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The influence of demographic factors on teacher-written feedback self-efficacy in Malaysian secondary school teachers

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Abstract

This study is aimed at investigating the level of teacher-written feedback self-efficacy among Malaysian secondary school teachers and the influence of teachers' age, gender, qualifications and teaching experiences on their written feedback self-efficacy. Bandura (1986) had mentioned that of all the different aspects of self-knowledge, none is more influential in people's everyday lives than their personal self-efficacy. People with a high level of self-efficacy expect favourable outcomes, while those who doubt themselves expect mediocre performance, which results in negative outcomes. This research examined the impact of self-efficacy on teacher-written feedback in formative assessment. Self-efficacy is very important to determine how teacher-written feedback is placed in their formative assessment. One hundred sixty-six English language teachers in Selangor participated in this research by completing the survey. This current research reveals that secondary schools' English teachers' self-efficacy of teacher-written feedback was mostly unrelated to their demographic factors. The results have shown that there was no significant difference among Malaysian secondary school teachers in relation to their qualification, teaching experience and level of training in written feedback self-efficacy.

Keywords: Self-efficacy; teacher practices; teacher written feedback; demographic; formative assessment

1. Introduction

The empirical research has demonstrated a positive relationship between self-efficacy and different motivational and behavioural outcomes in education (Shunk, 1995). There are a few studied conducted on the relationship between teachers' written feedback self-efficacy and teachers' demographic factors. This study is to gain more understanding of the demographic factors related to written feedback self-efficacy and examine the relationship between self-efficacy and teachers' demographic on teacher-written feedback. Much of recent research related to self-efficacy in social cognitive theory of Bandura (1986 & 1994). It is about self-beliefs in people to act in his or her capacity necessarily to produce specific achievement (Bandura, 1997). Efficacy is not the number of skills that you acquired but what you believe you can do with your skills under many situations and contribute to the level of performance of any skill (Bandura, 1995). Teachers' self-efficacy is 'a judgment of their capabilities to bring about

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desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated' (Tschannen-Moran, Woolfolk and Hoy (1998). Teacher self-efficacy is an ability to produce an improvement among their students and the most influential factor on the quality of their teaching and motivation. The more teachers bring this influence into their teaching practices, the more they can shape the events to their liking and contribute to the direction their lives take. Self-efficacy is a person's belief in their own competence and how they influence their practices to move forward in a certain direction. The positive relationship between self-efficacy and teacher-written feedback practices can be explained by the fact that individuals with high self-efficacy have the capacity to overcome stressful situations as they possess a "can–do" attitude (Salvador & Moyoral, 2011).

Another research indicated that with the optimum level of self-efficacy people are the most encouraged to tackle challenging tasks and gain experience. Research showed teachers' practices have been directly correlated to self-efficacy. This study was designed to investigate the influence of public secondary schools' teachers' qualification, teaching experience and training on their perception of teacher-written feedback self-efficacy.

2. Teacher-Written Feedback Self-Efficacy

Written feedback is one of the various improvement strategies to improve curriculum and classroom instruction. Its implementation is a key part of the learning process to increase students' achievement (Alwehebi, 2021). It is an important part of the writing process to advise, praise and evaluate the students in achieving their aim. Feedback provides descriptive information about student performance relative to reaching their goals (Wiggins, 2012). Feedback should be continuous throughout the writing process. It can be accepted, modified or rejected (Hattie & Timperley, 2007, p. 82) as a part of the learning and growing process to help them to improve. Hattie & Yates (2014) states that feedback as a teaching tool assists staff in providing instructional quality and the implementation of feedback as an effective tool that builds on teachers' knowledge and skills by increasing their self-efficacy in providing students' effective feedback. Teachers could learn and grow during the course of professional development that is often dedicated to pedagogy (Lambert, 1998).

Professional development can be defined as the opportunity to engage in sharing a decision making, inquiring, making dialogue, reflecting, providing community service, peer coaching and mediating workshops. "To lead is to facilitate such learning towards a shared purpose" (Lambert, 1998, p. 88). Self-efficacy beliefs influence how people are motivated, think, feel and act (Bandura, 1996). Bandura (1997) claims that "people's level of motivation, affective states and actions are based more on what they believe than what is objectively true" (p.2) and "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments" (p. 3). It mentions that a person who holds a self-belief will act accordingly regardless of her/his accuracy. The importance of self-belief is undeniable and impact teachers' performance; self-efficacy is one of the primary components in self-beliefs that affect what people do. People prefer to do what they believe and what they can accomplish. It is a mediator between people's beliefs and their behaviours (Bandura, 1997). Therefore, the area of self-efficacy is important to investigate as it affects teachers' practices of written feedback.

Bandura (1997) adds the idea that self-efficacy comes from four sources which are enactive mastery experience, various experience, verbal persuasion, and physiological and affective. The success and failure in enactive mastery experience are the factors that influence self-efficacy. The successes lead to a stronger belief and failures have weakened a person's self-efficacy beliefs. For example, a student performs well in writing, leading the teacher to have a stronger sense of self-efficacy in teacher-written feedback practices. The second source is a vicarious experience which comes from observations of actions performed by others. During the observation, they compare their ability to others' abilities as a

social comparison to shape their own self-efficacy beliefs accordingly. The teacher provides written feedback to their classes and the students can write better than those who do not receive written feedback leads to improvement of self-efficacy level among the teachers. The third source is verbal persuasion and it affects self-efficacy. Verbal persuasion involves people who receive feedback from another person to convince them to perform a task. For example, school management gives a compliment to teachers when their students perform well in writing assessment; this leads to an improved level of self-efficacy. The last source is physiological and affective which states people determine their ability for a task, they may look to their physiological or emotional condition. For example, the teachers consider their physical feedback as well as emotions. When they feel stressed while providing written feedback to their students' writing tasks, it can be interpreted that they lack the competency to fulfil their responsibility; and this could stop them to continue delivering their duties well. Self-efficacy beliefs influence a person to act and put effort into any tasks, be perseverant and persistent to face any difficulties to achieve an ultimate goal (Bandura, 1986, 1997). Therefore, teachers with high self-efficacy would be more successful compared to those with low self-efficacy. They tend to put much more effort into doing their tasks and they are willing to work consistently on the task for a longer period to achieve success. Contrarily, the teachers with low self-efficacy beliefs would be easy to give up in facing difficulties; they would not put so much effort into the tasks especially when they have experienced failures. They feel more confident in their skills and classroom to have a greater impact on the students' achievement. It is noted that teachers with self-efficacy are open to new methods to meet the needs of their students (Tschannen-Moran et. al., 1998). They tend to be organised and spend more time on lessons and assessments. This effort shows teachers' willingness to be more committed in the classroom.

The level of a teacher's self-efficacy beliefs gives an effect on their teaching practices. The teachers with high self-efficacy tend to perform well compared to those with low self-efficacy who may avoid doing tasks as they perceive it as too challenging and give up easily when faced with any challenges. They will not put effort to overcome the problems and leave them unsolved. It is also an aspect of motivation that influences causal attributions and the goals of people create (Bandura, 1994). It involves a person's perceptions of how well they can achieve and how they set a standard for their goals. Bandura (1997) explains how self-efficacy beliefs need to match the domain of performance. Therefore, it can be said teachers' self-efficacy influences their teaching practice performance in the classroom. Teachers' efficacy beliefs have influenced their abilities to teach students and their instructional decisions in the classroom.

3. Teachers' Demographic Factors and Self-Efficacy

This study was to measure efficacy beliefs in relation to teacher-written feedback skills of public secondary school teachers. The changes in education demand a new assessment system. Previous research has shown that teacher efficacy is an important factor in teaching performance which is related to their attitudes and students' outcomes (Clark & Bates, 2003). In addition, it has been shown that schools with high-performance professional development integrate key dimensions that support and reinforce skill development and efficacy beliefs. The professional developments/training are aimed to improve teacher competence. With competency, teachers can improve students' performance at school. Teachers' self-efficacy is a key driver of teacher performance and the training provided to teachers help them to build positive self-efficacy. Teachers want and need practical in-service training to make them better teachers and that improves student outcomes.

Lambert (1998) stated that teachers could learn and grow during professional/training development time that is often dedicated to pedagogy. It is a part of a sharing session among teachers who can explore and suggest topics such as feedback in an effective way. Lambert (1998) asserted that professional development is more to learn in engaging in shared decision making, inquiry, dialogue, reflection,

community service, peer coaching and mediation workshops. "To lead is to facilitate such learning toward a shared purpose" (p.88). Marsh (2007) found little evidence that teachers' effectiveness varied with increasing numbers of years of experience according to students' evaluations for changes corresponding to the teachers' years of experience. Klassen & Chiu (2010) concluded that teaching experience with factors such as the use of instructional strategies, student engagement and classroom management were not significant.

According to Huberman (1989), the teachers sometimes begin to reach out for help after the first or two years of teaching. They can take stock of their teaching a little at this stage, past the frenzy and challenges of the novice years (Dickson, M., McMinn, M. & Kadbey, H., 2019). However, more experienced teachers may have a desire to update their skills because the skills they acquired during teacher training begin to fade (Badlishah & Majid, 2016; Greenwood, 2003). She believed that the methodology instruction should be trained, coached and mentored not only as part of pre-service training but school-based. For example, Brousseau, Book & Byers (1998) found that more experienced teachers had low self-efficacy compared to new teachers. Their findings showed that more experienced teachers were less likely to believe that their efforts impact students' performance. Another study was conducted by Friedrichsen, P. J., Abell, S. K., Pareja, E. M. Brown, P. L., Lankford, D. M. & Volkmann, M. J. (2009) found there was no difference between teachers' teaching experience and teachers' self-efficacy in pedagogy, lesson plans or perspectively. Surprisingly, it was found the experienced teachers appeared to become cynical with displays of bitterness, distrust and aggression in their education after they have taught for many years (Velthius, Fisser & Pieters, 2014). Hill, Rowan & Ball (2005) found there was no correlation between teacher experience and their content knowledge of teaching. Another study in Iran also found that teachers with less than 10 years of teaching experience had the highest level of self-efficacy in pedagogical content knowledge of experience compared to those between 21 and 30 years of experience. On the other hand, Clotfelter, Ladd & Vidgor (2007) have shown that teachers' experience was positively linked with students' achievement and teachers' self-efficacy were greater for those with more teaching experience (Wolters & Daugherty, 2007). Another finding in Soodak & Poodell (1996) found that teaching experience positively influences self-efficacy among primary school teachers. They conclude that experienced teachers are more effective than those less experienced teachers.

4. Current Study

The aim of this study was to investigate the relationship between teachers' level of written feedback self-efficacy (Dependent variable) and educational qualification, teaching experience and level of training (Independent variables) in public secondary schools in Petaling Perdana District, Selangor. The objective was to investigate the differences in the level of self-efficacy among public secondary school teachers belonging to different qualifications, teaching experience and training. The research question was used to guide the present study as follows:

3.1 Is there any significant relationship between teachers' demographic factors (qualification, teaching experience and training) and teacher' self-efficacy?

5. The Hypotheses of the Study

Hypothesis 1: There is no relationship between teacher written feedback self-efficacy and qualification.

Hypothesis 2: There is no relationship between teacher written feedback self-efficacy practices and teaching experience.

Hypothesis 3: There is no relationship between teacher written feedback self-efficacy and level of trainings.

6. Methodology of Research

This research used a quantitative method to collect and analyse data gathered through a survey instrument given to secondary school teachers in Petaling Perdana District. The sample of the study consisted of 166 volunteers comprising of secondary school English teachers. The participants' age range was between 23 to 60 years old and their average age was between 31 and 40. The random sampling method was employed. The questionnaires were distributed via Google form to all the sampled secondary school English teachers. A total of 200 questionnaires were distributed; however, only 177 were responded and 11 of these were rejected. This resulted in response data of 166 (83%) completed the survey.

The quantitative design allowed for some generalisation of relationship from the sample to a similar population. Furthermore, this method design provides fundamental support for further research to be done. Creswell (2009) explained that quantitative survey design is used when "examining the relationship between and among variables is essential to answering questions and hypotheses through surveys and experiments" (p. 145). This research question examines the relationship between teachers' demographic and teacher-written feedback self-efficacy. Teachers are asked to self-rate their level of confidence in teacher-written feedback practices in formative assessment with students. The rubric teachers used to rate themselves included the following categories: the practices of written feedback frequency and frequency of types of written feedback provided in the classroom. In this section, the Likert scale ranged from 1 (not confident at all) to 5 (extremely confident). The questionnaire involved two parts. In the first part, demographic information was obtained: gender, teaching experience, academic qualification, age range and level of training (6 items). The second part was questions related to their self-efficacy on teacher-written feedback practices (11 items). Quantitative methods were used in order to determine if there was a statistically significant relationship between teachers' demographics and teacher-written feedback self-efficacy. Content validity of the items was examined by the experts of Education Department at University Technology of MARA. The 17 items were fulfilled the reliability and validity criteria and administered to 166 randomly selected teachers in ten selected schools. This data was collected and organised and statistical computation was conducted with SPSS 21. The total scale Alpha coefficient of the sample (N = 166) was 0.86.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.841	17

The aims of the present study were to determine levels of teacher-written feedback self-efficacy and to explore the relationship between teacher efficacy beliefs and teachers' demographic data. Descriptive statistics such as mean and standard deviation have been used to provide the following information: years of teaching experience, academic qualification and level of training attended. This allowed the data to be examined in terms of the frequency of distribution, mean, median and mode.

Inferential statistics are used to examine the relationship between teacher self-efficacy and teachers' demographic through correlation analysis and ANOVA. The data were examined included the overall score of teachers' demographic and written feedback self-efficacy to make inferences about the relationship between teachers' demographic and teachers' self-efficacy in teacher-written feedback practices.

7. Analysis and Interpretation of Data

The aims of the present study were to understand the relationship between teachers' demographic and teachers' self-efficacy of teacher-written feedback in formative assessments. In addition, this research aimed to see if there were significant differences in teacher self-efficacy based on academic qualification, level received of training and years of teaching. In more detail, teachers were asked to rate their demographic characteristics. The teachers were asked to complete the self-efficacy survey to rate their level of confidence in teacher-written feedback practices, types of written feedback and writing improvement.

6.1 Demographic Characteristics of Respondents

Table 1 reveals the demographic characteristics of teacher respondents. From 10 secondary schools, 166 teachers responded to questionnaires. As for academic qualification, 149 (88.6%) were undergraduate and only 17 (11.4%) were postgraduate teachers. Table 1 indicated that most respondents in the sampled schools were degree holders and stating that they were well-qualified to teach English language subjects in secondary schools. However, contrary to the education policy of the Malaysian government, there were still some undergraduate teachers in selected schools. Moreover, the number of teachers with postgraduate degrees were not as many as required by the Malaysian Ministry of Education to promote teachers to further studies.

As for the number of years teaching, 7(4.2%) reported less than 5 years, 7 (4.2%) reported between 6 and 10 years, 135 (81.3%) reported between 11 and 15 years, 16 (9.6%) reported between 16 and 20 years and only 1 (0.6%) reported more than 21 years. As for the level of training, 33 (19.0%) attended state level, 64 (38.6%) reported attending district level, 44 (26.1%) attended school level of training and 25 (15.1%) did not attend any training provided by the Ministry of Education.

Table 2. Demographic characteristics of teachers

Categories of Respondents	Labels	No. of Respondents	Percent (%)
Qualification	Degree	149	88.6
	Postgraduate	17	11.4
	Total	166	100.0
Teaching Experience	< 8 years	24	14.5
	9 – 16 years	63	38.0
	17 – 23 years	44	26.5
	24 - 30 years	32	19.3
	>30 years	3	1.8
	Total	166	100.0
Level of Training	State	33	19.9
	District	64	38.6
	School	44	26.5
	None	25	15.1
	Total	166	100.0

6.2 Self-Efficacy and Teachers' Qualification

This section was intended to investigate the influence of teachers' qualification on their written feedback self-efficacy as collaboration with types of written feedback (TYPE), teaching strategies (STRA) and writing performance (WP) to secondary schools' students in formative assessment. The data was collected and analysed with the help of Mean, SD and Significance level.

Hypothesis 1: There is no relationship between teacher written feedback self-efficacy and qualification.

Table 2 shown the descriptive data indicating the observed mean scores for both groups of teachers to PRAC (3.41, 3.56), TYPE (3.01, 3.11) and WA (3.35, 3.47) respectively. It shows that postgraduate teachers were found to possess high self-efficacy compared to undergraduate teachers of teacher written feedback practices, type and writing process. This means that postgraduate teachers were found to be more confident in written feedback. It was found that the teachers' level of qualification influences the written feedback self-efficacy, particularly in written feedback strategies. The t-test value shown that there were significantly strong positive relationship between the two groups of respondents for only PRAC (t (164) =3.56, p<0.05) and TYPE (t (164) =3.11, p<0.05). This implies that teachers who have more qualifications are found to relatively agree that they were confident in providing written feedback in formative assessment to the students. It was found that the teachers' level of qualification influences teacher written feedback practices self-efficacy.

However, there was reported different findings from the previous studies on the impact of teachers' qualification and their self-efficacy. It was also reported that the level of qualification significantly influenced teachers' self-efficacy. In one of the studies, Grace (2011) found that the level of qualification did not significantly influence work performance of the individual. However, Guo, Connor, Yang, Roehrig, & Morrison (2012) found that teachers' qualification gave effect to their classroom practices to which they believe that they can make a difference in their students' achievement.

Table 3. Independent sample t-test for comparing teacher-written feedback self-efficacy by teachers' qualification

Dependent Variable		Group	N	Mean Score	SD	Mean difference	df	t-value	Sig.
Self-Efficacy	PRACTICES	Undergraduate	149	3.41	.693	-.15263	164	-.857	.393
		Postgraduate	17	3.56	.722				
	TYPE	Undergraduate	149	3.01	.513	-.09783	164	-.745	.458
		Postgraduate	17	3.11	.515				
	WRITING PROCESS	Undergraduate	149	3.35	.746	-.12025	164	-.632	.528
		Postgraduate	17	3.47	.707				

Table 3 shows that the significance of written feedback self-efficacy and teachers' qualification is .393 which was significant at 1.5 level. Also, the mean value of self-efficacy among undergraduate teachers (PRAC=3.41, TYPE=3.01, WA=3.35) was less than that of postgraduate teachers (PRAC=3.56, TYPE=3.11, WA=3.45).

Table 4. T-Test Difference in Self-Efficacy with Respect to Qualification

	Qualification	**N**	**Mean**	**SD**	**t**	**Sig. P**
Self-Efficacy	Degree	149	3.26	.598	-.807	.421
	Postgraduate	17	3.38	.599		

Table 4 shown the inference that there were no significant qualification differences in self-efficacy among public secondary school teachers. Therefore, **Hypothesis 1**: There is no significant relationship between teachers' written feedback self-efficacy [t = -0.807, p = 0.421], p > 0.05 and teachers' qualification was accepted.

6.3 Self-Efficacy and teaching experience

This study also examined the influence of teaching experience on teachers' self-efficacy of teacher-written feedback practices. **Hypothesis 2:** There will be no significant difference in written feedback self-efficacy among public secondary school teachers with respect to teaching experience.

According to table 5, the teachers who have lesser than 8 years of teaching experience were found to report that the level of written feedback practices (M=3.41, SD=.679), type of feedback (M=2.98, SD=.576) and writing approach (M=3.34, SD=.719). Teachers with teaching experience between 9 – 16 years reported that the level of confidence on written feedback practices, type of feedback and writing approach was (M=3.50, SD=.669), (M=3.06, SD=.499) respectively. It was reported that the level of confidence for written feedback practices, type of feedback and writing approach was (M=3.43, SD=.756), (M=3.02, SD=.560) to those teachers with experience between 17 – 23 years. Table 3 showed that the teachers were not adequate and supportive in providing feedback to the students. This seems to be true as the observed mean values in teaching experience (17 – 23 years) across the subcategories of self-efficacy were less than the expected mean values for PRAC (M=3.26), TYPE (M=3.02) and INST (3.24). Teachers who had experienced more than 30 years reported the level of confidence for PRAC (M=3.87, SD.902), TYPE (M=3.13, SD=.115) and WA (M=3.33, SD.808).

Table 5. One-way ANOVA for comparing self-efficacy by years of teaching experience

Dependent Variable		Group	N	Mean scores	SD	Df	Sig.
Self-Efficacy	PRACTICES	< 8 years	32	3.26	.657	162	.456
		9 – 16	63	3.50	.669		
		17 – 23	44	3.43	.756		
		24 - 29	24	3.41	.679		
		>30 years	3	3.87	.902		
	TYPE	< 8 years	32	2.94	.458	162	.843
		9 – 16	63	3.06	.499		
		17 – 23	44	3.02	.560		
		24 - 29	24	2.98	.572		
		>30 years	3	3.13	.115		
	WRITING APPROACH	< 8 years	24	3.24	.696	162	.849
		9 – 16	63	3.43	.757		
		17 – 23	44	3.36	.780		
		24 - 29	32	3.34	.696		
		>30 years	3	3.33	.808		

As indicated in Table 5, teachers who had teaching experience between 17 – 23 years felt more comfortable with the adaptation and accommodations of the written feedback practices than others. However, there were moderate positive significant mean differences between teachers' experience and assessment strategies. There was a very strong positive correlation between teaching experience, types of written feedback and teaching instruction. The findings of the current study regarding the impacts of teaching experience on teacher-written feedback self-efficacy align with the previous research. Thus, it was found that teachers with more teaching experience give high-level self-efficacy of written feedback practices than teachers with less experience. However, both teachers between 9 to 16 and 24 to 29 years of teaching experience were slightly different in reporting about the confidence level in PRAC and TYPE. It was found that the teacher with the most experience professed to be the most confident teachers in the sample in teacher-written feedback in its skill areas.

Table 6. One-way ANOVA Difference in Self-Efficacy with Respect Teaching Experience

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig. P**
Self-Efficacy	Between Groups	.804	4	.201	.556	.695
	Within Groups	58.150	161	.361		
	Total	58.954	165			

Table 6 concluded that there was no significance for self-efficacy [$F(4, 161) = 0.556$, $p = 0.695$], $p > 0.05$ with respect to teaching experience among public secondary school teachers. Hence, **Hypothesis 2:** There is no relationship between teacher written feedback self-efficacy and teaching experience was accepted. Similarly, findings showed that teachers' teaching experience negatively influenced teachers' self-efficacy in teaching practices (Brousseau et al, 1998; Dickson, M., McMinn, M. & Kadbey, H., 2019). However, the findings from the previous study conducted by Lumpe, Czerniack, Haney & Beltyukova (1999) shows that the number of years of teaching was significantly affected context self-efficacy beliefs.

6.4 Self-Efficacy and Level of Training

This section was intended to examine the relationship between teachers' self-efficacy in written feedback practices (PRAC), types of feedback (TYPE) and writing approach (WA) employed. **Hypothesis 3:** There is no relationship between teachers' self-efficacy and teachers' level of training.

Table 7. One-way ANOVA for comparing self-efficacy by the level of training

Dependent Variable		Group	N	Mean	SD	Df	F	Sig.
Self-Efficacy	PRACTICES	State	33	3.34	.678	162	1.494	.218
		District	64	3.43	.689			
		School	44	3.34	.728			
		None	25	3.68	.648			
	TYPE	State	33	2.98	.453	162	2.015	.114
		District	64	2.97	.539			
		School	44	2.98	.511			
		None	25	3.24	.484			
	WRITING APPROACH	State	33	3.22	.694	162	1.318	.271
		District	64	3.34	.745			
		School	44	3.35	.758			
		None	25	3.60	.744			

Table 7 shown the descriptive data indicating the mean scores for four groups of teachers to PRAC (3.24, 2.98, 2.98, 2.97), TYPE (3.01, 3.22,3.34, 3.35), WA (3.60, 3.36, 3.34, 3.43) respectively. Contrary to the untrained teachers were found more confident in PRAC, TYPE and WP for written feedback as the observed mean (3.24, 3.35) was greater than trained teachers in the state, district and school levels. In addition, teachers with state training level have reported higher levels of confidence on WA compared to the school training level. It was supported by the evidence in table 4 indicating the observed mean differences between state and school training groups of teachers for WP (MD=3.60, 3.34). No differences were noted in belief statements among the level of training. In other words, teachers without training hold similar beliefs to those who attended training.

Table 8. One-way ANOVA Difference in Self-Efficacy with Respect Level of Training

		Sum of Squares	df	Mean Square	F	Sig. P
Self-Efficacy	Between Groups	1.827	3	.609	1.727	.164
	Within Groups	57.127	162	.353		
	Total	58.954	165			

Table 8 shows that there was no significant relationship between teachers' written feedback self-efficacy [F (3, 162) = 1.727, p = 0.164], p > 0.05 and level of training among public secondary school teachers. Therefore, **Hypothesis 2:** There is no significant relationship between written feedback self-efficacy and level of training was accepted. However, a statistically low positive significance between the level of training and written feedback self-efficacy was indicated that the teachers were at a similar level of confidence in practising teacher-written feedback. The current study indicated that the teachers should be provided a sustainable additional training on written feedback practices in order to furnish effective teacher-written feedback to the students.

Earlier research was found similar with the present research findings reported. Agesa (2014) identified the issue of lack of training as a hindrance to written feedback practices and suggested that training needs to be ongoing to ease some of the tension. The above findings based on analysis, interpretation and discussion of the results. The main findings have been drawn and found that there was no significant differences in teacher written feedback self-efficacy (practices, types and writing approach) among public secondary schools' teachers with respect to their academic qualification, teaching experience and level of training.

8. Discussion and Conclusions

The focus of this research was to understand teachers' self-efficacy in using feedback practices of written feedback. Baroody (2011) stated that states and districts choose various improvement strategies to improve curriculum and classroom instruction. Feedback is the most powerful to enhance students' achievement (Hattie, 2008) and to reach academic achievement (Wiggins, 2012). Teachers perceived that feedback is an essential tool to help students to achieve academic success. The confidence of feedback is given influences its practices. Using feedback as a teaching tool in formative assessment improves instructional quality. Bandura (1977, 1986) defines self-efficacy is a person's belief in his or her abilities to behave necessary to produce specific performance attainments. The teachers have more confidence to teach if they believe in their capabilities. It reflects confidence in the ability to control one's motivation. They will put an effort towards the attainment of a goal. It is important for education stakeholders to take care of teachers' personal issues to help them to develop good and active interpersonal skills, especially the school administrators. They must ensure the teachers have good working environment conditions to encourage the teachers to teach effectively in the classroom.

Accordingly, the current study found that the level of academic qualification does not portray the level of teachers' self-efficacy on written feedback more than others. Therefore, continuous training and courses from the other professionals should be provided to teachers regardless of any qualifications. In relation to this, it is suggested to have more training courses for teachers by which they should be taught about how to put this practice in place. The self-efficacy of both undergraduate or postgraduate teachers need to be improved by shaping their self-esteem and boosting their confidence with proper and effective in-service training. The training must be redesigned and enriched to tailor the current education needs to empower teachers with high self-efficacy beliefs and self-regulation of learning. With these recommendations, teachers can make teaching more successive, effective and efficient.

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