
Enhancing Educational Excellence: A Conceptual Paper on Credibility Feedback and Teaching Quality among Faculty

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Abstract

This paper critically examines the intersection of credibility feedback and teaching quality within contemporary educational institutions. By synthesizing existing literature, it highlights the pivotal role of credibility feedback in shaping teaching effectiveness and underscores the challenges faced by today's educational establishments in elevating educational standards. The review underscores that credibility feedback profoundly influences teaching quality, particularly emphasizing the significance of managerial attributes such as specialized knowledge, effective communication skills, and equitability in fostering trust among educational staff. Consequently, the establishment of robust systems for positive and constructive feedback emerges as a crucial avenue for future research endeavors. This paper contributes to the ongoing discourse on enhancing educational quality by illuminating the nexus between credibility feedback and teaching effectiveness, thereby informing strategic initiatives aimed at improving educational outcomes.

Keywords: *Credibility feedback, teaching quality, relationship*

I. INTRODUCTION

With the rapid development of society and the rise of a knowledge-based economy, higher education institutions play a crucial role in promoting knowledge advancement and innovation (Iqbal, 2021). Higher education has become a major platform for fostering innovation, expanding horizons, and improving general literacy. Research has shown that the quality of teachers' teaching plays a key role in student outcomes (e.g., achievement and motivation) and teacher outcomes (e.g., effective pedagogical methods) (Burić & Kim, 2020). Therefore, high-quality teaching is a societal necessity. Improving teacher teaching is a comprehensive process that requires teachers to continuously reflect on their teaching practices, listen to feedback from supervisors, colleagues, and students, and make timely adjustments to their teaching methods and strategies to adapt to the needs of their students and the changing educational environment (Drago-Severson & Blum-DeStefano, 2017). This study is concerned that in education, building trusting relationships and open lines of communication are critical, and effective leadership feedback helps teachers better understand their teaching styles and improve their effectiveness. Therefore, a clearer exploration of the relationship

between teaching quality and credibility feedback is necessary.

II. DEFINITION CONCEPT OF CREDIBILITY FEEDBACK

In organizational institutions, feedback is defined as a special case of a communication process in which the sender conveys messages to the receiver that are intended to provide individuals with information about their behavior, performance, or learning progress (Wisniewski, Zierer, & Hattie, 2020). Feedback can originate from external sources (staff-to-staff, staff-to-leadership feedback), and receivers receive the feedback to judge their performance accordingly. The basic concept of a feedback environment is closely related to the idea of a feedback-oriented culture, which emphasizes how feedback is processed and viewed as important in an organization or environment and promotes the importance of staff making more use of feedback (Steelman, Levy, & Snell, 2004).

In a feedback culture, feedback generated through daily interactions influences employee beliefs and behaviors. In contrast, feedback from managers is critical to every organization, and research has shown that employees typically seek feedback from their supervisors rather than their coworkers (Lee,

Idris, & Tuckey, 2019). Providing feedback from supervisors can help staff to improve some issues and increase staff performance. According to Steelman et al. (2004), the feedback environment was originally defined as a multi-source and multi-dimensional structure, and therefore Steelman et al. (2004) developed the Feedback Environment Scale (FES) to provide a diagnostic tool to assess the perceived validity and status of the feedback process in an organization. The Source of Credibility Feedback Scale (CFS) is one of the sub-scales of the FES. In other words, teachers are more likely to trust feedback from a person who is perceived to be knowledgeable and experienced in their subject area, and feedback from such a person is perceived to be more effective (Vangrieken, Meredith, Packer, & Kyndt, 2017; van de Ridder, Berk, Stokking, & Ten Cate, 2015). Characteristics that have been shown to increase the credibility of feedback providers include being older, having long work experience, a background of expertise, communication skills, and social skills (Gabris & Ihrke, 2000; Martin, Guillaume, Thomas, Lee, & Epitropaki, 2016). Many studies have shown that the dimensions used to increase credibility include expertise, experience, honesty, respect, consistency of words and actions, responsibility, self-awareness, reliability, personal charisma, fairness, service, accuracy, age, social skills, and personality (Ryu & Hong, 2020). Some researchers have argued that credibility is a key factor in determining whether learning signals such as feedback are influential. Feedback recipients are more satisfied with and willing to use feedback from high-credibility sources compared to low-credibility sources (Watling, Driessen, van der Vleuten, & Lingard, 2012; van de Ridder et al., 2015; Martin et al., 2016; Katz, Rauvola, & Rudolph, 2021).

III. DEFINITION CONCEPT OF TEACHING QUALITY

Many scholars have given different perspectives on the concept of teaching quality, Leon, Medina-Garrido and Núñez (2017) argue that "teaching quality" refers to teacher-specific behaviors that allow students to feel autonomy, competence, and relatedness during the teaching and learning process and promote student autonomy through the provision of diverse learning resources, thus encouraging students to explore and think on their own, to promote student autonomy. Praetorius and Charalambous (2018) define quality of teaching and learning as the content of practices that are co-constructed by students and teachers and have a positive impact on student outcomes, and that are consistent with normative assumptions, values, and beliefs. In summary, we can conclude that the

improvement of teaching quality is based on the classroom session, in which teacher-student interaction and student autonomy are the antecedent factors for improving the quality of teaching and learning. Many studies have demonstrated the importance of the classroom environment for high-quality teaching and learning, including classroom environment management, classroom session organization, student organization, student affective mastery, provision of feedback, student self-assessment and teacher-student peer assessment, clarity of content, and good communication, which are the dominant factors in classroom effectiveness. Similar previous research has demonstrated that effective teachers are more likely to exhibit a supportive classroom climate, motivated lesson management, clear curriculum goals, and a leadership-supportive climate (Dulay, 2023). Tamura and Uesugi's (2020) research suggests that effective teaching includes pre-class preparation, classroom instruction, and post-classroom feedback, with classroom instruction being particularly prominent in favor of teachers to innovate teaching goals and develop student thinking activities. Classroom management, teacher support, and cognitive activation are the three general aspects that the well-known German model of teaching quality evaluates (Praetorius, Klieme, Herbert, & Pinger, 2018). Teacher support refers to teachers modifying their instruction to the needs and goals of their students and creating supportive, motivating, and inspiring learning environments that help students reach their full potential. Classroom management, on the other hand, aims to enable teachers to effectively coordinate and manage students through a range of strategies, skills, and methods and to ensure that instructional goals are met through organized guided instruction. Finally, cognitive activation refers to the development of higher-order thinking in students that stimulates their understanding of deeper content. These days, many people utilize these dimensions of teaching quality.

IV. PURPOSE OF THIS PAPER

The research objectives of this study were to determine the measures of teacher quality, to analyze the correlates affecting teacher quality and the correlates affecting credibility feedback, and to discover the interrelationships between credibility feedback and improving teacher quality by reviewing the articles, to explore the ways to improve the quality of teaching.

V. RELATIONSHIP BETWEEN CREDIBILITY FEEDBACK AND TEACHING QUALITY IN PREVIOUS RESEARCH

In educational institutions, giving feedback is important for managers not only to develop and maintain good working relationships and achieve the results expected by managers, but also to increase the self-awareness of staff (Mone, London, & Mone, 2018). In the management process, if there is a lack of feedback, the staff's behavior in the next work process may not be reinforced or may even do the right thing wrong because of the lack of feedback. Therefore, feedback is an important tool for managers to improve performance and a very important management tool (Steelman et al., 2004).

Credibility feedback contains an important trust component that promotes the personal and professional development of subordinates and positively affects their productivity. A study by Li and Tan (2013) demonstrated the moderating effect of trust on individual performance in organizational relationships. They concluded that trusting staff are more likely to believe in their abilities and actively seek development opportunities. The authors also found that trust is positively related to job engagement and job satisfaction, and that trust has a greater impact on individual performance in high-trust environments. This is consistent with the findings of Byrne, Pitts, Wilson, and Steiner (2012). The study concluded that trust and support can help staff to reduce the stress of performance evaluations. When staff believe that their supervisors are fair and willing to provide support, they are more likely to accept the assessment and learn from it. Therefore, communicating with staff openly and honestly and providing constructive feedback is conducive to a positive work environment.

Feedback from highly credible sources may transform performance (Nielsen, Nielsen, Ogbonnaya, Käsälä, Saari, & Isaksson, 2017). Steelman et al. (2004) demonstrated that feedback from sources of (a) competent leaders (b) familiar with my job performance, (c) are motivated to provide credibility feedback, and that feedback from these sources of information about work behavior has a greater impact than feedback from leaders who are not perceived to be competent in assessing it. In past research on feedback, many scholars have argued that feedback has an interactive effect, and thus the information delivered by feedback also contains both positive and negative feedback, and research has demonstrated that negative feedback information from high-credibility sources is more likely to be believed, and thus change performance, than negative information from low credibility

sources (Gabriel, Frantz, Levy, & Hilliard, 2014). Zhou (2003) suggested that supervisor feedback has a direct impact on employee performance and emotional state. Positive supervisor feedback (including praise, recognition, and rewards) can increase employees' satisfaction and work engagement, enhance their motivation and self-confidence, and improve performance. Negative feedback, on the other hand, may lead to staff negativity and job dissatisfaction. Meanwhile, Gregory Beck and Carr (2011) made a similar argument. A positive feedback environment helps managers maximize their effectiveness and can help teachers increase their self-confidence and motivation. This creates a positive, interactive, and effective learning environment and improves teacher performance in classroom management. Therefore, leaders create a positive feedback environment that signals to staff that feedback will be consistent, available, and important (Tseng & Levy, 2018). In contrast, there is also research that indicates that if feedback is inaccurate or unfair, it may lead to teacher frustration with the feedback, which in turn affects the quality of instruction (Gabriel, Frantz, Levy, & Hilliard, 2014).

Most relevant to the current study, the relationship between instructional outcomes and performance assessments in credibility feedback has been demonstrated in many different contexts. A study from a Chinese context (Liu & Hallinger, 2018) reported that leaders promote mutual learning and growth among teachers and increase their effectiveness by creating a mutually learning and supportive work environment through motivation to continually improve teachers' competence and performance. Zhang and Wong (2018) found in their study that leaders' coaching and feedback had a positive effect on teacher instruction. Specifically, a person with efficient judgment, decision-making, organizational, creative, and communication skills is more likely to have a trusting relationship, and mentoring through leaders can contribute to teachers' instructional outcomes.

The researcher found variables related to credibility feedback such as fairness of performance assessment system, leadership support, and leader trust were found to predict teaching quality and teaching efficacy. Researchers have also found that receivers are more satisfied with highly credible feedback by summarizing several studies on the satisfaction, self-efficacy, and behavior of feedback recipients (Moon, 2019). Although the impact of managers on educational outcomes in schools is often indirect when a school is characterized by high levels of trust, they are more likely to have greater confidence in their collective ability to succeed in

achieving their goals, and managers and teachers can accomplish what the school needs to do.

In summary, most research supports the existence of a positive relationship between credibility feedback and teacher quality. Specifically, a leader with effective organizational, creative, and communication skills is more likely to have a trusting relationship with their staff, which leads to constructive, fact-based feedback that contributes to a positive culture of credibility feedback and promotes teacher quality (Gregory et al., 2011; Liu & Hallinger, 2018).

VI. CONCEPTUAL FRAMEWORK

This study was conducted as a conceptual paper exploring the relationship between credibility feedback (CF) and teaching quality (TQ). Based on the summary of the literature review, it was further confirmed that credibility feedback is often recognized as a positive element in promoting teachers' professional development and improving teaching quality. As shown in Figure 1, the framework describes the relationship between credibility feedback and teaching quality, and credibility feedback has a significant effect on teaching quality. Teaching quality can be divided into three dimensions: classroom management, teacher support, and cognitive activation (Praetorius, Klieme, Herbert, & Pinger, 2018).

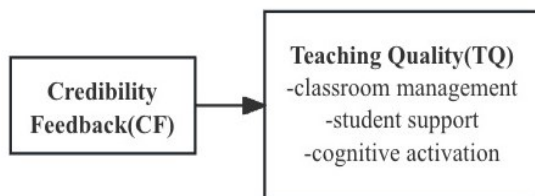


Figure 1 Conceptual Framework

VII. CONCLUSION

In this study, the researchers discussed the relationship between credibility feedback and teaching quality and concluded that credibility feedback significantly affects teaching quality. In educational institutions, managers who provide constructive, fact-based, and credible feedback with corresponding support and training contribute to the establishment of a positive feedback environment that promotes teacher quality (Martin et al., 2016). Similarly, managers with characteristics such as expertise, innovation, honesty, competence, communication, and motivation are better able to foster trusting relationships with their staff. The qualities and characteristics that are present in them help managers build positive working relationships with their staff and promote job satisfaction,

professional development, and overall performance (Handford & Leithwood, 2013).

Feedback environment is a complex process, and according to Steelman et al.'s (2004) Feedback Environment Scale, coworker support can also have an impact on employee performance, and some studies have shown that coworker feedback environments can positively affect employees' role clarity and job performance. Therefore, future research can continue to explore other variables in the feedback environment.



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