

Determinants of Teacher Performance: Exploring the Role of Satisfaction and Motivation as Mediation

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Abstract

The performance of teachers is a crucial factor in improving the quality of education. The enhancement of education quality is inseparable from various factors, including job satisfaction and motivation. A crucial question then arises: how can teacher satisfaction and motivation be enhanced? In practice, there are many factors that influence these aspects. This research focuses on identifying the foundations of teacher satisfaction and motivation. To achieve this, the Systematic Literature Review method is applied by selecting 300 academic papers, resulting in 35 academic papers that meet the criteria. From these 35 academic papers, it is found that satisfaction and motivation are significantly influenced by personal image and structural position within the organization.

Keywords: education quality, teachers.

Teachers' teaching performance is often the subject of intense discussion among researchers. Improving the quality of education is undeniably the goal of many parties. Improving the quality of education cannot be separated from the education stakeholder itself, namely the teacher. Therefore, efforts to improve the quality of teachers are the first priority in efforts to improve the quality and quality of education (Fitri, 2021). However, the problem is that improving the quality of teachers has its own challenges. Among these challenges is the fact that teacher performance cannot only be improved by simple things such as financial wage increases. There are many factors behind an increase in teacher performance or a decrease in teacher performance (Purwanto et al., 2020; Fadillah, et al., 2024). Teachers are professionally educated individuals, but their unique humanism and

subjective views certainly influence how they develop in the way they want.

One of the factors that influence teacher performance is the satisfaction and motivation they have in carrying out their duties. Several theories have addressed this, including self-determination theory. Self-determination is the ability to understand and analyse one's own desires. Because a teacher can understand his or her own desires and motivations, he or she can build on those motivations to perform well (Ryan & Vansteenkiste, 2023).

With the ability to understand himself, a teacher can place his position appropriately. He knows the reason why he is in an educational institution. His existence is not just because he does his daily work. He is present as a person who carries out the mission. When his mindset is based on his mission, it will be much easier for him to perform well in the future. This

motivation is of course deep in his mind. It is often defined as grit or strong perseverance to achieve the expected results. Grit is what makes up the character of a teacher. They don't do a perfunctory job but strive to fulfil a specific mission and that is what improves their teaching performance.

But of course, this hypothesis about self-determination theory requires an effort to prove it. In addition to corroboration, the aim is to explore how teachers find motivation within themselves and what factors actually influence teachers and determine the direction of their performance. One type of research that can be applied is systematic literature review. This system allows us to compare the results of similar studies on teacher motivation and the improvement of teacher satisfaction and motivation. The keywords used in this research are teacher, motivation and job satisfaction. Through these keywords, we found at least 35 articles that have a relationship to assess teacher performance with teacher satisfaction and motivation.

Method

The research was conducted using the Systematic Literature Review method. Data collection was carried out by collecting 300 articles with the keyword's teacher, motivation, job satisfaction. The 300 articles were then processed in three selection questions.

Question 1: Is teacher motivation discussed in the article?

Question 2: Does the article discuss teacher job satisfaction?

Question 3 : Does the article discuss teacher performance?

Based on these three questions, 35 Scopus-indexed articles were obtained to form the basis of this study.



Results and DISCUSSION

Result

No.	Cite	Title	Summary	Q1	Q2	Q3
1.	(Engin, 2020)	An Examination of Primary School Students' Academic Achievements and Motivation in Terms of Parents' Attitudes, Teacher Motivation, Teacher Self-efficacy and Leadership Approach	data were collected from 60 primary school teachers who taught grade 4 students in the 2017-2018 academic year and from 1476 grade 4 primary school students. high levels of teacher motivation can have a positive impact on children's development.	V	X	V
2.	(Bektaş et al., 2022)	The Effects of Distributed Leadership on Teacher Professional Learning: Mediating Roles of Teacher Trust in Principal and Teacher Motivation	In this study, teachers' trust in principals and teachers' work motivation act as mediators of the effects of distributed leadership on teachers' professional learning. The basis of this study was 327 teachers working in public elementary schools in Turkey. The results show that distributed leadership has an indirect positive effect on teachers' professional learning.	V	V	V

3.	(Slemp et al., 2020)	A Meta-analysis of Autonomous and Controlled Forms of Teacher Motivation	This study presents an analysis of the causes and consequences of autonomous and controlled teacher motivation with reference to an overall database of 1117 correlation coefficients from 102 independent samples. Psychometric meta-analysis results indicate that workplace context and individual difference variables are generally positively and negatively related to autonomous and controlled teacher motivation, respectively. Similar results were observed for relationships involving basic need satisfaction and both forms of teacher motivation. Results suggest that autonomous teacher motivation is positively related to teacher well-being, job satisfaction, and functioning in autonomy-supportive roles, and negatively related to teacher depressive distress and burnout.	V	V	V
4.	(Mahaputra & Saputra, 2021)	Literature Review the Effect of Headmaster Leadership on Teacher Performance, Loyalty and Motivation	Based on the analysis of existing literature: 1) Teacher performance is influenced by Principal Leadership; 2) Loyalty is influenced by Principal Leadership; and 3) Motivation is influenced by Principal Leadership. In addition to these factors, there are other factors that are influenced by Principal Leadership, namely: Salary, Workload, Work Culture, and Work Environment.	V	V	V
5.	(Vermote et al., 2020)	The Role of Teachers' Motivation and Mindsets in Predicting a (de) motivating Teaching Style in Higher Education: A Circumplex Approach	Adopting a Self-Determination Theory perspective, this study utilized the newly developed Situations in School-Higher Education Questionnaire to test in a sample of college teachers (N = 357; Mean age = 43.90 years). The study highlighted the role of college teachers' motivation to teach (i.e., autonomous, controlled, a motivated motivation) and their beliefs about the malleability of students' intelligence (i.e., fixed and growth mindsets) in relation to differentiated teaching approaches. The results of multidimensional scaling analysis confirmed the assumed circular structure of eight differentiated (de)motivational teaching approaches that differed in their levels of need support and assertiveness. Subsequent hierarchical regression analyses provided evidence for moderately	V	V	V

			independent roles of teacher motivation and mindset, with the predictive role of each predictor varying systematically as it moved along the circumplex. Autonomous motivation and growth mindset were positively associated with more motivating approaches (e.g., guiding, adjusting), while controlled motivation, amotivation, and fixed mindset were positively associated with more demotivating approaches (e.g., dominating, abandoning).			
6.	(Skaalvik & Skaalvik, 2020)	Teacher Burnout: Relations between Dimensions of Burnout, Perceived School Context, Job Satisfaction and Motivation for teaching. A longitudinal study	This study used the newly developed Situation in Schools-Higher Education Questionnaire to test whether a number of teaching practices that support and hinder need are organized in a similar circular structure as in secondary education. Hierarchical regression analysis showed evidence for moderately independent roles of teacher motivation and mindset, where the predictive role of each predictor varied systematically as it moved along the circumplex. Autonomous motivation and growth mindset were positively correlated with more motivating approaches (e.g., guiding, adjusting), while controlled motivation, amotivation, and fixed mindset were positively correlated with more demotivating approaches (e.g., dominating, abandoning).	V	V	V
7.	(Osman & Warner, 2020)	Measuring Teacher Motivation: The Missing Link between Professional Development and Practice	Teachers' motivation is measured by integrating professional development into their practice. The development of a scale measuring teachers' motivation to implement professional development in their classrooms was implemented in this regard. Three samples of teachers (N = 1388) were used in the iterative process of scale development and validation. The results indicate that this scale is a reliable tool for measuring teachers' expectations of successful implementation, value for implementing, and perceived costs of implementation.	V	V	V
8.	(Brandmiller et al., 2020)	Teacher Perceptions of Learning Motivation and Classroom Behaviour: The Role of Student Characteristics	Teachers have more motivation for children from good economic backgrounds. Similarly, teachers perceive students from high economic status families, students who are not	V	V	V

			from immigrant backgrounds, and female students to have higher learning motivation and more cognitive skills.			
9.	(Phytanza & Burhaein, 2020)	The Effects of Tenure, Teacher Certification, and Work Motivation on Special Needs Teacher Performance	The study used a random sampling technique with 45 Special Needs teachers with an age range of 35-50 years. In terms of data collection techniques, the researchers used questionnaires for work motivation, documentation sheets for teacher certification and tenure, and observation sheets for teacher performance. The data were analyzed using the product-moment correlation test with the help of SPSS version 24. The results showed that: 1) there is a significant effect of tenure on Special Needs teacher performance; 2) there is a significant effect of teacher certification on Special Needs teacher performance; 3) there is a significant effect of work motivation on Special Needs teacher performance; and 4) there is a significant effect of tenure, teacher certification, and work motivation on Special Needs teacher performance.	V	V	V
10.	(Amtu et al., 2020)	Improving Student Learning Outcomes through School Culture, Work Motivation and Teacher Performance	This study aims to investigate the direct and indirect effects of school culture and work motivation on student learning outcomes through teacher performance. The study was designed using quantitative methods and employed questionnaires as data collection instruments as well as purposive sampling techniques to determine a sample of 213 Christian Religious Education teachers as participants in Teacher Professional Education (PPG) from 26 provinces in Indonesia. The study presents a path analysis diagram model to analyse the influence value of exogenous variables on endogenous variables through intervening variables. The results show that there is a direct or indirect effect of the exogenous variables of school culture and work motivation on the endogenous variable of student learning outcomes with teacher performance as the intervention variable.	V	X	X
11.	(Sudjono, 2022)	Work Stress Mediates Motivation and Discipline on Teacher	This study aims to determine the implications of the Working from Home (WFH) policy on work	V	V	V

		Performance: Evidence Work from Home Policy	motivation and work discipline on teacher performance with the intervention of work stress. The approach used in this study is a quantitative descriptive approach. A total of 63 respondents were used as data in this study, they are employees of SMKN 9 Bekasi. An alternative method of Structural Equation Model (SEM) was used to analyze this study, namely Partial Least Square (PLS). Testing the validity of each variable with its reliability was conducted in the first stage. Furthermore, testing the implications of the WFH policy on work motivation and work discipline on teacher performance with the intervention of job stress was carried out in the second stage. Positive and significant effects were shown by work motivation variables from the results of this study on performance, as well as work discipline, also showing positive and significant effects on performance. Then, negative effects were shown by motivation to job stress and also job discipline to job stress, also showing negative and significant effects. And the last is the relationship between job stress and performance. It shows a positive and significant effect on performance.			
12.	(Adriana et al., 2023)	Effect of Organizational Climate and Achievement Motivation on Teacher Performance	This research is quantitative research with the type of Causal Comparative Research (ex post facto). The population is the teachers of SMKN 1 Percut Sei Tuan which is the sample in this study consisting of 88 teachers. This research instrument uses a data questionnaire about organizational climate, achievement motivation, and teacher performance. Data analysis was conducted using path analysis. Organizational climate has a significant influence on teacher performance at SMKN Percut Sei Tuan by 87.6%, the better the organizational climate, the higher the teacher performance. Achievement motivation has a significant influence on teacher performance at SMKN 1 Percut Sei Tuan by 89.2%, the higher the achievement motivation, the higher the teacher performance.	V	V	V

13.	(Forson et al., 2021)	Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana	This study examined the relationship between work motivation factors and performance among primary school teachers in Ghana. The study used a quantitative approach on a sample of 254 teachers out of a population of 678 in the Effutu Municipality of Ghana, where 159 questionnaires were properly completed and returned (representing a return rate of 62.6%). Using multiple regression and ANOVA, the study found compensation packages, work design and environment, and performance management systems to be significant factors in determining teacher motivation in the municipality. As such, these motivational factors are significant predictors of performance when decomposed and aggregated at separate levels.	V	V	V
14.	(Aristika & Juandi, 2021)	The Effectiveness of Hybrid Learning in Improving of Teacher-Student Relationship in Terms of Learning Motivation	This study aims to examine the effectiveness of hybrid learning in improving students' advanced mathematical thinking. This study used a quasi-experimental design with a non-equivalent control group design. The subjects of this study were students of mathematics education study program at a university in Bandung who attended lectures for multivariable in calculus course. The sampling technique used was purposive sampling. From many multivariable calculus classes consisting of 2 classes, one class was selected as the experimental group and the other class as the control group. The sample consisted of 40 people for each group. Data analysis used MANOVA test with normality test and homogeneity test as prerequisite tests. The results showed a significant difference in AMT between the hybrid and conventional learning groups, where hybrid learning had a higher AMT. In addition, there was a significant difference in AMT between the high motivation group and the low motivation group, where high motivation had higher AMT, and there was an interaction between learning models and motivational factors to improve AMT.	V	V	V

15.	(Backfisch et al., 2020)	Professional Knowledge or Motivation? Investigating the Role of Teachers' Expertise on the Quality of Technology-Enhanced Lesson Plans	In a study with 94 mathematics teachers who varied in their relative expertise (i.e., education students, trainee teachers, in-service teachers), effect tests were conducted according to teachers' professional knowledge and motivational beliefs on their ability to integrate technology in lesson plan scenarios. Studies were conducted on teachers' professional knowledge (i.e., content knowledge, pedagogical content knowledge, technological knowledge), and their motivational beliefs (i.e., self-efficacy, utility values). The results showed that teachers' motivational beliefs play an important role to effectively implement technology in mathematics instruction.	X	V	V
16.	(Lauer mann & Berger, 2021)	Linking Teacher Self-efficacy and Responsibility with Teachers' Self-Reported and Student-Reported Motivating Styles and Student Engagement	In a multi-level analysis with 96 Swiss vocational teachers and 1300 of their students, relationships between self-efficacy, responsibility, autonomy-supportive versus psychologically controlling teaching, and student motivation (emotional, behavioral, and cognitive engagement) were examined. Teachers' motivational beliefs predicted autonomy teaching support which in turn predicted student-reported autonomy support. Student-reported autonomy support was a strong predictor of student engagement. Teachers' motivational beliefs did not directly predict student-reported instructional practices and engagement.	V	X	X
17.	(Scales et al., 2020)	Effects of Developmental Relationships with Teachers on Middle-school Students' Motivation and Performance	The study involved 534 diverse students in grades 6-8 (51% female, 46% non-white, 33% eligible for free and reduced-price meals). Structural equation and regression models showed that students who had better developmental relationships with their teachers had better outcomes.	V	V	V
18.	(Asmus, 2021)	Motivation in Music Teaching and Learning	Results from a wide range of motivational literature from research and general practice clearly suggest that teaching efforts should aim at developing intrinsic motivation to encourage future effort and achievement in learning tasks. Learning situation, teaching strategies used	V	V	V

19.	(Bardach & Klassen, 2021)	Teacher Motivation and Student Outcomes: Searching for the signal	Analysis of why teacher motivation can influence students is often difficult to track for several reasons and student motivation is necessary to reach valid conclusions.	V	V	V
19.	(Ahmadi et al., 2023)	A Classification System for Teachers' Motivational Behaviours Recommended in Self-determination Theory Interventions	Based on self-determination theory, it was found that teachers' motivation often depends on themselves and this affects students' enthusiasm for learning.	V	V	V
20.	(Fradkin-Hayslip, 2021)	Teacher Autonomy, Motivation, and Job Satisfaction: Perceptions of Elementary School Teachers According to Self-Determination Theory.	Teacher motivation is strongly influenced by the freedom they have in teaching. In a study involving 165 elementary school teachers, researchers administered the Basic Needs Satisfaction at Work instrument to assess teacher autonomy. The results supported the idea that autonomy is related to competence and relationships as well as job satisfaction. The study also suggests that teacher autonomy may be influenced by leadership within schools and recommends further exploration of teacher autonomy in the public school system in the United States.	V	V	V
21.	(Watt & Richardson, 2024)	Teachers' Motivation to Teach: A Review through the Lens of Motivational Theories	Teachers' motivation is highly dependent on their performance and how their expectations match up with their own. There is a need for further determination studies on teacher motivation	V	V	V
22.	(Urduan & Kaplan, 2020)	The Origins, Evolution, and Future Directions of Achievement Goal Theory	The involvement of personal idealism in the field of education can encourage teachers to show better performance	V	V	V
23.	(Krou et al., 2021)	Achievement Motivation and Academic Dishonesty: A meta-analytic investigation	Cheating and the decline in the quality of education cannot be separated from the loss of motivation of teachers. This is a result of the failure of teachers to find proud achievements in education.	V	V	V
24.	(Tuominen et al., 2020)	Motivation Across a Transition: Changes in Achievement goal orientations and Academic Well-being from elementary to secondary school	Educational motivation cannot be sustained solely by individual factors and is instead heavily influenced by environmental factors.	V	X	X
25.	(Beardsley et al., 2021)	Emergency Education Effects on Teacher Abilities and Motivation to Use Digital Technologies	Teachers are more motivated when they are asked to create teaching aids on their own.	V	V	V
26.	(Akdemir, 2020)	The Determination of Teachers' Motivation Based on Herzberg's Motivation Theory.	Teacher motivation is based on many complex factors and is independent of things like school background and education. Personal factors are very influential	V	V	V

27	(Christian & Sayed, 2023)	Teacher motivation to Teach in Challenging School Contexts on the Cape Flats, Western Cape, South Africa	Teaching in challenging places motivates teachers because they believe in idealism and high self-esteem.	V	V	V
28	(Alexander et al., 2020)	The Role of Motivations and Perceptions on the Retention of Inservice Teachers	Teachers' internal factors are crucial in building their confidence.	V	V	V
29	(Filgona et al., 2020)	Motivation in learning	In order to develop good learning skills, motivation is important, especially in the context of teacher skills and performance.	V	V	V
30	(Afandi et al., 2021)	Causative Correlation of Teacher's Motivation and Discipline in Banyumanik, Semarang City.	Teacher motivation cannot be separated from the discipline and respect students have for them.	V	V	V
31	(Delfauzul et al., 2021)	Contribution of Principal and Supervision on the Performance of Teacher Motivation Smkn 1 Palembang	Supervision that focuses not only on supervision but also training and mentoring helps foster maximum motivation for teachers.	V	V	V
32	(Chiu et al., 2023)	Teacher Support and Student Motivation to learn with Artificial Intelligence (AI) based Chatbot	Too much technology can lead to the loss of the teacher's role, which can lead to a decrease in motivation.	V	V	V
33	(Alam et al., n.d.)	Need-Based Perspective Study of Teacher's Work Motivation as Examined from Self-Determination Theoretical Framework: An Empirical Investigation PJAEE, 17(6)	Research proves Self Determination as a motivation enhancer for teachers	V	V	V
34	(Mulang, 2021)	The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance	Based on research using SEM, it was found that teacher performance is strongly influenced by the environment, motivation and self-competence.	V	V	V
35	(Burić & Kim, 2020)	Teacher Self-efficacy, Instructional Quality, and Student Motivational Beliefs: An Analysis Using Multilevel Structural Equation Modeling	The ability of the teacher to manage his/her emotions can make him/her able to deliver the material well.	V	V	V

Discussion

Based on various studies, there is evidence to suggest that teacher satisfaction and motivation levels are positively related. However, it has been found that a teacher's ability to deliver material does not always have a positive impact on student understanding. This indicates that other factors may also influence the learning process. Thus, we cannot equate teacher performance with students' ability to understand a given subject. The research conducted and

referenced in this study is largely based on the reality that teachers have met standards and KPIs (Key Performance Index) but have not been able to reach the level required to ensure that students also understand the material.

In this research, it can be said that the process of shaping teacher performance is an interesting topic to discuss. For example, it turns out that teachers' personal image can also affect their satisfaction and motivation. This personal image is how teachers describe themselves. The way

teachers see themselves is important in the discussion because this is the main factor in whether teachers can present their performance in accordance with reality.

Interestingly, because subjective personal image is an important factor, teachers tend to be sensitive to their role in the classroom, which of course is an important building block that is a deciding factor in teacher performance. For example, this sensitivity is seen when they have to work with technology. The involvement of technology turns out to be an influencing factor, where some teachers may feel uncomfortable with the use of technology in learning. This is mainly related to how teachers' social and communication roles are understood in that context. From this, we learn that how we position teachers will be a crucial factor in whether teachers can meet expectations or not. If teachers cannot fulfil personal expectations about their roles, they will not be able to perform the expected roles as well.

Broadly speaking, how teachers are placed in the organizational structure also plays an important role. If teachers feel like objects in the education system, they may not feel motivated or satisfied with their work. This may result in a decline in teaching performance. Next, since subjective perceptions are the main determinant in determining motivation and personal satisfaction, what affects teachers' performance is their personal experience and nature. While educational and economic backgrounds do not necessarily affect teachers' level of responsibility, personal experiences and individual traits can play a role in how they respond to the challenges of maintaining performance and building motivation.

An important fact from this study is that adding training and educational development facilities for teachers is not the key to boosting teacher performance. Teachers do not have to come from the best educational institutions nor do they need to be exceptional when they are in training. Their performance is determined by who they are and how they view their work. If

they have a high sense of appreciation for the work they do, improved performance is realistic. However, when they do not have a strong foundation for their behavior and only perform their duties as teachers on the basis that it is their job, they will not be able to perform to expectations. When they are not able to show the expected performance, of course, then the achievement does not match the standardization that has been applied.

In this context, teacher performance and its relationship with motivation and satisfaction levels can be seen within the framework of the concept of self-determination. This theory emphasizes that motivation comes from within, where an understanding of personal goals and desires is crucial. If a teacher does not have a clear understanding of their goals and what they want, it can affect their overall performance.

Research studies that have been conducted have not been able to answer the factors that cause a teacher to have high self-determination. This is because self-determination is part of emotional intelligence. This means that teachers who do not have emotional intelligence skills from the start find it difficult to build motivation within themselves. When he has understood who he is, then he will be able to position himself. He will not allow himself to be trapped in a position that causes him to be unproductive and does not help develop his career because work is only done as a means of earning income and not as a means of career development. In the long run, this will cause teacher motivation to decline and result in teacher performance not being able to reach the maximum point so that they cannot be the figure expected to develop the quality of education. Moreover, even when a teacher performs well, it does not necessarily mean that his or her students understand the teaching. Therefore, a teacher's emotional intelligence becomes more important in determining their self-determination.

To understand more about teaching effectiveness, further studies based on communication theory are needed. While

optimal teacher performance may be considered important, it does not necessarily mean that it will have a positive impact on students' progress. Therefore, the debate on this issue needs to be scientifically explained through more in-depth research.

Conclusion

From the Systematic Literature Review, it can be concluded that teacher satisfaction and motivation are positively related to each other. However, interesting findings also show that teachers' ability to deliver material does not always align with students' understanding of the material. This highlights the complexity of the learning process which is influenced by various factors.

In this study, it was found that the relationship between teacher performance influenced by motivation and satisfaction is based on various things. One of them is that teachers' personal image plays an important role in influencing their satisfaction and motivation. Teachers who felt uncomfortable with their role and work environment experienced decreased motivation in some studies and did not perform

as expected. This suggests that teachers' self-understanding and role in the education process greatly influence the quality of teaching.

How teachers are placed within the organizational structure also has a significant impact. If teachers are only seen as objects in the education system, they may lose motivation and satisfaction at work. Therefore, it is important to pay attention to the role and recognition of teachers in the education system. While educational and economic backgrounds do not necessarily affect teachers' responsibilities, personal experiences and the nature of the individual can affect how they respond to challenges in their work. Overall, the concept of self-determination theory provides important insights into teachers' intrinsic motivation. A clear understanding of personal goals and desires is key in driving motivation and job satisfaction. However, to better understand teaching effectiveness, further research based on communication theory is needed. This is because optimal teacher performance does not always have a positive impact on student progress. Therefore, further research is needed to identify the factors that influence actual learning effectiveness.

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