



Proposing a Theoretical Framework for Teacher's Job Performance

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ABSTRACT

Job performance is a diverse concept that is influenced by a variety of factors. This article provides extensive information about job performance in the sector of education. By applying a theoretical thematic analysis, sixteen related studies regarding factors of teacher's performance from the recent five years were analyzed. Three crucial gaps were found in this study: vague definition of teacher's performance, type of participants as respondents and the angle of perspective in job performance dimension. The key aspects that influence a teacher's performance, according to this study, may be explained by two pre-existing theories: social cognitive theory of organizational management and leader member exchange theory or LMX theory. The authors provided a theoretical framework to better understanding of teacher performance by applying concepts from both theories to these concerns. This theoretical approach shows that in order to improve teacher effectiveness, school leaders must provide conducive environmental along with personal or cognitive characteristics of teachers.

Keywords: job performance, teacher, school leaders.

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INTRODUCTION

Understanding the causes and contexts that influence teachers' performance is a growing area of research interest, not just in Malaysia but around the world. Past research investigated not only at teachers' performance evaluations, but also at a range of other variables of teacher performance, such as job satisfaction and retention in the field. Therefore, in order to better grasp the present state of job performance in educational settings, it has become necessary to conduct a thorough review of the literature and to develop a research proposal.

The Malaysian Ministry of Education has set a goal to raise the country's educational standards to the top third of the globe as stated in the Malaysia Education Blueprint 2013-2025. As a result, in order to fulfill our country's goals, teachers who are highly devoted and perform well at work are required. Teachers play a vital part in each country's educational system and are regarded as a valued asset (Ambotang and Hamid, 2021). High-performing teachers were proven to have a significant impact on student accomplishment as well as organizational success (Hartinah et al., 2020). We considered that the behaviors that teachers demonstrate in schools in order to achieve educational goals might be a fair definition of job performance in an educational setting.

Therefore, this paper attempts to conduct a qualitative research based on a theoretical thematic analysis methodology in finding the factors of teacher's performance, hence, proposing a theoretical framework. The analysis will involve studies regarding teachers' performance for the past five years, from 2017-2021.

LITERATURE REVIEW

There are many variables that impact the teacher's job performance. Some researchers focused on a single variable, such as administration and management (Ambotang & Hamid, 2021), while the majority of researchers looked at multiple variables at once. Previous researchers, particularly in Malaysia, have looked into leadership as a major factor that can influence teachers such as teacher's motivation (Naz and Rashid 2021), teacher's self-efficacy (Thien et al., 2021; Jalapang and Raman, 2020; Musa et al, 2020), teacher's commitment (Thien, Lim and Adams, 2021; Othman, 2020), teacher's development (Abdullah et al., 2020; Abas and Basri, 2019) and teacher's competency (Ismail et al., 2020; Ismail et al., 2018). Recent studies' tendency to include school principal leadership demonstrates laudable efforts that support the government's desire to increase the quality of teachers' job performance. There are several aspects that influence teacher performance, in addition to principal leadership

factors, that must be found through a comprehensive analysis.

METHODS

In attempt to discover studies on teacher performance, three international databases were selected for this study: Research Gate, Semantic Scholar and Google Scholar, using combinations of the keywords 'teacher', 'teacher' and 'job performance'. The criteria for inclusion involved the previous five years of academic papers in peer-reviewed journals. The papers examined the relationship between the research variables and teacher performance in school settings.

Sixteen papers were identified to meet the requirements for inclusion in the study. We choose to widen the option to use articles that focus on teacher's performance in general, regardless their subject option and categories of teachers, to get more studies related. After the data had been gathered, each study's content was scrutinized. As a result, we provide comprehensive description about the year the study was conducted and the type of publication, as well as definitions of teacher performance, types of participants, population and sampling, theoretical frameworks supporting the studies, research designs and methodologies, data collection, and findings. A theoretical thematic analysis was conducted on the factors listed in the preceding studies about teacher's performance. While thematic analysis is a powerful tool for identifying, analyzing, and reporting patterns or themes in data, a theoretical thematic analysis can provide a more detailed analysis based on a specific research question of this study (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

In this section, the data from the thematic analysis of the literature on teacher performance, as well as the significant conclusions, are examined in depth.

Publications, Venues and Time

The studies were published in sixteen journals, five of these were Malaysian and eleven of those being worldwide, demonstrating that teacher performance is a global issue and that Malaysian research findings are of relevance to international scholars. Due to its specific specialization on teacher educational management in Malaysia, Jurnal Kepimpinan Pendidikan is the publication that published two studies on the topic. The remaining journals were: *Sains Insani*, *Journal of Social Sciences & Humanities*, *Research in Pedagogy*, *Management Science Letters*, *Journal of Work and Science Education*, *Jurnal Pendidikan Bisnis dan Manajemen*, *European Journal of Alternative Education Studies*, *Academy of Educational Leadership Journal*, *International Journal of Instruction*, *Journal of Research in Social Sciences*, *Journal of Education and Learning*, *International Journal of Educational Management*, *International Conference and Call for Papers*, and *the Journal of Research and Method in Education*. Indonesia performed eight studies in teacher's performance, then five studies from Malaysia, two from Turkey and one from Pakistan. All of the research examined occurred in the most recent five-year period, from 2017 to 2021. In 2018, there was a notable increase in research, as shown in Figure 1. As for Malaysia context, these could be due to the government's decision to stop recruiting new teachers on that particular year while the country is facing a shortage of teachers (Muhibuddin, 2018).

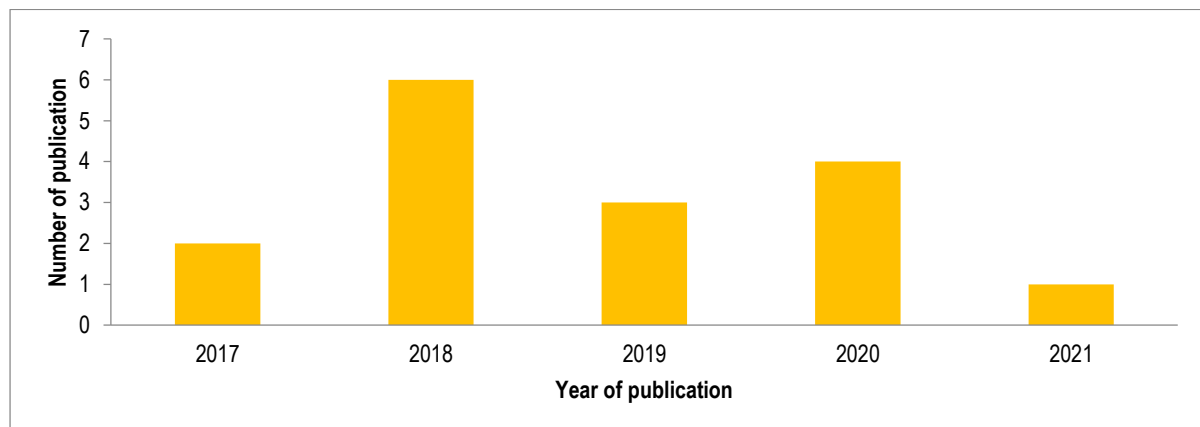


Figure 1: Number of teacher's performance studies in five year intervals from 2017-2021

Definition of Teacher's Performance

A consistent definition of the main keywords was missing from previous studies. Most of the studies did not define the meaning of teacher's performance. One of the most significant gaps in this study's setting is the lack of a clear description of job performance in educational setting. We found only three papers defined what teacher's or teacher's performance is:

"The workability of a teacher which is seen from the level of achievement and the completion of the tasks that are his responsibility by the conditions set in a field of work".

(Siman, Sulaiman & Effendi, 2019)

"A result of the work or the activities of a teacher in the discharge of his duties in managing the learning activities in the quality and quantity within an organization (school) to achieve the goals and standards that have been set".
 (Suryadi, Agustin & Sukarno, 2017)

"The result of work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibilities of each, in an effort to achieve the goals of organization concerned legally, does not

violate the law and in accordance with moral or ethics". (Gewasari, Manullang & Sibuea, 2017)

We found the vocabulary similarities used by the authors in giving the meaning of job performance among teachers namely result of work, duties and achieve. Therefore, we define teacher's performance in our research as *the work of teachers towards their assigned duties in educational context to achieve organizational objectives.*

Type of participants, populations and sampling

The participants are divided into two categories in the studies. Nine of the studies involving high school and five studies involving elementary school teachers, while one did not mentioned the type of participants (Amin, Amir & Ismail, 2019). However, when other researchers are focusing on all teachers in general regardless the subject that they are teaching, it is interesting to find that there is only one study that includes unique and specific participants in the field which was mathematics teachers (Pardimin & Huda, 2018). This important finding shows that discipline specific participants are still not a research priority for now and this finding is the second crucial gap in teacher's performance research context.

Most of the previous researches in the context of teacher's performance were large scales research. The number of participants ranged from thirty-nine (Suryadi, Agustin & Sukarno, 2017) to 480 participants (Muhidin et al., 2019), with the average number of people in each study was around 229 respondents. Ertl, Hartmann and Heine (2020) stated that large scales studies promises to provide more information and stronger evidence from the representative of the populations. It has the ability to reveal minor effects as well.

Most of the studies applied random sampling technique that gives the teachers in the population an equal chance of being chosen as participants (Muda et al., 2018). Nine of it involved proportionate stratified sampling types where the size of the sample or respondents selected from each subgroup is proportional to the size of that subgroup in the entire population. This sampling technique gives the advantages of precise sample chosen and reducing errors (Creswell, 2012).

Research Designs and Methodologies

In terms of research design, the study discovered that quantitative research with cross-sectional research design is the most popular among the researchers which involved fourteen studies while the other two studies applied mixed method. This probably explained by the issue of teacher's performance that being an emerging field of research in education. The benefit of using quantitative design is the numerical data can be collected massively and used to explore and predict the phenomena happened at that particular time (Creswell, 2012). The data can also be used to make generalizations to the wider population. The most prevalent data collection methods across the studies were surveys and questionnaires with eight of the articles applied the methods. We discovered that previous scholars used various instruments to assess teacher performance. The dimensions or themes of job performance measured in the instruments were varied and can be assorted into two conditions; whether the authors look for the performance factors individually or as whole involving the organizational and personal factors. Table 2 shows the dimensions listed into two categories as mentioned.

Author (s) and year	Dimensions of Teacher's Job Performance	
	Individual	Whole
Dasan & Nawati (2020)	7 dimensions: 1. knowledge about work 2. attitude 3. making consideration/judgement 4. delegation 5. personal competence 6. ability to plan 7. leadership	
Altunova, & Kalman (2020)		15 dimensions: (a) individual 1. Communication 2. General professional competencies 3. Teacher training and developments 4. Personal characteristics 5. Attitude towards profession and school (b) organization 1. Organizational factors 2. Rewarding/appreciation 3. School resources 4. System-related factors 5. Administrative factors 6. Factors related to parents 7. The reputation of the profession 8. Factors related to students 9. Receiving feedback 10. Inspection

Hartinah et al. (2020)	2 dimensions: 1. abilities & skills (mental & physical) 2. background factors (family, social level, experience and demographic)
Amin, Amir & Ismail (2019)	3 dimensions: 1. job performance 2. contextual performance 3. performance of unproductive work behaviour
Muhidin, et al. (2019)	4 dimensions: 1. pedagogic content 2. professional 3. social 4. personality
Atmotiyoso & Huda (2018)	5 dimensions: 1. Mathematical Knowledge (content) 2. Attitude (positive towards math) 3. Skills (pedagogy) 4. Beliefs of math 5. Certification
Suryadi, Agustin & Sukarno (2017)	5 dimensions: 1. Quality of work 2. Promptness 3. Initiative 4. Capability 5. Communication

Table 1 - Dimensions of Teacher's Job Performance

According to Table 1, we identified the third crucial gap in performance research context which is the dimensions of teacher's performance. Six of the previous studies tend to focus teacher's performance individually rather than looking their performance as whole. We think by looking from the perspective of performance as whole may provide more comprehensive details about teacher's performance.

Underpinnings theories used in the studies

Theory has an important role that need to be addressed in the research as it is a guideline and trails of conducting a research. It offers a greater picture of how variables interact in the setting of research (Muda et al., 2018). Data analysis and interpretation were driven by several theories. Theories that were implemented in preceding studies include Job-demand Resources Theory (JD-R) & equity

theory (Amin, Amir & Ismail, 2019), Organizational Behaviour Theory (Muhidin, et al., 2019; Gewasari, Manullang & Sibuea, 2017) and Border & Boundaries Theory (Johari, Tan & Zulkarnain, 2018).

Factors Contributing to Teacher's Performance

Previous studies have used statistical techniques such as correlation, path analysis and regression to explore factors that influence teacher performance. Statistical analysis is effective in demonstrating the relationship between variables that affect teacher efficiency. We grouped the recurring factors from sixteen researches into ten sub-themes and categorized them accordingly into two main themes as listed in Table 2

Table 2 Sub-themes of Previous Studies

	Author(s)	Professional knowledge and skills	Students behaviour	Social with colleagues	Organizational environment	Administrative and management	Workload	Personal life	Parents factors	Opportunity and recognition	Rewards
1	Ambotang, & Hamid (2021)					/					
2	Dasan & Nawi (2020)	/	/								
3	Altunova & Kalman (2020)	/	/	/	/	/	/	/	/	/	/
4	Hartinah et al. (2020)				/	/					

5	Astuti, Fitria & Rohana (2020)	/	/								
6	Amin, Amir & Ismail (2019)	/				/	/	/			
7	Muhidin et al.(2019)	/	/	/				/			
8	Siman, Sulaiman & Effendi (2019)	/	/	/		/					
9	Hasbay & Altindag (2018)		/	/					/		
10	Atmotiyoso & Huda (2018)	/				/					
11	Ayub, Hussain & Ghulamullah (2018)		/	/	/		/	/			
12	Prasetyono, Abdillah & Fitria (2018).		/			/					
13	Ishak & Rosman (2018)		/			/					
14	Johari, Tan, Zulkarnain (2018).										
15	Suryadi, Agustin & Sukarno (2017)	/	/	/		/			/		
16	Gewasari, Manullang & Sibuea (2017)	/	/	/		/	/	/			
		4	3	4	8	11	2	8	2	4	6

More than 50 percent of the studies mentioned administration and management proved that this is the crucial factor that affects teacher's performance. The scholars stressed that school administrators, particularly principals, play a critical role in maintaining teacher quality of work under these subthemes. They named it as leadership of the principals (Ambotang & Hamid, 2021; Hartinah et al., 2020; Astuti, Fitria & Rohana, 2020; Muhidin et al., 2019; Gewasari, Manullang & Sibuea, 2017), principal supervision (Siman, Sulaiman & Effendi, 2019) and principal's attitudes (Ambotang & Hamid, 2021; Altunova & Kalman, 2020; Hasbay & Altindag, 2018). This finding is identical to Suib, Ghazali, Abdul Halim and Mohammed Foziah (2021), who found that instructional leadership of principals, has been the focus of scholars' attention regarding its impact on teachers.

The theme of organizational environment support and personal life are placed second after the theme of administration and management with half of the scholars emphasized it in their research. Conducive climate at the work place, sufficient education materials and good infrastructures of school facilities were the elements under this theme (Altunova & Kalman, 2020; Hartinah et al., 2020;

Ayub, Hussain & Ghulamullah, 2018; Hasbay & Altindag, 2018; Ishak & Rosman, 2018; Suryadi, Agustin & Sukarno, 2017). Meanwhile, the priority of the personal life theme is on the teacher's personal life quality, including their health and happiness. (Altunova & Kalman, 2020; Astuti, Fitria & Rohana, 2020; Siman, Sulaiman & Effendi, 2019; Ishak & Rosman, 2018).

The next factor was rewards, which appeared to be linked to opportunity and recognition. The teachers' professional knowledge and skills were cited as a factor contributing to teacher performance in four studies (Dasan & Nawi, 2020; Altunova & Kalman, 2020; Muhidin et al., 2019; Atmotiyoso & Huda, 2018). It was followed by factors relating to parents, colleagues, and students, which all fit within the interpersonal relationship theme. Finally, according to the research cited, teachers' workload was the least acknowledged.

Theoretical framework of teachers' performance

We chose two theories – social cognitive theory of organizational management (Wood & Bandura, 1989) and leader-member exchange theory or LMX theory (Graen & Uhl-Bien, 1995) in order to better comprehend the

presence of these themes via the viewpoint of these well-established theories. Social cognitive theory could explain the individual performance while LMX theory can explain the role of leadership that complies with teachers' performance. When we analyzed ten subthemes emerged, we found out that the themes can be categorized into two

primary themes according to social cognitive theory; personal/cognitive factors and environmental factors. Together, these two theories provide a framework for understanding the varied and complex factors that contribute to teachers or teachers' performance as illustrated in Figure 2

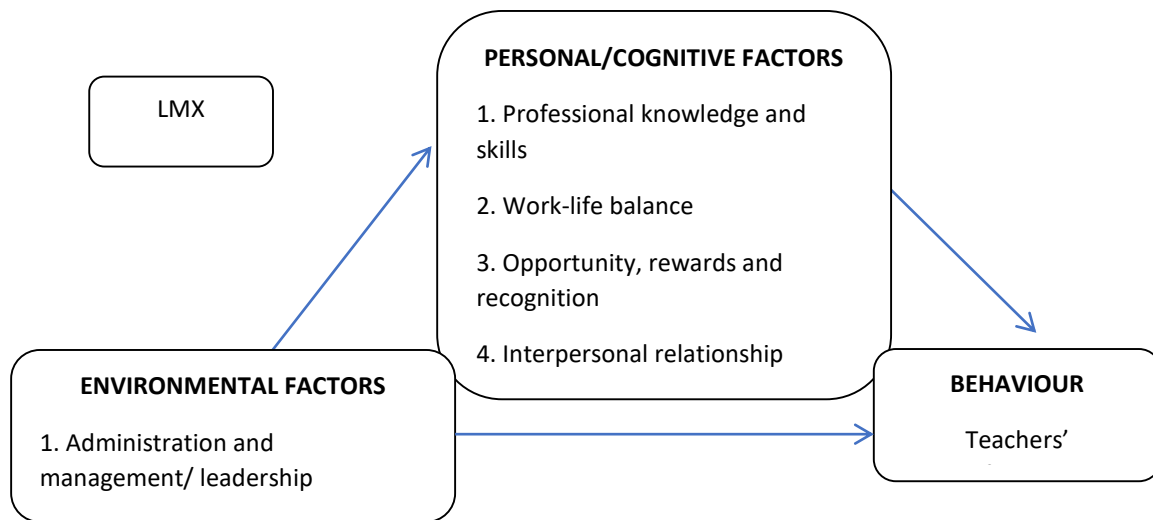


Figure 2 - Theoretical framework proposed of teacher's performance via the lens of pre-existing and established theories, Social Cognitive Theory and LMX Theory.

Through our investigation, teacher or teacher performance is a complicated phenomenon with many variables at play. According to our findings, there was no single factor that could explain their performance, but it is a combination of interconnected factors. The factors discovered through recent study analysis were reduced to ten sub-themes under two primary themes, which related to two existing theories: Social Cognitive Theory of Organizational Management (Wood & Bandura, 1989) and Leader-Member Exchange Theory or LMX theory (Graen & Uhl-Bien, 1995). We believe that using a two-theory approach can help understand teacher performance as a whole, by taking into consideration all of the key variables revealed in studies over the last five years.

CONCLUSIONS AND FUTURE RECOMMENDATION

This study attempts to identify the factors that influence teacher's performance in general through secondary data analysis. Sixteen researches had been selected and four major findings were proposed: 1) research into teacher's performance lacks focus on discipline specific participants; 2) the research field of teacher's performance is dominated by exploratory and quantitative studies; 3) two different perspective collided between the dimension of teacher's performance, as individual or as whole, and 4) the field is in need of a theoretical model that acknowledges the complex nature of teacher's performance. This study also proposed a theoretical conceptual framework. The theoretical model revealed that an teacher's performance is a result of components from social cognitive and leader-member exchange theory. We expect that by adopting the theoretical framework, we will be able to view teacher performance dimensions as a whole rather than focusing on individual dimensions.

We suggest that the next research should be move forward to: a) qualitative research to discover further about teachers' performance; b) quantitative research on a larger scales and c) focus on the context of teachers who face the most difficulties, by specific categories of teachers. Future research is also urged to investigate the proposed framework, test its validity, and extend knowledge in analyzing teacher performance to achieve better quality of education for our next generation.

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