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The Influence of Feedback Environment towards Teacher's Career Adaptability among Primary School Teachers in Kuching

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Abstract: Prolonged stress can cause teachers to have a bad impact on students and their teaching. This will make teachers lose their ability to teach. These problems will indirectly affect the teacher's career adaptability. This study intended to identify the significant influence of feedback environment towards career adaptability among Primary School teachers in Kuching. There were 76 respondents randomly selected to participate in this study. Data were collected using the questionnaire. Pearson correlation and multiple linear regression analysis techniques were used to analyze the data collected. The results show that feedback credibility, quality feedback, favorable feedback, and feedback seeking behavior have a positive and significant relationship with the dimension of career adaptability which includes career concern, career control, career curiosity and career confidence. The findings have shown feedback delivery and feedback availability do not have a significant relationship with all the dimensions of career adaptability. The study further identified that the significant effect of career adaptability. The results found that there is a significant relationship between the two significant predictor variables (feedback credibility and feedback quality) with career adaptability. The analysis results have shown that the combination model of feedback credibility and feedback quality appears to be significant toward career adaptability among the teachers. Thus, the study concludes that there is a significant relationship between feedback environment and career adaptability and on the other hand feedback credibility and feedback quality has a significant influence on career adaptability. The findings of this study indicate that there is a need for top management to create a feedback environment in career adaptability by emphasizing the credibility and quality of individuals in delivering the feedback in their work organization.

Keywords: Feedback, career adaptability, credibility, quality

1. Introduction

Prolonged stress can cause teachers to have a bad impact on students learning and their teaching. Teachers themselves have explained factors such as workload, work culture based on endless work goals, and low pupil behavior and motivation (Jepson & Forrest, 2006), these problems will indirectly affect the teacher's career adaptability. As a result, it can weaken their enthusiasm in teaching, thereby minimizing their contribution to education and society. Individuals higher in career adaptability experience fewer negative effects, resulting in lower levels of stress and higher levels of job satisfaction, exceeding previous job satisfaction and work stress (Fiori, Bollmann, & Rossier, 2015). Therefore, the supervisor should always be concerned and provide some feedback about the condition of the teachers. This is because the implementation of the feedback environment is one of the processes of providing daily feedback between leaders and

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their followers in addition to the formal feedback session during the performance evaluation. This allows administrators to focus on the scope of the work of teachers and to more systematically assign tasks according to the teacher's ability. The feedback environment is believed to play an important role as a way of testing how an employee seeks, receive, and use feedback (Ling, Abdul Ghani, & Aziah, 2015). Therefore, feedback environment can be practiced or implemented in various schools to enhance the teacher's career adaptability. As the teacher's career adaptability improves, the biggest beneficiaries are undoubtedly our students. Even under the high working pressure, teachers with high career adaptability can manage their stress affecting the quality of teaching and learning and let students learn without being affected. Thus, the objective of this study is to identify the relationship between feedback environment and teacher's career adaptability.

2. Literature Review

2.1 Feedback Environment

The supervisor is an important source of giving feedback or information to their employees (James & Larson, 1989). The meaningful feedback can help the supervisor to guide, motivate, and reinforce employee effective behaviour, thus preventing their ineffective work performance (Steelman & Rutkowski, 2004). The feedback environment construct is different from the traditional performance appraisal as it relates informal feedback context from the supervisor and employee, co-workers, and co-workers in the everyday working environment (Steelman, Levy, & Snell, 2004; Katz & Malley, 2016). The supervisor can provide some feedback to the subordinates, let them be more comprehensive understanding and have a clearer picture to improve feedback intervention in an organization. Steelman et al. (2004) proposed the Feedback Environment Scale (FES) to measure and evaluate the extent to which workplace characteristics are encouraged to use active inquiry. This scale measures the feedback environment of supervisors and subordinates from seven dimensions which include feedback credibility, feedback quality, feedback delivery, feedback availability, favourable feedback, unfavourable feedback, and feedback-seeking behaviour. However, in the Malaysian context, the feedback environment only constituted from six dimensions which are source credibility, feedback quality, feedback delivery, constructive feedback, feedback source availability, and support for feedback seeking. The dimension of unfavourable feedback was not found in the research analysis. (Ling et al., 2015).

This first dimension of feedback environment is feedback credibility which defined as trustworthiness and expertise of the feedback source perceived by the individual (Bozer, Sarros, & Santora, 2014). Source expertise includes an understanding of the job requirements of the feedback recipient, an understanding of the recipient's actual work requirements, and the ability to accurately determine the performance of the job (Steelman et al., 2004). Therefore, the supervisor should hold great knowledge of the performance area and know performance criteria so that the source of the information presented is credible and useful (Zheng, Diaz, Jing, & Chiaburu, 2015). The second dimension of the feedback environment is the feedback quality. Feedback quality refers to the usefulness and consistency of time perceived by individuals. The feedback given to employees must be accurate, clear, and easy to understand (Steelman et al., 2004). High-quality feedback must be continuous, specific, and considered to be more useful than low-quality feedback, which varies depending on the source of the feedback, preference for feedback target, or observation opportunities (London, 2003). Nae, Moon, and Choi (2015) also stated in their research that if the supervisor provides low-quality feedback, it will not able to improve the performance of the employee.

Next, feedback delivery refers to the process of delivering feedback to employees. Ling (2019) stated this process as the level of an individual in understanding the feedback provided by the supervisor and able to interpret and perceive the intentions of the source. The delivery process needs a more constructive approach according to employee strengths rather than their faults or weaknesses (Aguinis, Gottfredson, & Joo, 2012). In this way, employees can feel appreciated and will be paying more attention to their work goals, which in turn can improve their work efficiency. Feedback availability is important for building leaders through their challenging experiences (DeRue & Wellman, 2009). According to Ling and Ghani (2015), availability of feedback resources refers to the level of simplicity and number of feedback that the employees can interact with the supervisory level in the workplace. Through the feedback provided, an individual can understand the efficiency and performance of themselves within an organization (Kluger, & DeNisi, 1996). Thus, it will help them to cope with problems in a variety of situations and improve themselves in the process of learning.

Favourable feedback is conceptualized as the frequency of positive feedback provided by the supervisor. Positive feedback refers to the individual's understanding and belief in the information presented about the task. Thus, positive feedback is also known as confirmation feedback (Muhammad Saiful, 2013). Employees who always receive positive feedback better understand how they are performing, and they are more likely to have a positive attitude towards feedback, development, improving their work performance, and favourable attitude toward their work (Momotani & Otsuka, 2018). Feedback seeing behaviour can be defined as an individual is active in seeking feedback to determine the appropriateness of their behaviour within an organization. Feedback behaviours allow individuals to realize the attitude of the feedback provider towards their work and suit to the ever-changing work environment (Harrison & Dossinger, 2017). The more times an individual seeking feedback, the more likely the person will be able to figure out how to adapt to their workgroup or get along with the supervisor (Young, & Steelman, 2014). Therefore, organizations should create an accessible channel that allows their employees to seek feedback from their supervisors, including negative feedback.

2.2 Career Adaptability

Career adaptability can be defined as the state of preparation or psychosocial resources of individuals who are self-adjusting in response to various tasks and roles (Savickas, 1997). It reflects the challenges that individuals have in their ability to cope with professional or working conditions in their career development. Individuals with high career adaptability can deal with the loss of work, they will find for opportunities; they can predict the change and make psychological preparation in advance; they can handle the temporary work cautiously, set and complete the realistic goal. They even can manage their career transitions and effectively handle stressful work experience (Perera & Mcllveen, 2017). In general, the teacher career is to educate the next generation and help them acquires knowledge, abilities, or virtues. Throughout teacher careers, they should develop their knowledge and abilities in all aspects and take on new responsibilities in this ever-changing era and seek to improve their skills. Therefore, teaching this profession makes it necessary for teachers to constantly improve themselves (Koç, 2019). Career adaptability consists of 4 dimension which include career concern, career control, career curiosity and career confident.

Career concern refers to the awareness of individual toward their future career as a professional. They have plans, and it is an important concept in preparation for tomorrow. Planning and optimism will increase the feeling of concern as it allows individuals to cope with the task of professional development that needs to be completed in the future. Career control means that efforts to improve the self-management through decision-making and responsibility for the future (Muslihati, 2017). According to Savickas (2005), career control also reflects an individual's sense of responsibility to build their career and their belief that they can achieve it.

Curiosity in a career also refers to career eligibility and exploration of personal suitability in the field of work. Through past research, researchers have determined that curiosity can improve the level of individual job performance. Individuals will be more confident in making positive suggestions to their partners in line with their increased knowledge of life (Akça, Özer, & Kalaycıoğlu, 2018). Confidence is the belief that an individual can accomplish and achieve his or her career goals with success. One's confidence is indicative of his or her success in facing challenges and overcoming the problems faced. Gunz and Peiperl (2007) also indicated that self-confidence means self-efficacy, which refers to an individual's ability to successfully perform an action and implement appropriate education and career choices. When an individual enable to solve problems encountered in their exploration experience and daily life activities, they will build self-confidence. Thus, the objective of the study was to identify the level of feedback environment established by supervisor according to teacher perception; to identify the level of career adaptability among the teacher in Kuching; to identify the significant relationship between feedback environment and teacher's career adaptability among teachers in Kuching; to identify the significant influence of feedback environment towards teachers' career adaptability in Kuching.

3. Research Methodology

3.1 Research Design

Surveys are quantitative research method that can get the data directly from the people involved in the study through a set of questions with a specific topic. It is one of the most widely used quantitative method (Queirós, Faria, & Almeida, 2017). By using this method, researchers can collect large amounts of data from different populations in a short time. Hence, the researcher has used survey techniques to collect data and questionnaires were used as data collection tools in this study. To enable the data to be coherently analyzed, the researchers used a questionnaire that allowed data to be collected in a standardized way. But most importantly, the questionnaire can protect the privacy of respondents. The respondents will answer the questionnaire honestly only if their identity is not disclosed (Roopa & Rani, 2012). Thus, the validity and reliability of the data will also increase.

3.2 Population and Sampling

In order to achieve the objectives of the study, researchers must collect data from all respondents. Therefore, researchers need to select samples to be involved in this study (Taherdoost, 2016). This study was conducted in Kuching, Sarawak. The school selected for conducting the study was from Chinese Primary School (SJKC). All over Kuching, there are forty Chinese Primary Schools. The Kuching District has been divided into three areas to facilitate control, which is under the control of MBKS (*Majlis Bandaraya Kuching Selatan)*, DBKU (*Dewan Bandaraya Kuching Utara*), and MPS (*Majlis Perbandaran Padawan*). MBKS has ten Chinese schools, DBKU has four and Padawan has twenty-six respectively. Due to the large geographical location, researchers will only conduct this study in schools around the MBKS area. MBKS is also divided into seven zones. Each zone is divided by region. the researcher had selected the sixth zone to carry out this study. These six zones are in the areas of Peace, Port, Pending, Bintawa, Sungai Apong and Riverview Park. This zone has three Chinese schools. After obtained the permission, researchers identified a total of ninety-three teachers to be involved in answering the questionnaire provided using cluster sampling. In this study, the three schools selected for the study had a total of ninety-three teachers. Thus, according to Krejcie and Morgan (1970), the number of respondents involved in this study was 76 people. Subsequently, researchers divided the total identified samples according to the ratio of these three schools to balance the respondents' distribution. A total of 31 respondents from the

first school took part in the study. Next, 29 people and 35 people respectively from two other schools have taken to answer this questionnaire.

3.3 Respondent Profile

The respondents consisted of teachers from primary schools in Kuching. Based on Table 1, 76 teachers were involved in this study. The findings clearly show that 17 percent of male respondents and 83 percent of female respondents participated in the study. The majority of respondents were in the age category of 41-50 years with a rate as high as 38.2 percent or 29 respondents. Further, the majority of respondents were found to have a work experience of 9 to 12 years with rates as high as 21.1 percent. The analysis also showed that the majority of respondents have the highest academic qualification Bachelor of almost 69 percent.

Table 1 - Respondent profile

Particular		Frequency	Percentage
Gender	Male	13	17.1
	Female	63	82.9
Age	21-30	4	5.3
	31-40	28	36.8
	41-50	29	38.2
	51-60	15	19.7
Working experience	1-4 years	2	2.6
	5-8 years	9	11.8
	9-12 years	16	21.1
	13-16 years	15	19.7
	17-20 years	11	14.5
	21 years and above	23	30.3
Highest Academic	Certificate	1	1.3
	Diploma	14	18.4
	Bachelor’s degree	52	68.4
	Master	9	11.8
	Doctorate	0	0

3.4 Research Instrumentation

The instrument used was a questionnaire that was adapted from the feedback environment scale (Ling, 2016). This section of the questionnaire contains 22 items covering the six dimensions of the feedback environment. The question numbers for this section named from B1 to B22.While items for career adaptability was adapted from Career Adaptability Scale (CAAS) presented by Savickas and Porfeli (2012). This section contains 24 questions covering four dimensions. These dimensions include career concern, career control, career curiosity, and career confidence. The question numbers for sections C named from C1 to C24. All the items in Part A and B were based on a six-point Likert Scale ranging from “Strongly Disagree” to “Strongly Agree”.

3.5 Data Analysis

The data collected will be analysed using Statistical Package Social Science (SSPS). The researcher has used frequency, mean, and percentage to identify the level of feedback environment established by the supervisor and level of career adaptability among the teacher in Kuching. Next, Pearson Correlation was used to describe the significance between the feedback environment and teacher’s career adaptability. Lastly, the researcher used Multiple Linear Regression to identify the significant influence of the feedback environment on teachers' career adaptability in Kuching.

4. Research Findings

4.1 The level of feedback environment established by supervisor according to teacher perception.

Table 2 shows the level of feedback environment based on the dimensions. The findings indicate dimensions of quality feedback received the highest mean score of 4.68. Next, the feedback credibility followed with a mean score of 4.65. Then, followed by favourable feedback, it has a mean score of 4.54. Next, the dimension of feedback seeking behavior was identified as above average with a mean score of 4.49. The dimension of feedback availability was identified as low with a mean score of 3.70. Then, followed by the feedback delivery dimension with a mean score of 3.53.

Table 2 - The level of feedback environment by the dimensions

No.	Item	Likert Scale 1	2	3	4	5	6	Mean score	Std. Deviation	Level
Dimension: Feedback Credibility								4.65	.4934	High
B1	I believe in the feedback provided by the principal.	0 0.0	1 1.3	1 1.3	28 36.8	43 56.6	3 3.9	4.61	.6548	
B2	I respect the principal's opinion of my performance at work	0 0.0	0 0.0	5 6.6	15 19.7	53 69.7	3 3.9	4.71	.6494	
B3	The principal is very helpful when giving feedback on work performance.	0 0.0	0 0.0	1 1.3	28 36.8	44 57.9	3 3.9	4.64	.5820	
B4	The principal gave fair feedback on my work performance.	0 0.0	0 0.0	3 3.9	24 31.6	46 60.5	3 3.9	4.64	.6262	
Dimension: Feedback Quality								4.68	.5225	High
B5	I appreciate the feedback I received from the principal.	0 0.0	0 0.0	2 2.6	20 26.3	50 65.8	4 5.3	4.74	.5971	
B6	The feedback that I received from the principal was very helpful.	0 0.0	0 0.0	3 3.9	23 30.3	47 61.8	3 3.9	4.66	.6230	
B7	The principal provides useful feedback on my work performance.	0 0.0	0 0.0	3 3.9	24 31.6	46 60.5	3 3.9	4.64	.6262	
B8	The feedback that provided from my principal can help me perform better at work	0 0.0	0 0.0	3 3.9	24 31.6	46 60.5	3 3.9	4.67	.6406	
Dimension: Feedback Delivery								3.53	.7724	Low
B9	The principal was not friendly when giving me feedback	17 22.4	28 36.8	7 9.2	12 15.8	11 14.5	1 1.3	2.67	1.4272	
B10	The information about the job performance that I received from the principal was generally not that meaningful to me.	19 25.0	25 32.9	7 9.2	13 17.1	11 14.5	1 1.3	2.67	1.4550	
B11	I trust the feedback provided by the principal on my job performance.	0 0.0	0 0.0	5 6.6	26 34.2	42 55.3	3 3.9	4.57	.6799	
B12	I always receive commendation from the principal.	1 1.3	2 2.6	12 15.8	28 36.8	31 40.8	2 2.6	4.21	.9283	
Dimension: Feedback Availability								3.70	.7487	Low
B13	When I request feedback on work performance, the principal does not provide the requested information directly.	18 23.7	23 30.3	7 9.2	16 21.1	11 14.5	1 1.3	2.76	1.4594	
B14	Principal feel annoyed when I ask for feedback on work performance.	19 25.0	25 32.9	7 9.2	11 14.5	13 17.1	1 1.3	2.70	1.4879	
B15	I have always maintained a good relationship with my principal.	0 0.0	0 0.0	0 0.0	27 35.5	43 56.6	6 7.9	4.72	.6022	
B16	The principal will take up his free time for giving me the feedback.	0 0.0	0 0.0	7 9.2	21 27.6	43 56.6	5 6.6	4.61	.7497	
Dimension: Favorable Feedback								4.54	.5740	High
B17	I often receive positive feedback from the principal.	0 0.0	0 0.0	7 9.2	28 36.8	39 51.3	2 2.6	4.47	.7019	
B18	The principal will praise my work performance when I did it well.	0 0.0	0 0.0	5 6.6	18 23.7	50 65.8	3 3.9	4.67	.6611	
B19	When my work performance falls below expectations, the principal will remind me of my mistakes.	0 0.0	1 1.3	5 6.6	29 38.2	38 50.0	3 3.9	4.49	.7393	
B20	The principal always encouraged and supported me in carrying out any work task.	0 0.0	0 0.0	7 9.2	24 31.6	44 57.9	1 1.3	4.51	.6830	
Dimension: Feedback Seeking Behaviour								4.49	.6191	Above Average
B21	The principal encouraged me to seek for feedback if I felt confuse of my work performance.	0 0.0	0 0.0	7 9.2	27 35.5	41 53.9	1 1.3	4.47	.6826	
B22	I feel comfortable when asking for feedback on my work performance from the principal.	0 0.0	0 0.0	8 10.5	23 30.3	43 56.6	2 2.6	4.51	.7210	

4.2 The level of career adaptability among teachers in Kuching

Table 3 shows the level of career adaptability based on the dimensions listed from the highest score to the lowest score. The findings have shown the career adaptability dimension has reached the score between the range of 4.70 to 4.81 at below average. The dimension of career concern (mean score = 4.70), career curiosity (mean score = 4.74) and career confidence (mean score = 4.75) shown a closer mean score to each other. Next, the dimension of career control has achieved a mean score of 4.81.

Table 3 - The level of career adaptability by the dimensions

No.	Item	Likert Scale						Mean score	Std. Deviation	Level
		1	2	3	4	5	6			
Dimension: Career Concern								4.70	.4374	BA
C1	I will think about my future will be like.	0 0.0	0 0.0	1 1.3	32 42.1	41 53.9	2 2.6	4.58	.5719	
C2	I realized that today's decision shaped my future.	0 0.0	0 0.0	2 2.6	15 19.7	57 75.0	2 2.6	4.78	.5316	
C3	I am always preparing for the future	0 0.0	0 0.0	2 2.6	20 26.3	52 68.4	2 2.6	4.71	.5613	
C4	I become aware of the educational and career choices that I must make	0 0.0	0 0.0	4 5.3	18 23.7	52 68.4	2 2.6	4.68	.6156	
C5	I have plans on how to achieve my goals	0 0.0	0 0.0	2 2.6	24 31.6	49 64.5	1 1.3	4.64	.5587	
C6	I concern about my career as a teacher	0 0.0	0 0.0	3 3.9	12 15.8	57 75.0	4 5.3	4.82	.5822	
Dimension: Career Control								4.81	.4802	BA
C7	I am always optimistic.	0 0.0	0 0.0	3 3.9	17 22.4	52 68.4	4 5.3	4.75	.6137	
C8	I will make my own decisions.	0 0.0	0 0.0	3 3.9	16 21.1	53 69.7	4 5.3	4.76	.6081	
C9	I am taking responsible for my actions.	0 0.0	0 0.0	1 1.3	13 17.1	55 72.4	7 9.2	4.89	.5557	
C10	I always sticking up for my beliefs.	0 0.0	0 0.0	2 2.6	14 18.4	55 72.4	5 6.6	4.83	.5748	
C11	I am counting on myself.	0 0.0	0 0.0	2 2.6	20 26.3	49 64.5	5 6.6	4.75	.6137	
C12	I am always doing right for me.	0 0.0	0 0.0	2 2.6	12 15.8	55 72.4	7 9.2	4.88	.5880	
Dimension: Career Curiosity								4.74	.4748	BA
C13	I am exploring my surroundings.	0 0.0	0 0.0	4 5.3	23 30.3	44 57.9	5 6.6	4.66	.6842	
C14	I am looking for opportunities to grow as a person.	0 0.0	0 0.0	1 1.3	21 27.6	48 63.2	6 7.9	4.78	.6022	
C15	I am investigating options before making a choice.	0 0.0	0 0.0	2 2.6	15 19.7	55 72.4	4 5.3	4.80	.5662	
C16	I am observing different ways of doing things.	0 0.0	0 0.0	1 1.3	17 22.4	56 73.7	2 2.6	4.78	.5059	
C17	I am probing deeply into questions I have.	0 0.0	0 0.0	2 2.6	21 27.6	50 65.8	3 3.9	4.71	.5846	
C18	I am becoming curious about new opportunities.	0 0.0	0 0.0	4 5.3	18 23.7	50 65.8	4 5.3	4.71	.6494	
Dimension: Career Confidence								4.75	.4534	BA
C19	I am performing tasks efficiently.	0 0.0	0 0.0	3 3.9	19 25.0	53 69.7	1 1.3	4.68	.5706	
C20	I am taking care to do things well.	0 0.0	0 0.0	3 3.9	12 15.8	58 76.3	3 3.9	4.80	.5662	
C21	I am learning new skills.	0 0.0	0 0.0	1 1.3	21 27.6	49 64.5	5 6.6	4.76	.5858	
C22	I am working up to my ability.	0 0.0	0 0.0	2 2.6	14 18.4	58 76.3	2 2.6	4.79	.5245	
C23	I am overcoming obstacles.	0 0.0	0 0.0	3 3.9	21 27.6	49 64.5	3 3.9	4.68	.6156	
C24	I am solving problem.	0 0.0	0 0.0	2 2.6	18 23.7	52 68.4	4 5.3	4.76	.5858	

Note: BA-Below Average

4.3 The relationship between feedback environment and career adaptability

The interpretation of the strength of correlation (r value) on the relationship between feedback environment and career adaptability are based on Evans (1996). Based on the results from Table 4, the result on relationship strength showed a moderate and positive relationship between dimensions of feedback credibility (r = .477, p <.05), feedback quality (r = .466, p <.05) with the dimension of career concern. Whereas the dimensions of favourable feedback (r = .398, p <.05) and feedback seeking behavior (r = .378, p <.05) showed a weak and positive relationship with the dimensions of career concern.

Dimensions of feedback credibility (r = .427, p <.05), feedback quality (r = .507, p <.05), favourable feedback (r = .505, p <.05), and feedback seeking behavior (r = .444, p <.05) were also found to have a significant relationship with career control dimension. It also showed a moderate correlation. Dimensions of feedback credibility (r = .427, p <.05), feedback quality (r = .498, p <.05), favourable feedback (r = .459, p <.05), and feedback seeking behavior (r = .410, p <.05) were also found to have a moderate correlation with career curiosity dimensions. Accordingly, the study findings also showed dimensions of feedback credibility (r = .463, p <.05), feedback quality (r = .421, p <.05), favourable feedback (r = .469, p <.05), and feedback seeking behavior (r = .449, p <.05) also had a moderate correlation with positive dimensions of career confidence.

Table 4 - Correlation coefficient between feedback environment and career adaptability

Independent variable: Feedback Environment	Dependent Variable: Career Adaptability			
	Career Concern *r*	Career Control *r*	Career Curiosity *r*	Career Confidence *r*
Feedback Credibility	.477*	.497*	.427*	.463*
Feedback Quality	.466*	.507*	.498*	.421*
Feedback Delivery	-.095	.020	.129	.042
Feedback Availability	-.037	.043	.153	.075
Favourable Feedback	.398*	.505*	.459*	.469*
Feedback Seeking Behavior	.378*	.444*	.410*	.449*

Note: * Correlation is significant at the 0.01 level (2 tailed)

However, analysis shown the dimensions of feedback delivery (r = -095, p <.05) and feedback availability (r = -.037, p <.05) have a negative and insignificant relationship with the dimension of career concern. In addition, the dimensions of feedback delivery (r = .020, p <.05) and feedback availability (r = .043, p >.05) also showed a positive relationship, but did not correlate with the dimensions of career control. Accordingly, the findings showed that feedback delivery (r = .129, p >.05) and feedback availability (r = .153, p >.05) does not has significant relationship with career curiosity. Similarly, feedback delivery (r = .042, p >.05) and feedback availability (r = .075, p >.05) were not significantly associated with career confidence.

4.4 The influence of feedback environment toward career adaptability

The analysis found that two of the six predictor variables, namely feedback credibility and feedback quality, were included in the regression model at p<.05. The correlation between predictor variables of feedback credibility and career adaptability was .54. Next, the correlation between the criterion variables of career adaptability and the linear combination of credibility feedback and quality feedback was .58. Further, R^2 = .287 showed that 28.7 percent of the changes in the career adaptability was due to feedback credibility. In addition, the combination of feedback credibility and feedback quality also predicts 34 percent, which is about 5 percent of additional variance change in career adaptability. The test results showed that there was a significant relationship between the two predictor variables and career adaptability at the p<.05 level of significance. For feedback credibility, test results are significant [F (1, 74) = 29.770, p<.05] while for the combination of feedback credibility and feedback quality, the analysis results are also significant [F (2, 73) = 18.786, p<.05].

Table 5 - Coefficient value for the impact of feedback environment on career adaptability

Independent variable	Dependent Variable: Career Adaptability	
	β	*β*
Model 1		
Feedback Credibility	.536	
Model 2		
Feedback Credibility		.298
Feedback Quality		.331
R	.536	.583
R^2	.287	.340
Adjusted R^2	.277	.322
F value	29.770*	18.786*
Durbin Watson	2.10	

* Significant at the level 0.05

5. Discussion

The finding for the relationship between feedback environment and teacher's career adaptability among teachers in Kuching showed that feedback credibility and feedback quality have a positive and moderate relationship with all the dimensions of career adaptability (career concern, career control, career curiosity and career confidence). The finding is in line with the views of Steelman et al. (2004) where trustfulness feedback quality has the potential to improve employee productivity. Therefore, to improve future career and work performance, individuals need to practice career curiosity. Accordingly, in the study of Akça et al. (2018) also found that curiosity can improve the level of individual job performance. It enables individuals to be more confident in making positive suggestions. Analysis has found favourable feedback and feedback seeking behavior necessary to achieve a positive and significant weak relationship with career concern. Accordingly, both dimensions of the feedback environment also a positive and significant moderate relationship with career control, career curiosity and career confidence. In other words, when employees expect the feedback given will be negative and may damage their image, they will reduce the number of seeking feedback (Cheng, 2017). Therefore, the delivery of positive feedback and guide by the strength of the employee should be emphasized. On the other hand, the analysis also has found that feedback delivery and feedback availability have no significant relationship with all the dimensions of career adaptability. The finding of this study indicates that the principal did not effectively delivery useful feedback to teachers, which led them to have no curiosity exploration of the career. However, the need for feedback resources in the workplace through the delivery of quality feedback is required in all organizations (Ling and Abdul, 2015). Without delivering the quality feedback, it is impossible for the teacher to independently set meaningful goals for his or her career growth and development. (Frase, 1992).

The findings of the significant influence of the feedback environment towards a teacher's career adaptability show that teachers who receive credible feedback on work performance will increase their career satisfaction. If the principals do not provide credible feedback to teachers, then they do not know how well they are doing in achieving their goals. These findings also explain the higher the credibility of the source of feedback, the greater the teacher's satisfaction with his or her career. Thus, the principal at the school could provide credible feedback to the teacher to assist them in a state of preparation or psychosocial resources of individuals who are self-adjusting in response to various tasks and roles. Previous studies have shown that high-credibility feedback sources receive higher ratings on features such as trust and satisfaction than low-credibility feedback providers (Albright & Levy 1995; Leung, Su, & Morris, 2001). The analysis results are also showing that the combination of feedback credibility and feedback quality appears to be significant toward career adaptability among the teachers. This shows that teachers who regularly receive quality and credibility feedback from principals over time can also improve their work performance. This finding is also evident from London's (2003) study where high-quality feedback can improve employees' productivity. High-quality credible feedback must be continuous, specific, and considered to be more useful than low-quality feedback, which varies depending on the source of the feedback, preference for feedback target, or observation opportunities (London, 2003). This finding is in line with Ling et al. (2015) also emphasized the supervisor who always gives consistent information will be more helpful in the perspective of the teacher.

6. Research Implication

This study found that feedback credibility, feedback quality, favourable feedback, and feedback seeking behavior has a significant relationship to career adaptability. This result provides an opportunity for the researcher to introduces a feedback environment into the management of education to improve teacher's career adaptability. Principals must provide quality feedback to teachers so that they understand their work performance in school. As the feedback environment is a daily aspect of ongoing supervision from time to time instead of formal performance assessments for only once a year. Besides, this study is to raise awareness of the principal in providing quality feedback to teachers to improve their career

adaptability. As the findings of the study found that principals rarely implement the feedback environment in their organization. If the principal understands the importance of career adaptability in enhancing job performance of teachers, then they will aim to improve it with a feedback environment. In other words, principals are encouraged to provide meaningful feedback more frequently to the teacher.

The feedback environment should be introduced to state holder education such as the State Education Department (JPN) and District Education Office (PPD) to jointly develop this culture in schools. This is because the feedback environment can greatly enhance career adaptability in educational organizations. Next, the State Education Department can promote a feedback environment through various platforms such as courses and training to expose school leaders to the importance of the feedback environment in enhancing teacher's career adaptability in school. Also, principals play a role in guiding teachers towards higher achievement and thus improving the professional quality of teachers. The principal should change the annual assessment to an informal daily conversation at work. This could improve the relationship with the teacher and enable them to work in a pleasant and dynamic environment. Besides, the organization could plan a training session to enhance the teacher career adaptability and help to facilitate career growth. Through this training session, teachers can fully understand the aspects needed to improve their careers.

7. Conclusion

In conclusion, the data analysed showed that four dimensions of feedback environment which include feedback credibility, feedback quality, favourable feedback and feedback seeking behavior have a significant relationship with all dimensions of career adaptability. However, there were two dimensions of feedback environment (feedback delivery and feedback quality) that needed to be improved among the teacher in Kuching. This study also has proven both dimensions of feedback credibility and feedback quality positively influence career adaptability among primary school teachers. With improved career adaptability, a teacher can successfully manage their day to day job demands and effectively respond to change and challenges related to their career.

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