student Population shows that 87.8% endorse SIR feedback as a tool that improves their independent learning ability which supports their self-directed learning along with critical thinking development. The target audience efficiently employs SIR feedback for goal setting and progression monitoring because 90.9% of students depend on it to develop their academic self-regulation. Educators support these findings because they detect their students becoming more independent following feedback provision and because their students effectively use SIR feedback to navigate learning processes. The gathered data shows that SIR feedback serves as a widely adopted essential instrument for student-driven learning such that disagreement between researchers and participants reaches levels below 14%.

### **Impact of SIR Feedback on Students Social-Emotional Learning**

The fourth research question of this study is, “What is the effect of SIR constructive feedback on the social-emotional learning (SEL) of elementary school students at Emirates American School in Sharjah, specifically in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making?” To address this inquiry, the following hypotheses were set. The significance level is small enough to reject the null hypothesis (see tables 3 & 4).

H<sub>03</sub>: SIR constructive feedback does not positively influence the social-emotional learning of Elementary students at Emirates American School.

H<sub>a3</sub>: SIR constructive feedback positively influences the social-emotional learning of Elementary students at Emirates American School.

### *Students' Survey*

The students express their agreement at 91.2% that SIR feedback aids their confidence development which advances their self-esteem while accelerating their personal progression. Students who received SIR constructive feedback exhibit a complete agreement with its ability to improve emotional management skills which supports both emotional regulation and well-being. The feedback system helps create stronger social networks because 90.8% of students reported that it motivates them to establish better relationships with classmates along with their teachers. Through this feedback mode 89.2% of students developed better personal accountability alongside decision-making capability thus strengthening their independent thinking ability. The power of SIR feedback to develop students' such interpersonal attributes become clear from the low 10.8% disagreement rate (see Figure 11).

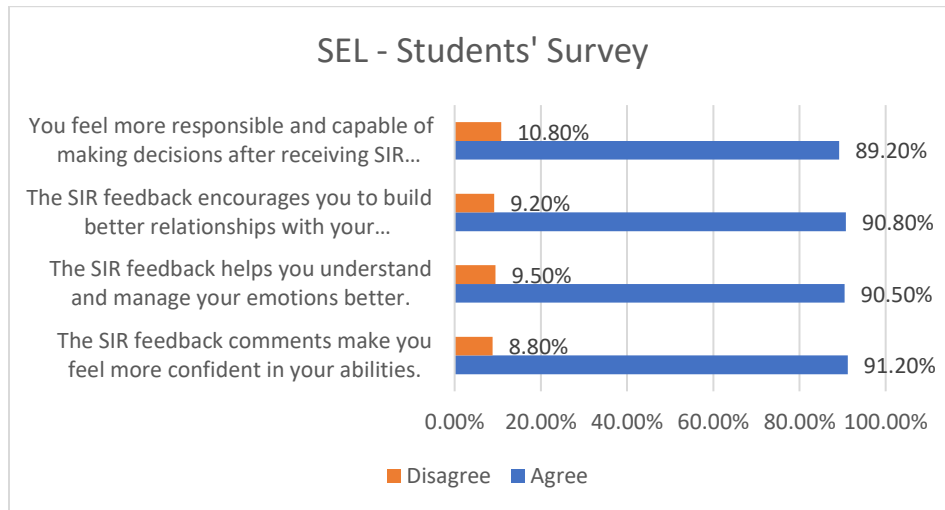


Figure 11: SEL - Students' Survey

*Teachers' Survey*

A large percentage of 95% teachers validate that feedback about student strengths elevates self-confidence. The survey results show that SIR feedback helps students regulate their emotions according to 90% of respondents. The effectiveness of feedback in building positive teacher-student connections coupled with students improved social relationships becomes evident through teachers noting these improvements in 100% of cases. SIR feedback has proven to be a crucial instrument in responsible decision-making because 95% of participants observe this effect which fosters student self-awareness alongside accountability. The conclusion from these results proves SIR feedback enables student development of social-emotional learning while maintaining under 10% disagreement levels (see Figure 12).

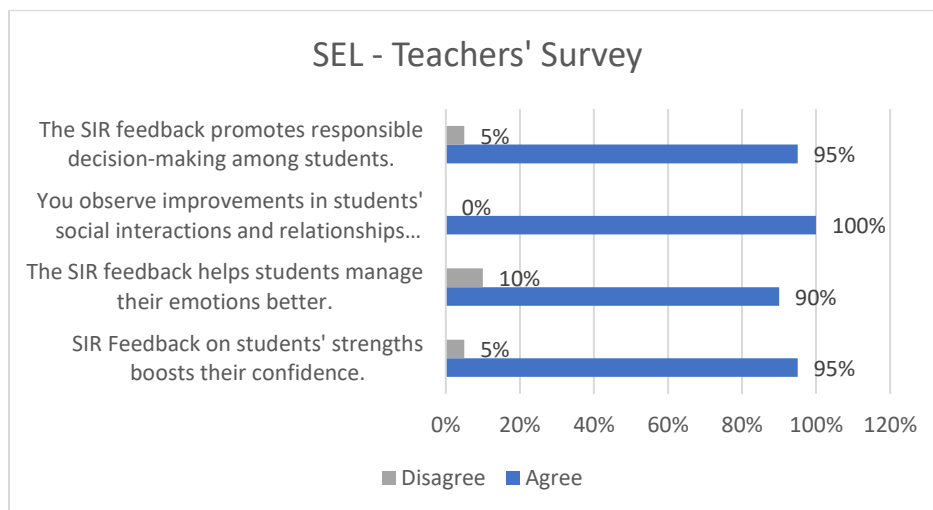


Figure 12: SEL - Teachers' Survey

### *Data Triangulation*

Both teacher survey and student survey demonstrate SIR constructive feedback leads positively to student social-emotional learning. Opinions from students and teaching staff show a substantial agreement that SIR feedback enhances student confidence because 91.2% of learners and 95% of teachers agree about this relationship. Furthermore, 90.5% of students joined 90% of teachers in acknowledging SIR feedback as an effective method to guide students through emotional understanding and management. Students and teachers agree through survey results that feedback enhances social bonds after 90.8% of students confirmed building relationships from feedback interactions. Every one hundred percent of teachers observed better student-to-student interaction with SIR feedback. A significant proportion of students (89.2%) together with all teachers (95%) acknowledge that SIR feedback helps students make responsible decisions which supports their independence and accountability. The research indicates SIR feedback functions as an indispensable resource because student and teacher agreement rates stay below 10.8%.

## **DISCUSSION**

Student academic performance shows positive improvement due to SIR constructive feedback because students develop continuous improvement through consistent well-directed feedback. The S in SIR feedback concentrates on student strengths allowing learners to understand themselves better and maintain their accomplishments while continuing their effective approaches. Students obtain their developmental areas as improvement through the I component while receiving performance directions to progress better. Under the R segment students accept their achievements and their needs for development. Through the R component the teacher establishes a common dialogue platform which enables students to become accountable for their academic development. Students achieve stronger academic motivation levels while increasing their self-awareness due to SIR feedback mechanisms. Academic studies addressed in literature show that student learning progresses better through formative assessments along with purposeful and constructive feedback that becomes an essential factor for academic success (Black & Wiliam, 1998).

The application of SIR feedback results in better learning independence for students because it builds their self-regulation skills and helps them establish educational targets. Students learn better due to I-section guidance on improvement areas so they develop self-monitoring capabilities and independence in their studies along with better academic method adaptation. According to Zimmerman (2002) self-directed learning advances when students find better methods through valid feedback which enhances their autonomy with simultaneous improvements in their motivation.

Students gain enhanced confidence together with improved emotional regulation and better interpersonal relationships due to receiving SIR feedback in their social-emotional learning process. The research shows how S section positive reinforcement forms the basis of student growth because it creates higher performance self-confidence while sharpening their self-awareness. The I section provides individualized guidance to students making it specific and helping them develop resilience while sharpening their self-management skills. The R in the SIR feedback process enables students' self-reflection and boosts the communication channels between teachers and students which produces social awareness as well as relationship skills and creates

accountability for their learning to develop responsible decision-making abilities. Research by Hattie and Timperley (2007) demonstrates that well-structured feedback enhances student emotional wellness together with self-efficacy so it strengthens an emotionally rewarding educational space. The SIR model helps establish an environment which promotes social-emotional growth of students along with creating a positive learning environment (Monteiro et al., 2021).

These findings collectively emphasize the holistic benefits of SIR constructive feedback not only in improving students' academic performance but also in empowering them to become independent learners and in enhancing their social-emotional learning.

## **CONCLUSION AND RECOMMENDATION**

The investigation confirms that constructive SIR feedback produces substantial effects on academic results and student independence alongside social-emotional learning development. Systematic feedback delivery allows students to become more involved in their learning while developing their self-regulation abilities and interpersonal competencies. SIR feedback strengthens academic development through three key mechanisms: it helps students build their existing capabilities as well as supplies exact ways for improvement and cultivates continuous learning environments. SIR's essential function helps students reach independence by teaching them how to establish goals together with monitoring their advancement throughout their educational process. SIR feedback generates social-emotional advantages through its influence on developing peer partnerships and teacher-student connections and enhancing emotional control together with boosting confidence levels.

Multiple recommendations exist for using SIR constructive feedback to achieve maximum benefits based on the study results. Teachers should provide regular specific and action-based supportive feedback which both supports student independence through self-regulated learning and goal-setting behavior alongside personal growth enhancement. A well-defined improvement path gives students authority over their studies by allowing them to build plans and perform self-reflection and modify their approach when advancing through the learning materials. Students learn to track their learning approaches through self-assessment when feedback provides structure and this leads them to identify problems and solve them by themselves. The feedback process builds student confidence and independence as well as supports their ability to take academic decisions independently. The learning process fostered by feedback builds critical life-long learning abilities that help students become flexible and resilient learners. Students should both interact with received feedback and make time to both analyze their educational experience as well as share their academic achievements with teachers.

The students need to recognize their strengths while applying recommendations and actively respond to feedback through clear feedback requests and development monitoring alongside productive student-teacher discussions about their learning process. The collaborative feedback process enhances its effectiveness through continuous interaction between both parties thus it promotes student confidence and promotes emotional control and interpersonal connections. Feedback that identifies student strengths helps validate their abilities to create both improved

motivation and enhanced self-assurance. Professional feedback guidance directs students toward better strategy management of emotions while decreasing their anxiety levels and developing their growth-oriented beliefs. The use of structured feedback leads educators and students to build positive professional connections while creating supportive learning spaces, which inspires continued connection between students and their teachers. Through its development of metacognitive along with emotional intelligence abilities SIR feedback prepares students with capabilities that will support their lifelong personal and professional success.

The integration of structured feedback practices remains essential for schools to develop because teachers need ongoing training about effective feedback delivery and students need to participate actively in their learning journey. Educational outcomes both for academic and personal development will improve when schools develop emotional resilience through continuous improvement and student autonomy culture.

## REFERENCES

- Abi-Esber, N., Eliyahu, M., Malik, J., & Torrance, P. (2022). The role of constructive feedback in enhancing workplace performance. *Journal of Educational Development*, 18(3), 145-160.
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Fuentes-Cimma, J., Lopez, S., Banerjee, K., & Patel, N. (2024). Constructive feedback as a driver of self-regulated learning in classroom contexts. *Educational Research Review*, 20(1), 34-47.
- Gnepp, J., Huff, J., & Little, J. (2020). Future-focused feedback: A strategy for improving motivation and performance. *Educational Psychology Journal*, 15(2), 112-128.
- Hasan, R. (2024). Effective feedback strategies for fostering academic success. *Global Journal of Educational Thoughts*, 2(1), 89-102.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Lança, T. (2023). The role of feedback in promoting metacognitive skills and independent learning. *International Journal of Pedagogical Innovations*, 10(2), 56-70.
- Monteiro, V., Carvalho, C., & Santos, N. N. (2021). Creating a supportive classroom environment through effective feedback: Effects on students' school identification and behavioral engagement. *Frontiers in Education*, 6, Article 738673. <https://doi.org/10.3389/feduc.2021.738673>

- Øen, T. H., Larsen, R., & Iversen, K. (2024). Emotional support and constructive feedback: Building confidence through SEL practices. *Journal of Social and Emotional Learning*, 12(4), 223-240.
- Rabbani, S., & Husain, A. (2024). Enhancing self-reflection and active learning through feedback dialogue. *Educational Dialogue Quarterly*, 8(3), 175-189.
- Sethi, D., & Jain, P. (2024). Constructive feedback for self-management: Techniques and outcomes. *Journal of Educational Strategies*, 11(3), 99-112.
- Skedsmo, G., & Huber, S. G. (2024). Building motivation and confidence through recognition of strengths. *Educational Innovations Review*, 19(2), 31-45.
- UNESCO. (2024). *Social and emotional learning guidebook*. UNESCO. [https://articles.unesco.org/sites/default/files/medias/fichiers/2024/10/07.Social\\_Emotiona%20l\\_Learning\\_Guidebook\\_19Jun2024.pdf](https://articles.unesco.org/sites/default/files/medias/fichiers/2024/10/07.Social_Emotiona%20l_Learning_Guidebook_19Jun2024.pdf)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. & Trans.). Harvard University Press.
- Williams, A. (2024). Delivering effective student feedback in higher education: An evaluation of the challenges and best practice. *International Journal of Research in Education and Science*, 10(2), 473–501. <https://doi.org/10.46328/ijres.3404>
- Wisener, A., Tanaka, H., Liu, Z., & Kim, Y. (2024). Strengthening teacher-student relationships through feedback mechanisms. *Teaching and Learning Journal*, 14(1), 203-220.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. [https://doi.org/10.1207/s15430421tip4102\\_2](https://doi.org/10.1207/s15430421tip4102_2)