

The Impact of Education Training, Principal's Supervision on Teacher Performance in Education

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Abstract

The quality of education in a country is determined by the quality of teaching, and the management of good school institutions, which suggests that principals and teachers play an important role in cultivating high quality students. In order to ensure good teaching quality, high-quality teachers are needed. This review paper aims to summarize teacher performance from three dimensions: education training, principal supervision, and teacher competency. In this literature review, the authors use past studies to certify the relationships between education training and teachers, between the principal supervision and teacher performance. From this study, it reaches three conclusions:

firstly, it can be concluded that school leaders can manage teacher quality through the supervision of classroom management, teacher qualification and in-service training. Then, it tries to highlight the significant relationship between teachers' classroom management. Finally, it focuses on enhancing teacher quality according to quality management criteria, it is a practical and effective strategy to cultivate qualified students. This research will help the leaders realize the importance of teacher quality management and strategies that improve teacher quality, thus impacting on student performance.

Keywords: Teacher Performance, Teacher Competency, Education Training, Principal Supervision.

INTRODUCTION

Teacher performance refers to the achievements made by teachers in performing their duties or work according to the standard abilities and standards of their work in a certain period of time (Jawad, Raheem & Majeed, 2021). Colleges and universities generally adopt the way of performance appraisal to evaluate teachers, hoping to stimulate teachers' inner motivation (Van Waeyenberg, Peccei & Decramer, 2022). Scientific and reasonable performance appraisal can mobilize the enthusiasm and creativity of college teachers (Zheng & Sun, 2022). Teacher performance and its reevaluation are important and necessary for any educational policy reform (Chan, 2023).

The Government aims to improve the competency and performance of teachers through various education training programs, seminars and workshops (Fitria & Kristiawan, 2023), including the recent document "Circular of the General Office of the Ministry of Education on Actions to Improve the Competence of Teachers in Vocational Education" (Teacher's Office Letter [2022] No. 8), Notice of the Ministry of Education of the People's Republic of China on Implementing the Plan for Improving the Quality of Teachers in Higher Vocational Colleges (2021-2025). The education training has also shown positive results associated with improving teacher competence and influencing the quality of teacher teaching performance (Dahyani, Arafat & Furqan, 2023; Fitria and Kristiawan, 2023). In addition, principal supervision is necessary to improve the implementation of the teaching process (Putra & Hariri, 2023). Principal supervision is implemented to improve and strengthen the learning process in order to improve teacher performance because supervision is an attempt to improve teachers' teaching quality (Kaso et al., 2021).

Although the selection and training of teachers have improved and national standards for teachers exist, the underperformance of teachers poses a huge challenge for principals and administrators in higher education (Miller, 2022; Cibane, 2020). Not only do poorly performing teachers fail to achieve the expected results, but also affect the performance of those who come into contact with them, such as other staff and students (Liebowitz, 2022). Many colleges and universities neglect the planning and implementation of teacher's competency and the scientific assessment and evaluation of teachers in the construction of teacher majors and curricula (Zhang, 2023). What's more, the arrangement of education training is not refined, and the training courses designed are not systematic and targeted as well as the old and closed teacher training method. In addition, the principal supervision is formalized and the supervision from the principal is poor due to the little attention on teacher performance (De. Matthews, Carrola,

Reyes & Knight, 2021). Therefore, the purpose of this review is to certify effects of educational training and principal supervision on teacher performance through teacher competency.

LITERATURE REVIEW

Teacher Performance

The quality of education is not only caused by the educational process, but also affected by the low performance of teachers as educators (Dewi & Dwikurnaningsih, 2022). Performance is the result and work behavior achieved in order to complete the assigned tasks and responsibilities within a certain period of time (Widarko & Anwarodin, 2022). Bernadin et al. (1995) defined performance as work outcomes because they have the strongest link with the organization's strategic goals, customer satisfaction, and economic contribution. The complexity of the term is highlighted by Bates and Holden (1995), who described performance as a "multi-dimensional structure whose measurement depends on a variety of factors". Kane (1996) described performance as something that the person leaves behind and that exists apart from the purpose.

According to Armstrong (2000), teacher performance is a record of a teacher's accomplishments. He argued that "if performance cannot be defined, it cannot be measured or managed". Elisa, Nabella & Sari (2022) define performance as the achievement of outputs and results, while also emphasizing the importance of actual work. Thus, an individual's performance can be seen as the way in which they complete tasks (e.g., teaching, grading, assessment) (Khassawneh, Mohammad & Momany, 2023). Teachers' teaching performance is the ability of teachers to carry out their work according to predetermined goals. A performance can be said to be good if it can achieve the expected goals correctly (Ridder, Martone, Kirk & Narayanan, 2023; Prabu & Puspitasari, 2015). Ideally, teacher performance assessment is based on actual performance, that is, through the major components of job analysis (Putra, Borman & Arifin, 2022). According to Darmadi (2018) teacher performance is the ability shown by the teacher in carrying out his duties or obligations.

Teacher Competency

The word "competency" comes from the Latin *compeere*, which literally means competent, capable, or specialized knowledge, meaning that an individual has a quality or physical and intellectual qualification to perform a specific task or job (Salleh, Sulaiman & Gloeckner, 2015). Therefore, teacher competency means that a teacher has the ability,

competence and sufficient possession of the necessary skills and knowledge, behaviors, and competencies to successfully perform important tasks or jobs in a prescribed environment. Arikunto (2021) argues that professional competence requires teachers to have a broad and in-depth knowledge of the topics they teach, to master methodology, that is, to master theoretical concepts, as well as to choose the right method and be able to use it in the teaching and learning process. The teacher as educator is seen as a key element because he interacts directly with the students during the teaching and learning process in the school, so the teacher is an educational component that must be constantly nurtured and developed (Mulang & Putra, 2023).

Education Training

According to Billing (1976), education training is employee development, which is a deliberate and ongoing process that involves identifying and discussing the current and anticipated needs of individual employees in order to improve their job satisfaction and career prospects, as well as the institution supporting its academic work and programs and implementing a program of employee activities designed to coordinate to meet these needs. Education training refers to the activities and courses that in-service teachers participate in to improve their professional skills, knowledge, and interests after receiving training. In this case, education training is intended to fill the professional deficiency of in-service teachers (Osamwonyi, 2016). Kruijer (2010) believes that the effectiveness of teacher quality is related to the quality of teachers, which should be based on relevant training, which may depend on the skills and abilities of trainees and trainers as well as the availability of training materials. Similarly, Castro-Bedriñana, Chirinos-Peinado & Castro-Chirinos (2022) adds that the provision of more qualified training for teachers should be based on the current level of qualifications of the relevant teachers, the link between face-to-face tutoring components and service monitoring.

In addition, other researchers summarized the results of in-service teacher education training in their research :1) increase teachers' knowledge; 2) Develop a positive attitude and belief; 3) Strengthen teaching practice. The basic purpose of in-service teacher training is to create an effective teaching environment in the classroom (Sánchez-García, 2023; Valle, Lorduy-Arellano & Porras-González, 2022; Gudeta, 2022). Darling-hammond (2009) reviewed the relevant literature and concluded four basic requirements for effective teacher education training. 1) Have enough intensity to change the teacher's behavior for more than 50 hours; 2) Relevant and easy to practice; 3) perseverance, persistence; 4) Be consistent with

teacher incentives. Researchers also put forward some suggestions for education training in their study. First, the planning process for training should be effective and sustainable, the needs of participants should be carefully analyzed, and systematic training plans should be developed. At the same time, the choice should be innovative and pragmatic (Komar, Sadikin, Sulistiono & Sukmana, 2023; Hufad, Pramudia & Purnomo, 2023). Second, skills and knowledge should be combined and put into practice, and it is important to understand the roles of the participants, as it is easy to mix (Almendingen, Skotheim & Magnus, 2023). Thirdly, the principle of communication should be considered in the process of organizing teaching activities (Kadirbergenovna, 2022). At the same time, the quality of training personnel, training conditions and the characteristics of training time are also important variables to effectively achieve the goal (Hongsuchon, Emary, Hariguna & Qhal, 2022). Fourthly, the achievement degree of evaluation goal is the reflection of classroom practice (Zhang, Sun, Ji & Li, 2023).

Principal Supervision

The principal's supervising ability affects the improvement of teaching and learning process and need to coordinate all tasks of teachers and other subordinates in the school, especially during the teaching and learning process, so that all activities run smoothly (Siahaan, Pasaribu, Suparliadi, Syahputra & Mukhlisin, 2022). The principal's job also involves supervising teachers and school staff. According to this definition, the principal's role as a supervisor means that he should be able to research, formulate and determine what requirements are necessary for the progress of his school to the greatest extent possible (Mulyasa, 2012).

Supervision is implemented to improve and strengthen the learning process in order to improve teacher performance and may be undertaken by the principal. The main task of educational supervision is to provide help to teachers to improve the learning process, promote and motivate teachers to teach effectively, and thus improve the quality of education (Jafar, Sutisna & Margono, 2023; Irmayani et al., 2018). Principals are required to be able to lead, monitor and manage learning activities in the schools they lead to improve the quality of education (Sølviik & Roland, 2022). As leaders and supervisors, principals must be able to focus on, encourage and motivate teachers so that they are enthusiastic about their work, resulting in better performance (Mustaghfiroh et al., 2020). Therefore, to carry out continuous supervision activities by applying the supervision process, including organization, plan, change

response, implementation, problem solving and evaluation) is very important to teacher performance (Yulieana, 2020; Thessin, 2019).

FINDINGS & DISCUSSION

Education Training Influences Teacher Competency

Previous research on the influence of education training on teacher competency has been discussed by many researchers. Quilapio & Callo (2022) researched the impact of education training on the teacher competency of teachers in public primary schools in Candelaria West with both quantitative and qualitative research designs. The results showed that education training was positively, highly, and significantly correlated with the professional dimension and teaching component of teacher competency. The results suggested that teachers should participate in training projects with a positive attitude, so as to improve their knowledge, develop skills, change behaviors and attitudes, and complete tasks more efficiently and effectively.

According to Syukkur & Fauzan (2021), the strategies of the principals to cultivate teachers' competence is training. Descriptive qualitative method was used in this study with the results showing that: 1) The mode of improving teachers' performance ability is through education training; 2) The principal leads the strategic steps to develop teacher capacity to improve the quality of education. Syafaruddin & Lubis (2022) concluded a competency-based teacher training model: 1) situational assessment; 2) evaluation of inputs, including the Training Plan as well as modules, books and supporting references; 3) process evaluation with plans and objectives in administration (service) and management; 4) product evaluation, in the form of changing the perspective of teachers, accepting an integrated training model, changing the knowledge, attitudes and skills of teachers.

Principal Supervision Impacts Teacher Competency

Principal supervision affects the improvement of teaching and learning process and needs to coordinate all tasks of teachers and other subordinates in the school (Siahaan, Pasaribu, Suparliadi, Syahputra & Mukhlisin, 2022). As leaders and supervisors of teachers in colleges, principals must be able to focus on, encourage and motivate teachers so that they are enthusiastic about their work, resulting in better performance (Mustaghfiroh et al., 2020). In 2022, Lorensius, Anggal & Lugan identified and analyzed the implementation of academic supervision in improving teachers' professional competence. The results showed that principal

academic supervision can help, guide, and motivate teachers to improve their professional competence. Through a systematic and well-planned supervisory process, teachers are able to fully integrate and use their various abilities to learn through peer input. According to Syukri, Viona & Utama (2023), the impact of academic supervision on teacher professionalism is improving the quality of education. Through the qualitative literature research method, all articles supporting academic supervision and teacher competence were used as ancillary data. The results of this study indicated that academic supervision and teacher professionalism have an impact on the quality of education.

Devi, Harapan & Wardiah (2021) further explored the role of principal supervision through the lens of the principal's role in promoting teacher professionalism. The research tools were interview list, observation list and literature research. The results showed that the principal's work plan to train teachers had a positive effect on teachers' competence. In 2022, Nurhayati, Mesiono & Daulay research the impact of principal academic supervision and teacher performance satisfaction on improving teacher ability. The results showed that academic supervision and teachers' job satisfaction together affect 43.1% of teachers' teaching ability. Estiani & Hasanah (2022) aimed to reveal the role of principals in teacher competence improvement. The methods used in this study are qualitative with interviews. The results show that regular supervision is one of the ways to improve teacher competency.

Education Training Affects Teacher Performance

In order to certify the impact of teacher development programs on teacher quality after education training, some researchers made efforts to investigate the relationships between education training and teacher performance. According to Bastian, Nasution & Wahyuni (2022), education training and teacher competence had a significant impact on teacher performance. Ehinola and Akomolafe (2022) studied in-service curriculum and guidance as determinants of teacher job performance. The survey results showed that education training is a tool to moderately improve teachers' ability and is significantly correlated with teacher performance.

Syafrina (2021) studied the impact of training on teacher performance and the results based on hypothesis testing showed that training had a significant effect on performance with a contribution of training to performance of 37.7%. Nzarirwehi & Atuhumuze (2019) pointed out in their study that although training increasingly motivates teachers to improve their educational level, research had not established the role of training in teacher professional

development. A total of 610 primary school teachers and education stakeholders were selected through interviews and questionnaires for data collection. The survey results showed that in-service teacher training had a significant impact on teachers, especially on their education, performance, and professionalism. Junejo, Sarwar and Ahmed (2018) explored the impact of education training on teacher performance. The target population of the study included active teachers from different colleges and institutes in Karachi. The results showed that in-service education training has positive effects on teachers' job performance and teachers' positive perception of professional growth.

Principal Supervision Influences Teacher Performance

Some studies have shown that principals' supervisory ability has a positive impact on teacher performance (Nurkhin, Mukhibad, Saputro & Pramono, 2023; Utaminingsih & Pratama, 2022). The following literature review shows the relationship between principal supervision and teacher performance. Kartini, Kristiawan, Fitria, Negeri & Sugihan (2020) investigated the significant influence of academic supervision and professional competence on teacher performance. It is a quantitative partial simultaneous correlation study. The results showed that academic supervision and teacher professional competence had a significant impact on teacher performance. The study of Agustina & Saxena (2022) was to investigate whether teacher professionalism and principal supervision had an impact on teacher performance with quantitative methods used in this study. The results showed that there was a certain influence between principal supervision factors and teacher performance and principal supervision variables affected teacher performance.

Lian (2020) aimed to determine the impact of principal supervision on high school teacher performance in Muara Sugihan and Makarti Jaya districts. Quantitative description was adopted in this study. The results showed that school principal supervision and organizational climate had a positive and significant impact on high school teacher performance. The purpose of Rahmatullah, Saleh & Metroyadi's (2019) study was to understand the contribution and motivation of principals of public high schools in Baritoguara District in supervising teacher performance with a sample size of 145 by the probabilistic sampling technique of simple random sampling. Data were collected by questionnaire survey and the results showed that principal supervision had a significant contribution to teacher performance, and its determination value is 66,1%.

Teacher Competency Impacts Teacher Performance

Teacher competency means that a teacher has the ability, competence and sufficient possession of the necessary skills and knowledge, behaviors, and competencies to successfully perform important tasks or jobs in a prescribed environment, which has a significant effect on teacher performance (Dwiningtyas & Hajaroh, 2023). Similarity, Bastian, Nasution & Wahyuni (2022) finds that Teacher competence has a significant impact on teacher performance.

Karim, Kartiko, Daulay & Kumalasari (2021) investigated the effect of principal supervision and teacher professional competence on the performance of private MI teachers in Kab Pacet Street. According to the analysis result of t test, it can be seen that the obtained result on the relationship between teacher professional competency and teacher performance is positive, which means that teachers' professional competence has a significant impact on teacher performance. Kartini, Kristiawan, Fitria, Negeri & Sugihan (2020) examined the significant influence of principal's leadership, academic supervision, and professional competence on teacher performance in Sakgenshin. This study was a quantitative partial simultaneous correlation study. A questionnaire survey was conducted with 128 teachers from SMA Negeri as a sample. The result showed that teacher professional competence has a significant impact on teacher performance.

Wahyudi (2018) aimed to explore the partial or simultaneous effects of emotional intelligence, competency, and work environment on teacher performance. The results showed that competency had a positive impact on performance, and the coefficient value is 0.429. Arifin (2015) aimed to identify and analyze the effects of teacher competency, motivation, and organizational competency on teacher performance in Jayapura, Papua, Indonesia. 117 out of 346 teachers were surveyed by questionnaire. The results showed that teacher competence and job satisfaction had a significant positive impact on teacher performance.

Teacher Competency as a Mediator on Teacher Performance

While examining the effect of education training on teacher performance through the literature review and data analysis, teacher competency was found to be a mediator in the relationship between the variables. Meyer, Richter & Hartung-Beck (2022) aimed to examine the mediating role of teacher competency as a predictor of teacher performance. It is assumed that teacher competency played an intermediary role in the relationship between principal supervision and teacher performance. Based on the survey data of 630 teachers from 29

German primary and secondary schools, it is found that principal supervision had a significant indirect effect on teacher performance, mediated by teacher competency.

Maritasari, Setyosari, Kuswandi & Praherdhiono (2020) investigated teacher competency as the mediating variable to study the impact of education training and principal supervision on primary school teachers' performance. Quantitative methods were used to demonstrate correlation and causation. The statistical results showed that education training, with teacher competency as the intermediate variable, has a significant positive impact on teacher performance. In addition, with teacher competency as the intermediary variable, principal supervision has a significant positive impact on teacher performance.

Fauth, Decristan, Decker, Büttner, Hardy, Klieme & Kunter (2019) examined the links between teacher competence, teaching quality and student achievement in basic science education. The results showed that teacher ability (content knowledge, self-efficacy, teaching enthusiasm) is positively correlated with students' interest. The three dimensions of teaching quality (cognitive activation, supportive climate, and classroom management) mediate these relationships.

CONCLUSION

In conclusion, this research is designed to help teachers, and those who manage teacher performance, develop further strategies, and improve existing strategies to correct their weaknesses in practice. They need to manage and, where possible, reverse the under-performance of the people they work with. This review paper will also help under-performing staff to reflect on and improve their performance. It also provides a way for teachers and administrators to meet the needs of the growing vocational colleges and training high-quality talents in China. It solves the perplexities and difficulties of how to train highly qualified teachers, how to give full play to teachers' initiative, and how to effectively supervise the teacher's performance. This study allows the departments of education, school principals and teachers to gain a better understanding of teacher competency and the factors that influence teacher performance. This would provide a reference for the school principals to consider teacher development programs or education training or supervision.

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