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The Role of Feedback Frequency on Teachers' Professional Development and Self-Efficacy

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Abstract

Background/purpose. This study explores how often teachers receive feedback and how it impacts their teaching methods, confidence, and professional growth. Specifically, it looks at whether frequent feedback is seen as more useful for improving teaching practices, perceived as positive, and how it encourages teachers to reflect on their work and build their self-belief. The research also digs into whether more feedback leads to greater confidence and effectiveness in the classroom.

Materials/methods. Using a quantitative correlational design, 377 elementary and lower secondary school teachers from Kosovo were randomly selected to participate. A survey was used to gather data on how often teachers received feedback, how they felt it influenced their teaching strategies, and whether it affected their sense of self-efficacy.

Results. The findings reveal a strong link between how often teachers get feedback and how much they value it. Teachers who received feedback more frequently tended to see it as more helpful, adapt their teaching strategies more effectively, and feel more confident in their abilities. In short, regular feedback seems to help teachers recognize its value and feel more assured in their teaching.

Conclusion. They suggest that consistent, constructive feedback systems can play a key role in boosting teachers' professional development, teaching effectiveness, and self-confidence, ultimately creating a more supportive and professional teaching environment. That said, more research is needed to understand the long-term effects of feedback frequency on teacher growth and teaching quality across different educational settings.

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1. Introduction

In the field of educational development, feedback is absolutely important, especially in terms of creating teacher self-efficacy and improving teaching methods. In the field of education, self-efficacy is defined as a teacher's belief in their capacity to successfully complete particular teaching activities, which is vital for promoting good student results and reaching instructional objectives (Bandura & Wessels, 1997). Essential for ongoing professional growth, the dynamic interaction between feedback and self-efficacy shapes both instructional approaches and teachers' confidence and motivation (Schunk, 1989).

With an eye towards how feedback shapes the usage and development of instructional strategies, the present study looks at the complex link between feedback and teacher self-efficacy. Previous research highlights the reciprocal link among feedback, self-efficacy, and instructional strategies, stressing feedback's two functions as a tool for the reinforcement of good practices and a mechanism for improvement. This study attempts to show how feedback could improve teaching efficacy and work satisfaction by knowing how these factors influence one another (Holzberger et al., 2013). Particularly when helpful and constructive, feedback catalyzes pedagogical improvement by equipping teachers with the resilience and confidence required to overcome teaching obstacles (Brown et al.,2016). Furthermore, professional learning environments where reflective and cooperative activities are ingrained within educational frameworks depend on the feedback process. These cooperative environments help foster reflective teaching skills and best practices sharing, thus strengthening teacher self-efficacy (Morris et al., 2017).

By looking at the relationship between feedback frequency, the view of feedback's influence, and self-efficacy in teaching tactics, this study, which is done among primary and lower secondary teachers in the Republic of Kosovo, seeks to close the gap in present literature. This study intends to provide empirical data on how feedback influences teacher self-efficacy and instructional practices using a quantitative correlational design, offering insights on professional development strategies that might maximize teaching effectiveness and increase job satisfaction.

Knowing the value of feedback in professional development becomes more critical as educational institutions work to establish appropriate learning environments. This research adds to the larger conversation on educational enhancement by investigating efficient feedback systems that support an always-learning and flexible culture. Concentrating on the Republic of Kosovo, this study also offers a localized viewpoint that could have consequences for educational policies in similar surroundings.

2. Literature Review

Feedback is fundamental for professional development in education since it is the primary process influencing teachers' self-efficacy and improving their teaching plans. Self-efficacy, defined by Bandura and Wessels (1997) as an individual's belief in their ability to succeed in particular settings, is a construct fundamental for sound instruction and favorable student results. The literature amply records the reciprocal link among feedback, self-efficacy, and educational changes. This review synthesizes significant field-based contributions and investigates the complex interaction between the affirmative and improvement-oriented features of feedback and their effects on teacher efficacy and instructional strategies.

2.1. Theoretical Background of Self-Efficacy and Feedback

Social cognition theory emphasizes the interaction of personal, behavioral, and environmental elements in forming individual actions, therefore reflecting the transforming potential of feedback (Bandura, 1986). Feedback functions as a vital environmental stimulus within this framework, therefore affecting teachers' impressions of their competencies and teaching strategies. Schunk

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(1989) underlines how motivating feedback is to foster activities aimed at success. Positive and constructive criticism supports effort and increases self-efficacy, equipping teachers with the resilience needed to meet pedagogical obstacles. This theoretical foundation emphasizes how essential feedback is for encouraging adaptive teaching strategies and professional development.

2.2. Feedback as a Tool for Development

Improved teaching methods and higher self-efficacy are driven mainly by constructive feedback that offers exact, practical information. Targeting particular teaching strategies, Holzberger et al. (2013) performed a longitudinal study showing how feedback aimed at these practices starts a positive feedback loop, hence improving teacher confidence and instructional quality.

Yoo (2016) emphasizes even more the success of professional development initiatives, including feedback integration. The study shows how reflective feedback sessions support evidence-based educational changes, hence increasing teachers' self-efficacy. In digital learning environments, Wang and Wu (2008) also look at the value of feedback; they find that feedback pointing out areas for improvement helps teachers to get beyond instructional constraints.

2.3. Positive Feedback and Self-Confidence Development

Apart from meeting requirements for development, good feedback is essential for building resilience and confidence among teachers. Positive reinforcement helps teachers to believe more in their own capacity, therefore improving their preparedness to apply creative teaching approaches.

Brown et al. (2016) investigate how pedagogical creativity is inspired and confidence is developed by feedback that fits performance goals. Chong and Kong (2012) build on this by showing how cooperative settings that give positive feedback top priority can change self-efficacy and raise teaching effectiveness. The whole data emphasizes the double need of improvement-oriented and positive feedback for professional development.

2.4. How Instructional Strategies Interplay with Feedback

Beyond self-efficacy, feedback directly affects teaching approaches. Tschannen-Moran (2009) notes several professional development strategies using feedback to improve instructional approaches. Timely and specific feedback helps teachers close the distance between theoretical ideas and practical implementation, improving their teaching strategies.

Granziera and Perera (2019) underline how feedback systems support teacher involvement and satisfaction, therefore implying that feedback is crucial in turning professional aspirations into classroom reality. By highlighting the part data-driven feedback plays in customizing teaching plans to fit various student needs, Poulou et al. (2019) add to this conversation.

2.5. Contextual and Cooperative Dimensions of Feedback

Collaborative feedback, including peer reviews and shared reflections, is increasingly important as a significant enabler of self-efficacy development. Klassen and Tze (2014) offer a meta-analysis linking cooperative feedback systems to improved teaching efficacy and professional learning.

Investigating the dynamics of professional learning communities (PLCs), Voelkel and Chrispeels (2017) find that group feedback greatly helps experienced teachers. Such models encourage reflective teaching and help best practices to be shared. Likewise, Morris et al. (2017) show that group environments foster reflective skills, hence strengthening teaching self-efficacy.

2.6. The Function of Feedback in Solving Problems

Furthermore, essential for addressing teaching difficulties and reducing pressures that compromise teacher performance is feedback. According to Schunk (1991) and Tschannen-Moran

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(2009), customized, constructive feedback helps teachers negotiate pedagogical challenges, improving their resilience and flexibility.

Targeted feedback targeting particular difficulties significantly increases self-efficacy, according to Mireles-Rios and Becchio (2018), who examine how feedback affects secondary school teachers. Moreover, Alanoglu (2022) investigates how strong feedback systems of instructional leadership help to create an environment fit for overcoming professional obstacles.

The foundation of educational professional development is feedback, which emphasizes both progress and validation, thereby enhancing teacher self-efficacy and instructional effectiveness. The integration of feedback systems helps educational institutions foster an always-learning and flexible culture. The symbiotic interaction among feedback, self-efficacy, and pedagogical quality shows its transforming power. Future studies should investigate creative feedback systems and their continuous influence on student results and teacher performance.

3. Methodology

Specifically in employing instructional tactics, this correlational quantitative study sought to investigate how instructional feedback from principals affects teachers' self-efficacy. Their performance evaluations formed the basis of the feedback and recommendations. The study builds on earlier research by Klassen and Tze (2014) and Dicke et al. (2015), which indicates that teachers' effectiveness improves with enhanced self-efficacy, and according to Krasniqi and Ismajli (2022), evaluation frequency was positively related to feedback frequency, suggesting that teachers who went through the evaluation process received more feedback than those who did not.

The purpose of this study is to examine the frequency of feedback that teachers receive and its impact on their teaching methods, professional confidence, and overall growth. Specifically, the study aims to determine whether frequent feedback is perceived as more beneficial for improving instructional practices, fostering a positive attitude toward professional development, and encouraging self-reflection. Additionally, it investigates the extent to which increased feedback contributes to teachers' confidence and effectiveness in the classroom. By exploring these dimensions, the study seeks to provide insights into the role of feedback in enhancing teaching quality and professional development.

The research questions were formulated to explore how the frequency of feedback influences teachers' instructional practices, confidence, and professional growth. Specifically, they investigate whether frequent feedback is perceived as more helpful in improving teaching strategies, whether it fosters a positive impact on teaching effectiveness, and how it contributes to self-efficacy. Additionally, the study examines the role of feedback in promoting self-reflection and continuous professional development. By addressing these aspects, the research seeks to provide insights into how feedback frequency enhances teaching quality and supports educators' professional advancement.

3.1. Research questions

In our research, we aimed to answer these questions:

1. How does the frequency of receiving feedback correlate with its perceived usefulness for improving teaching strategies among teachers?

2. What is the relationship between the frequency of feedback and the positive impact of feedback on teachers' teaching strategies?

3. To what extent does the frequency of feedback influence teachers' self-efficacy and confidence in their teaching abilities?

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4. What is the role of feedback in facilitating self-reflection and professional growth among teachers?

5. How do teachers perceive the impact of feedback on their instructional practices, and how does feedback frequency play a role in this perception?

3.2. Sample and data collection

The population of this study consists mainly of the Republic of Kosovo's elementary and lower secondary teachers. Statistics from the publication "Statistical data on pre-university education–2021/2022" generated via the Information Management System in Education (MASHT, 2022) were used to choose participants. This study revealed that, of the 17,211 primary and lower secondary teachers employed in all schools, 10,654 were female, and 6,557 were male. Choosing all teachers was meant to help generalize the research results. Based on Crano et al. (2014), given the population has been previously recognized, the power of a phenomenon—which has been previously noted—can be reidentified in other nations. Thus, the situation and surroundings were rather similar.

Cohen et al. (2002) guided the choice of the sample. This study estimated 377 elementary and lower secondary school teachers by means of a confidence interval of 95% and a margin of error of 5%. The basic probability approach (Crano et al., 2014) helped to choose the research participants.

Adapted and changed to gather data to meet the study objectives is the Teacher Sense of Efficacy Scale (TSES) questionnaire. Developed by Tschannen-Moran and Hoy (2001), the TSES consisted of 24 questions. From "nothing" (1) to a "great deal," the items were scored on a 5-point Likert scale. Cronbach's alpha ($\alpha = 0.94$) proved in the results the suitable dependability of the questionnaire. Three particular 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— as well as the general sense of teacher effectiveness were gathered using this instrument. Emphasizing the self-efficacy of teachers in classroom management, a 5-item component was included in this questionnaire to investigate the influence of feedback in increasing teacher self-efficacy.

4. Results

4.1. Frequency of Performance Evaluations

Reflecting a modest frequency of performance assessments, most teachers—36.3%—go through evaluations twice a year. This regularity guarantees enough control and helps to prevent too heavy administrative tasks, therefore balancing relevant assessment with overwhelming evaluation of teachers.

4.2. Frequency of feedback received

Nearly 39.0% of teachers say they get feedback regularly, implying that a pillar of professional support is persistent communication between assessors and educators. Frequent feedback helps teachers to become more accountable and gives them chances to improve their methods, thereby promoting ongoing professional development instantly.

4.3. Feedback on Methodology of Instruction

A noteworthy 76.2% of teachers highly value feedback on teaching technique, therefore stressing its relevance in professional growth. Developing teaching strategies, adjusting to different student needs, and remaining in line with pedagogical developments all depend on constructive feedback in this area.

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4.4. Usefulness of feedback for improvement

Teachers emphasize its importance in promoting ongoing development since feedback—either always (17.4%) or often (42.9%)—helps them to improve their teaching practices. This information shows that satisfying educational criteria and improving the quality of instruction depend much on the practical insights given during assessments.

4.5. Positive effect of feedback

Most teachers (65.8%) believe feedback always or usually improves their teaching approaches, raising confidence and morale. This emphasizes the motivating power of helpful criticism, which not only enhances instruction but also supports teachers' self-efficacy and dedication to excellence.

4.6. Feedback facilitating self-reflection

Feedback is seen by most (61.0%) of teachers as a spur for introspection. This technique helps to pinpoint areas of strength and areas for development, therefore fostering a culture of self-awareness and lifelong learning necessary for ongoing professional growth.

Figure 1 shows how the teachers view evaluation strategies and feedback. Across the six categories, the chart shows the main responses—e.g., "often," "agree"—versus the secondary responses—e.g., "rarely," "disagree.

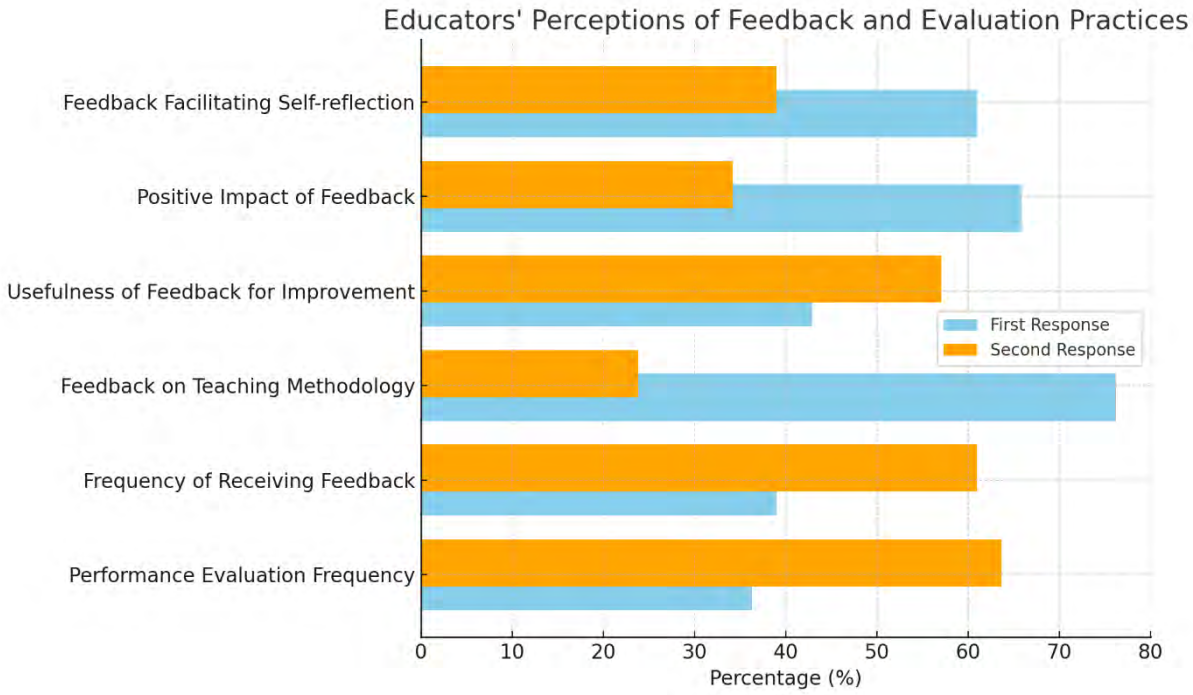

Figure 1. Descriptive results of variables

4.7. Normality test

A normality test was performed for each relevant variable to assess the distribution of the data and determine the appropriateness of using parametric tests. Specifically, we used the Kolmogorov-Smirnov test to evaluate whether the data followed a normal distribution. The results showed that the data were normally distributed for all variables, as indicated by p-values greater than 0.05, suggesting that the data approximated a normal distribution.

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The results in Table 1 of the one-sample Kolmogorov-Smirnov test for the frequency of receiving feedback show that the data do not deviate significantly from a normal distribution, as the asymptotic significance (p-value) is 0.072, which is above the typical threshold of 0.05. The mean frequency value is 4.15, with a standard deviation of 0.439, which suggests a relatively high frequency of receiving feedback.

Table 1. One-Sample Kolmogorov-Smirnov test results for Frequency of receiving feedback

One-Sample Kolmogorov-Smirnov Test		
		Frequency of receiving feedback
N		377
Normal Parameters[a,b]	Mean	4.15
	Std. Deviation	.439
Kolmogorov-Smirnov Z		1.505
Asymp. Sig. (2-tailed)		.072
a. Test distribution is Normal.		
b. Calculated from data.		

The one-sample Kolmogorov-Smirnov test in Table 2 for the Usefulness of feedback for development shows a p-value of 0.066, which is also greater than 0.05, indicating that the data follows a normal distribution. The mean of 3.12 and the standard deviation of 0.421 indicate that feedback is perceived as moderately applicable for development, with some variability in responses.

Table 2. One-Sample Kolmogorov-Smirnov test results for Usefulness of feedback for development

One-Sample Kolmogorov-Smirnov Test		
		Usefulness of feedback for development
N		376
Normal Parameters[a,b]	Mean	3.12
	Std. Deviation	.421
Kolmogorov-Smirnov Z		1.304
Asymp. Sig. (2-tailed)		.066
a. Test distribution is Normal.		
b. Calculated from data.		

The results of Table 3, the one-sample Kolmogorov-Smirnov test for feedback on improving instructional strategies, yield a p-value of 0.054, which is slightly higher than 0.05, suggesting that the distribution of responses is close to normal. The mean of 4.30, with a standard deviation of 0.443, indicates that feedback is generally perceived as helpful in improving teaching strategies.

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Table 3. One-Sample Kolmogorov-Smirnov test results for Feedback of improving instructional strategies

One-Sample Kolmogorov-Smirnov Test		
		Feedback of improving instructional strategies
N		375
Normal Parameters[a,b]	Mean	4.30
	Std. Deviation	.443
Kolmogorov-Smirnov Z		1.369
Asymp. Sig. (2-tailed)		.054
a. Test distribution is Normal.		
b. Calculated from data.		

Table 4 shows the test results for Feedback Positivity on Strategies. The p-value is 0.065, which is higher than 0.05, indicating a normal distribution. The mean score of 4.24, with a standard deviation of 0.392, suggests that feedback is generally perceived as positive regarding teaching strategies, although there is some variation in responses.

Table 4. One-Sample Kolmogorov-Smirnov test results for Feedback positivity on strategies

One-Sample Kolmogorov-Smirnov Test		
		Feedback positivity on strategies
N		375
Normal Parameters[a,b]	Mean	4.24
	Std. Deviation	.392
Kolmogorov-Smirnov Z		1.24
Asymp. Sig. (2-tailed)		.065
a. Test distribution is Normal.		
b. Calculated from data.		

In Table 5, the one-sample Kolmogorov-Smirnov test for feedback facilitating self-efficacy yields a p-value of 0.070, which is still greater than 0.05, indicating a normal distribution. The mean of 3.55 with a standard deviation of 0.439 suggests that feedback is perceived as somewhat facilitating self-efficacy, with responses varying on average.

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Table 5. One-Sample Kolmogorov-Smirnov test results for Feedback facilitating self-efficacy

One-Sample Kolmogorov-Smirnov Test		
		Feedback facilitating self-efficacy
N		375
Normal Parameters[a,b]	Mean	3.55
	Std. Deviation	.439
Kolmogorov-Smirnov Z		1.435
Asymp. Sig. (2-tailed)		.070
a. Test distribution is Normal.		
b. Calculated from data.		

Based on these findings, we proceeded with the Pearson correlation for normally distributed data, ensuring that the assumptions of the statistical tests were met and the analysis was valid.

In this study, we employed correlational analysis to examine the relationships between various variables, particularly the frequency of feedback and its impact on teaching practices, teacher confidence, and professional growth. The purpose of using correlational analysis was to explore the degree to which these variables are related to each other without manipulating or controlling them. Correlational analysis is an appropriate method for identifying models or associations between two or more variables and determining the strength and direction of this relationship.

Specifically, the correlation analysis allowed us to assess that a greater feedback frequency was associated with a better teaching strategy, greater self-efficacy, and greater professional development. This method was chosen because the variables in question are not experimentally controlled but rather reflect natural associations in the context of real teaching. Utilizing this statistical technique, we wanted to provide information on the nature of the relationship between the frequency of feedback and the key aspects of the development of teachers.

In addition, since the study explored the mode in which the feedback influences the perception and the behavior of the teachers, the correlational analysis was revealed to be ideal for testing the hypothesis about the strength of the direction of the relationship. This approach helps to ensure that the conclusions drawn are based on the observed associations, which is essential to understanding the impact of feedback in the educational context.

4.8. Correlational findings

The results shown in Table 6 underline the need for feedback frequency in promoting significant professional progress. The frequency of receiving feedback and its apparent value for development show a modest to high positive connection (r=0.631). This suggests that those who get criticism more regularly will probably find it more helpful in directing their development and raising their performance.

Furthermore, the relationship is statistically significant with a p-value of 0.003, implying that the found association is improbable to be the result of chance. This emphasizes the need for consistent and orderly feedback systems in professional or educational environments.

Leaders, educators, and companies will find these results useful. They propose that creating regular and meaningful feedback systems can be crucial in creating a growth and always-improving

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atmosphere. Though frequency is important, the quality of the feedback should always come first to guarantee it is useful and practical.

Table 6. Pearson Correlation Results for Frequency of receiving feedback and Usefulness of feedback for development

		Frequency of receiving feedback	Usefulness of feedback for development
Frequency of receiving feedback	Pearson correlation	1.000	0.631
	Sig. (2-tailed)		0.003
	N	377	374
Usefulness of feedback for development	Pearson correlation	0.631	1
	Sig. (2-tailed)	0.003	
	N	374	376

The frequency of obtaining feedback and the degree to which it enhances instructional tactics show a high positive association (r = 0.73) seen in Table 7. This result suggests that those who often get feedback are likelier to say it improves their teaching strategies.

With a p-value of 0.005, the link is statistically significant, suggesting that this strong correlation is unlikely to be the result of chance. This result implies the need for regular feedback to improve instructional approaches and strategies.

The strong analysis ensured by the sample sizes (N=373) supports the dependability of these findings. This emphasizes the need for feedback to be not just regular but also focused on practical elements like bettering teaching strategies to maximize its effects.

Practically speaking, these findings emphasize the importance of feedback systems that are consistent and closely related to observable teaching technique enhancements in actionable improvements. Leaders, mentors, and teachers can use this realization in educational environments to create feedback systems that support ongoing professional development and improve instruction.

Table 7. Pearson Correlation Results for Frequency of receiving feedback and Feedback of improving instructional Strategies

		Frequency of receiving feedback	Feedback of improving instructional strategies
Frequency of receiving feedback	Pearson correlation	1.000	0.73
	Sig. (2-tailed)		0.005
	N	377	373
Feedback of improving instructional strategies	Pearson correlation	0.73	1
	Sig. (2-tailed)	0.005	
	N	373	375

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Table 8 shows how positive feedback on techniques relates to the frequency of receiving feedback. The results show a modest positive association (r = 0.531), meaning those who routinely get feedback usually view it as more favorable and supportive of their efforts.

With a p-value of 0.005, this connection is statistically significant—that is, the observed link is improbable to be the result of chance. The sample sizes (N=374) further underline the dependability and generalizability of these results.

The outcome has significant pragmatic ramifications. They underline that regular feedback not only offers chances for development but also helps to build confidence in the used techniques via means of improvement. Positive feedback is, therefore, reasonably important for both professional and educational development since it probably increases motivation, self-efficacy, and involvement.

All things considered, the results highlight the need for consistent feedback in fostering professionalism by means of efficacy and optimism. Teachers and companies should concentrate on giving feedback regularly and ensuring they are presented favorably to maximize its effects on people's performance and development.

Table 8. Pearson Correlation Results for Frequency of receiving feedback and Feedback of improving instructional strategies

		Frequency of receiving feedback	Feedback positivity on strategies
Frequency of receiving feedback	Pearson correlation	1.000	0.531
	Sig. (2-tailed)		0.005
	N	377	374
Feedback positivity on strategies	Pearson correlation	0.521	1
	Sig. (2-tailed)	0.005	
	N	374	375

Table 9 shows a notable correlation between feedback frequency and its function in promoting self-efficacy. With a Pearson correlation coefficient of 0.531, the two variables show a somewhat favorable relationship. This implies that the effect of feedback on raising individuals' self-efficacy also usually grows as the frequency of getting it increases. Particularly in learning or professional environments, the results underline the possible relevance of consistent feedback in promoting a feeling of self-confidence and belief in one's abilities.

With a p-value of 0.0034, the statistical significance of this link emphasizes its strength. The p-value is well below the 0.05 threshold; hence, we can boldly say that the observed correlation between the two variables reflects a valid, significant link rather than a random one.

The sample size of 377 participants for the "Frequency of receiving feedback" and 372 for "Feedback facilitating self-efficacy"—adds to the dependability of the results, enabling more generalizable findings. This implies that the association between feedback frequency and self-efficacy holds generally and emphasizes the need to include regular feedback into procedures of learning or performance enhancement.

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These findings suggest that those who get feedback more often are probably more effective since the feedback enables people to develop confidence in their abilities and capabilities. This could be pretty useful in educational environments, offices, or any other situation where feedback is a tool for personal development. Therefore, improving self-efficacy and general performance could depend on creating an environment where feedback is both regular and constructive.

Table 9. Pearson Correlation Results for Frequency of receiving feedback and Feedback facilitating self-efficacy

		Frequency of receiving feedback	Feedback facilitating self-efficacy
Frequency of receiving feedback	Pearson correlation	1.000	0.531
	Sig. (2-tailed)		0.0034
	N	377	372
Feedback facilitating self-efficacy	Pearson correlation	0.521	1
	Sig. (2-tailed)	0.0034	
	N	372	375

5. Discussion

The results of this study highlight the vital impact feedback frequency plays in professional development, especially in connection to enhancing teaching methods and encouraging teacher self-efficacy. The findings of the several tables show that consistent feedback not only helps to improve instruction but also affects teachers' confidence and self-reflection practices more generally.

5.1. Frequency of Feedback and Its Effects on Professional Growth

The study shows that about 39% of educators say they get feedback often, suggesting a substantial presence of continuous communication between assessors and teachers. Regular feedback is an excellent instrument for professional development since it gives teachers insightful analysis of their teaching methods. The data clearly suggests that teachers who get feedback more often are more likely to find it helpful for enhancing their teaching plans. The sound association between feedback frequency and its apparent value emphasizes the need to build mechanisms for frequent assessment. This guarantees responsibility and allows real-time changes in instructional approaches, thereby promoting ongoing development. Research also reveals a positive link between the frequency of input and its apparent value, thereby stressing the need to build mechanisms for frequent assessment. For instance, according to a RAND study, teachers' impressions of how assessment systems benefited their practices showed improvement when feedback and observations were more frequent (Stecher et al., 2018). Comparatively, teachers who were seen four or more times in a school year had higher positive opinions of their district's evaluation procedures than those seen less frequently, according to the National Council on Teacher Quality (NCTQ, 2019). These results imply that using organized and consistent feedback systems might greatly help teachers to grow professionally and be more effective.

With a statistically significant positive association (r=0.631) between feedback frequency and its perceived utility for development, regular feedback improves the clarity and quality of training. This result supports the idea that timely and orderly feedback is most beneficial since it gives teachers practical recommendations that improve their teaching plans. Regular feedback should be given top

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priority for educational institutions to assist their teachers in seeing areas needing improvement and acting specifically to hone their methods.

5.2. Feedback and its influence on instructional practices

With 76.2% of teachers acknowledging its importance in forming and improving teaching methods, feedback on teaching approach became a major focus of this study. This result is consistent with studies by Song et al. (2021), who found that giving teachers performance feedback improved their classroom practice, principal leadership, and mathematical student performance. The results show that feedback is not only appreciated but also rather helpful for refining teaching plans. Feedback frequency and improvements in teaching strategies ($r = 0.73$) show even more how directly regular feedback helps to improve teaching results. This close correlation implies that teachers' ability to modify their strategies to fit different student demands and coincide with present pedagogical developments depends much on feedback.

Furthermore, the statistical relevance of this link ($p = 0.005$) supports the concept that feedback should be directed and concentrated on regions that can result in valuable changes in educational strategies. Feedback systems that are organized and intentional can help educators keep on track with changing teaching standards, therefore ensuring that they remain flexible and responsive to the needs of their pupils. Flodén (2017), who discovered that university teachers view student feedback favorably and that this influences their instruction greatly and helps to enhance courses, supports this point of view.

5.3. The Positive Role of Feedback in Enhancing Self-Efficacy

The association between feedback and self-efficacy in the study is among the most startling results. Regular feedback is clearly correlated with the power of feedback to promote self-efficacy ($r = 0.531$), so regular feedback is crucial in increasing teachers' confidence in their own capacity for instruction. This is consistent with research by should be van Ginkel et al. (2021),who underline that teacher self-efficacy is much improved by feedback, especially when related to social comparisons and positive reinforcement. Motivating teachers and improving their general performance depend on self-efficacy, that is, their conviction in their ability to complete tasks successfully. Teachers who get regular and helpful feedback are more likely to feel confident in their capacity to change and enhance their teaching plans.

The statistically significant p-value of 0.0034 indicates that the observed link between feedback frequency and self-efficacy is not random and thereby reinforces the strength of this association. These results emphasize the need to establish a situation whereby teachers feel encouraged by consistent feedback, therefore fostering their conviction in their professional competency. In high-stress situations, such classrooms where teachers have to constantly adjust to difficulties and satisfy the various requirements of their students, this sense of self-efficacy is especially important.

5.4. Feedback as a Catalyst for Self-Reflection

Most teachers (61%) said that feedback inspires self-reflection and enables them to spot areas of strength and places for development. Professional development depends on self-reflection since it helps educators evaluate their own methods objectively and decide how best to improve their performance. A research study by van Ginkel et al. (2021) supports this viewpoint since social comparisons and feedback valence (positive vs. negative feedback) have a significant influence on teacher self-efficacy. The results show that good use of feedback not only offers insightful analysis of teaching strategies but also promotes a lifetime of learning and self-awareness.

This feedback feature is especially crucial since it promotes an always-growing culture of professional development. Regular self-reflection helps teachers stay motivated and dedicated to

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enhancing their teaching strategies, producing better results for their pupils. As Flodén (2017) points out, university lecturers view student feedback favorably, which significantly influences their instruction and helps to enhance courses. Feedback, then, is not only a tool for quick development but also a basis for steady professional development across time.

5.5. Implications for Educational Practice

The findings of this study have significant ramifications for educational practice, especially with regard to feedback system design and execution. The creation of consistent, practical, constructive feedback systems should be the priority for administrators and educational leaders. The results imply that regular feedback combined with explicit direction on bettering teaching strategies improves not just the quality of education but also teachers' confidence in their own abilities. Krasniqi and Ismajli (2022) confirmed that regular performance assessments and feedback increase teachers' self-efficacy, particularly in areas like classroom management.

Furthermore, it is crucial to make sure feedback is presented in a way that inspires educators to use it. Positive feedback encourages teachers to see feedback as a tool for development rather than as criticism, thus promoting a growth attitude and raising morale. This strategy improves self-efficacy as well as a cooperative and encouraging workplace where teachers feel appreciated and in charge. Lencioni's (2024) research shows that a coaching style of administrator feedback improves teacher self-efficacy, thus improving the results of student accomplishment.

6. Conclusion

Finally, this study's results underline the need for regular feedback to promote professional development, improve teaching strategies, and raise teachers' self-efficacy. The favorable correlations between feedback frequency and various characteristics of professional development draw attention to the need to create strategies for consistent, ordered feedback that is both constructive and encouraging. Creating a feedback-rich environment helps educational institutions help their teachers continuously enhance their methods and gain confidence in their skills, thereby improving the outcomes for both teachers and students.

7. Suggestion

The results of this study allow some essential suggestions to be made on how to improve feedback systems and thereby support teachers' professional growth:

a) Establish Regular and Structured Feedback Mechanisms

Creating consistent, disciplined feedback systems should be of top importance in educational institutions. According to the study, regular feedback significantly increases teaching strategies and self-efficacy. Establishing a mechanism that guarantees timely feedback and helps teachers and assessors to communicate consistently would help to guarantee this.

Regular feedback helps teachers to make instantaneous changes to their teaching strategies, thereby improving their whole performance. Institutions can guarantee that feedback is not only regular but also meaningful by putting organized methods into use.

b) Focus on the Quality of Feedback

One should make sure that feedback is both practical and directive. Though frequency is essential, one should not undervalue the quality of the feedback. Feedback should be focused, particular, and expressed favorably to inspire teachers.

Teachers are more likely to act upon feedback when it is clear and doable. Positive and constructive feedback assists in raising morale and inspiring teachers to keep on improving, therefore producing better teaching results and higher self-efficacy.

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c) Encourage Feedback on Teaching Methodology

Given that 76.2% of teachers respect feedback on teaching methodology, institutions should give feedback in this area top priority, with an eye towards particular instructional strategies, pedagogical approaches, and classroom management techniques.

Feedback on teaching strategies might enable teachers to match present educational trends, modify their approaches, and fit to different student demands. This helps to explain the ongoing improvement of educational quality.

d) Promote Feedback as a Tool for Self-Reflection

Institutions should encourage educators to reflect on their work and advance professionally through feedback. After feedback, institutions should allow teachers to participate in reflective practices—alone or in peer groups.

Feedback can spur introspection, which is essential for spotting areas of strength and areas needing work. Key elements of successful professional development include lifetime learning and constant progress, which encouraging reflective practices helps to create.

e) Integrate Peer and Mentorship Feedback

Apart from official assessments, institutions must take into account including mentoring initiatives and peer feedback in the feedback system. While mentoring gives direction from more seasoned teachers, peer feedback can provide insightful analysis from colleagues who know the teacher's instructional environment.

Peer and mentoring feedback present several points of view and could offer helpful advice not addressed in official assessments. These other sources of feedback can enhance the experience of professional growth and enable teachers to create a supportive colleague network.

f) Foster a Positive Feedback Culture

Establish a conducive environment whereby feedback is considered a tool for development rather than critique. Emphasizing positive feedback, praising developments, and supporting open feedback on constructive criticism would help one to reach this.

Teachers' motivation, confidence, and self-efficacy can be much improved by a positive feedback system. Teachers are more inclined to interact with feedback and apply it to enhance their methods when they see them as developing and helpful tools.

g) Implement Longitudinal Studies to Assess Long-Term Feedback Impact

Investigate the long-term impact of feedback on self-efficacy and teaching performance using a longitudinal approach. This will shed light on how ongoing feedback shapes teachers' development over time.

Long-term data can clarify the long-lasting effects of feedback on professional growth and instructional quality. This knowledge can direct the improvement of feedback systems and the planning of more successful development projects.

h) Ensure Feedback Systems Are Inclusive

Feedback systems should be inclusive, considering different teaching approaches, classroom settings, and teacher backgrounds. They should also be tailored to educators' particular requirements and offer individualized suggestions for development.

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Not every teacher would benefit from a one-size-fits-all strategy. Customized feedback guarantees that, given their particular teaching environment and difficulties, every teacher gets the help required.

Following these suggestions will help educational institutions to strengthen their feedback systems and create an environment in which teachers feel encouraged, inspired, and empowered to keep their teaching practices and general performance constantly better.

Declarations

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