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The Effects of Negative Feedback on Cognitive and Behavior Performance Related to Self-Efficacy

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Abstract

Keywords: Feedback, self-efficacy, reaction time, negative

Feedback is information or guidance in response to a behavior, action, or result. Feedback is a method for improvement and is a tool commonly used by professors, coaches, and bosses. Existing literature suggests that feedback can elicit emotional responses affecting attitudes and behaviors across contexts. Negative feedback specifically is understudied with variable findings; some literature suggests negative feedback is dismissed while other studies suggest that it may enhance performance. Similar inconclusive findings exist when examining ability-based and effort-based feedback. One factor that may play a role in the response to feedback is self-efficacy. Self-efficacy contributes to emotional reactions and thoughts surrounding an individual's ability to accomplish a task. In the present study, participants were exposed to negative ability-based feedback, negative effort-based feedback, or no feedback (control) during a stop-signal reaction time task. The study seeks to support the hypothesis that individuals who receive negative feedback will demonstrate slower reaction times, less accuracy, and slower latency in decision-making compared to individuals who receive no feedback. Additionally, it is expected that there will be a positive correlation between self-efficacy and task performance following negative feedback. The last hypothesis states that participants will perform better with ability-based feedback than effort-based feedback. Statistical analysis included a within-group t-test, correlational analysis, and an ANOVA. All participants were recruited through Belmont University Department of Psychology and Neuroscience SONA pool and were college students aged 18 years or older.