

# The Relationship Between Evaluative Feedback and Teachers' Self-Efficacy in Using Instructional Strategies

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*Abstract— The present study aims to investigate the relationship between teachers' self-efficacy and their use of instructional strategies in the classroom, with a focus on student-centered approaches, formative assessment, and differentiation. While prior research has established the importance of teacher self-efficacy in effective teaching practices, the role of the teacher evaluation process in shaping self-efficacy and the use of instructional strategies has not been well understood. To address this gap, a quantitative correlational design method was employed to investigate this relationship among 379 teachers in primary and lower secondary schools in the Republic of Kosovo, selected through simple random sampling. Data were collected using the Teacher Sense of Efficacy Scale (TSES) long form, adapted, and modified to meet the research objectives. The study found a moderately positive correlation between evaluation frequency with feedback frequency, and feedback frequency with teachers' self-efficacy in using instructional strategies. The results also suggest that frequent feedback and evaluations can boost teacher self-efficacy and improve their ability to use instructional strategies effectively, particularly regarding student engagement. These findings have important implications for teacher professional development and classroom practices, as teachers who feel confident in their ability to engage students can create a more conducive learning environment, which can ultimately lead to improved student outcomes. However, further research is needed to explore the generalizability of these findings to different educational contexts and to develop effective strategies for improving teacher self-efficacy and instructional practices.*

*Index Terms— instructional strategies, instructional feedback, teacher self-efficacy.*

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## I. INTRODUCTION

The quality of teaching and learning is a critical concern in education. To enhance teaching quality, teachers need to use effective instructional strategies, and their self-efficacy plays a vital role in the successful implementation of these strategies. Self-efficacy is the belief in one's ability to perform a specific task successfully. In the context of teaching, self-efficacy refers to teachers' belief in their ability to implement instructional strategies effectively.

Evaluative feedback is one factor that can influence teachers' self-efficacy in using instructional strategies. Feedback provides teachers with information on their performance, highlighting their strengths and areas that need improvement. Positive feedback can increase teachers' confidence in their ability to use instructional strategies effectively, whereas negative feedback can decrease their self-efficacy.

Research has explored the relationship between evaluative feedback and teachers' self-efficacy in using instructional strategies. Some studies have found that positive feedback can enhance teachers' self-efficacy, leading to an increase in the use of effective instructional strategies. In contrast, negative feedback can decrease teachers' self-efficacy, resulting in a reluctance to implement new strategies.

Furthermore, feedback that is specific, timely, and relevant to the instructional strategies used can have a more

significant impact on teachers' self-efficacy than general feedback. Therefore, it is crucial to provide teachers with constructive feedback that is relevant to their instructional practices to enhance their self-efficacy in using instructional strategies.

Evaluative feedback is a crucial factor in enhancing teachers' self-efficacy in using instructional strategies. Providing specific and timely feedback can increase teachers' confidence in their ability to use effective strategies, leading to improved teaching and learning outcomes.

## II. LITERATURE REVIEW

As new teacher evaluation policies and systems are implemented by state institutions, school principals face ongoing pressure to improve the learning process in the classroom. This involves utilizing rigorous assessment, observation, and monitoring practices to provide feedback on the work of teachers. Due to their role as the primary evaluators of teachers' work practices, school principals have a unique position that can greatly impact classroom teaching [1].

According to [2] classroom observation and monitoring of teachers' work can provide valuable feedback on their teaching practices. This feedback is a crucial component in improving school performance overall, as well as the work of individual teachers. [3] have emphasized that school principals should assist teachers in making decisions about

the feedback they receive during evaluations, as well as their ongoing professional development.

Feedback, as described by [4], focuses on teachers' behaviors in the classroom, their demonstrated care and support for students and other relevant factors. The evaluator and teacher engage in discussions regarding teacher-student interactions, teaching practices, and classroom management to provide constructive feedback that can positively impact both teachers' professional development and their expertise.

Feedback may be provided by evaluators or school principals who possess the relevant knowledge and competence in the field they are evaluating. Peer observation may also be used to encourage teachers to provide feedback to their colleagues, which can be used to improve teaching in the future [5]. Evaluators must possess knowledge of the curriculum and pedagogical content areas they supervise to provide effective feedback, as well as an understanding of how teachers teach, and students learn specific subjects [6]. The feedback that adheres to this framework, according to [7], can lead to improved quality of teachers' work and their sense of self-efficacy.

The self-efficacy of teachers (the state of mind required to achieve a specific result based on a certain action) is linked to the implementation of principals' recommendations based on teachers' evaluations [8].

In conducting a critical review of the literature, it was found that there is a significant lack of research on the role of feedback information in raising the self-efficacy of teachers with a focus on the use of instructional strategies. Instructional strategies refer to the methods employed by teachers to establish an engaging learning environment that includes instructional materials and activities designed to facilitate learning and promote desirable behavior in students. According to [9], these strategies require a structured approach to learning and a thoughtful organization of experiences aimed at achieving the desired outcome in student performance. Meanwhile, [10] define teaching strategies as the techniques that teachers use to encourage critical thinking, creativity, and effective learning, such as the use of instructional tools and materials that facilitate learning.

Teacher performance evaluation has been studied and tested in numerous countries, utilizing a wide range of processes and instruments, including in the United States [11], China [12], the United Kingdom [13], and Europe [14].

### **III. 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 using instructional strategies, based on evaluations and recommendations derived from their performance evaluation. This study was based on prior studies, such as those of [15] and [16] 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 receiving 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 instructional strategies?

#### **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 [17], 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 [18], 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 [19]. 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 [19].

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 [2] 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 instructional 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 using instructional strategies. The adapted questionnaire was applied first in a pilot study with 35 teachers.

**IV. 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 ( $r_{373} = 0.521$ ,  $p = 0.005$ ).

**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 ( $r_{372} = 0.631$ ,  $p = 0.003$ ).

**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 ( $r_{374} = 0.572$ ,  $p = 0.012$ ).

**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

Correlational analysis between the independent variable feedback information on the use of teaching strategies that teachers receive during the process of performance evaluations with the dependent variable self-efficacy of teachers in the use of teaching strategies (Table 4), shows that for the number of participants in the research  $N=373$ , between these variables there is a moderate positive correlation  $r=0.570$  and significance of  $p=0.003$  in which case we can conclude that the results are generalizable.

**Table 4.**

Pearson correlation between feedback on using instructional strategies and teachers' self-efficacy on using of instructional strategies

		Feedback on using instructional strategies	Teachers' self-efficacy on using instructional strategies
Feedback on using instructional strategies	Pearson correlation	1	.570

instructional strategies	Sig. (2-tailed)		.003
	N	374	373
Teachers' self-efficacy on using instructional strategies	Pearson correlation	.570	1
	Sig. (2-tailed)	.003	
	N	373	374

**V. DISCUSSION**

This section presents the findings of the study, which can be used to support or refute the hypothesis. In this study, the results and findings are presented in three parts.

Firstly, the relationship between instructional feedback and the self-efficacy of teachers is examined. The Pearson correlation analysis revealed a moderate positive correlation between instructional feedback and the self-efficacy of teachers. This means that there is a positive relationship between instructional feedback and the self-efficacy of teachers, which indicates that feedback can enhance teachers' self-efficacy in teaching.

Secondly, the relationship between the frequency of performance evaluation and the frequency of instructional feedback is explored. The results show that there is a moderate positive correlation between the frequency of performance evaluation during a school year and the frequency of receiving feedback. This indicates that the more frequent the performance evaluation, the more frequent the instructional feedback.

Lastly, the relationship between the frequency of receiving feedback and the self-efficacy of teachers is analysed. The results indicate that there is a moderate positive correlation between the frequency of receiving feedback and the self-efficacy of teachers. This means that the more frequent the feedback, the higher the self-efficacy of teachers in teaching.

The section concludes with a statement about the generalizability of the results. The correlation analysis shows that the results are significant with a p-value of less than 0.05, which means that the findings are generalizable to the population.

In summary, the Results and Findings section provides a clear presentation of the statistical analysis conducted in the study. The results suggest that instructional feedback can enhance teachers' self-efficacy in teaching and that the frequency of feedback is positively related to the self-efficacy of teachers. These findings can have important implications for the development of teacher evaluation policies and practices that can enhance teacher effectiveness and ultimately improve student learning outcomes.

**VI. CONCLUSIONS**

The results suggest that instructional feedback has a moderate positive correlation with the self-efficacy of teachers, meaning that feedback plays a role in enhancing teacher self-efficacy in teaching. Additionally, the frequency of receiving feedback has a moderate positive correlation with the self-efficacy of teachers, indicating that the more frequent the feedback, the higher the self-efficacy of teachers in teaching.

Furthermore, the study found that there is a moderate positive correlation between the frequency of performance evaluation and the frequency of receiving feedback. This indicates that more frequent performance evaluations lead to more frequent feedback.

Lastly, the analysis of the correlation between feedback on the use of teaching strategies and teacher self-efficacy in the use of teaching strategies also showed a moderate positive correlation. This suggests that feedback on teaching strategies can improve teacher self-efficacy in implementing those strategies.

Overall, the study's findings support the importance of instructional feedback in enhancing teacher self-efficacy in teaching and suggest that frequent feedback is essential to achieving this goal. The results also highlight the significance of performance evaluations in providing opportunities for feedback and improving teacher effectiveness. These findings can be valuable for policymakers, school administrators, and teacher educators in developing policies and practices that promote teacher growth and improve student learning outcomes.

**VII. LIMITATIONS AND RECOMMENDATIONS**

The study's first limitation is that all variables were measured based on teachers' self-perceptions of the role of performance evaluation in their self-efficacy. Although teachers were assured that their personal information and responses would remain anonymous and be used solely for the study, it is possible that they did not accurately complete the questionnaires.

The second limitation of the study is its quantitative nonexperimental correlational design, which cannot determine cause-and-effect relationships. Experimental studies are necessary to establish such relationships [20], making it advisable to adopt an experimental design for future research.

Finally, the third limitation is the research context. The limited availability of new evaluation systems, particularly in developing countries, hinders the generalizability of the findings despite the growing interest and research on evaluators and teachers' reactions to teacher performance evaluation. Therefore, conducting a comparative quantitative experimental correlational study that examines various contexts and educational systems would provide more generalizable results for future research.

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