The Role of Feedback Environment, Immediacy Feedback, and Frequency of Feedback in Enhancing Teaching Efficacy: A Concept Paper

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Abstract— This is a concept paper on the role of the feedback environment, immediacy of feedback, and frequency of feedback on teaching efficacy among educators in foreign branch campus universities (FBCUs) in Malaysia. Teaching efficacy, a critical determinant of teaching quality and student outcomes, is shaped by various contextual and relational factors, including feedback mechanisms and environment. The feedback environment encompasses the credibility, quality, delivery, and availability of feedback, which collectively impact educators' receptivity to feedback. On the other hand, immediacy feedback refers to the promptness with which feedback is provided, while frequency of feedback addresses the regularity of evaluative input. Therefore, it is believed that a supportive feedback environment, timely delivery of feedback, and consistent feedback frequency can positively influence educators' teaching efficacy. For this concept paper, the definitions and concepts of feedback, feedback environment, immediacy feedback, frequency of feedback and teaching efficacy are reviewed to cover the evolvement of these concepts. Next, the relationships between these concepts are discussed and synthesized based on previous works by scholars. In providing a holistic view, the moderating effect of immediacy feedback and frequency of feedback towards teaching efficacy are also reviewed. In addition, the relationships between the variables are visualized through the conceptual framework. Lastly, this concept paper aims to contribute to the growing body of literature on feedback environment in higher education and provide actionable insights to improve teaching practices and institutional feedback practices and policies.

Keywords— Feedback Environment, Immediacy Feedback, Frequency of Feedback, Teaching Efficacy, Higher Education

I. FEEDBACK

The concept of feedback and feedback mechanism has a long history, tracing back to centuries. It was evident even in the 1670s as part of mechanical systems in broader applications in science and engineering (Erraz & Glaría, 1997). Up until today, feedback is still important in our daily lives; it is the signal or confirmation of doing the right thing and is even a form of acceptance and validation. However, feedback can be complex and critical as well. The study of feedback in the education setting became prominent in the mid-20th century while evolving with learning theories. Under the behaviorist perspective, feedback was integrated into learning theories, while later on feedback was incorporated into cognitive theories by Gagne (Mory, 2013). These milestones have illustrated and enabled feedback to grow to be a cornerstone of educational practices and theories. It has also enabled Hattie and Timperley (2007) to develop a conceptual model of feedback, emphasizing its impact on learning and achievement and concurrently elevating its role in educational research.

In the educational context, feedback is often used to inform students about their progress, strengths, weaknesses, and areas for improvement in their academic work or performance. According to Henderson, Ryan and Phillips (2019), it can be said that feedback serves as a critical mechanism for learning, promoting self-regulation, and fostering student-teacher engagement. However, Joughin, Boud, Dawson and Tai (2021) found that students tend to avoid seeking feedback from the teacher marking their final work to avoid portraying themselves as incompetent. This is particularly true regarding bigger class sizes and when having access to one-to-one interaction outside of the classroom with the teacher is limited. On the other hand, in higher education, the desired outcome of feedback is usually defined as improved work or learning strategies (Carless, 2022; Nieminen & Carless, 2023). This means that in the higher education setting, seeking feedback is deemed part of learning, whether inside or outside of the classroom.

Having said that, the study and application of feedback in higher education has evolved significantly over time, focusing on enhancing learning, teaching practices, and even institutional growth and development. In the early 1980s, student feedback in

higher education began to be systematically used, particularly to address quality assurance and improve educational and classroom practices (Williams, 2014). Although studies have shown feedback to be an important mechanism for improvement, research has also identified gaps in its practices, whereby students failed to engage with or benefit from feedback effectively (Evans, 2013). Hence, according to Joughin et al. (2021), this has caused feedback in higher education to be as problematic to implement and manage as it is in organizations. With so much emphasis on studying the importance of feedback and its impact, there may still be a lack of awareness of the importance of the feedback environment in improving the effectiveness of teaching and learning (Colliot, Krichen, Girard, Anquetil, & Jamet, 2024; Pereira, Flores, Simão, & Barros, 2016).

Feedback in higher education has been viewed to play a transformative role, highlighting its impact on learning, student satisfaction, and educational quality. However, there is still a misalignment between student and educator expectations, a lack of time, and insufficient clarity in feedback methods. This was further supported by Joughin et al. (2021), whereby students may or may not be aware of the qualities they seek to cultivate productive relationships, in terms of seeking and managing feedback from educators. In addition, the role of feedback as self-regulated learning and fostering deeper engagement with academic and learning materials has been linked to improved outcomes, particularly when personalized and timely (Pereira et al., 2016). Furthermore, in higher education, it is also believed that students eliciting feedback are not limited to formal assessors as feedback providers. These providers can also be identified as family, friends, and fellow students (Joughin et al., 2021). To summarize, studies on feedback in higher education have focused on the goal of feedback to improve learning and the quality of student work (Joughin et al., 2021), and interactions between students and educators to promote long-term learning strategies (Carless, 2022).

II. FEEDBACK ENVIRONMENT

The feedback environment refers to the overall atmosphere and culture within an organization or educational setting that supports and encourages the giving and receiving of feedback. (Vaniala, 2016). In a positive feedback environment, individuals feel comfortable providing feedback without fear of reprisal. In this environment, constructive feedback is seen as valuable for professional growth. (Bohan, McDowell, & Smyth, 2022)Simply put, a positive feedback environment, whereby open communication channels facilitate the exchange of feedback, is essential for fostering continuous improvement, learning, and development among individuals and within the organization. In contrast, a negative feedback environment breeds the opposite and fosters demotivating work ethics while, in the long run, becoming toxic.

Earlier studies have found that there was substantial growth and noted the importance of feedback in higher education, however, did not directly address the feedback environment (Harvey, 2003). Historically, the concept of the feedback environment was first formally explored in the organizational context in the 1980s, examining the relationship between the perceived feedback environment within organizations and employees' performance (Becker & Klimoski, 1989). It focused on the importance of one-way feedback from supervisors to improve job performance. Another foundational study by Erez (1977), the feedback environment was emphasized as a necessary condition for the relationship between goal-setting and performance. This study also introduced the relationship between individual and environmental attributes. In short, these earlier studies have laid the groundwork for understanding how feedback operates within an organizational environment and its implications for performance and behavior, which built the feedback environment that is being studied today.

The concept of feedback environment in education began to be systematically explored in the early 2000s, with a growing focus on the role of feedback in ensuring effective learning. Burnett (2002) investigated on the relationship between teacher feedback and students' perceptions of the classroom environment and underscored how various types of feedback influence teacher-student relationships and classroom dynamics. On the other hand, Koka and Hein (2003) explored the role of feedback by teachers in motivating students and noted on the importance of positive feedback in fostering intrinsic motivation. Throughout the years and past studies, researchers started to realize how feedback environment can affect the classroom environment. According to Aldridge, Fraser and Ntuli (2009), feedback from the classroom environment can be utilized to guide teaching improvements, marking a shift towards using feedback to inform instructional strategies. Therefore, these studies have underscored the significance of a feedback environment in shaping educational experiences and improving teaching effectiveness, which is significantly related to teaching efficacy.

Moving into higher education, the study of feedback environment has focused on improving learning outcomes, student engagement, and institutional processes. In the early days, Menges and Brinko (1986), in their study posited that student feedback has a positive influence on improving teaching quality. Although Evans (2013) introduced the concept of a feedback landscape, it was later treated to be similar to as feedback environment. In a more significant finding, Ling, Fairuz and Abdul Ghani Kanesan (2015c) found that feedback environment influences creativity and student perceptions, demonstrating the interrelation between feedback quality and student engagement. As in education, the feedback environment in higher education faced similar challenges too, such as time constraints

(immediacy and frequency), misalignment of expectations, and barriers to seeking feedback (Carless, 2022; Henderson et al., 2019). These studies underscored how the feedback environment in higher education has evolved to address both student needs and systemic challenges, with Carless (2022) focusing on fostering effective learning and teaching practices in improving learning outcomes.

Generally, a feedback environment focused on the overall culture and openness to feedback, encompassing the broader organizational or educational context, sets the tone for whether feedback is welcomed and valued, and reflects the overall cultural and organizational norms regarding feedback. These were further demonstrated through the Feedback Environment Scale (FES) which was designed by Steelman, Levy and Snell (2004). There are seven dimensions namely the reliability of feedback source, quality of feedback, feedback delivery, favorable feedback, unfavorable feedback, availability of feedback and encouraging feedback seeking. Even though there was a study by Ling, Abdul Ghani Kanesan and Fairuz (2015b) which reported that unfavorable feedback was a significant predictor of self-efficacy of teaching, based on more recent past studies, it was excluded or not applicable in the Malaysian context (Lim & Ling, 2020; Ling et al., 2015c; Ling & Gek, 2020; Ling & Zakir Hussain, 2019). Therefore, for this concept paper, only six dimensions, excluding unfavorable feedback will be further elaborated.

A. Reliability of Feedback Source

According to Steelman et al. (2004), reliability of feedback source is the extent to which feedback recipients perceive the feedback source as competent and trustworthy. In other words, credibility impacts how much value is placed on the feedback. This was found to be consistent with Nicolini and Cole (2019) by positing that it refers to the trustworthiness and expertise of the feedback provider. The more they are trusted, the more likely their feedback are valued. In another aspect, it was found that when studied on the predictors of student satisfaction, source credibility contributed significantly to assessment and feedback (Rigopoulos, 2022).

B. Quality of Feedback

According to Steelman et al. (2004), the quality of feedback is the degree to which feedback is detailed, specific, relevant, and constructive, enabling recipients to understand and act on it effectively. In other words, this dimension addresses how specific, actionable, and relevant the feedback is for the recipient's growth. As evidenced in a study on teaching self-efficacy, high-quality feedback enhanced learning outcomes, and directly influenced student perceptions and satisfaction, (Dunworth & Sanchez, 2016; Evans, 2013; Ling et al., 2015b). In addition, feedback quality was also identified as a key determinant of teaching satisfaction (Rohayati, Jegatheesan, & Salina, 2007).

C. Feedback Delivery

According to Steelman et al. (2004), feedback delivery is the effectiveness of the communication style and method used to deliver feedback, including tone, clarity, consideration of the recipient's emotions, and timeliness. As discussed in a study on feedback environment in the workplace at educational setting, Momotani and Otsuka (2019) posited that effective delivery contributed to better acceptance and implementation of feedback. However, it must be cautioned that feedback contexts within higher education may vary considerably, between undergraduate and postgraduate studies, between academics, between disciplines, and even within disciplines (Joughin et al., 2021).

D. Favorable Feedback

According to Steelman et al. (2004), favorable feedback is the frequency and accuracy of positive reinforcement provided to the feedback recipient. This relates to positive reinforcement and even its frequency. Likewise, Pawlak (2015) also found that favorable feedback contributed to motivation and engagement, in a study on gender perceptions in feedback delivery. Furthermore, favorable feedback positively impacted self-regulation and academic outcomes as compared to the traditional method (Pereira et al., 2016). On the other hand, other scholars have also referred to this dimension as constructive feedback, whereby it is a consistent form of behavior either right or wrong between two parties (Lim & Ling, 2020; Ling & Abdul Ghani Kanesan, 2015; Ling, Abdul Ghani Kanesan, & Fairuz, 2016). However, for this concept paper, this dimension will still be referred to as favorable feedback.

E. Availability of Feedback

According to Steelman et al. (2004), availability of feedback is how accessible and responsive the feedback provider is to offering guidance and addressing concerns. In other words, this dimension measured how accessible and willing the feedback provider is to offer guidance. In a study examining distance education, it was also found that the accessibility of feedback providers impacted the overall learning experience and satisfaction (Walker & Fraser, 2005).

F. Encourage Feedback Seeking Behaviour

According to Steelman et al. (2004), encouraging feedback seeking behavior is the extent to which the environment encourages and supports individuals in actively seeking feedback. This is reflected by the encouragement given by the environment to actively seek feedback, which has been tied to improved self-regulation and organizational learning (Nicolini & Cole, 2019). Feedback seeking behavior has been one of the two prominent components of research on workplace feedback since the 1980s, dealing with the effect of individual characteristics such as self-efficacy, goal orientation and responsibility (Joughin et

al., 2021). This was further validated by a study on feedback culture in Japanese workplaces on its impact on feedback seeking behaviors (Momotani & Otsuka, 2019). In addition, a feedback environment that promotes feedback seeking behaviors is believed to enhance intrinsic and extrinsic motivation among students (Zhan, 2022).

III. OPERATIONAL CONTEXT OF FBCUS

Realistically, the dimensions of feedback environment provide a comprehensive framework for assessing and improving feedback environments across various contexts. However, operationally apart from adhering to its mother campus, FBCUs in Malaysia are also affected by local contexts, social-cultural factors and local regulators' requirements. Therefore, the feedback environment in FBCUs in Malaysia is also indirectly affected by and able to address some of these identified gaps.

A. Leadership Support

Operationally, FBCUs in Malaysia are established under the Private Higher Educational Institutions Act 1996 and Private Higher Educational Institutions (Amendment) Act 2017 (Act 555) and incorporated as private limited companies under the Malaysian Companies Act 1965. It is governed by a constitution enacted by the mother campus under its home institution's regulator, and then the constitution is approved by the Malaysian Ministry of Higher Education. The constitution provides for the establishment and administration of the branch campus in Malaysia. In recent years, HEIs in the UK have stopped collecting feedback from students to protect the mental health of individuals whereby feedback platforms have often been misused for personal bashing and criticism (Cunningham, Laundon, Cathcart, Bashar, & Nayak, 2023; Williams, 2015). Furthermore, it was found that there were limitations and inherent issues associated with student evaluations of teaching and related feedback mechanisms in higher education in the UK, urging the need for reform or abolition of current practices. Therefore, to implement and enhance the feedback environment for FBCUs in Malaysia, leadership support from the mother campus must be obtained. With the support from top management, in a study conducted in Malaysia, it was found that the feedback delivery role can achieve organizational objectives (Al-Subari, Ruslan, & Zabri, 2020).

B. Organisational Culture

As mentioned earlier, FBCUs are bound by the policies and expectations set by the home country while adhering to the regulators where the branch institution is operating. Therefore, these policies and governance structures define how the FBCUs operate and can operate (Chen, Zhang, & Chen, 2024; Hou, Hill, Chen, & Tsai, 2018), and shaping the feedback environment and mechanism. In addition, the multicultural environment in Malaysia requires feedback practices to be culturally sensitive. In contrast with the UK, Malaysia is regarded as collectivist and has an extremely large power distance culture (Ahmed, Mouratidis, & Preston, 2008). This means that understanding cultural differences in communication styles, attitudes towards authority, and learning preferences is crucial for effective feedback (Oluwaseyi, 2024). Furthermore, this was further supported by Ling, Abdul Ghani Kanesan and Aziah (2015a) whereby it was reported in a study conducted in Malaysia, that there were significant correlations between feedback dimensions and communication quality.

C. Peer Collaboration

Although a patriarchal society, Ling et al. (2015c) in their study conducted in Malaysia found that there is no significant difference in feedback environment between genders. Instead, interestingly, Mustapha, Azman, Karim, Ahmad and Lubis (2009), in their study reported on the role of feedback in fostering social integration and a positive campus environment among multiethnic students in Malaysian HEIs. This finding has solidified the need for FBCUs in Malaysia to achieve the government's vision of bringing in more international students to study in Malaysia as an education hub. In another study conducted in Malaysia by GulRaihan and Sandaran (2017), it was posited that feedback supports international students' adaptation to Malaysian HEIs, enhancing their academic as well as environmental adjustment.

D. Quality Assurance

Under the Malaysian Qualifications Framework (MQF) and the Malaysian Qualifications Agency Act 2007 (Act 679), the outcome-based education (OBE) approach is mandated and must be abided by all HEIs operating and delivering programmes in Malaysia. As part of continuous quality improvement, one of the main requirements of the OBE approach is the measuring of learning outcomes; Programme Educational Objectives (PEOs) – are measured within 3-5 years of graduating, Programme Learning Outcomes (PLOs) – are measured immediately upon graduation, and Course Learning Outcomes (CLOs) – are measured immediately upon completing a course. Evidently, Puteh and Habil (2011) in their study conducted in Malaysian HEIs, posited that the role of student feedback in programme evaluation is critical for enhancing academic quality, and teaching and learning practices.

IV. IMMEDIACY FEEDBACK

When the feedback environment exists, the next phase is to research on the immediacy of feedback. It is very crucial to identify the timeliness of providing feedback to ensure the impact, being positive and effective. Immediacy feedback involves providing timely and instantaneous responses to a person's performance, behavior, or actions (Yu & Cai, 2022). In other words, feedback is given promptly after the observed behavior or performance. It is found that immediate feedback helps reinforce positive behavior

or correct issues before they become ingrained (Bohan et al., 2022). Simply put, immediacy feedback often involves real-time communication and can be verbal or written.

Historically, immediacy feedback is rooted in the study of teacher immediacy behaviors, which emerged as a key topic in instructional communication. Hackman and Walker (1990) observed how teacher immediacy behaviors impacted student learning and satisfaction in broadcasted classrooms, establishing the groundwork for immediacy feedback. Later on, immediacy feedback was also investigated in counselling during the 1960s and 1970s as a technique to focus on "here and now" interactions, evolving into a critical skill for real-time feedback in therapy as well as educational settings for counselling students (Wheeler & D'Andrea, 2004).

Having said that, in educational settings, immediacy feedback helps reinforce learning, correct mistakes, and sustain motivation. For educators, receiving immediate feedback can aid in refining teaching strategies and improving classroom management. The prompt nature of immediacy feedback ensures that the information is relevant and can be acted upon without delay, enhancing its overall effectiveness. Effective feedback has been linked to improved outcomes, particularly when personalized and timely (Pereira et al., 2016). As education becomes borderless, there is also a significant increase in studies in the context of technology-enhanced learning, where it was found that immediate responses can improve engagement and motivation (Dixson, Greenwell, Rogers-Stacy, Weister, & Lauer, 2017; Fanshawe, Delaney, & Powell, 2020; Yu & Cai, 2022).

In general, immediacy feedback emphasizes providing feedback promptly after specific actions or performances, applies specifically to the timing of feedback, emphasizing prompt responses, and facilitates quick adjustments and learning from immediate experiences (Entika & Ling, 2019; Khattri, 2019). In addition, it is also found that it can be flexible but is typically associated with timeliness (Ahmad Abdullah, 2013). For immediacy feedback, past studies have utilized and validated the Nonverbal Immediacy Scale and the Verbal Immediacy Measure (Ahmad Abdullah, 2013; Amoozegar, 2023; Gorham, 1988; Richmond, McCroskey, & Johnson, 2003). Therefore, for this concept paper, the two scales are elaborated as the dimensions of immediacy feedback.

A. *Non-Verbal Immediacy*

For non-verbal immediacy feedback, past studies have utilized and validated the Nonverbal Immediacy Scale by Richmond, Gorham, & McCroskey developed in 1987 (Ahmad Abdullah, 2013; Amoozegar, 2023; Gorham, 1988; Richmond et al., 2003). Non-verbal immediacy focused on behaviors like body language and tone studied both in online and offline learning contexts (Hackman & Walker, 1990). When studied on

the benefit, it was found that the consistent use of non-verbal immediacy behaviors and instantaneous feedback tools was related to higher student engagement (Dixson et al., 2017; Fanshawe et al., 2020). On the other hand, Witt and Kerssen-Griep (2011) found that using non-verbal immediacy cues increased student perceptions of the instructor's credibility.

B. *Verbal Immediacy*

For verbal immediacy feedback, past studies have utilized and validated the Verbal Immediacy Measure developed by Gorham in 1988 (Ahmad Abdullah, 2013; Amoozegar, 2023; Gorham, 1988; Richmond et al., 2003). It emphasized on the wording of feedback to create psychological closeness (Katt & Collins, 2007). On the other hand, Witt and Kerssen-Griep (2011) found that using sensitive verbal strategies increased student perceptions of the instructor's credibility. In addition, verbal immediacy is believed to lead to better performance in final exams by students (Lemley, 2005; Stuart, 2004). It is also worth noting that, students who received explanatory feedback was able to improve on their analytical review skills (Stuart, 2004).

As to summarize, immediacy feedback refers to the promptness with which feedback is provided following an action or performance. The immediacy of feedback is crucial because it allows individuals to quickly understand the consequences of their actions and make timely adjustments. Having said that, immediacy feedback continues to evolve, especially with advancements in educational technology and a deeper understanding of student-teacher dynamics, affecting continuous intentions to use online learning (Yu & Cai, 2022).

V. FREQUENCY OF FEEDBACK

Once there is an established feedback environment, and that immediacy feedback is practiced widely within the institution, it is also very crucial to look at how the frequency of feedback is being provided. The frequency of feedback refers to how often feedback is given or received, whether it is continuously, periodically, or in specific intervals (Zhu & Mok, 2018). On that note, high frequency involves regular and ongoing feedback, possibly even daily or weekly. Low frequency, on the other hand, may involve occasional or periodic feedback, such as quarterly reviews. Simply put, the frequency of feedback can vary based on the nature of tasks, goals, or the organizational culture. It is found that a higher frequency of feedback often allows for quicker adjustments and adaptations by individuals (Whillans, Perlow, & Turek, 2021). Therefore, it is important to note that the frequency of feedback influences the pace of learning and improvement of individuals.

Similar to the feedback environment, earlier studies have found that there was substantial growth and noted the importance of feedback in higher education, however, did not directly address the

frequency of feedback (Harvey, 2003). The study on the frequency of feedback can be traced to an earlier study, whereby it was examining how reduced feedback frequency impacted motor learning, showing that less frequent feedback could enhance generalized motor program learning (Wulf, Schmidt, & Deubel, 1993). In the 1980s, the studies on the frequency of feedback were mostly on the role of positive and negative feedback frequency in influencing motivation and performance in workplace contexts (Pavett & Lau, 1983). The frequency of feedback pertains to how often feedback is provided. Regular feedback is vital for continuous improvement and sustained development. In the context of teaching, frequent feedback enables educators to receive ongoing input on their performance, facilitating incremental adjustments and continuous professional growth (Talib, Supie, Kamsah, Naim, & Yusof, 2016). High-frequency feedback helps maintain engagement, provides ongoing support, and keeps educators aligned with educational goals. However, the challenge lies in balancing the quantity of feedback with its quality to avoid overwhelming the recipients while ensuring it remains constructive and actionable (Mohd Azim, Nur Ehsan, Tuan Mastura, & Hazrati, 2018).

In general, frequency of feedback addresses how often feedback is given, which may range from continuous to periodic, relates to how regularly feedback is given, impacting the consistency of information, and influences the pace of learning, with higher frequency allowing for more rapid improvement, and can vary based on the needs of the task, individual preferences, or organizational practices (Mertens, Schollaert, & Anseel, 2021; Zhu & Mok, 2018). Other past studies found that the frequency of feedback is treated as a key component of the feedback environment, with several positive findings as a result (Wu & Schunn, 2020). The frequency of feedback scale developed by Cook (1967) and Cook (1968) was confirmed to be still valid in higher education by a study conducted by Dippold, Bridges, Eccles and Mullen (2019). However, for this concept paper, the frequency of feedback scale by Muhsin (2016) is discussed. It is a ten-item scale and past studies in the Malaysian and Indonesian contexts have been conducted based on it (Entika, 2019; Entika & Ling, 2019; Rido, Prakoso, & Kuswoyo, 2023; Taufik, Mukminatien, Suharyadi, Karmina, & Cahyono, 2022).

In summary, while the feedback environment provides a broader context for feedback culture, immediacy feedback and frequency of feedback focus on the timing and regularity of providing feedback, respectively. All three variables play crucial roles in creating a conducive environment for learning, growth, and continuous improvement.

VI. TEACHING EFFICACY

Teaching efficacy or teacher efficacy is defined as the belief that teachers hold about their ability to positively impact students' learning outcomes. It is essentially the confidence teachers have in their capacity to promote student learning and performance. For further elaboration, teacher efficacy is influenced by various factors, including personal experiences, professional training, feedback from students and colleagues, and school context (Klassen, Tze, Betts, & Gordon, 2011; Liu & Yin, 2024). The earliest evidence of any form of teacher efficacy was in the 1920s when a study on teacher effectiveness was conducted to distinguish effective from ineffective teachers (Doyle, 1977).

The teacher efficacy scale was first developed in the 1970s by the RAND Organization with two efficacy items on the teacher questionnaire. It was later further developed by Albert Bandura based on the social cognitive theory. It was an impressive body of research that supported the claim that self-efficacy is an important influence on human behaviors in a variety of settings, including education, health, sports, and business (Bandura & Evans, 2006; Bandura & Hall, 2018). In the academic context, research has shown that the self-efficacy beliefs of students play an important role in influencing achievement and behavior, but increasingly, researchers are concluding that teachers' sense of self-efficacy also plays a key role in influencing important outcomes for teachers and students (Klassen et al., 2011).

Teacher efficacy research studies consisted more than half of the articles reported samples exclusively from the USA, and teacher efficacy research shows strong representation from Asia and Europe, with very modest representation from South America and Africa, within Asia, researchers and samples from Hong Kong and Singapore dominated the studies (Arrington, 2023; Klassen et al., 2011; Liu & Yin, 2024). Therefore, researchers and theorists have subsequently called for increased attention to the measurement of teacher efficacy, with a renewed call for adherence to Bandura's original conceptualization of self- and collective efficacy as beliefs about capabilities to carry out individual and collective action in the service of a desired outcome (Klassen et al., 2011).

Over thirty years, research studies have increased but no focus was given on the direction, quality and influence resulting from the increased attention given to the construct (Klassen et al., 2011; Zee, de Jong, & Koomen, 2024; Zee & Koomen, 2016). Another influential measure of teacher efficacy was developed as an extension to the measure developed by RAND. The two factors scale was developed by Gibson and Dembo (1984). The scale focused on personal teaching efficacy (teacher's competency beliefs) and general teaching efficacy (teacher's expectancy beliefs). In comparison, the scale developed by Bandura measures teachers' beliefs in their ability to affect student outcomes, consisting of two main components: Teacher Efficacy for Instructional Strategies (TSEIS) and Teacher Efficacy for Classroom Management (TECM). The TSEIS focuses

on teachers' confidence in their ability to influence student learning through instructional strategies, while the TECM assesses their confidence in managing classroom behavior (Bandura & Evans, 2006; Bandura & Hall, 2018).

In the late nineties, another scale which was dubbed to be on the verge of maturity for teacher efficacy was the scale developed by Tschannen-Moran, Hoy and Hoy (1998). Prior to that, in 1993, Hoy and Woolfolk (1993) explored teacher efficacy in relation to school climate, showing the influence of organizational support on personal teaching efficacy. Since then, there have been more scales which were developed or derived from it, such as Henson in 2002, Goddard in 2002, Wheatley in 2005, Hoy and Spero in 2005, and Klassen et al. in 2011. However, for this concept paper, the scale developed by Gibson and Dembo (1984) is to be discussed, as it is found to be more applicable in the Asian context (Cirocki, Ito, Soden, & Noret, 2024; Zhang, Oetzel, Gao, Wilcox, & Takai, 2007; Zhang & Zeng, 2024).

A. Personal Teaching Efficacy

Personal Teaching Efficacy (PTE) is also known as the teacher's competency beliefs. It reflects a teacher's belief in their ability to effectively bring about desired outcomes in students, even in challenging situations (Gibson & Dembo, 1984). As it focuses on the internal factors of a teacher's competence, skills and efforts, therefore it is rooted in the teacher's confidence in their teaching skills and practices. Being strongly influenced by self-reflection, mastery experiences, and professional growth opportunities, it is found that teachers with higher PTE are more likely to persevere in difficult teaching conditions and employ or adapt innovative methods to address student needs in a diverse classroom (Gibson & Dembo, 1984; Nordin, 2001; Wertheim & Leyser, 2002).

B. General Teaching Efficacy

General Teaching Efficacy (GTE) is also known as the teacher's expectancy beliefs. It reflects a teacher's belief that effective teaching can overcome external barriers to student learning, such as socioeconomic factors, parental involvement, or systemic challenges (Gibson & Dembo, 1984). As it emphasized external factors in influencing student success, the study has shown that GTE is often lower in teachers working in environments with limited resources or administrative support (Hoy & Woolfolk, 1993). In addition, as it also indicates a teacher's belief in the profession's overall capacity to effect positive change, the study found that teachers with higher GTE are more optimistic about their ability to help students from disadvantaged backgrounds (Nordin, 2001; Soodak & Podell, 1996).

VII. FEEDBACK ENVIRONMENT AND TEACHING EFFICACY

The feedback environment encompasses the overall climate and practices related to feedback within an educational institution. It includes the attitudes, policies, and behaviors that influence how feedback is given, received, and utilized. A positive feedback environment is supportive and constructive and encourages open communication. It involves creating a culture where feedback is seen as an opportunity for growth rather than criticism. In FBCUs, the feedback environment can be influenced by the home institution's policies, local cultural norms, and the specific dynamics of the branch campus. This environment significantly impacts teaching efficacy by either enabling or hindering the effectiveness of feedback practices.

Câmpean, Bocoș, Roman, Rad, Crișan, Maier, Tăușan-Crișan, Triff, Triff and Mara (2024) posited the influence of positive feedback on students' motivation and engagement, focusing on teachers' perspectives and practices regarding feedback delivery, and found that there is a correlation between positive feedback provision and student motivation levels. In contrast, Rusticus, Pashootan and Mah (2023) took a broader approach by exploring key elements of the learning environment that either support or hinder student learning, as perceived by both students and faculty by identifying themes related to personal development, relationships, and institutional culture. In the same study, it was found that there were various dimensions of the learning environment beyond feedback, including social, cultural, and institutional aspects.

Past research studies showed that a stimulating feedback environment can have a positive effect on the effectiveness of teaching and learning (Hattie & Timperley, 2007). However, among educators in HEIs in Malaysia, there is a lack of emphasis placed on creating a conducive feedback environment (Ann Rosnida, Zainor Izat, & Suseela, 2014; Razali, Ghani, Radzi, & Pohan, 2024). This may be due to the lack of awareness of the importance of the feedback environment in improving the effectiveness of teaching and learning (Colliot et al., 2024). Due to both internal and external factors, feedback and feedback environment can be seen as a hostile situation whereby feedback providers might feel reluctant to give feedback as feedback receiver might perceive the feedback providers might not be genuine or qualified. This was evident by Joughin et al. (2021), whereby credibility, sensitivity to feelings and a transformational leadership style - which is supportive and considerate towards an individual's needs are seen to impact feedback seeking behavior and a nurturing feedback environment.

As discussed earlier on leadership support, the role of leadership in shaping teacher efficacy has been extensively studied by Ali (2017). It was found that instructional leadership indirectly enhances teacher efficacy by fostering a positive feedback environment culture. With effective or strong leadership, planting the seed and flourishing feedback environment as part of cultivating organizational culture is very crucial. Lim and Ling (2020) affirmed how feedback environment practices can influence school climate in secondary schools, citing the

feedback quality, delivery, and credibility dimensions have positively impacted the school's collaborative climate. In a more recent study, it was also observed that there is a relationship between learning environment and teaching efficacy, noting feedback as a critical factor (McMinn, Aldridge, & Henderson, 2021).

Throughout the years, there has been an evolvement in the understanding of how feedback environment shapes teaching efficacy, notably on the dimensions of feedback environment. Consistent with other studies, research on feedback seeking behavior also suggested the possibility of other outcomes for students, such as confirmation that one is on the right track and functioning properly (Nieminen & Carless, 2023). Apart from feedback seeking behavior, the other dimensions under the feedback environment are also revealed as the possible mediating functions of individual characteristics such as self-esteem and self-efficacy (Joughin et al., 2021). With that said, there are numerous benefits or positive outcomes from a positive feedback environment that is being practiced. Charalampous and Darra (2024) posited that feedback in higher education can positively impact students' non-cognitive skills, such as motivation, self-regulation, and self-esteem, leading to improved academic performance and overall well-being.

On the other side of the coin, a feedback environment is also believed to have positive outcomes for the educators as the feedback providers. Ajmal, Basit and Sadaf (2024) reported enhanced self-efficacy was present when educators were providing feedback to students, especially in structured and reciprocal settings. Essentially, a feedback environment can provide a structured mechanism to administer constructive feedback. With that, constructive feedback is then believed to be able to improve teachers' reflection, adaptability, and instructional skills (Prilop, Weber, Prins, & Kleinknecht, 2021), to utilize peer or student feedback tools, both digitally or traditionally, to foster mutual growth in both teaching and learning practices (Prilop, Weber, & Kleinknecht, 2019; Prilop et al., 2021). Collectively, these findings underscored how a feedback environment fosters reflection, adaptability, and professional competency for educators while ultimately strengthening their teaching efficacy.

During a study, when the perceptions of supervisory feedback were explored during teaching practicums in teacher education institutes in Malaysia, feedback was found to be pivotal for developing teaching efficacy (Sathappan & Sathappan, 2018). Additionally, when studied on pre-service teachers' teaching efficacy, Song and Kim (2022) emphasized that the role of feedback during teaching practicums was found to enhance motivational strategies and engagement. On the other hand, Vattøy and Smith (2019) analyzed and found that students' perceptions of teachers' feedback practice can predict self-efficacy in teaching English as a foreign language.

Consistently, Yang, Chiu and Yan (2021) also found that teacher feedback significantly influenced students' perceptions and self-efficacy, demonstrating the importance of feedback in shaping teaching efficacy beliefs.

To conclude, a flourished and healthy feedback environment enables two-way communication that is beneficial for both the providers and receivers. In the educational setting, it is reported that interactions between students and educators can promote long-term learning strategies for both parties, which means teaching efficacy for the educators (Carless, 2022). Simply put, educators are also benefiting from the feedback environment. This finding was consistent and evident in a study where teaching self-efficacy in primary education was studied, it was reported that verbal feedback was the most influential source of efficacy among teachers in Malaysia (Nur Hawa & Juriani, 2022). Therefore, this concept paper sets out a direction for a study to further understand the relationship between feedback environment and teaching efficacy.

VIII. IMMEDIACY FEEDBACK AND TEACHING EFFICACY

Immediacy feedback, whether verbal, written, or in practice, is consistently shown to enhance teaching efficacy by encouraging reflection, reinforcing instructional strategies, and improving classroom engagement and practices. In addition, studies also showed that immediacy feedback, whereby feedback is given directly after the learning action takes place has a more positive impact on student learning and achievement (Hattie & Timperley, 2007; Yu & Cai, 2022). In a positive feedback environment, immediacy feedback is crucial in enhancing learning, skill development, and performance improvement by addressing issues or reinforcing positive actions promptly (Entika, 2019). Hence, it has an interrelationship with teaching efficacy.

Earlier studies have shown a deep connection of feedback with immediacy elements or immediacy feedback with teaching competence and motivation linking those outcomes to teachers' beliefs about their teaching efficacy or as effective sources of teaching self-efficacy (Palmer, 2011; Poulou, 2007). As the education landscape evolved into digital and heavily technology-enabled, these findings continued to be relevant and more recent studies also found that immediate responses can improve engagement and motivation (Dixson et al., 2017; Fanshawe et al., 2020; Song & Kim, 2022; Yu & Cai, 2022). These proved the relationship between immediacy feedback and teaching efficacy is still timely and relevant even when the education landscapes, together with educators and students have evolved.

In addition, Mandouit (2018) posited that it is not only immediate but ongoing immediate student feedback is crucial in enhancing teacher reflection and efficacy by fostering dialogue about teaching practices and student challenges. Simply put, immediacy feedback practice enables educator to do self-

reflection about their teaching practices which will result in improving their teaching efficacy. Furthermore, this was supported by Vattøy and Smith (2019) when the teachers' beliefs about feedback practices were analyzed, immediate feedback was found to improve both self-regulation and teacher self-efficacy. Therefore, practicing ongoing immediacy feedback in a feedback environment provides benefits not only to the students but ultimately, to the educators as well.

With the recovery from the COVID-19 pandemic, recent studies emphasized the importance of addressing challenges during and post-pandemic and in teacher or educator training contexts, particularly those engaged in remote or hybrid teaching. When investigating teaching efficacy during the COVID-19 pandemic, Pressley and Rangel (2023) observed that immediacy feedback from administrative support and real-time classroom interactions significantly boosted teacher self-efficacy. Furthermore, when focused on instructional immediacy in online teaching during the COVID-19 pandemic in private HEIs in Malaysia, Amoozegar (2023) found that immediacy behaviors increased overall course satisfaction and perceived learning, contributing to teaching efficacy. On the other hand, when studied on immediate feedback during teaching practice, Orakci (2023) and Yusof, Salleh and Him (2020) discovered that teachers improved their problem-solving strategies and boosted their teaching efficacy.

Consistently, when investigated on immediacy feedback, Mentari and Pratama (2024) reiterated its role in enhancing efficacy in instructional strategies, classroom management, and student engagement. Likewise, these findings did not deviate from the study conducted by Sathappan and Sathappan (2018) whereby it is clear that immediacy feedback significantly enhances teaching efficacy by fostering reflective practices and improved teaching and instructional strategies. However, recent studies have started a theme to study the role of online instructional immediacy, as immediacy feedback can help bridge gaps in virtual and 21st-century learning environments. Therefore, this concept paper sets out a direction for a study to further understand the relationship between immediacy feedback and teaching efficacy.

IX. FREQUENCY OF FEEDBACK AND TEACHING EFFICACY

Earlier studies have significantly identified the frequency of feedback as an important and substantive factor of teaching efficacy in improving student learning and achievement (Hattie & Timperley, 2007; Vattøy & Smith, 2019), evaluating and improving teacher training (Poulou, 2007), stimulating teacher reflection and personal growth (Mandouit, 2018), and predictor of teaching efficacy (Ling et al., 2015b; Vattøy & Smith, 2019). Simply put, the frequency of feedback has consistently emerged as a critical factor in enhancing teaching efficacy by

providing opportunities to both educators and students for reflection, skill improvement, and motivation. Throughout the years, studies have coined this variable as either feedback frequency or frequency of feedback. However, as justified earlier, for consistency this concept paper will be referring to this variable as the frequency of feedback.

Moving on, by looking at more recent studies, it was observed that researchers have noted the importance of frequency of feedback, where most studies have since then emphasized its role in pre-service teacher training and pre- and post-pandemic era teaching adjustments, showcasing the broader relevance of this variable. In a study conducted by Krasniqi and Ismajli (2022), it was concluded that during teacher evaluations, the frequency of feedback was found to have a moderate positive correlation with teaching efficacy, particularly in classroom management skills. It was also found that it has resulted in boosted confidence and better classroom performance. Similarly to immediacy feedback, Song and Kim (2022) also posited that the frequency of feedback improved motivational strategies, engagement, and teaching efficacy, while being identified as a critical component of effective training.

When systematically reviewing the impact of the frequency of feedback on non-cognitive aspects such as motivation and self-efficacy, it was noted that it has significantly improved teachers' and students' self-regulation and emotional awareness (Charalampous & Darra, 2024). Having said that, it was also previously evidenced that frequent and constructive feedback can help students adapt better to learning while also positively influencing teachers' perceived efficacy (Lau & Sim, 2020). Building on past studies, when analyzing instructional immediacy feedback and frequency of feedback in HEIs in Malaysia during online classes, it was highlighted that regular feedback improved teaching efficacy by creating stronger teacher-student connections (Amoozegar, 2023). This proved that when studying hybrid learning during the shift from the traditional approach in Malaysia, feedback mechanisms or environment, particularly timely and frequent, were critical for teaching efficacy.

As with the rest of the world, Malaysia is also focusing on the borderless education landscape particularly by responding to paradigm shift in online and hybrid learning models, especially in the higher education context. This is also in line with the vision set out in the MQF second edition, by enhancing open and distance learning, while banking on more pathways for lifelong learning as well as the transition to and from the vocational sector. Therefore, more recent studies in Malaysia have posited that the frequency of feedback plays a pivotal role in boosting teaching efficacy, by improving instructional strategies (Sathappan & Sathappan, 2018), and even underscoring its role in enhancing non-cognitive skills (Charalampous & Darra, 2024). Without a doubt, there is a need for a study to further understand the

relationship between frequency of feedback and teaching efficacy.

X. MODERATING IMMEDIACY FEEDBACK AND FREQUENCY OF FEEDBACK TOWARDS TEACHING EFFICACY

Although with a wealth of knowledge harvested from past studies on the relationship between immediacy feedback and frequency of feedback towards teaching efficacy, in the context of higher education in Malaysia, there is still an uneven approach to providing immediacy feedback and the importance of giving feedback regularly to and by educators (Amoozegar, 2023; Ling & Abdul Ghani Kanesan, 2015). This may occur due to factors such as large class sizes, lack of resources, and time constraints and due to the lack of perception about the positive effect of feedback on the improvement of teaching effectiveness (Lauermann & ten Hagen, 2021; Mejeh, Sarbach, & Hascher, 2024). Thus far, studies have noted the fact that a feedback environment with immediacy feedback and frequency of feedback as moderators, is a critical factor in shaping teaching efficacy.

Simply put, teaching efficacy is derived from Bandura's self-efficacy theory focuses on the dimensions of instructional strategies, classroom management and practices, and student engagement. This has provided the direct linkage to both immediacy feedback and frequency of feedback whereby feedback is given to help adjust learning and teaching strategy while reinforcing behaviors for consistent opportunities for improvement (Krasniqi & Ismajli, 2022; Vattøy & Smith, 2019; Yu & Cai, 2022). Therefore, when combined, the relationship between immediacy feedback and frequency of feedback, such as how immediate and frequent feedback can reinforce behaviors and rapidly address areas of improvement. Having said that, it is believed that the combined effects of immediacy feedback and frequency of feedback can create a robust feedback loop to strengthen teaching efficacy by reinforcing positive teaching behaviors among educators.

According to Krasniqi and Ismajli (2022), when immediacy feedback is paired with the frequency of feedback, teachers receive continuous affirmation of their competencies indirectly boosting their confidence in classroom management and practices. In addition, the combined effect can also help to prevent small issues from becoming significant barriers to teaching efficacy. It was found that immediacy feedback and frequency of feedback offered actionable suggestions during or immediately after teaching, enabling teachers to adjust in real-time (Vattøy & Smith, 2019). In short, this allowed educators to immediately and frequently address gaps in their classroom management and practices by integrating self-reflection into their routines. This is believed to not only enhance teaching efficacy but also will benefit students' learning outcomes.

By boosting educators' confidence, the synergistic relationship between immediacy feedback and

frequency of feedback is also believed to be able to create a supportive environment for continuous growth. It was found that when teachers feel supported and valued through immediate and frequent feedback, they feel more motivated to experiment with new teaching methods which results in higher self-efficacy (Song & Kim, 2022). Having said that, in the long run, it can serve as continuous professional development for educators by promoting a growth mindset. It is found that in this environment, teachers become more open to experimentation and innovation as their efforts will be promptly evaluated and consistently appreciated (Charalampous & Darra, 2024). As to conclude, it can be said that this iterative process is leading to sustained improvements in teaching efficacy. Therefore, there is a need for a study to further understand moderating immediacy feedback and frequency of feedback towards teaching efficacy.

XI. CONCEPTUAL FRAMEWORK

Note:
Feedback Environment, Immediacy Feedback, and Frequency of Feedback as the independent variables.
Immediacy Feedback and Frequency of Feedback as the moderating variables.
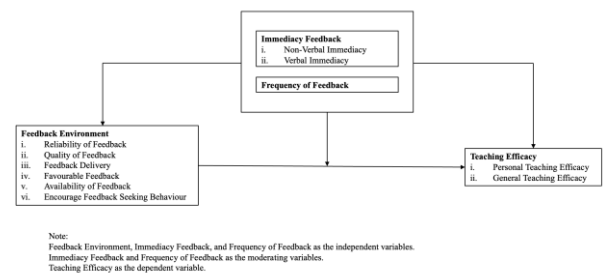Teaching Efficacy as the dependent variable.

Fig. 1. *Conceptual Framework*

For this concept paper, the conceptual framework illustrates the relationship between three independent variables—Feedback Environment, Immediacy Feedback, and Frequency of Feedback—and their influence on the dependent variable, Teaching Efficacy. Feedback Environment is depicted as a direct predictor of Teaching Efficacy, representing the overall climate and contextual factors surrounding the provision of feedback. Both Immediacy Feedback and Frequency of Feedback serve dual roles: as independent variables directly influencing Teaching Efficacy and as moderating variables. As moderators, these variables interact with the Feedback Environment to either strengthen or weaken its impact on Teaching Efficacy. This conceptual framework provides a comprehensive view of how feedback processes dynamically contribute to teaching efficacy, emphasizing the synergistic effects of immediacy feedback and frequency of feedback in creating a supportive and positive feedback environment. By integrating these dimensions, the conceptual framework sheds light on strategies to reinforce teaching efficacy through effective feedback practices in FBCUs in Malaysia.

XII. CONCLUSION

To conclude, this concept paper has reviewed the past works and studies conducted by scholars in this and related fields and presented the definitions and

concepts of feedback, feedback environment, immediacy feedback, frequency of feedback and teaching efficacy, as well as the evolvement of these concepts. Expanding the review, the relationships between these concepts were then discussed and synthesized based on previous works by scholars. In addition, the moderating effect of immediacy feedback and frequency of feedback towards teaching efficacy was also reviewed and presented. Lastly, the conceptual framework was visualized for further study to be conducted.

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