

# Teacher Evaluation Feedback and Their Self-Efficacy in Classroom Management Skills

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## Abstract

The study of self-efficacy and its role in teacher performance has intrigued the interest of many researchers over the last two decades. This study aimed to examine the perceptions of teachers regarding the role of principal instructional feedback during the process of teacher performance evaluation in increasing self-efficacy and how it affects classroom management skills. Because self-efficacy is vital in determining teacher effectiveness and student achievement, little is known about the role of the teacher evaluation process in the self-efficacy and classroom management skills development of teachers. Quantitative correlational design methods were used to conduct this research, and the sample was chosen using the simple random sampling of 379 teachers in primary and lower secondary schools in the Republic of Kosovo. Data were gathered using the Teacher Sense of Efficacy Scale (TSES) long form, adapted and modified to meet the research objectives. A moderately positive relationship between evaluation frequency and feedback frequency, feedback frequency, and teacher self-efficacy in classroom management skills was revealed in this study. Additionally, a strong positive correlation between feedback on classroom management and teacher self-efficacy in classroom management skills was also observed. The more frequently teachers go through the performance evaluation process and the more feedback they receive, the more their self-efficacy grows and they develop classroom management skills.

## Keywords:

Classroom Management, Instructional Feedback, Teacher Self-efficacy

## Introduction

The role of feedback during the performance evaluation process for teachers in increasing self-efficacy at work has long been a variable in numerous studies in the social sciences. Harris et al. (2014) stated in their research that evaluations are critical to teachers because of the feedback they receive from evaluators. According to Darling-Hammond (2015) this type of evaluation serves several purposes. The most important purposes are giving and receiving feedback, implementing feedback, and improving student achievement, which affects the teacher's self-efficacy.



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Klassen and Tze (2014) found that self-efficacy is related to teacher performance at work and acts as a mediator between student stress management and the engagement of teachers in instructional practice. Fackler et al. (2021) mention that self-efficacy is related to teacher performance at work and serves as a mediator between student stress management and teachers' engagement in instructional practice.

A solid foundation for beliefs and perceptions of teachers about the importance of self-efficacy in teaching is provided in the research by Brouwers and Tomic (2000) and Stein and Wang (1988). These authors emphasise, in particular, that teacher self-efficacy should be evaluated as a result of the educational process, with variables such as student engagement, use of learning strategies, and classroom management, rather than as a determinant variable, as is often done in interdisciplinary studies.

The interrelationship of these factors in the work of teachers, which has not been sufficiently recognised and given the required importance, has been influenced by global developments and the circumstances of different nations. Education systems worldwide are undergoing ongoing reforms to create a more appropriate system to improve teaching quality and meet the demands of the twenty-first century. According to Saqipi et al. (2014) reforms in transitional countries should be viewed from the perspective of what kind of professionalism of teachers is needed and by paying close attention to the historical and social contexts that foster their professionalism. The professionalism of teachers should not be viewed linearly but rather through a careful examination of the contextual framework in which their reality is embedded.

With the implementation of the Kosovo Curriculum Framework, the primary responsibility for the outcomes of successful education reform has shifted to teachers. According to Vula et al. (2015) successful reform depends on how teachers perceive curriculum change and how prepared they are to act as change agents and develop professionally to respond to professional demands.

In this regard, it is necessary to first examine the actual situation in education, including their problems, challenges, and workplace difficulties. The best way to accomplish this is through teacher evaluation, continuous monitoring, observing teacher work in the classroom, professional development, collaboration with colleagues, students, parents, etc. Effective and highly qualified teachers must improve the teaching process and student engagement in lessons. To enhance these qualities, the Ministry of Education and Science has enacted legislation governing the criteria and qualifications that teachers must possess to be hired and increase their work efficiency. Furthermore,

after Administrative Instruction No. 14/2018, the conduct of the Teacher Performance Assessment to identify the needs for professional development and support them in improving teaching was called for (MASHT, 2018).

This research will focus on the evaluations made by the school principal at least twice during the school year by monitoring lessons using special forms and informally through mentoring, as needed and at the request of teachers. Formal evaluation is divided into three stages. In the first phase, a consultative meeting is held before the monitoring, where the assessor and the teacher discuss the expected results, the teaching methodology to be used, methods, strategies, forms of work, and the evaluation of artefacts (e.g. lesson plans, professional files of teachers), personal assessment diaries of students, etc.). Then, in the second phase, the progress of the lesson is monitored, and the assessor keeps detailed notes on the progress of the work. A formal meeting to discuss the results achieved, setbacks and the need for improvement, where the teacher receives feedback from the assessor, is scheduled when the lesson is over, in the third phase. With such a meeting, the teacher will be helped to improve their work to develop more effective teaching. According to Good et al. (2009) this process is defined as an effective way of engaging students, using effective learning strategies, and implementing appropriate classroom management methods while engaging all students in lessons.

More detailed studies are needed to identify the role of the feedback received by principals during the performance appraisal process. With such studies, it will be possible to increase the self-efficacy of teachers in teaching, focusing on developing classroom management skills. This gives significant importance to this research, and in this case, the social science literature would be further enriched. Particularly, the social science related to education would benefit, providing even more importance to the role of feedback received by teachers.

### *Literature Review*

Teacher performance evaluations have undergone a long transition. During this process, teacher performance was adapted with time. In Kosovo, since the end of the war, the government has constantly worked to reform the education system with the help of other national and international organisations. Still, it is shown in the Matura exam results, PISA (Programme for International Student Assessment) results, and unemployment rates that the education system that the desired results are not being obtained. One of the reasons for this is that it was not done enough to build a sustainable teacher performance evaluation system, leading to a lack of responsibility and accountability. For this reason, this area has not

yet been studied. There are no factual data that could be used to build such a system.

With the beginning of the implementation of the Kosovo Curriculum Framework, the main burden of successful reform in education has fallen on teachers. Considering their importance in this regard, it is necessary to first see the actual situation in education, problems, challenges, difficulties, etc. The best way to do this is through performance evaluation, observing the work of teachers in classrooms, organising the professional development activities of teachers, and cooperating with colleagues, students, parents, etc.

Sullivan and Glanz (2013) stated that supervision is an ongoing, non-judgmental, collaborative process that engages teachers in a dialogue that encourages deep reflective practices to improve teaching and student learning. In their conception of the clinical supervision process, the authors emphasised the importance of implementing a multistage process for principals to engage teachers in the supervision process. This includes an initial meeting before the conference, classroom observations, a meeting after the conference where the teacher receives instructional feedback, collaborative reflection and planning for instructional action.

The evaluation process provides teachers with meaningful information that encourages professional learning and growth. Hinchey (2010) says that policymakers should consider building an assessment system aimed at the continuous improvement of teachers and the counselling or suspension of teachers who cannot or do not want to improve. This evaluation system creates a basis for improving the education system, achieving student outcomes, and sustainable development. An integral part of the evaluation is feedback. In their research, Donaldson and Stobbe (2003) say that feedback is provided during the evaluation process. It informs the teacher and evaluator about what should be done to analyse the way towards improved effectiveness and to build the self-efficacy of teachers. According to Bandura et al. (1999), self-efficacy refers to the belief in one's own ability to complete tasks and reach goals and increases the effort, persistence, goal setting and performance of employees. A key attribute of effective teaching is the sense of self-efficacy of the teacher. This attribute influences the realisation of the teaching process, effective ways of engaging students, using effective learning strategies, and implementing appropriate classroom management methods by providing engagement of all students (Allinder, 1994).

Recent educational research conducted by Hallinger et al. (2018) and Murphy et al. (2013) found that teacher evaluation is crucial in improving efficiency and building a functional school management system. Also, the feedback that principals provide in building

the capacity and skills of teachers for classroom management has been defined by many researchers as one of the essential elements of successful school leadership (DiPaola & Hoy, 2018), these findings are supported by the research of Altun et al. (2021), were teachers insist on receiving detailed feedback regarding their work, with suggestions in each stage regarding teaching process, what they did wrong and how to improve those mistakes. Consequently, by improving the work process in the school, the opportunities for professional development of teachers and improvement of achievement increase for students. However, teachers must implement the feedback and recommendations they receive during the assessment process to achieve this. The implementation of teachers is based mainly on the level of self-efficacy of teachers, according to Harris et al. (2014).

Hattie and Timperley (2007) define feedback as 'information provided by an agent [e.g. a principal] regarding aspects of one's [teacher's] performance'. In the context of professional teacher supervision and evaluation, we positioned principals as the agents responsible for facilitating instructional feedback conversations with teachers that were being evaluated. Instructional feedback focused on improving the instruction of teachers has been determined to be an essential element of instructional leadership and, more specifically, the instructional supervision and evaluation process (DiPaola & Hoy, 2018; Goldring et al., 2015; Hattie, 2009). It was revealed in previous research studies that evaluators are challenged when providing consistent, timely and meaningful instructional feedback (Arlestig, 2008; Blase & Blase, 2010). On the other hand, Stein and Nelson (2003) add that they must be able to recognise intense instruction when they see it and encourage it when they do not.

According to Dicke et al. (2015) classroom management refers to teaching procedures that aim to create a positive climate and social atmosphere of teaching that inspires, helps, and influences student outcomes. At the same time, the self-efficacy of teachers in classroom management is defined as confidence in their ability to perform classroom management tasks successfully and responsibilities. Such responsibilities include controlling distracting behaviour in the classroom, preparing students to follow classroom rules and managing time for learning to implement foreseen activities (Pfitzner-Eden et al., 2014).

Almong and Shechman (2007) described the self-efficacy of teachers in classroom management as confidence in their ability to manage the challenging circumstances presented to them during lesson implementation. In such cases, they add that high-self-efficacy teachers use a variety of strategies

and techniques, including praise and support, and implement classroom management strategies to motivate students to feel responsible for their behaviours. These strategies, and others, such as building their learning routines, and developing skills to overcome difficulties while controlling self-management, influence students to have greater engagement in lessons (Bruce et al., 2010). According to them, students develop appropriate learning routines, problem management skills, and self-management. Hemmeter et al. (2012) added that some students, especially those with special needs, often show behavioural problems and difficulty managing them. Therefore, increasing the attention of teachers is required to keep their condition under control (Fox & Lentini, 2006). Thus, teachers who have mastered good classroom management skills have been described as leaders who can influence the behaviour of students, create productive learning environments and meet the needs of students to feel safe (Aloe et al., 2014). In this regard, the self-efficacy of teachers helps them apply a more effective system of rules to improve student behaviour and engagement and build their confidence in managing their classroom (Zee & Kooman, 2016).

## Materials and methods

### Research design

This quantitative study aimed to analyse the role of instructional feedback that teachers receive from their principals in increasing their self-efficacy in teaching with a focus on classroom management skills, based on evaluations and recommendations derived from their performance evaluation. This study was based on prior studies, such as those of Klassen and Tze (2014) and Dicke et al. (2015) suggesting that the effectiveness of teachers increases based on their sense of self-efficacy.

### Research questions

In our research, we aimed to answer the main and sub research questions:

1. What is the role of the instructional feedback teachers receive during the performance evaluation process in increasing their self-efficacy in teaching?
  - 1.1 What is the relationship between the frequency of evaluation and the frequency of instructional feedback?
  - 1.2 What is the relationship between the frequency of feedback teachers receive from their principals and their self-efficacy?
  - 1.3 What is the relationship between the instructional feedback that teachers receive during the performance evaluation process and their self-efficacy in classroom management?

### Sample and Data Collection

The population in this research is primary and lower secondary teachers of the Republic of Kosovo. To select participants, data from the report "Statistical data on pre-university education–2021/2022" prepared through the Information Management System in Education (MASHT, 2022) were used. Based on this report, it was seen that the total number of primary and lower secondary teachers working in all schools was 17,211, of which 10,654 were female teachers and 6,557 were males. The reason for selecting all teachers was to generalise the research findings. According to Crano et al. (2014), the power of a phenomenon, which has been previously identified, can be reidentified in other countries, provided that the population has been previously identified. Therefore, the environment and context were similar.

The sample was chosen based on Cohen et al. (2018). According to this study, a confidence interval of 95% and a margin of error of 5% were estimated to be 280 primary and lower secondary education teachers. The research respondents were selected according to the simple probability method (Crano et al., 2014).

The Teacher Sense of Efficacy Scale (TSES) questionnaire was adapted and modified to collect data to achieve the research goals. The TSES was developed by Tschannen-Moran and Hoy (2001) and had 24 questions. The items were measured on a 5-point Likert scale from 'nothing' (1) to a 'great deal' (5). It was demonstrated in the results that the acceptable reliability of the questionnaire was measured by Cronbach's alpha ( $\alpha = 0.94$ ). This instrument was used to collect data on the general sense of teacher effectiveness, as well as on three specific areas of teaching: (a) teacher effectiveness in the use of teaching strategies, (b) the effectiveness of teachers in engaging students, and (c) the effectiveness of teachers in classroom management. A 5-item section was added to this questionnaire to analyse the role of feedback in raising teacher self-efficacy, focusing on the self-efficacy of teachers in classroom management. The adapted questionnaire was applied first in a pilot study with 35 teachers.

### Results and Findings

To examine the main research question – 'What is the role of instructional feedback teachers receive during the performance evaluation process in increasing their self-efficacy in teaching?', we used a Pearson correlation analysis to see the relationship between the two variables (Table 1). There was a moderate positive correlation between instructional feedback and the self-efficacy of teachers ( $r = 0.521, p = 0.005$ ).

**Table 1**  
*Pearson Correlation Results in the Sense of Efficacy and Instructional Feedback of Teachers*

		Total sense of efficacy	Instructional feedback
Total sense of efficacy	Pearson correlation	1.000	0.521
	Sig. (2-tailed)		0.005
	N	376	375
Instructional feedback	Pearson correlation	0.521	1.000
	Sig. (2-tailed)	0.005	
	N	375	375

The analysis of Pearson correlation for the first research sub question, ‘What is the relationship between the frequency of evaluation and the frequency of instructional feedback?’ is shown in Table 2. It was shown in the results that there was a moderate positive correlation between the frequency of performance evaluation during a school year and the frequency of receiving feedback ( $r = 0.631, p = 0.003$ ).

**Table 2**  
*Pearson Correlation Results for Frequency of Performance Evaluation During the Year and Frequency of Received Feedback*

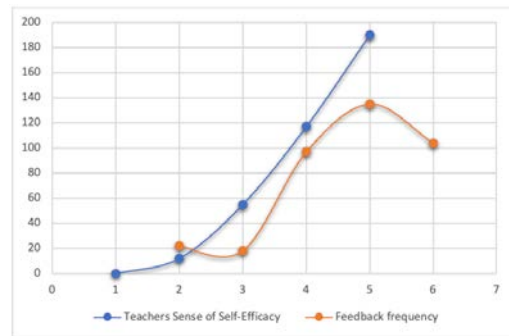
		Frequency of evaluation performance during a school year	Frequency of receiving feedback
Frequency of performance of evaluation during a school year	Pearson correlation	1.000	0.631
	Sig. (2-tailed)		0.003
	N	377	374
Frequency of receiving feedback	Pearson correlation	0.631	1
	Sig. (2-tailed)	0.003	
	N	374	376

The frequency of receiving feedback was used as an independent variable, and the self-efficacy of teachers was used as a dependent variable. The results of the analyses are shown in Table 3. A moderate positive correlation between the frequency of receiving feedback and the self-efficacy of teachers is shown in the results ( $r = 0.572, p = 0.012$ ). The relationship between these variables is shown in Figure 1.

**Table 3**  
*Pearson Correlation for Frequency of Feedback Teachers Receive and Their Total Sense of Efficacy*

		Frequency of receiving feedback	Total sense of efficacy
Frequency of receiving feedback	Pearson correlation	1.000	0.572
	Sig. (2-tailed)		0.012
	N	376	376
Total sense of efficacy	Pearson correlation	0.572	1.000
	Sig. (2-tailed)	0.012	
	N	376	376

**Figure 1**  
*Relationship Between Feedback Frequency and the Self-Efficacy of Teachers.*

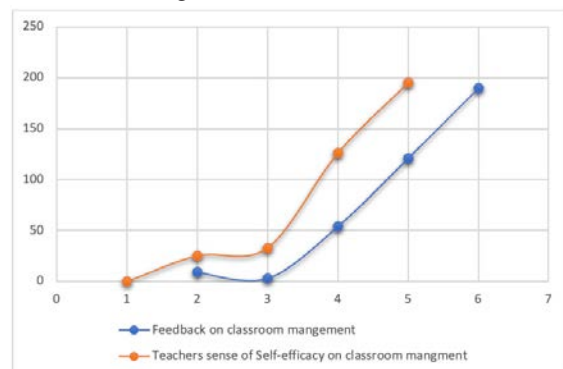


We used a Pearson correlation analysis to determine the relationship between feedback on classroom management, used as an independent variable, and the self-efficacy of teachers in classroom management, used as the dependent variable. This analysis was used to analyse the third research sub question, ‘What is the relationship between the instructional feedback that teachers receive during the performance evaluation process and their self-efficacy in classroom management’?. There was a strong positive correlation between the dependent and independent variables ( $r = 0.720, p = 0.007$ ). The relationship between these two variables in this analysis is shown in Figure 2.

**Table 4**  
*Pearson Correlation Results for Feedback on Classroom Management Skills and the Self-Efficacy of Teachers on Classroom Management Skills*

		Feedback on classroom management	Self-efficacy of teachers in classroom management
Feedback on classroom management	Pearson correlation	1.000	0.720
	Sig. (2-tailed)		0.007
	N	374	375
Self-efficacy of teachers in classroom management	Pearson correlation	0.720	1.000
	Sig. (2-tailed)	0.007	
	N	375	375

**Figure 2**  
*Relationship Between Feedback on Classroom Management and the Self-Efficacy of Teachers in Classroom Management.*



## Discussion

The relationships between the variables of instructional feedback and the self-efficacy of teachers in classroom management were examined in this study. According to the results, instructional feedback was positively correlated with classroom management self-efficacy, showing that when teachers receive feedback during the performance evaluation, their self-efficacy in classroom management will increase. In this regard, similar results have been reported in some studies. These findings are in line with the other studies conducted, through which transformational leadership and communication with teachers proved to be correlated and predicted the self-efficacy of teachers (Walker & Slear, 2011; Kurt et al., 2011; Bay, 2020).

Concerning the main research question of the study, which was 'What is the role of instructional feedback that teachers receive during the performance evaluation process in increasing their self-efficacy in teaching?', it was shown in the correlational analysis (Table 1) that the more feedback that teachers receive from their evaluators, the more their self-efficacy is increased. Similar results have been reported in different studies. According to Fields (2020), teachers are helped by the instructional feedback they receive during the performance evaluation to improve their instruction and obtain more confidence in applying new learning methodologies. Donaldson and Stobbe (2003) and other studies (e.g. Maclellan, 2001; Carles, 2006) added that teachers see instructional feedback as an indication of addressing their needs for professional development.

As for the first sub question, we aimed to challenge the 'this is better' assumption. The question 'What is the relationship between the frequency of evaluation and the frequency of instructional feedback?' was shown by the results of the correlation analysis that the frequency of evaluation and frequency of instructional feedback were moderately related ( $r = 0.631$ ; Table 2). The more teachers go through their performance evaluations, the more instructional feedback they receive. Based on the responses of teachers, we suggest priorities for policymakers and education agencies to consider as they make adjustments to evaluation and support systems for teachers. Kang & Fredin (2012) add that the objective of evaluating feedback from teachers is to improve the effectiveness of the decision-making process and their instruction.

To analyse the second sub research question, 'What is the relationship between the frequency of feedback that teachers receive from their principals and the self-efficacy of teachers?', we used Pearson correlation analysis, and a moderate correlation of  $r = 0.572$  was found. These data are essential because

they contribute to the existing literature and raise a question to study further on the types of feedback that help teachers build their self-efficacy.

Regarding the Pearson correlation analysis related to the third research sub question, 'What is the relationship between the instructional feedback that teachers receive during the performance evaluation process and their self-efficacy in classroom management?', there was a strong correlation ( $r = 0.720$ ) between instructional feedback and the self-efficacy of teachers in classroom management. These conclusions are in line with Mireles-Rios et al. (2014). Those authors stated that it is crucial to provide feedback in specific domains of teaching, such as classroom management, instructional strategies and student engagement. After such feedback, it is possible to provide a comprehensive teacher evaluation. When teachers are given specific feedback, they are allowed to enhance and develop their abilities to be effective with students.

## Conclusion

Teacher performance evaluations and instructional feedback during such a process have undergone a long transition. Trying to adapt to time and considerable research has examined the correlation between instructional feedback by principals and the self-efficacy of teachers.

The role and relationship between instructional feedback as an independent variable and the self-efficacy of teachers in classroom management as a dependent variable were thoroughly investigated in this study, extending prior research. First, the relationship between instructional feedback and teacher self-efficacy was emphasised. A moderately positive correlation between these variables was shown in our findings, implying that teachers who received instructional feedback from their principals were more confident in their instruction. Second, evaluation frequency was positively related to feedback frequency, indicating that teachers who went through the evaluation process received more feedback than those who did not. Third, instructional feedback on classroom management had a strong positive correlation with the self-efficacy of teachers in classroom management. After such a result, we concluded that classroom observation and the feedback teachers receive to improve their classroom management skills helped them build their self-efficacy.

## Limitations and Recommendations

The first limitation is that all variables in this study were measured based on the self-perception of teachers on the role of performance evolution in their self-efficacy. It was explained to the teachers that their

personal information and answers would not be shared with anyone, that they would be anonymised, and that the data would only be used for the study. Despite this, they may not have accurately answered the questionnaires.

The second limitation of the current study was the quantitative nonexperimental correlational design. Based on that design, it was impossible to infer cause-and-effect since these variables can only be determined in experimental studies (Mertens, 2019). For future research, employing an experimental design to determine these effects would be recommended.

Finally, the third limitation is the research context. Despite the growing interest in this concept and research on the reactions of evaluators and teachers to the evaluation of the performance of teachers, new systems are limited, particularly in developing countries. For future research, it is recommended to conduct a comparative quantitative experimental, correlational study in which different contexts and educational systems would be analysed and compared, and the findings would be more generalisable.

#### Data Availability

All the data used to support the findings of this study are included in the article.

#### Conflicts of Interest

The author declares that there are no conflicts of interest.

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