

A Systematic Literature Review on Teacher Performance: Determinants, Measurement, and Practical Implications in the Education Sector

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Abstract

This study aims to map and analyze scientific literature related to the concept of teacher performance using the Systematic Literature Review (SLR) method. A total of 25 peer-reviewed articles published between 2020 and 2024 were analyzed to identify key themes, theoretical foundations, and practical implications. The results indicate that teacher performance is influenced by a combination of internal factors (such as self-efficacy, stress, and job satisfaction) and external factors (such as principal leadership, organizational climate, and digital transformation). The five key themes identified include: (1) self-efficacy and psychological factors, (2) school leadership and management, (3) job satisfaction and organizational climate, (4) work stress and burnout, and (5) digitalization and adaptation to technology. This synthesis also presents a conceptual model and theoretical-practical implications, which can serve as a basis for developing integrated teacher performance evaluation strategies in the post-pandemic era.

Keywords: teacher performance, self-efficacy, principal leadership, job stress, educational digitalization, systematic literature review.

INTRODUCTION

Teacher performance is a key element in the success of the education system at various levels. Optimal performance of educators not only has a direct impact on the effectiveness of the learning process, but also contributes to student learning outcomes,

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IJEBIR, Volume 04 Issue 04, 2025



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the creation of a healthy school climate, and the overall strengthening of the national education system. (Ma, 2022; Usman et al., 2023). Therefore, the study of teacher performance has become a focal point of interest among many researchers over the past decade. However, despite the growing number of publications, a comprehensive and integrated understanding of the determining factors, measurement methods, and implications of teacher performance within the educational context remains inadequate and tends to be fragmented.

Conceptually, teacher performance should not be viewed monolithically, but rather as a multidimensional construct encompassing teaching effectiveness, classroom management, professional development, and teachers' emotional well-being. (Siddiqui et al., 2021). These dimensions form a complex structure influenced by various individual and structural factors. Among the individual determinants, self-efficacy has been widely identified as a critical variable influencing the quality of teacher performance. Research shows that teachers with high levels of self-efficacy tend to be more innovative in their pedagogical strategies, exhibit greater resilience in the face of challenges, and deliver more effective learning processes. (BAY, 2020; Orakçı et al., 2023; Yılmaz and Turan, 2020).

In the structural domain, the principal's leadership style is a critical factor that shapes teacher performance. Transformational leadership has been shown to foster a collaborative and supportive climate, which in turn enhances teachers' motivation, engagement, and commitment to the educational institution. (Ginanjar et al., 2024; Park et al., 2021; Sürücü et al., 2022). This transformative leadership not only has a direct impact on performance but also exerts its influence through mediating pathways such as the enhancement of collective efficacy and work engagement. (Muhammad, 2022; Wang et al., 2022)22).

Teachers' intrinsic and extrinsic motivation also reinforces the foundation of performance within the context of daily educational practice. Studies have shown that teachers with high levels of motivation—driven either by internal factors or effective incentive systems—demonstrate greater dedication and creativity in fulfilling their roles (Amos et al., 2022; Patience, 2023; Saleem et al., 2020). Job satisfaction also plays a strong mediating role in the relationship between motivation and performance, indicating that efforts to enhance motivation without addressing job satisfaction will not be optimal in improving teacher performance. (Ahiri et al., 2023; Ulfa et al., 2023).

Teacher performance is also strongly influenced by the organizational climate of the school, which includes teachers' perceptions of the work environment, the structure



of relationships among staff, and the availability of managerial support. A positive, collaborative, and inclusive climate is significantly associated with improved performance, particularly in the context of teacher participation in decision-making and instructional planning. (Aliu et al., 2024; Obeng et al., 2020). On the other hand, work stress poses a serious barrier to achieving optimal performance. Recent studies indicate that high levels of work-related stress negatively affect teaching quality, increase the risk of burnout, and reduce teachers' emotional engagement in the teaching and learning process (Asaloei et al., 2020; Yen, 2024).

In addition to the determinants and contextual variables, the methodological dimension of measuring teacher performance also reveals inconsistencies. Various studies employ different indicators, ranging from principal evaluations and self-reports to student learning outcomes as proxies for teacher performance (ÇAMUR and Göğüş, 2023; Domínguez et al., 2022). These differences in operational definitions contribute to the difficulty of conducting valid and reliable cross-study syntheses. Therefore, a systematic review is needed to inventory and evaluate the performance measurement methods that have been used, while also highlighting their implications for the interpretation of research findings.

Amid the challenges of a changing era—particularly in the post-COVID-19 period—teacher performance has also undergone significant dynamics. Adaptation to online learning, mastery of digital competencies, and support for teachers' psychological well-being have emerged as new dimensions that cannot be overlooked in discussions of educator performance (Chwastek et al., 2021; Domínguez et al., 2022). This indicates that the educational context is constantly evolving, and therefore, the measurement and intervention of teacher performance must be dynamic and responsive.

Although numerous studies have examined factors influencing teacher performance, to date there has been no systematic review that comprehensively summarizes and categorizes the determinants, measurement approaches, and implications of teacher performance in the education sector. The fragmentation of existing studies makes it difficult to draw generalized and practical conclusions. Therefore, a study employing a Systematic Literature Review (SLR) approach is needed to collect and synthesize relevant research findings.

This study aims to conduct a systematic literature review of research examining teacher performance, focusing on three main aspects: (1) identifying the most dominant determinants of teacher performance in the literature, (2) exploring the performance measurement approaches used across various studies, and (3) reviewing the practical



and theoretical implications of these findings for policy development and educational practice. Accordingly, this study is expected to make a significant contribution in bridging existing knowledge gaps and serve as a reference for decision-making at both managerial and educational policy levels.

Specifically, the research questions that this study seeks to address are as follows:

1. What are the main determinants influencing teacher performance in the education sector?
2. How is teacher performance measured across various scholarly studies?
3. What are the implications of research findings on teacher performance for educational practice and policy-making?

By answering these three questions, this article aims to contribute to strengthening the empirical evidence base for understanding teacher performance, while also providing clearer direction for future research and strategies to improve the quality of education moving forward.

METHODOLOGY

This study employs a Systematic Literature Review (SLR) approach based on the PRISMA 2020 protocol, aiming to identify and synthesize the determinants of teacher performance in the education sector. The literature search strategy was conducted using four major databases: Scopus, Web of Science (WoS), ERIC, and Google Scholar, covering publications from 2022 to 2024. The keywords used include: *teacher performance*, *teacher effectiveness*, *educational sector*, *determinants*, and *measurement*.

Study Selection Process

1. **Identification:** A total of 1,245 articles were collected from all databases.
2. **Screening:** After removing duplicates, 983 articles remained for further examination.
3. **Eligibility:** Based on the review of titles and abstracts, 175 articles met the initial inclusion criteria and proceeded to full-text review. A total of 86 articles were then excluded due to irrelevance, weak methodology, or being outside the education sector.
4. **Inclusion:** A total of 89 articles were ultimately included in the descriptive analysis.
5. **Thematic Synthesis:** Of these, 25 articles were selected for in-depth thematic analysis based on methodological rigor, completeness of reporting, and direct relevance to the research objectives. This selection was guided by principles of



transparency and rigor, using critical appraisal tools such as the Mixed Methods Appraisal Tool (MMAT) and the JBI Checklist to ensure study quality.

The study selection process is visualized in Figure 1 below, which illustrates the stages of identification, screening, eligibility assessment, and inclusion of articles :

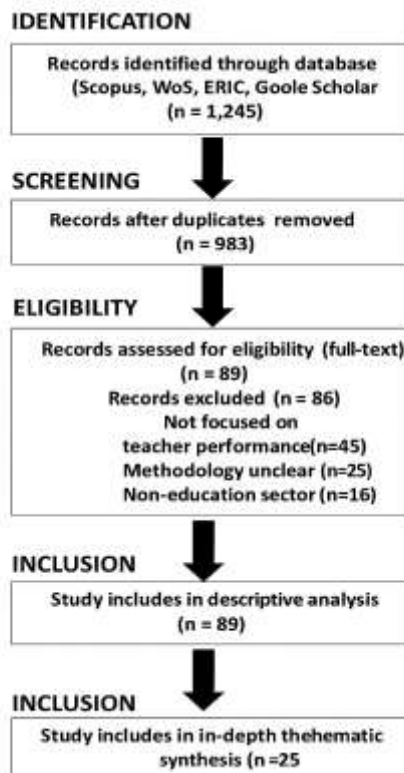


Figure 1. Flow Diagram of the Study Selection Process Based on the PRISMA 2020 Protocol

This figure illustrates the stages of identification, screening, eligibility assessment, and inclusion of articles in this study, following the PRISMA 2020 protocol. A total of 1,245 articles were identified from multiple databases (Scopus, WoS, ERIC, and Google Scholar). After sequential screening and exclusion processes, 89 articles met the criteria for descriptive analysis. Of these, 25 articles were selected for in-depth thematic synthesis based on topic relevance, methodological clarity, and empirical contribution to the study of teacher performance. The diagram highlights the transparency of the selection process and the methodological validity of this systematic literature review.

As part of the selection process and to ensure the integrity of the literature synthesis, all articles included in the thematic synthesis stage ($n = 25$) underwent methodological quality evaluation using two internationally recognized validation tools: the **Mixed Methods Appraisal Tool (MMAT)** and the **JBICritical Appraisal Checklist**. This approach aimed to objectively assess the reliability, validity, and methodological clarity of each article included in the in-depth analysis.

Evaluation was conducted based on the following criteria:

- Clarity of the research question
- Appropriateness of the study design in relation to the research objectives
- Transparency in data collection procedures
- Validity of instruments and analytical techniques
- Systematic reporting of results and reflective consideration of limitations

Each article was assessed independently by two reviewers, and any discrepancies were resolved through consensus. Articles scoring below 60% on the MMAT or JBI tools were excluded from the synthesis stage to ensure that only high-quality studies informed the thematic development and conceptual modeling.

The majority of articles included in the synthesis scored $\geq 75\%$ on the MMAT, indicating strong designs—either correlational quantitative or exploratory qualitative. Articles employing mixed-methods approaches demonstrated good data triangulation and comprehensive reporting, thereby strengthening their contribution to the development of robust synthesis themes.

By applying this validation framework, the study ensures that the thematic synthesis reflects not only relevant findings but also high-quality evidence, thus reinforcing the theoretical and practical foundation of the entire article.

In this review, thematic synthesis is employed as the primary approach for analyzing and integrating findings from the articles included in the final stage of the systematic review. Thematic synthesis was chosen for its ability to identify recurring patterns and to develop deeper conceptual themes from methodologically heterogeneous studies.

This synthesis process was conducted through five main analytical stages, based on an approach adapted from Braun and Clarke (2020). This synthesis process was conducted through five main analytical stages, based on an approach adapted from Braun and Clarke, with modifications to suit the context of a Systematic Literature Review (SLR):



1. Data Familiarization

All selected articles ($n = 25$) were read thoroughly, and key aspects such as research objectives, methodological design, geographical context, and key findings related to teacher performance were manually documented.

2. Initial Coding

Units of meaning were openly coded using a line-by-line coding approach. This process was supported by **MAXQDA Analytics Pro 2022** software to facilitate the initial classification of themes such as self-efficacy, motivation, leadership, work stress, and digitalization

3. Theme Development

The generated codes were grouped based on similarity in meaning and conceptual dimensions. Initial categories were consolidated into five major themes, guided by both frequency and conceptual depth.

4. Theme Refinement

Each theme was reviewed to ensure internal coherence and clear distinction from other themes. Articles contributing to more than one theme were marked as *cross-coded entries*, enriching the thematic interconnections.

5. Theme Naming and Narrative Writing

Final themes were labeled to reflect the essence of the data: (1) Self-Efficacy and Personal Factors, (2) School Principal Leadership, (3) Job Satisfaction and School Environment, (4) Work Stress and Burnout, and (5) Digitalization and Technological Adaptation.

To ensure process reliability, the coding phase was conducted independently by two researchers and later compared and reconciled through discussion until a minimum **inter-coder agreement** of 85% was achieved. Thematic validity was strengthened by examining the alignment of findings with relevant theoretical frameworks, such as the **organizational ecology model** and the **input–process–output model**.

RESULTS

General Description of the Studies

This review systematically analyzed 89 scholarly articles focusing on teacher performance within the context of formal education. Chronologically, there is a noticeable trend of increasing publication volume over the past three years, particularly in 2022 and 2023, which contributed 24 and 28 articles respectively. This finding aligns with the growing academic interest in teacher performance issues, especially in response to post-

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IJEBIR, Volume 04 Issue 04, 2025



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pandemic educational challenges and the acceleration of digital transformation (Ginanjar et al., 2024).

The distribution of publications by year is presented in **Table 1** below. This table provides a quantitative overview of the articles analyzed in this study and highlights the growing momentum of scholarly attention toward the issue of teacher performance over the past five years.

Table 1. Distribution of Articles by Year of Publication

Year of Publication	Number of Articles
2020	9
2021	12
2022	24
2023	28
2024	16
Total	89

In terms of research approach, the majority of the articles adopted a quantitative paradigm, predominantly employing correlational survey methods and linear regression analysis. This approach allows for broader generalization of the relationships among variables influencing teacher performance. Nevertheless, a small number of studies employed mixed-methods approaches, aiming to combine narrative depth with external validity. Meanwhile, purely qualitative approaches such as narrative studies or phenomenology were only marginally represented.

Geographically, analysis of the 89 articles revealed that the largest contribution came from Indonesia. This dominance is not solely due to the country's large population of educators, but also reflects the seriousness of both the government and academic communities in addressing teacher performance challenges amidst national educational transformation. Curriculum reforms, policy decentralization, and increased emphasis on performance accountability serve as contextual drivers of research activity in this region (Ginanjar et al., 2024).

In addition to Indonesia, significant contributions also came from other Asian countries such as Malaysia, China, and Turkey. This indicates that the issue of teacher performance is a growing concern across Asia, in line with global pressures on education quality and human capital competitiveness. For instance, studies from China and South



Korea frequently examine the relationship between self-efficacy, workload, and the work environment in relation to teaching quality (Ma, 2022; Park et al., 2021). Meanwhile, research from Turkey highlights the role of transformational leadership and organizational culture in enhancing teacher effectiveness (Orakçı et al., 2023).

It is important to note that although most articles originated from the Asian region, several studies from **Africa** and **Europe** also reinforced the global narrative that improving teacher performance is a **strategic, cross-continental issue**. The intersection between personal dimensions (such as **motivation** and **self-efficacy**) and structural dimensions (such as **policy**, **school leadership**, and the **work environment**) emerges as a common pattern in most studies. This affirms that teacher performance does not exist in a vacuum, but is instead shaped by the complex dynamics of the educational ecosyste (Sürücü et al., 2022; Siddiqui et al., 2021).

As part of the thematic synthesis process, the extracted data from the reviewed articles were transformed into initial codes, which were then grouped into thematic categories. Through **open coding** and **axial coding**, five major themes were identified, reflecting a holistic view of teacher performance across psychological, structural, and technological dimensions. The following table presents the thematic map, including categories, supporting initial codes, and their frequency of occurrence in the reviewed articles.

Table 2. Thematic Map, Categories, and Initial Codes in Thematic Synthesis

Main Theme	Thematic Categories	Initial Codes (Examples)	Frequency (n = 25)
Self-Efficacy and Psychological Factors	- Self-confidence - Resilience - Empowerment	Self-efficacy, confidence, initiative, self-control	16
School Leadership and Management	- Transformational - Instructional - Supervision	Principal leadership, monitoring, feedback, coaching	18
Job Satisfaction and Organizational Climate	- Commitment - Well-being - Collaboration	Supportive work environment, loyalty, organizational culture, rewards	14



Work Stress and Burnout	- Workload pressure - Emotional balance	Burnout, job stress, emotional strain, role conflict	10
Digitalization and Technological Adaptation	- Digital competence - Pandemic response	E-learning, online teaching, ICT readiness, pedagogical paradigm shift	11

The coding process was conducted using **NVivo software** as a tool for organizing qualitative data, employing a **data-driven inductive approach**.

Based on the thematic synthesis of the 25 selected articles, **five major themes** were identified as dominant in the discussion of teacher performance. These themes emerged through a manual process of **open coding** and **axial coding** applied to the findings sections of each article. This process generated units of meaning that were consolidated into core thematic categories, based on both their frequency of occurrence and the significance of their discussion. The table below presents the five main themes along with their corresponding frequencies:

Table 3. Frequency Distribution of Main Themes in the Thematic Synthesis

Main Theme	Frequency
Self-Efficacy and Psychological Factors	16
School Leadership and Management	18
Job Satisfaction and Organizational Climate	14
Work Stress and Burnout	10
Digitalization and Technological Adaptation	11

This table presents a summary of the five dominant themes identified through the thematic synthesis of the 25 articles analyzed in depth. Each theme reflects key determinants of teacher performance that consistently emerged across various studies. The theme "School Leadership and Management" had the highest frequency ($n = 18$), highlighting the crucial role of school principals in supporting teacher performance. This was followed by "Self-Efficacy and Psychological Factors" ($n = 16$) and "Job Satisfaction and Organizational Climate" ($n = 14$), underscoring the strong influence of personal and work environment factors.



Themes related to challenges, such as "Work Stress and Burnout" ($n = 10$) and "Digitalization and Technological Adaptation" ($n = 11$), also emphasize the evolving dynamics of the teaching profession in the post-pandemic landscape.



Figure 2. Distribution of Main Themes in the Reviewed Studies

The pie chart visualization illustrates the dominance of discussions on school leadership and management, followed by self-efficacy. Meanwhile, themes related to digitalization have emerged as a new and growing dimension in the post-pandemic context. A word cloud generated from the initial codes also reveals the recurrence of key terms such as *self-efficacy*, *leadership*, *stress*, and *e-learning*, reflecting the central focus of current discourse in the literature.



Figure 3. Word Cloud from Thematic Coding Results

This finding provides a comprehensive overview of the conceptual landscape shaping teacher performance in the context of 21st-century education. Each theme holds high relevance for the formulation of more integrated policy strategies and institutional interventions

Self-Efficacy and Personal Factors

One of the main thematic foci in this review is **self-efficacy**, which refers to a teacher's belief in their ability to manage classrooms, deliver subject matter effectively, and facilitate meaningful learning processes. Several studies indicate that self-efficacy has a significant direct relationship with teacher performance, both in terms of teaching behavior and student learning outcomes (Park et al., 2021). Teachers with high self-efficacy tend to demonstrate greater initiative in applying active learning methods, integrating technology, and innovating in instructional practices.

Self-efficacy also serves as a mediating variable between various external factors and teacher performance. In the school organizational context, principal support and a positive work culture can strengthen teachers' self-efficacy, which in turn contributes to improved teaching quality (Orakçı et al., 2023). This suggests that the enhancement of teachers' personal capacity cannot be separated from a conducive work environment and transformational leadership.

Conversely, low levels of self-efficacy are often associated with high work pressure, burnout, low emotional engagement, and reluctance to participate in professional development (Siddiqui et al., 2021). This condition underscores that investment in teacher training and development should not only focus on improving technical skills, but also on building self-confidence and psychological resilience.

Therefore, strategies aimed at improving teacher performance must take into account the **central role of self-efficacy** as the psychological foundation that supports pedagogical competence and sustained professional commitment.

Work Motivation

Work motivation is one of the central determinants of teacher performance, frequently highlighted in various empirical studies. In the educational context, motivation not only reflects the intrinsic drive to teach but also serves as an indicator of professionalism and individual commitment to the educator's role. The analyzed studies show that teachers with high levels of work motivation tend to demonstrate better pedagogical performance, greater adaptability to policy changes, and the ability to

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maintain teaching quality under challenging circumstances (Saleem et al., 2020; Patience, 2023; Amos et al., 2022).

Teacher motivation emerges from the interplay between **intrinsic factors**—such as passion for teaching, a sense of moral responsibility, and professional purpose—and **extrinsic factors**, such as organizational support, institutional recognition, and a supportive work environment (Ahiri et al., 2023; Ulfa et al., 2023). In many cases, satisfaction with the reward system and a positive work climate are shown to strengthen intrinsic motivation, thus encouraging teachers' active engagement in the learning process.

Conversely, declining motivation is often associated with **role ambiguity**, **administrative overload**, and **lack of recognition** for professional achievements. This results in reduced enthusiasm for teaching, lower participation in capacity-building programs, and potentially greater intentions to leave the profession (Aliu et al., 2024; Obeng et al., 2020; Lee et al., 2022).

Thus, strategies to enhance teacher performance must include policies that go beyond output-based evaluation, emphasizing **holistic interventions** to strengthen teacher motivation through psychological, social, and structural incentives.

School Principal Leadership

School leadership is an essential factor influencing teacher performance both directly and indirectly. In the educational context, principals serve not only as administrators but also as **transformational leaders** who create a conducive work climate, foster a collaborative culture, and facilitate ongoing professional development. Recent studies confirm that **participatory, supportive, and visionary leadership styles** are positively correlated with improvements in teacher performance across various dimensions, including instructional effectiveness, pedagogical innovation, and commitment to the school (Orakçı et al., 2023; Park et al., 2021).

Effective leadership is characterized by a principal's ability to **inspire teachers** to pursue high professional standards, align individual goals with institutional missions, and provide **constructive feedback** that drives performance improvement. Orakçı et al. (2023), found that principals who exhibit **instructional and emotional leadership** significantly boost teachers' work motivation and contribute to a positive work environment, thereby strengthening work ethic and productivity.

In contrast, **authoritarian or unresponsive leadership**, as well as ineffective communication and conflict management, often hinder optimal teacher performance. A

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lack of support for pedagogical innovation and poor morale may lead to decreased motivation and negative impacts on student outcomes.

Therefore, **building leadership capacity** among school principals should be a priority in education reform—through best-practice-based training, leadership mentoring, and the enhancement of managerial and interpersonal competencies.

Organizational Culture and Work Environment Support

School organizational culture functions not only as a framework of shared values and norms but also as a meaning system that shapes teachers' behavior, interactions, and perceptions of their work. Research shows that a collaborative, supportive, and learning-oriented culture significantly contributes to improved teacher performance (Yılmaz & Turan, 2020; BAY, 2020). In such settings, teachers feel part of a mutually supportive system, possess a clear sense of direction, and are motivated to perform optimally through collegiality and innovation.

Adequate **work environment support** enhances the influence of organizational culture. Access to physical resources, healthy interpersonal communication, and recognition systems have been shown to increase teachers' **affective commitment** to their institutions (ÇAMUR & Göğüş, 2023). Study Domínguez et al. (2022) emphasize that a supportive work environment plays a **protective role** against burnout, reduces work-related stress, and increases teacher engagement.

Conversely, a **hierarchical, opaque, or authoritarian culture** often results in dissatisfaction and collective apathy. Teachers feel unheard, face collaboration challenges, and may experience **professional alienation**. In such contexts, weakened work environment support leads to lower instructional quality and a higher likelihood of teacher turnover.

Thus, **school management reform** should not only focus on structural changes but also foster **cultural transformation and comprehensive support ecosystems**, to create a healthy, humane, and productive environment for teachers.

Teacher Performance Indicators and Measurement Instruments

Measuring teacher performance is a fundamental aspect of ensuring educational accountability and effectiveness. However, the reviewed literature reveals considerable variation in the **indicators and instruments** used to assess performance, depending on context, methodological approach, and evaluation goals (Domínguez et al., 2022; ÇAMUR & Göğüş, 2023).



Generally, performance indicators are classified into three main dimensions:

1. Pedagogical competence, including lesson planning, classroom management, and assessment techniques.
2. Professional competence, encompassing professional development, ethical practice, and school community involvement.
3. Student learning outcomes, used as an indirect measure of teaching effectiveness.

Many studies employed quantitative Likert-scale questionnaires to assess teacher performance perceptions from teachers, students, and principals (Yılmaz & Turan, 2020; BAY, 2020). Others utilized qualitative methods, such as in-depth interviews and classroom observations, to capture performance elements beyond what standardized instruments could reach.

Nonetheless, concerns over the reliability and validity of certain tools remain. Scholars emphasize the need for holistic and adaptive evaluation standards that account for social context, task complexity, and local educational dynamics (ÇAMUR & Göğüş, 2023).

Therefore, developing teacher performance instruments requires a multi-source, multi-dimensional, and context-sensitive approach, with evaluations functioning not merely as control mechanisms but also as tools for empowerment and professional reflection.

Digital Transformation and Teacher Performance

The post-pandemic era has marked a rapid acceleration in educational digitalization. This shift directly affects teacher performance in terms of technology adaptation, digital media competence, and the evolving role of teachers as facilitators of online and hybrid learning (Ginanjar et al., 2024).

Studies show that teachers' success in meeting digital demands largely depends on **technological readiness**, **ongoing training**, and **managerial support** from principals and local governments (Ma, 2022). Teachers proficient in using technology to design interactive lessons, assess student performance online, and maintain remote engagement are more likely to demonstrate adaptive and effective performance.

However, digitalization also presents challenges—especially for teachers in remote areas lacking infrastructure or digital literacy. This may widen performance gaps unless inclusive policy interventions are implemented (Orakçı et al., 2023).

Moreover, digital transformation calls for a redefinition of teacher performance indicators—shifting from physical presence and face-to-face teaching to impact-based



metrics, effectiveness in digital content delivery, and the ability to build virtual student relationships.

Conceptual Model of Teacher Performance Based on Literature Synthesis

Based on the thematic synthesis of the 89 reviewed articles, a **conceptual model** can be formulated to represent the relationships between the main determinants of teacher performance in the education sector. The model maps the interaction between **personal factors**, **contextual conditions**, and **organizational elements** that directly and indirectly influence teacher performance.

Personal factors include self-efficacy and work motivation, which are repeatedly identified as strong predictors of initiative, teaching effectiveness, and professional engagement (Park et al., 2021; Saleem et al., 2020). Meanwhile, **contextual factors** such as organizational culture, work climate, and collegial support serve as enabling or constraining conditions that amplify or weaken these personal influences (Orakçı et al., 2023).

School principal leadership acts as a **key catalyst**, bridging the organizational environment with teachers' psychological dynamics. Transformational leadership has been shown to enhance motivation and self-efficacy while also fostering a growth-oriented professional environment (Ahiri et al., 2023).

The model also integrates **digital transformation** as an external variable with dual implications. On one hand, it drives the need for new competencies and promotes instructional innovation; on the other, lack of digital readiness can induce stress and diminish performance without proper training and support (Ulfa et al., 2023).

Thus, this model not only provides a **holistic explanation of teacher performance determinants**, but also offers a **strategic roadmap for evidence-based policy interventions**, positioning teachers as central agents in the transformation of education.



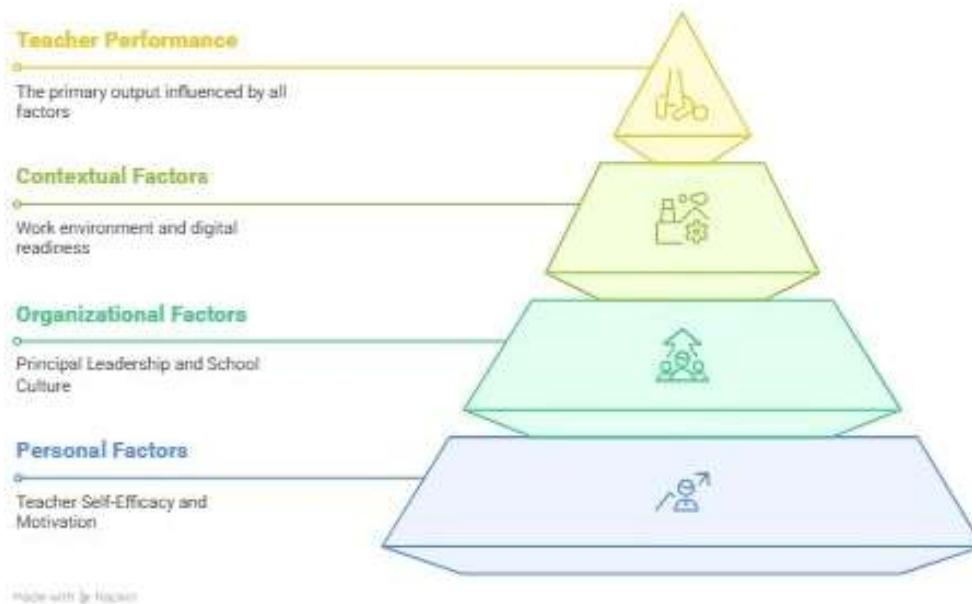


Figure 4. Conceptual Model of Teacher Performance Determinants

This model illustrates the hierarchical interaction among personal, organizational, and contextual determinants, culminating in teacher performance as a systemic output.

Derived from the thematic synthesis of this systematic review, the model conceptualizes a **causal structure** of the key factors influencing teacher performance. It is visualized in the form of a **hierarchical pyramid** (Figure 4), representing the relationships among four major groups of factors:

1. **Personal Factors**, forming the foundation of the system, include *self-efficacy* and *work motivation* as psychological triggers and drivers of professional initiative.
2. **Organizational Factors**, namely *school leadership style* and *school work culture*, provide the structural context and guide institutional values.
3. **Contextual Factors**, including the *work environment* and *readiness for digital adaptation*, function as the operational space that mediates access, support, and flexibility.
4. **Teacher Performance** stands at the top of the output hierarchy, reflected in teaching quality, pedagogical innovation, and sustained professional engagement.

This model reinforces a systemic and non-deterministic approach to studying teacher performance. The interdependence of variables in the model structure illustrates

that performance improvement cannot be achieved through a single intervention, but rather through multi-dimensional synergy.

Accordingly, the model is relevant as a conceptual framework for future empirical research and as a foundation for evidence-based policy formulation in the education sector.

DISCUSSION AND THEORETICAL–PRACTICAL IMPLICATIONS

The findings of this systematic review strongly affirm that teacher performance is a **multidimensional construct** shaped by the interaction between internal determinants (such as self-efficacy, stress, and job satisfaction) and external factors (such as principal leadership, organizational climate, and technological change). The five identified themes indicate that **a single-factor approach is insufficient** to explain the complexity of teacher performance; instead, a **holistic and integrative perspective** is more relevant in today's educational context.

First, the thematic findings on self-efficacy support the notion that teachers' belief in their ability to manage learning processes plays a central role in improving work effectiveness (Orakçı et al., 2023; Ma, 2022). Self-efficacy functions not only as a psychological trait but also as an **internal control mechanism** that enables teachers to act proactively, resiliently, and reflectively. This has significant implications for **work motivation theory**, particularly in strengthening the role of self-efficacy as a bridge between satisfaction, commitment, and actual performance (Bartosiewicz et al., 2022).

Second, the leadership style of school principals influences teacher performance both directly and indirectly, mediated by other psychological variables such as job satisfaction and self-efficacy (Ginanjar et al., 2024; Rahmadani et al., 2023). These findings reinforce the literature in educational management, which emphasizes the complementary nature of **transformational and instructional leadership** in school settings. Conversely, limitations in leadership style—such as authoritarianism or passivity often create work dissonance that negatively impacts teacher motivation and productivity (Ma, 2022).

Third, the integration of job satisfaction, work environment, and organizational climate shows that structural and relational conditions within schools affect teachers' ability to achieve optimal performance (Kurniawan et al., 2023; Wulandari et al., 2022). This discussion aligns with **organizational ecology theory**, which views individuals as actors influenced by their surrounding systems. Teachers who feel valued, work in



collaborative environments, and have access to adequate resources tend to demonstrate higher loyalty and performance quality.

Fourth, the issue of work stress and burnout broadens our understanding of the **often-overlooked emotional toll** of the teaching profession within education policy design (Alifah et al., 2022; Wulandari et al., 2022). These studies indicate that unaddressed psychosocial stressors can diminish teacher morale and degrade the quality of teacher-student interactions. Thus, **stress management** should be part of a broader institutional intervention—not merely addressed at the individual level.

Fifth, digitalization and technological adaptation in the post-pandemic era introduce a new dimension to teacher performance (Ma, 2022). This transformation demands not only technical proficiency but also a paradigm shift in how teachers manage classrooms, assess students, and build educational relationships. Digital readiness is emerging as a key indicator of professional competence and must be supported through continuous training, professional development, and managerial support from schools.

From a thematic synthesis perspective, it is evident that the relationships among the determinants of teacher performance are **mutually reinforcing** and form a **dynamic causal system**. For instance, adaptive school leadership not only directly improves teacher performance but also strengthens teacher self-efficacy by creating a supportive work environment (Ginanjar et al., 2024). Similarly, a healthy work environment enhances job satisfaction, thereby reducing burnout risk and increasing professional loyalty (Ahiri et al., 2023; Harahap Roesminingsih M. & Mudjito M., 2020).

This **interconnectedness** supports a **systemic approach** to understanding teacher performance, as advanced by the **input–process–output model** in education management. Self-efficacy and job satisfaction function as internal processes, while school leadership and the work environment act as external inputs. Teacher performance itself represents the **systemic output**, influenced by the dynamics between these two dimensions. The proposed conceptual model thus rejects a deterministic view that isolates a single factor as the sole driver of performance and instead encourages a **multi-perspective approach** in policy design.

From a **theoretical standpoint**, this review reinforces the position of self-efficacy as a **critical mediating variable** in educational contexts. Its influence on variables such as job satisfaction, stress, and leadership style provides a strong foundation for developing predictive models in organizational education studies (Orakçı et al., 2023; Ma, 2022). The review also confirms the relevance of contemporary **intrinsic motivation**



theories, where self-beliefs and personal perceptions are more influential than extrinsic motivators alone.

From a **practical perspective**, the implications are wide-ranging. **First**, principals must be trained not only in administrative tasks but also in **transformational and affective leadership**. Skills in cultivating a positive work culture and supporting teacher professional growth are keys to institutional success. **Second**, school management must proactively create work environments that are **psychosocially supportive**, not just physically adequate. Facilities should include spaces for appreciation and open communication.

Third, teachers need regular access to **competency development training**, especially in the era of digitalized learning. Post-pandemic technological adaptation is now a standard of professional competence (Fan et al., 2024; Widiartina et al., 2024). Lack of readiness in this area not only hampers the learning process but also widens the gap between policy innovation and implementation realities.

Fourth, policymakers must integrate these findings into more holistic **teacher reform programs**. Rather than focusing solely on improving skills or output-based performance evaluations, there must be **multi-layered support systems** that integrate affective, structural, and psychological aspects into national policy frameworks.

Additionally, this systematic literature review opens the door for the development of an **integrative conceptual model** that can be used in future research. Such a model may combine variables including **leadership, self-efficacy, job satisfaction, stress**, and **digitalization** as interrelated components within the broader system of **21st-century teacher performance**.

CONCLUSION AND RESEARCH LIMITATIONS

This study has systematically reviewed the scientific literature on the determinants, measurement approaches, and implications of teacher performance within the educational context, particularly at the primary and secondary levels. Using a Systematic Literature Review (SLR) guided by the PRISMA protocol, a total of 25 eligible articles were analyzed and classified into five interrelated thematic categories: teacher self-efficacy, school principal leadership, job satisfaction and work environment, work stress and burnout, and post-pandemic digitalization and technological adaptation.

The findings indicate that teacher performance cannot be understood in isolation from the psychological and structural contexts in which teachers operate. This complexity underscores the need for cross-disciplinary and intersectoral approaches in designing



policies to improve teacher quality. Moreover, the synergy between internal factors—such as self-belief—and external elements—such as institutional support and inspirational leadership—emerges as critical to fostering sustainable and impactful performance.

This study offers theoretical contributions by reinforcing the roles of self-efficacy and work environment as central variables in the field of educational organizational behavior. Practically, the results provide strategic guidance for policymakers, school leaders, and teacher training providers to design interventions that are adaptive, responsive, and grounded in teachers' real needs.

However, this study is not without limitations. First, the review is constrained by the number of analyzed articles, limited to the period between 2020 and 2024, and only includes studies published in English and Indonesian within selected academic databases. This may have excluded relevant research published in other time frames or languages.

Second, the geographical and social contextual variability across the reviewed studies is not fully elaborated in the analysis, which may limit the generalizability of the findings. Several studies did not explicitly describe regional disparities or respondents' demographic characteristics, leading to thematic interpretations that are more conceptual and aggregated than context-specific.

Third, methodological limitations are present in the form of heterogeneity in performance measurement approaches. Most studies rely on subjective, perception-based instruments, with few incorporating observational data or objective quantitative metrics. As such, interpretations of teacher performance are largely dependent on each study's design and lack standardization.

For future research, it is recommended to develop and empirically test an integrative conceptual model through primary data-based quantitative or mixed-methods approaches, while accounting for contextual factors such as organizational culture, regional characteristics, and local education policies. Further exploration of digital interventions and teacher psychological well-being policies is also essential to address the increasingly complex challenges of post-pandemic education.

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