

Developing Feedback Environment to Improve Teachers' Career Adaptability

(Pembangunan Persekitaran Maklum Balas dalam Meningkatkan Kebolehsuaian Kerjaya Guru)

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Abstract

This study examined the relationship between feedback environment and teacher's career adaptability among Primary School Teacher in Kuching. This study will be further understanding the significance and relationship between the feedback environment and career adaptability among teachers. At the same time, the influence of the feedback environment on a teacher's career adaptability was explored in this study. Pearson correlation techniques and multiple linear regression analysis techniques used to analyze the data after collecting them through the questionnaire. Practically, this study will help to implement a feedback environment in school organizations so that the teachers understand the importance of improving career adaptability. Theoretically, on the other hand, this study will provide a new perspective on improving teachers' career adaptability through the feedback environment.

Keywords: Feedback environment, career adaptability, primary school teacher

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INTRODUCTION

Educators play a dominant role in realizing the country's aspiration to create a generation that is useful to society. The job of the teacher is not only to convey knowledge but also to motivate students to think. They face not only the students but also the challenges that come with leaders, parents, colleagues, family relationships, and increasingly challenging work responsibilities. The challenges they face are not obvious, but they do have an impact on every educator. Therefore, teachers need to enhance their career skills to maintain their interest in overcoming the pressures they face. High teacher career adjustment will set career goals and further plan their career goals. Through their goals, they have a vision for the future and continue to break through to succeed. Indirectly, with high career dependence, teachers can pave the way for career advancement. This will help the community to grow a good generation.

In teaching, teachers often find it difficult to identify weaknesses and recognize the mistakes they make. Through feedback provided by leaders, teachers will be able to understand themselves by recognizing their weaknesses and strengths. This is possible through feedback from partnerships between leaders and teachers (Gong & Li, 2019). Thus, it is clear that there is a need for supervisors to create an environment of feedback and social-emotional support in the workplace to motivate their employees. Steelman, Levy, and Snell (2004) described the feedback environment as an aspect of ongoing supervision between supervisors and employees. In other words, the sharing of feedback between leaders and employees should not be seasonal, rather than continuous, as the current feedback identified may have an impact on teacher work performance.

RESEARCH BACKGROUND

Feedback environment

Leaders are an important source of feedback or information to their employees (James & Larson, 1989). Meaningful feedback can help supervisors guide, motivate, and reinforce effective employee behavior, thereby preventing their work performance from being ineffective (Steelman & Rutkowski, 2004). Employers need to be aware that building a feedback environment is different from traditional performance appraisal as it relates to informal feedback from employers and employees, colleagues, and colleagues in the day-to-day work environment (Steelman, Levy, & Snell, 2004; Katz & Malley, 2016). Supervisors can provide feedback to subordinates so they can better understand and have a clearer picture of how to increase feedback interventions within the organization. Steelman et al. (2004) developed a Feedback Environment Scale (FES) to diagnose the extent to which work characteristics are encouraged using active inquiry. This scale measures the supervisory and subordinate feedback environment of the seven dimensions, which include feedback credibility, feedback quality, feedback delivery, feedback availability, good feedback, poor feedback, and feedback-seeking behavior. However, in the Malaysian context, Ling et al. (2016) have identified the feedback environment encompassing six dimensions: source credibility, feedback quality, feedback delivery, constructive feedback, feedback resource availability, and support for finding feedback. Ling et al. (2016) also described non-constructive feedback as a non-significant dimension in the existence of a feedback environment in the workplace in Malaysia.

The credibility of the feedback source has been defined as the trustworthiness and expertise of the individual's perceived feedback source (Bozer, Sarros, & Santora, 2014). Resource expertise includes understanding of the recipient's job requirements, an understanding of the recipient's actual job requirements, and the ability to accurately determine job performance (Steelman et al., 2004; Ligen, Fisher, & Taylor, 1979). Therefore, employers should have a good knowledge of the performance areas and know the performance criteria so that the source of the information presented is reliable and useful (Zheng, Diaz, Jing, & Chiaburu, 2015). Furthermore, the second dimension of the

feedback environment is that the quality of feedback is identified as the usefulness and timeliness of the individual feeling. The feedback provided to employees must be accurate, clear, and easy to understand (Steelman et al., 2004). High-quality feedback must be continuous, specific, and considered more useful than low-quality feedback, which varies depending on the source of feedback, preference for target feedback, or observation opportunities (London, 2003). Nae, Moon, and Choi (2015) also stated in their research that if supervisors provide low-quality feedback, it will not improve employee performance.

Subsequently, feedback delivery refers to the process of providing feedback to employees. Ling (2019) states that individuals understand the feedback provided by the supervisor and can interpret and understand the source. The delivery process requires a more constructive approach based on the strength of the worker rather than their fault or weakness (Aguinis et al., 2012). In this way, employees can be rewarded and pay more attention to their work goals, which in turn can improve their work efficiency. The availability of feedback is important for building leaders through their challenging experiences (DeRue & Wellman, 2009). According to Ling and Abdul Ghani (2015), the availability of feedback sources looks at the level of moderation and the amount of feedback that employees can interact with at the supervision level in the workplace. Through the feedback provided, individuals can understand their competencies and performance within an organization (Kluger & DeNisi, 1996). As such, it will help them solve problems in a variety of situations and improve themselves in the learning process. Good feedback is conceptualized as the frequency of positive feedback provided by the supervisor. Positive feedback refers to an individual's understanding and belief in the information presented about the task. Therefore, positive feedback is also known as affirmative feedback (Muhammad Saiful, 2013). Employees who always receive positive feedback are more likely to understand how they perform, and they tend to have a positive attitude toward feedback, development, improvement in their job performance, and a positive attitude toward their job (Momotani & Otsuka, 2018). Feedback viewing behavior can be defined as an active individual seeking feedback to determine the appropriateness of their behavior within the organization. This behavior enables individuals to recognize the attitude of the provider to the feedback on their work and adapt to the ever-changing work environment (Harrison & Dossinger, 2017). The more individuals ask for feedback, the more likely they are to learn how to adapt to their workgroup or to interact with supervisors (Young & Steelman, 2014). Organizations should, therefore, create accessible channels that allow their employees to receive feedback from their supervisors, including negative feedback.

Career Adaptability

Career adaptability is defined as the state of preparation or individual psychosocial resources that adapt in response to a variety of tasks and roles (Savickas, 1997). This reflects the challenges individuals face in their ability to cope with professional situations or work in their careers. Individuals with high career adaptability can cope with the stress of losing their job, they will look for opportunities; they can predict change and make previous psychological preparations; they can handle temporary work carefully, setting and achieving realistic goals. They can even manage their career transition and handle stressful work experiences effectively (Perera & McIlveen, 2017). In general, teaching careers are intended to educate the younger generation in acquiring knowledge, ability, or virtue. To that end, teachers should develop their knowledge and skills in all aspects and take on new responsibilities in this ever-changing age and strive to improve their skills. This means that the teaching profession makes educators constantly need to improve themselves (Koç, 2019). In detail, four-dimensional career adjustments include career counseling, career control, career curiosity, and career confidence.

Career concerns refer to individuals' awareness of their future careers as professionals. They have plans in place for tomorrows. Planning and optimism will increase feelings of concern as it enables individuals to cope with the task of professional development that

needs to be completed in the future. Furthermore, career control refers to efforts to improve self-management through decision-making and responsibility for the future (Muslihati, 2017). Savickas (2005) has described career control as reflecting an individual's sense of responsibility to build their career and belief in which they can achieve it. Career curiosity also refers to career qualifications and exploration of work-related fit. Through past research, researchers have identified curiosity to improve the level of individual work performance. Individuals will be more confident in giving their spouse positive feedback as to their knowledge increases (Akça, Özer, & Kalaycıoğlu, 2018). In this regard, Rosenberg (1989) also describes belief as an individual's confidence in achieving his or her career goals successfully and in the face of problems. Gunz and Peiperl (2007) also state that self-esteem is associated with self-efficacy, referring to the individual's ability to succeed in an action, and implementing appropriate education and career options. When individuals can solve problems encountered in their exploratory experiences and daily life activities, they will build self-confidence.

NEED FOR THIS RESEARCH

Prolonged stress can cause learning and teaching problems for teachers. Jepson and Forrest (2006) also suggest that stress can come from workload, work culture based on endless work goals, and low student behavior and motivation have led to career adjustments among educators. As a result, this has minimized their contribution to generating and building quality human capital for the country. Previous studies have found that individuals with higher levels of career adjustment are less likely to experience negative pressures, with lower levels of stress and higher job satisfaction (Fiori, Bollmann, & Rossier, 2015). Leaders should, therefore, be concerned and responsive to the state of the teacher at all times in the workplace since the creation of the feedback environment at work is part of the daily work process between leaders and their followers. Creating a favorable work environment will enable leaders to focus on the scope of their work and provide more systematic work to the best of their ability. Therefore, it is believed that the feedback environment can enhance the ability of individuals to find, receive, and use feedback (Ling, Abdul Ghani, & Aziah, 2015).

A feedback environment can be practiced in schools to enhance teacher career ability. As teachers' careers improve, their biggest beneficiaries are our students. Even under high pressure, teachers with the ability to adapt to high careers can manage their pressures that influence the quality of teaching and learning and allow students to learn without interruption. Only by providing a quality feedback environment can the problem be solved and the negative impact on teacher teaching. The concept will therefore be intended to identify the relationships between the feedback environment in the workplace and teachers' career adaptability.

RESEARCH OBJECTIVES

The research paper seeks to achieve its general objective of developing a feedback environment to improve teachers' career adaptability by focusing on the following specific objectives:

1. To determine whether there is a significant relationship between the feedback environment and teacher's career adaptability among primary school teachers.
2. To investigate whether there is a significant influence of the feedback environment on teachers' career adaptability.

RESEARCH QUESTIONS

From the objectives of the study identified, the following research questions were written:

1. Is there any significant relationship between feedback environment and teacher's career adaptability among primary school teachers?

2. Is there any significant influence of feedback environment on teachers' career adaptability?

RESEARCH METHODOLOGY

This study will be implemented using a descriptive research design to identify the relationship between the feedback environment and teacher's career adaptability among primary school teachers. Research design can be viewed as the structure of research, which is a combination of all elements of a research project (Akhtar, 2016). In this study, quantitative methods were used to obtain the required information. Queirós, Faria, and Almeida (2017) emphasize that quantitative research focuses on objectivity and is particularly suitable when it is measurable variables and inferences from a population sample. Thus, to answer the research questions, this study will use a questionnaire to obtain data from the teacher. The questionnaire is divided into three sections. Part A is to obtain personal information from respondents; Part B is the feedback environment which will be adapted from the scale of the feedback environment by Ling (2016); Part C is Career Adaptability, which will be adapted from the Career Adaptability Scale (CAAS) presented by Savickas and Porfeli (2012). The data collected will be analyzed using Statistical Package Social Science (SPSS). The quantitative data generated will be analyzed using descriptive statistics, which will include percentage distribution, mean, and frequency counts. The relationship between the independent and dependent variables is explained through multiple regression.

RESEARCH TIMELINE

This project is expected to be completed in 30 weeks, with the following indicated as the activity's duration for every section of the research project:

Table 1. Activity's duration

Research Section	Duration
Title	2 week
Introduction	2 weeks
Problem statement	3 weeks
Research background	3 weeks
Research objectives, research questions and research hypotheses	2 weeks
Research methodology	3 weeks
Pilot test	2 weeks
Real research data collection	4 months
Data analysis interpretation and discussions	4 weeks
Summary, conclusion and recommendations	3 weeks
Reviewing work for final submission	2 weeks

CONCLUSION

Career adaptability has been viewed as a willingness to face predictable tasks to prepare for and participate in work roles and with unpredictable adjustments caused by changes in the work environment (Savickas, 1997). Individuals should be able to adapt to the career path to manage the challenges they face in the workplace. In the context of education, teachers with high career adaptability will help maintain their professional ethics under the stress of environmental trends. Therefore, this study was designed to determine whether the implementation of the feedback environment at work has a significant impact on teacher career ability. In practice, this study will help to incorporate the feedback environment within the school organization so that teachers understand the importance of improving their adaptability in their careers. In turn, this study will provide a new perspective to the research world to recognize the relationship between work adaptation and the feedback environment.

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