

UNIVERSITY “HASAN PRISHTINA” PRISHTINË
FACULTY OF EDUCATION



Drilon Krasniqi

**THE ROLE OF FEEDBACK IN INCREASING TEACHERS'
SELF-EFFICACY**

RESUME OF DOCTORAL THESIS

Prishtinë. 2022

As national institutions adopt new teacher evaluation policies and systems, school principals face constant pressure to improve the classroom learning process through rigorous evaluation, observation, and monitoring practices that include providing feedback on teacher practices. Glickman (2002) states that classroom observation and monitoring of teachers' work provides them with constructive feedback on their work practices. This information is a basic element to improve the performance of the school in general, as well as the work of teachers. Feedback can only be given by evaluators or school principals who have competence and knowledge in the field they supervise or evaluate. In addition, they need to know how teachers teach and how students learn certain subjects. According to Lochmiller (2016), if given feedback is within this framework, then it can improve the quality of teachers' practice and their sense of self-efficacy.

Teachers' self-efficacy (the state of mind needed to achieve a specific result based on a certain action) is related to the implementation of principals' recommendations based on teachers' evaluations (García-Ros et al., 2015). Self-efficacy is important in this study because if teachers do not feel that recommendations or feedback are reasonable, then they may be less likely to implement them, making it difficult to conclude that the perceptions of teacher's accuracy or self-efficacy (a personal perception of achieving a specific result from a given action) are more influential in the implementation of a recommendation.

The purpose of this research is to analyse the role of feedback that teachers receive during the performance evaluation process, in increasing their self-efficacy in teaching with a focus on the use of teaching strategies, student engagement, and classroom management. The research also aims to identify the role of demographic factors such as gender, work experience, teacher qualification, and educational level with which they work in increasing their self-efficacy and performance in teaching.

The research was carried out through the triangulation design of the mixed methodology, where the quantitative data was collected through a standardized questionnaire, while the qualitative data was collected through a semi-structured interview with school principals and a focus group with teachers.

The population in this research consists of primary and lower secondary education teachers in the Republic of Kosovo. To select them, we used data from the report "Statistical notes 2019/2020 - data on pre-university education" prepared through the Education Management Information System (MEST, 2020). Based on this report, the total number of primary and lower secondary education teachers working in all schools of the country is 17426, of which 10346 teachers are female and 7080 are male.

The selection of the sample was made based on the table of Cohen et al. (2017). According to her, for a confidence of 95% and with a margin of error of 5%, it is calculated to be N=377 teachers of primary and lower secondary education. For participation in the research teachers were selected according to the simple probability method (Crano et al., 2014).

Quantitative data was collected through the long form of the Teacher Sense of Efficacy Scale (TSES) questionnaire, which was adapted and modified to achieve the research goals. The TSES was developed by Tschannen-Moran & Hoy (2001), and after piloting it, they concluded that the long form of the questionnaire has a total of 24 questions and its overall reliability is $\alpha=0.94$. This questionnaire is used to collect data on the general feeling of teachers' efficacy, as well as on three specific areas of teaching: (a) Teachers' efficacy in the use of teaching strategies; (b) The efficiency of teachers in engaging students; and (c) Efficacy of teachers in classroom management. A section with 4 items for demographic data and another section with 19 questions have been added to this questionnaire to analyse the role of feedback in increasing the self-efficacy of teachers with a focus on the use of teaching strategies, engagement of students, and classroom management. Before using it for research purposes, it was piloted with a small sample of teachers of $N=43$, to measure the reliability of the questionnaire which results in $\alpha=0.883$.

To examine the relationship between the main variables of this study (feedback information; teachers' self-efficacy in teaching strategies; teachers' self-efficacy in student engagement, and teachers' self-efficacy in classroom management), as well as demographic variables (age; experience in teaching; qualification; and the level with which the teachers work) descriptive statistical analysis was done such as the arithmetic mean, mode, median, standard deviation, and frequency.

The first research question as well as the sub-questions are directly related to its purpose, and through Pearson Correlation analysis we have been able to see if there is a correlation between teachers' perceptions of the role of the feedback they receive during the performance evaluation process. (Independent variable) and their self-efficacy in using teaching strategies, student engagement, and classroom management (Dependent variables). While the second research question provides additional information regarding the changes in teachers' perceptions of self-efficacy (Dependent variable) depending on gender, work experience, and qualification (Independent variables), to analyse the relationships between these variables and to test the hypotheses of the research, the Kolmogorov-Smirnov test, and the Shapiro-Wilk normality test was first performed, in which it turns out that the distribution of the data is normal and the significance is $p>0.05$, in which case it guided us for further analysis of hypotheses to continue with parametric tests such as Independent Sample T-test and OneWay Anova.

The findings conclude that the more often teachers are monitored, the more often they receive feedback, and the more often they receive feedback, the higher their sense of efficacy is. The analysis of the results through Pearson correlation shows that feedback has a significant role in increasing the self-efficacy of teachers and there is a low positive correlation between gender, work experience, and qualification of teachers with their sense of self-efficacy, while moderate correlation between feedback on the use of teaching strategies and those on student engagement in increasing self-efficacy in these two areas. Analysis shows a high correlation between feedback information on classroom management and teachers' self-efficacy in this aspect. While the research hypotheses have been tested through the parametric tests Independent Sample T-test and OneWay

Anova, it results that demographic factors such as gender and the level at which teachers work have significant differences with their sense of efficiency, while on the other hand, work experience and their qualification do not show significant differences with their sense of efficiency.

Based on the results of the research it can be recommended:

- To build a system of trust and understanding between the evaluator and the teacher, so that the feedback received during the evaluation process is given based on the arguments and findings from that process.

- It is recommended that school principals (or evaluators) provide as much feedback as possible, because the more constructive feedback teachers receive, the higher their sense of efficacy.

- To draw up the action plan for evaluating the teachers' performance, where each of them can have a clear time when they will be evaluated.

- To create a mechanism for supervising the implementation of feedback and recommendations received during the evaluation process.

- It is recommended that teacher's welcome feedback after the performance evaluation process and find ways of implementing it in practice to improve the teaching process.

- Teachers should request more frequent monitoring and mentoring, in addition to the formal ones, since through this process they are helped in their professional development and growth.

- Teachers are recommended to follow professional development programs in the use of teaching strategies, student engagement, and classroom management to improve the teaching process and thus increase the learning results of students.

The results of the research will serve policymakers, school principals, and teachers towards building of a sustainable system of performance evaluation and raise the awareness on the necessity for designing mechanisms to supervise the implementation of the feedback obtained from this process to improve the teaching process at school.