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## **Impact of Feedback environment on teachers' job satisfaction**

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### **Abstract:**

Providing feedback to employees in a constructive manner is essential for maintaining and increasing employee motivation and satisfaction which leads to increased participation of teachers in academic process. This study examines the relationship between the feedback environment and job satisfaction among teachers of colleges in Hyderabad. The results highlight the importance of diagnosing and assessing the feedback environment for a better understanding of feedback processes and for enhancing feedback interventions in schools. Results from this study found that employees who perceived receiving feedback from a supervisor were more likely to be satisfied in the workplace than those who did not perceive receiving feedback. Effective feedback is critical to the success of every teacher, administrator and the school and it motivates teachers to improve their job performance by enhancing ability, encouraging effort, and acknowledging results which would enhance the brand reputation of the school. If included in an administrative strategy and given regularly, effective feedback can reduce employee stress, mistakes, increase efficiency within the workplace.

### **1. Introduction:**

Providing regular feedback to an employee is an important correlate of job satisfaction. If an employee receives his/her feedback periodically from supervisor, then this will enable will the employee to understand what constructive actions need to be taken to improve his/her performance so he/she can grow professionally. In fact, receiving feedback from a supervisor has been found to increase employee morale and satisfaction (Hackman & Oldham, 1976: Lam, Yik, & Schaubroeck, 2002). Literature study shows that supervisory feedback is an important predictor of job satisfaction. Anseel and Lievens (2007), using a longitudinal study, the observed the impact of feedback environment on job satisfaction among government employees. Job satisfaction and feedback measures were collected at two separate time periods, five months apart. They found the positive long-term effect of the feedback environment on job satisfaction. Also, an employee's perception of a feedback environment from his/her supervisor related strongly to the quality of the relation with his/her supervisor, which was then related to job satisfaction. Other researchers also have shown that feedback is an important contributor to job satisfaction. Chen (2008), using job characteristics of task identity, task significance, professionalism (defined as a meaningful task and highly important), feedback from a supervisor, and autonomy, explained how these job characteristics were related to job satisfaction among information systems (IS) employees. Results showed that all of these job characteristics were significantly and positively related to job satisfaction. He concluded that effective feedback from supervisors gave the IS employees an in-

depth personnel knowledge about the results of their work, information about the effects of their actions, and an understanding of how effectively they have performed and also the need to improve their skills. Such knowledge definitely improves their effectiveness and their job performance as employees receive feedback on their performance and see the direction in which they are headed. Furthermore, Sparr and Sonnentag (2008) found that a feedback environment which observed as receiving feedback from one's supervisor, was positively related to job satisfaction and negatively related to helplessness, job depression, and turnover intent. This highlights the importance of a feedback environment for looking into well-being at work and job work outcomes such as job satisfaction. Perceived fairness of supervisor feedback is critical to an employee's work outcomes, as previous research has supported its relation to job satisfaction.

The present study deals with the impact of feedback environment on the performance as well job satisfaction of teachers. Also, it attempts to know if there is any relationship between the administrator's leadership style and the administrator-teacher relationship which in turn can affect job satisfaction.

## **2. Review of Literature:**

Feedback environment researchers have stressed that employees have an access to performance-related indicators and information from a variety of sources, that different cues can serve as feedback information, and the available feedback is affected by a range of factors other than an objective performance episode (Ashford, 1993; Ashford & Cummings, 1983; Herold & Parsons, 1985). Consequently, the feedback environment was defined as the total set of information that shows an individual's how well they are performing in an organisation (Hanser & Muchinsky, 1978). The first empirical studies on the feedback environment have primarily focused on the amount and type of feedback information provided by different feedback sources (Greller & Herold, 1975; Herold & Parsons, 1985), the importance employees attach to feedback cues from these sources (Ashford, 1993; Greller, 1980), & the relationship between perceptions of the feedback environment and different criteria of performance (Becker & Klimoski, 1989). More recent conceptualisations of the feedback environment have abandoned typologies of available feedback information and have put more emphasis on the development of an organisational environment that is supportive of feedback interactions and processes in an organisation (Levy & Williams, 2004; London & Smither, 2002). The feedback environment is believed to play a key role in determining how employees seek, receive, process, accept, and use feedback messages. More recent conceptualisations of the feedback environment have abandoned typologies of available feedback information and have put more emphasis on the development of an organisational environment that is supportive of feedback interactions and processes in an organisation (Levy & Williams, 2004; London & Smither, 2002). The feedback environment is believed to play a key role in determining how employees seek, receive, process, accept, and use feedback messages. Nazirul et al (2017) suggested that an effective policy on recruitment, job security, service rules, promotional opportunities, regular payments, retirements' benefits should be made by the government to improve the job satisfaction and attitude of employees in both government and non-government employees. Chux Gervase Iwu (2018) studied the parameters responsible for job satisfaction among teachers of Nigerian schools. Overall, the results suggest that teachers' pay or salary, growth opportunities and responsibilities attached to work are the top three job characteristics variables that contribute to teacher job satisfaction. Hence, a better understanding of the feedback environment is crucial to gain more insight into the feedback process and to improve feedback interventions in organisations.

**3. Research Objectives:**

The main purpose of the study is to examine the impact of feedback environment on employees' performance and their satisfaction.

**3.1 Hypotheses:**

- 1) There is a strong correlation between feedback and the job performance of the teachers
- 2) There is a statistically significant relationship between an administrator's leadership style, the provision for constructive mentoring programs for teachers, teacher isolation, the level of professional development and support, and incentives for knowledge and skill enhancement & the dependent variable is administrator teacher relationships.

**4.1.1 Sample**

The sample of the study comprised of 110 higher secondary teachers (Males=60 and Females=50) randomly drawn from private schools in the city of Hyderabad. Their age ranged from 27-53 years and their experience ranged from 1-20 years.

**4.1.2 Tool:**

To establish this research article, data was collected through using self-administrated questionnaire in which 4-point likert scale is used to measuring results easily and they are ranging as 1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree and the Questionnaire focus on supervisor relations with teachers, expectations of teachers on administrators, administrators' vision and school policies etc.

**TABLE 1: DEMOGRAPHICS OF THE PARTICIPANTS**

	Independent variable	Frequency
GENDER	Male	60
	Female	50
AGE	28 - 35 years	25
	36- 45 years	75
	46 - 60 years	10
AREA OF SPECIALIZATION	SCIENCES	39
	COMMERCE	51
	ARTS & LANGUAGES	20
LENGTH OF SERVICE	1- 5 years	32
	5- 15 years	43
	16 - 25 years	35

**TABLE 2: Parameters showing the response of teachers**

No.	Parameter	Mean	SD	Variance
1	My School administrator demonstrates integrity and sets an example for others to follow	2.97	0.05	0.0025
2	My school administrator holds me accountable for my performance	3.75	0.11	0.0121
3	My school administrator considers the impact of decisions on employees when considering courses of action	3.20	0.09	0.0081
4	I have confidence in my supervisor	2.35	0.05	0.0025
5	My school administrator has a vision for the institution and has effectively communicated that vision in a manner that is understandable to me.	3.24	0.066	0.0043
6	Because of my School administrator, I understand the importance of me, my position and role in achieving the institutional goals.	3.67	0.096	0.0092
7	My administrator discusses my performance report in private	3.01	0.055	0.003
8	My administrators show no partiality or partisan attitude while gauging the performance of all teachers	2.76	0.052	0.0027
9	My school administrator ensures that I receive frequent and adequate training and resources needed for my job	3.23	0.065	0.0042
10	My supervisor treats me with respect and is easily approachable	2.69	0.047	0.0022
11	My supervisor listens to my concern and show empathetic attitude	2.81	0.049	0.0024
12	I have confidence and belief in practices followed by my supervisor to evaluate me	2.56	0.046	0.0021
13	I feel that I am valued by my organisation and my administrator	3.11	0.059	0.0035
14	My school management tries to bridge the differences between administrator and teachers if they exist	2.45	0.045	0.0020

**Table 3: Factors Influencing Administrator-Teacher Relationships**

	Parameter	Mean
1	The Administrator's Leadership Style	3.9
2	Professional development/support	3.45
3	Teacher isolation	3.3
4	Induction/mentoring programs	3.56
5	Incentives	3.78
6	Will my job satisfaction increase with good administrator relationship	3.95

**Table 4 Leadership style**

No.	Parameter	SD (%)	D(%)	A(%)	SA(%)
1	My administrator fosters a collaborative culture and use fairness and integrity	36	38	6	20
2	My administrator Encourage teachers to share knowledge or expertise and offer incentives for doing so	32	34	12	20
3	My administrator cares about personal needs and listens to my personal problems which can impact performance	38	41	3	18
4	My administrator’s leadership style vary according to circumstances	14	34	28	24
5	My administrator is flexible and adapts to situation	11	34	39	16
6	Will regular professional development improve my relations with administrators	8	12	57	23
7	Provides opportunities for teachers to consistently meet	20	15	40	25

**Results & discussion:**

- **Functions of Feedback:** Feedback is defined as giving information about performance. There are two functions of feedback in the workplace: 1. Instructional: The instructional function of feedback will clarify roles instruct clear expected behaviour from their teachers. This guidance can ensure that employees and managers have a clear understanding of workplace policies and expectations. 2. Motivational: The motivational function of feedback is to serve as a reward which will enhance employee engagement, achievement, school brand name, teacher retentivity and also satisfaction with their work. Instructional and motivational feedback are both critical in any institution Below is a list of possible outcomes that result from a manager giving effective feedback. It can contribute to: Persistent quality effort, enhanced learning atmosphere, personal growth, creativity and [professional development, improved morale, improves job satisfaction, generate positive thinking and inculcate meaningful discussion, establish a clear as well shared understanding of common vision and goals, communicate wider school goals, understand as well address the parental expectations. In order to be effective, feedback must be continual and should be part of a managerial institutional strategy that includes goal setting and suitable rewards for performance. Improving Individual Job Performance is a Continuous Process (Kreitner and Kinicki, 2007).
- Providing effective and constructive feedback can be sometimes a complex and intricate process is which is critical to each employee’s success. When executed properly, feedback can motivate, increase performance and increase job satisfaction. It is therefore critical that administrators understand the basics, procedure and the methods of providing effective feedback in order to achieve desired results. Negative feedback hurts, we all agree that communication is the key to making a relationship work Good communication is an important tool between administrators and teachers of an institution. 94%, or nearly all of the organizations surveyed by SHRM (2016), felt that positive feedback reinforces behaviour or performance that should be repeated, and therefore contributes immensely to improving performance compared with negative feedback.

- Most of the teachers felt that the feedback must be dealt in person and confidentiality must be maintained. This will help teachers to maintain dignity among their peers or students. Also, this will help them boost their morale and good relation with their supervisors. They expect the feedback to be real without ulterior motives.
- In the present study, it is seen that most of the teachers do not have confidence in their supervisors which is certainly a disturbing factor for any institution. To overcome this, the institution must consider involving teacher representatives in framing a policy or guidelines for evaluating a teacher performance, also can encourage by training managers to adopt a number of specific behaviours to enhance the feedback environment. This can improve the confidence of teachers over their administrators and the organisation. Teacher satisfaction leads to a positive ambience in the school.
- The kind of treatment given by the administrator towards their teachers largely determines their satisfaction level. It is always desired to treat employees in a good manner and with more empathetic attitude. It is a general feeling expressed by teachers in this study, that administrators show a boss attitude instead of showing positive leadership qualities. The management must clearly state guidelines to all the administrators in addressing the concerns of the teachers. The administrator should periodically undergo training in interpersonal skills and also their motivation too.
- A mean of 2.59 regarding the confidence of teachers in their supervisor evaluation report indicates that most of the administrators in the school surveyed are not working in tandem with their faculty members. When teachers don't have confidence in their administrators then Employee attrition is going to be one of the major problems to be faced by all schools. If a teacher is not treated well at the workplace, don't have ample opportunities to grow, is not appreciated by his superiors, don't get salary on time then the teacher would definitely think of changing job. The sinking relations between administrators and teachers is a warning sign for the institutions to immediately look at it. Retaining talented employees definitely gives an organization an edge over competitors as they contribute more effectively than new entrants. Moreover, no new teacher would like to join an institution which has a high employee attrition rate. Teachers who are not satisfied with their jobs often badmouth their institution and also warn friends and acquaintances not to join the same.
- In this study, many teachers have opined that the administrators need to clearly focus the ideals, policies and strategies followed by the institution. Also, a clear rubric must be maintained by the institution in performance appraisals, teacher evaluation surveys etc. If the institution does not follow these then the differences between the administrators and teachers would surface which will destroy the brand image of the institution. The brand name of any institution is of utmost importance to the employees and is considered an important parameter for teachers to have job satisfaction. Satisfied teachers are the ones who are extremely loyal towards their institution and do not work out of any compulsion but because they dream of taking their organization to a higher level. Employees need to be passionate towards their work and passion comes only when employees are satisfied with their job and institution as a whole. The results of a study found that employee's emotional regulation strategies of deep acting and surface acting differentially affect customer satisfaction, and that employee's job satisfaction mediates the relationship between employee's emotional regulation strategies and customer satisfaction (Hur et al, 2015).
- To a parameter whether the school managements try to bridge the gap between the administrators and teachers, the mean was low. This study shows that there is a need for managements to conduct feedback conferences with the teachers in their presence along with

administrators. The feedback conferences should concentrate on constructive analyses and reinforcement of successful patterns based upon observational evidence (Hopkins & Moore, 1992). More specifically, this would be an opportunity to reflect objectively on the teaching experience and to apply concepts for self-assessments building upon the identified strengths and recognizing the challenging areas.

- With a mean of 3.24, most teachers are made to understand the role and vision of the school by the administrators. Hence more of training or mentoring sessions would help build confidence among teachers over their administrators. Administrators have the responsibility to ensure they create a culture that allows teachers to work together as teams to address issue involving curriculum, pacing guides, teaching practices, and pedagogy. This practice also eliminates the isolation that many teachers feel when they enter the profession. The most effective way to fight teacher isolation is to create professional learning communities that will allow time for sharing data and teaching strategies (DuFour, 2005). The creation of professional learning communities will not only eliminate teacher isolation but will also result in what Schmoker (2006) concluded to be the “surest, fastest path to instructional improvement.” Allotting time for teachers to work in teams within the school day allows for endless opportunities for veteran and novice teachers to impact student learning in dynamic ways as led by the school administrator. Many teachers in this survey expressed that when they are working in teams, they share their expertise and also challenges as well learn from other teachers’ experiences
- The administrators should make the employees understand the performance management system so as to make them aware on what basis teacher performance is evaluated. As far as Communication goes, it also has a low mean compared to other parameters in the questionnaire. It can happen, sometimes, when an administrator is not available when a situation arises that demand desperate measures. It is advisable for all the administrators to be available at all times and is knowledgeable, directs student’s learning and has realistic expectations. The administrators bear responsibility for facilitating a positive learning experience for the students and be Inquisitive, energetic, Knowledgeable, Realistic about their own skills and, willing to take risks in order to gain new skills and knowledge. As with any relationship, respect, genuineness, willingness to listen, seeking to understand & communication are key components. School Leadership has to instil the value of togetherness, trust, mutual respect, procedures and norms that will influence how to think, feel and behave towards each other and to the outside organization.
- Based on the results of this study from table 2, it is evident there is a statistical relationship between the administrator’s leadership style, the provision of effective induction/mentoring programs, teacher isolation, professional development, teacher incentives, and the relationship teachers have with their administrator and the administrator-teacher relationship.
- Many teachers have felt from the present study (mean 3.9) that leadership style of administrators is a key component in their performances and hence job satisfaction. A charismatic, strong, fearless leader has always been held in high esteem and is revered as an efficient educational leader who creates an environment so that teachers and students can achieve higher levels of performance. However, with more demands placed on Private school administrators, this call for leadership is not a job for the single person but is a collective endeavour that involves the entire educational set up of that school. Therefore, an effective leader is one who “share authority, empower others, and assess their effectiveness as leaders on the extent to which they create conditions that result in higher levels of learning—both for

students and adult". Research has shown that the elements of a productive relationship between an administrator and a teacher exists when "they recognize that they cannot help all students unless they work together collaboratively, and they constantly seek tangible evidence that students have acquired intended knowledge" (DuFour, 2005, p. 2). Waters and Cameron (2007) found that effective leaders must balance responsibilities and focus on what is important to the organization as a whole.

- Hallingera and Heck (2010) have found that effective school leadership comes from collaborative leadership. This type of leadership, as evidenced through their study, can have a vast and sustaining positive impact on student achievement. Leadership styles have long been examined through the years. Erkens (2008) stated that leaders have led from the front in a traditional sense by giving clear mandates and directives for a group's next move while an effective and performing leader is one who can facilitate in several areas: serving, modelling, and celebrating, a series of actions that occur during the journey of a task. A school principal, administrator who exercises effective organizational management has to strategically make decisions that will have a global impact on his or her school.
- Anseel et.al (2007) examined the relationship between the feedback environment and job satisfaction and also on the mediating role of administrator - teacher exchange in a Belgian vocational training professional. They highlighted the importance of diagnosing and assessing the feedback environment for a better understanding of feedback processes and for enhancing feedback interventions in organisations. State of Tennessee has introduced a new environment among the educator evaluation system in 2011 which is designed to increase the rigor of evaluations and place teachers based on performance. The findings of the study conducted on the same found that the relationship between performance and the feedback environment has an importance on the productivity of teachers (Cory et. Al 2017). Tark et. Al (2018) in a study on science teachers in India revealed that most satisfied science teachers are those who are initially motivated to become teachers. The results highlighted the positive relationship between science teachers' satisfaction and teacher collaboration, good disciplinary climate in science classes, availability of school resources, and the opportunity to participate in professional-development activities which all belong to the environment provided by the school for the better productivity of teachers. In a study conducted on school teachers in South Sudan, Alyaha et. Al (2017) stated that the poor and deplorable working conditions are among other factors contributing to teachers' levels of job dissatisfaction and noted that the impact of working conditions on teacher's job satisfaction is quite high and their results concluded that the inadequacy of school facilities led to teachers' dissatisfaction. Hafiz(2016) in his study on the relationship between work environment, motivation and job satisfaction in private school teachers of Lahore, Pakistan concluded that there is a significantly positive impact of Work Environment on Motivation and there is also a positive influence on Job Satisfaction. Results indicated that Motivation partially mediates between Work Environment and Job Satisfaction of school teachers in Lahore, Pakistan
- Effective professional development sessions conducted regularly will enhance the relationships of administrators have with teachers. Professional development should come from within the school and the senior teachers that are on campus. Administrators can also enhance their relationships with teachers by providing them the support needed in order for them to trust their practices and become leaders in the field. Teacher mentors and induction programs for beginner teachers can be effective when they are specific to individual teacher needs.



- Almost all teachers expressed that a good and understanding administrator relationship with them would improve their job satisfaction and the school managements must strive to accomplish that relationship goal for their brand image to be more focussed in this competitive world.

### **Conclusion:**

Results from this study found that employees who perceived receiving feedback from a supervisor were more likely to be satisfied in the workplace than those who did not perceive receiving feedback. Constructive and periodical feedback is beneficial to receive from a supervisor as employees are able to improve their performance and understand what they need to accomplish to achieve their goals. Effective feedback is critical to the success of every teacher, administrator and the school and it motivates teachers to improve their job performance by enhancing ability, encouraging effort, and acknowledging results which would enhance the brand reputation of the school. If included in a administrative strategy and given regularly, effective feedback can reduce employee stress, mistakes, increase efficiency within the workplace. It is therefore crucial that principals seeking to increase achievement ratios of their schools and also to improve teacher retentivity must provide effective feedback to their employees.

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