



TEACHER PERFORMANCE: A BIBLIOMETRIC ANALYSIS AND SYSTEMATIC REVIEW

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Abstract

Teacher performance plays a decisive role in educational quality and student achievement. Despite extensive research, the literature remains fragmented across leadership models, organisational conditions, and individual psychological factors. This fragmentation limits theoretical integration and weakens the contribution of research to educational administration and policy. The aim of this study was to provide a comprehensive and integrated understanding of teacher performance from an educational administration perspective by combining bibliometric mapping and systematic review. The study employed a two-stage research design in accordance with PRISMA 2020 guidelines. First, a bibliometric analysis of publications indexed in the Web of Science Core Collection was conducted to map publication trends, influential journals and authors, and dominant conceptual themes in teacher performance research. Second, a systematic review critically synthesised 27 empirical studies by examining research designs, key variables, empirical findings, and administrative implications. The synthesis focused on cross-study patterns rather than single-study descriptions. The results indicate that teacher performance is a multidimensional construct shaped not only by individual factors such as motivation and self-efficacy but also, and more strongly, by leadership styles, organisational climate, evaluation systems, and policy contexts. Transformational and participatory leadership models, supportive school climates, and development-oriented evaluation systems are consistently associated with higher teacher performance. In contrast, rigid administrative structures and misaligned evaluation practices constrain professional growth. The study is significant because it links the intellectual structure of the field with empirical evidence and offers actionable insights for educational administrators and policymakers seeking to enhance sustainable teacher effectiveness.

Keywords: *bibliometric analysis, educational administration, systematic review, teacher performance*

Introduction

Teacher performance is a central determinant of educational quality and student achievement. It extends beyond classroom instructional competence and encompasses motivational, organisational, and professional development dimensions. A substantial body of international research has demonstrated that teacher performance is closely associated with organisational commitment, work motivation, leadership practices, and opportunities for professional growth. As a result, teacher performance has increasingly been recognised as a key concern within both educational research and policy agendas at national and international levels.

Recent empirical studies have highlighted the multifaceted nature of teacher performance and have examined its determinants from diverse perspectives. Virgana and Lapasau (2024) have shown that locus of control and work motivation directly influence teacher performance, while leadership styles primarily have operated as mediating mechanisms. Similarly, Li et al. (2025) have found that perceived organisational support, self-efficacy, and job satisfaction have

shaped teacher performance indirectly. From a policy-oriented perspective, Rockoff (2008) has demonstrated that mentoring practices with strong school-specific knowledge have contributed to teacher retention and improved student achievement. Although these studies have provided valuable insights, they have tended to focus on isolated variables or specific national contexts, which has limited the development of an integrated understanding of teacher performance.

Low levels of teacher performance negatively affect not only student outcomes but also school leadership effectiveness and organisational functioning (Aquino, Afalla, & Fabelico, 2021; Berhanu, 2025). López Martín's (2023) meta-analysis has further confirmed that teacher quality accounts for approximately 9.2% of variance in student achievement, and that leadership support significantly strengthens this relationship. These findings suggest that teacher performance should be conceptualised as a multilayered phenomenon embedded within organisational, managerial, and cultural contexts of educational administration rather than as a purely individual attribute.

Despite the growing volume of research, the literature on teacher performance remains fragmented. Studies have been dispersed across leadership, motivation, evaluation, and policy domains, with limited integration between these perspectives. Moreover, existing reviews have often relied on single-method approaches, either bibliometric mapping or narrative synthesis, which has restricted their capacity to link research structures with empirical evidence. This fragmentation is evident in both national and international research and constrains the practical relevance of findings for educational leadership and policy development.

In response to these limitations, the present study aims to provide a comprehensive and integrated understanding of teacher performance from an educational administration perspective. By combining bibliometric mapping with systematic review, the study addresses the need to connect macro-level research trends with micro-level empirical findings. This dual-method approach enables the identification of dominant conceptual structures in the literature while simultaneously examining how leadership practices, organisational conditions, and evaluation systems shape teacher performance in practice. In doing so, the study contributes to both national and international scholarship by offering a coherent analytical framework that informs educational research, leadership practice, and policy design.

Research Problem

Despite the expanding body of research on teacher performance, the literature remains fragmented across psychological, organisational, and leadership-oriented perspectives. Many studies have examined teacher performance by focusing on isolated variables such as motivation, self-efficacy, or leadership style, without situating these factors within a coherent educational administration framework. As a result, cumulative knowledge has remained limited, and the practical implications for school leadership and policy development have often been underdeveloped.

Although empirical evidence has confirmed that leadership styles, organisational climate, and evaluation systems play significant roles in shaping teacher performance, these elements have rarely been analysed together. Existing studies have provided valuable insights but have failed to offer an integrated understanding of how administrative structures and leadership practices interact with individual-level factors. This fragmentation restricts the generalisability of findings and weakens the connection between research evidence and educational policy.

Research Focus

Educational leadership and organisational structures constitute central mechanisms through which teacher performance is shaped. Empirical studies have shown that leadership

styles influence teacher motivation and performance, while managerial practices more directly affect performance outcomes (Sariakin et al., 2025). Instructional leadership supports teacher performance through curriculum management, professional guidance, and the creation of positive learning environments (Hallinger & Murphy, 1987). Transformational leadership has reduced burnout and has strengthened teacher resilience, thereby enhancing performance (Karacabey et al., 2025).

In addition, distributed leadership models have conceptualised leadership as a collective and participatory process rather than a hierarchical function (Danielson, 2007; Harris, 2013). These models have increased teacher autonomy, participation in decision-making, and organisational commitment. However, distributed leadership also has introduced challenges related to role ambiguity and coordination (Tucaliuc et al., 2025). Psychosocial perspectives, such as the Pygmalion effect, further explain how leadership expectations shape teacher behaviour and performance outcomes (Rosenthal & Jacobson, 1968).

This study focuses on teacher performance as an organisational and administrative outcome shaped by leadership styles, school management structures, and policy contexts, rather than as an exclusively individual or instructional construct.

Research Aim and Research Questions

The aim of this study was to provide an integrated understanding of teacher performance from an educational administration perspective by combining bibliometric analysis and systematic review. The study seeks to map the intellectual structure of teacher performance research and to critically synthesise empirical findings related to leadership, organisational climate, evaluation systems, and professional development. By integrating macro-level bibliometric evidence with micro-level empirical synthesis, the study clarifies how educational administration mechanisms influence teacher performance.

The study addressed the following research questions:

1. What are the publication trends, sources, and thematic structures in teacher performance research?
2. Which authors, countries, and institutions have contributed most to the development of the field?
3. What variables, research designs, and key findings characterise empirical studies on teacher performance?
4. What conceptual gaps and future research opportunities emerge from the existing literature?

Research Methodology

Design

This study employed a two-stage research design that integrated bibliometric analysis with a systematic literature review in accordance with the PRISMA 2020 guidelines (Page et al., 2021). The study examined empirical research on teacher performance within the field of educational administration by mapping research trends, methodological characteristics, and scholarly influence, while also synthesising empirical findings related to leadership, organisational conditions, and evaluation systems.

Stage 1. Bibliometric Analysis

In Stage 1, the study conducted a bibliometric analysis to describe the publication landscape and the conceptual structure of teacher performance research. The study retrieved records from the Web of Science Core Collection using the search query TITLE: “teacher performance”. The search produced 309 records as of 24 December 2024. The study then applied three refinement steps to ensure relevance and analytical consistency. First, the study retained only peer-reviewed journal articles, which reduced the dataset to 231 records. Second, the study limited the scope to education-related categories, including Education Educational Research, Psychology Educational, Education Special, and Education Scientific Disciplines, which reduced the dataset to 162 records. Third, the study included only English-language publications, which yielded a final bibliometric dataset of 128 studies.

The study exported the refined dataset and analysed it using the Bibliometrix package. The analysis examined publication trends, citation patterns, keyword co-occurrence networks, and thematic clusters. The study then used these outputs to define the thematic framework that guided the systematic review.

Stage 2. Systematic Literature Review

In Stage 2, the study conducted a systematic literature review to synthesise empirical evidence on teacher performance. Two independent reviewers screened records and extracted data using predefined inclusion and exclusion criteria aligned with PRISMA 2020. Both reviewers coded bibliographic information, study design features, sample characteristics, focal variables, and key findings using a shared extraction form developed in Microsoft Excel. A third methodological advisor moderated consensus meetings when discrepancies occurred. The study assessed inter-rater reliability with Cohen’s Kappa ($\kappa = 0.91$), which indicated almost perfect agreement based on Landis and Koch (1977).

Search Strategy and Eligibility Criteria

The study conducted the database search in the Web of Science Core Collection on 24 December 2024 using TITLE: (“teacher performance”). After refinement by document type and category, 162 peer-reviewed journal articles remained. After restricting the dataset to English-language publications, 128 studies remained for bibliometric analysis.

The study included studies that (a) empirically examined teacher performance, (b) investigated leadership, school management, organisational climate, motivation, professional development, or performance evaluation, and (c) were published in peer-reviewed journals. The study excluded conference proceedings, editorials, reports, and grey literature. The study also excluded studies that focused only on pedagogy or student outcomes without a clear link to educational administration.

Screening and Inclusion Process

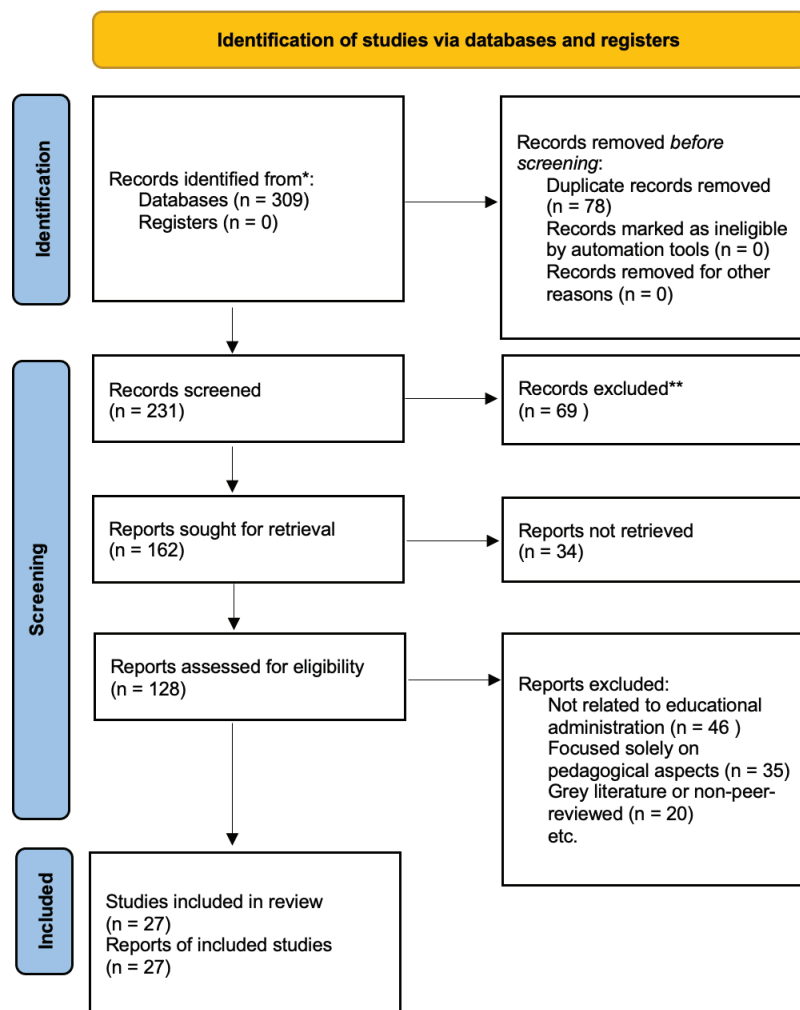
The study applied a three-step screening process. First, the reviewers assessed thematic relevance to educational administration. Second, the reviewers applied publication type and language criteria. Third, the reviewers conducted full-text screening to confirm that each study addressed teacher performance in relation to leadership, organisational structures, evaluation systems, or policy contexts. After full-text screening, 27 studies met all eligibility criteria and were included in the final synthesis. The study documented the identification, screening, eligibility, and inclusion steps using the PRISMA 2020 flow diagram (Figure 1).

Data Extraction and Synthesis

The study used a standardised coding protocol to extract study characteristics and findings from each included article. The study synthesised extracted data using thematic synthesis. The synthesis used five analytical dimensions: conceptual focus, research design, participant characteristics, key findings, and policy and administrative implications. This structure enabled systematic comparison across studies and supported an integrated interpretation of evidence in educational administration.

This integrated methodological approach enables both a macroscopic overview of the research landscape and an in-depth understanding of how teacher performance is conceptualised and examined within educational leadership and management scholarship. The final selection and screening process is illustrated using the PRISMA 2020 flow diagram (Figure 1).

Figure 1
PRISMA 2020 Flow Diagram



Source: Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Alonso-Fernández, S. (2021). Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. *Revista española de cardiología*, 74(9), 790-799.

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After completing the screening and eligibility stages outlined above, a total of 27 empirical studies were included in the final synthesis. These studies were examined in terms of their bibliographic metadata, conceptual focus, methodological structure, research context, and practical implications. Table 1 provides an overview of the selected studies, including titles, authorship, publication details, and primary research areas. This descriptive classification allows for a structured thematic analysis in subsequent sections.

Table 1
Analysed Research Information

Code	Authors and Year	Title	Method	Model
1	Abu Nasra, M. & Arar, K. (2020)	Leadership style and teacher performance: Mediating role of occupational perception	Quantitative	Structural Equation Modelling (SEM)
2	Alcántara, E. J. E. (2016)	A rapprochement to the improvement of the management function to better the teacher performance in tele secondary schools in the zone 27, sector 5, Toluca valley, state of Mexico	Qualitative	Document Analysis and Applied Observation
3	Amtu, O., Makulua, K., Matital, J., & Pattiruhu, C. M. (2020)	Improving student learning outcomes through school culture, work motivation, and teacher performance	Quantitative	Experimental – Pretest/ Posttest Design
4	Anshori, L. I., Titisari, P., Setyanti, S. W. L. H., Handriyono, Sularso, R. A., & Susanto, A. B. (2023)	The influence of servant leadership on motivation, work engagement, job satisfaction, and teacher performance of vocational high school teachers in Jember city	Quantitative	Structural Equation Modelling (SEM)
5	Çetin, Z. & Özözen Danacı, M. (2021)	Exploring the effect of mobbing in vocational secondary schools on teacher performance	Quantitative	Descriptive Analysis (Survey)
6	de Carvalho, R. S., Carreno-Romero, C., Castro-Ruiz, J., Celis-Leiva, P., Cifuentes-Gonzalez, D., Schilling-Lara, C., & Castillo-Retamal, F. (2024)	School violence and teacher performance: physical education class as a prevention strategy	Qualitative	Document Analysis and Interview
7	Dogbe, C. S. K., Tweneboah, I., Basoah, P., Arkrofi, A. A., & Appiah, N. (2024)	Mediating role of teacher creativity in the relationships between internal strategic communication, feedback-seeking behaviour, and teacher performance	Quantitative	Correlational Analysis
8	Elfira, E., Rasdiana, R., Fitrawati, F., Jasman, M. W., Reski, K., Anwar, A., & Enaldi, E. (2024)	How does principal's instructional leadership shape teacher performance mediated by teacher self-efficacy in the Indonesian education context?	Mixed	Descriptive Analysis + Interview

9	Guo, Y. B. (2024)	Improving teacher performance: evolution and enlightenment of primary and middle school teacher certification institution in China (1978-2023)	Quantitative	Structural Equation Modelling (SEM)
10	Hanim, Z., Saleh, M., Soe'oed, R., Kasuma, J., & Fhaeizdhyall, A. (2020)	Interaction effect of teacher certification and principal leadership styles towards teacher performance: empirical evidence of elementary school at Breau District of East Kalimantan Province, Indonesia	Quantitative	Descriptive Statistics and Regression Analysis
11	Kholifah, N., Nurtanto, M., Mutohhari, F., Subakti, H., Ramadhan, M. A., & Majid, N. W. A. (2024)	The mediating role of motivation and professional development in determining teacher performance in vocational schools	Quantitative	Descriptive Statistics and Regression
12	Lavy, S. & Ayuob, W. (2019)	Teachers' sense of meaning associations with teacher performance and graduates' resilience: A study of schools serving students of low socio-economic status	Quantitative	Structural Equation Modelling (SEM)
13	Mizala, A. & Romaguera, P. (2004)	School and teacher performance incentives: The Latin American experience	Qualitative	Content Analysis and Thematic Coding
14	Mpungose, J. E. & Ngwenya, T. H. (2014)	Managing teacher performance and its appraisal: dilemmas of school principals	Quantitative	Descriptive Statistics
15	Ramalho, H. M. P. (2014)	Assessment of teacher performance and management school: Reflexes in the middle management and effects of new verticalization in the hierarchy of the school	Mixed	Semi-Structured Interview + Questionnaire
16	Ren, H. T. (2023)	Modern strategies for dance teacher performance management at dance colleges, with the example of central China	Quantitative	Analysis of Variance (ANOVA)
17	Salifu, I., Chirani, F., Amoah, S. K., & Odame, E. D. (2023)	Training teachers by the distance mode: implications for quality teacher performance in pre-tertiary schools	Quantitative	Regression and Correlation Analysis
18	Serrano, E. L., Zúñiga, L. H. P., & Valenzuela, P. L. C. (2019)	Alignment between teacher performance standards and preschool curriculum	Quantitative	Descriptive Analysis (Survey)
19	Thaba-Nkadimene, K. L. (2020)	The influence of educational provision on teacher performance and learner outcomes among Limpopo primary schools	Qualitative	Case Study and Observation
20	Xu, Z. Y., Özek, U., & Hansen, M. (2015)	Teacher performance trajectories in high- and lower-poverty schools	Quantitative	Regression Analysis

21	Nuzzolo, R., Du, L., Buttigieg, S., Greer, R. D., & Pino, J. (2025)	The teacher performance rate and accuracy measure as a teacher training intervention	Quantitative	Descriptive Analysis
22	Masaeed, M. J. N., Shehada, S. A. J., & Mersal, M. A. S. (2025)	The effect of digital transformation on teacher performance evaluation in Palestinian schools	Mixed	Content Analysis + Descriptive Statistics
23	Goldhaber, D., Grout, C., & Wolff, M. (2025)	How well do professional reference ratings predict teacher performance?	Quantitative	SEM + Mediation Analysis
24	Özgenel, M., Yalçın, E., Yazıcı, S., Taktak, M., Uysal, O. K., Asmaz, A., & Aydoğan, I. (2025)	Bridging educational research and teacher performance: Multiple mediation analysis of professional development and teacher leadership	Quantitative	Regression and T-Test
25	Xia, Y. & Long, Y. H. (2025)	Development and validation of the teacher performance appraisal questionnaire (tpaq) for primary schools: a study of Guizhou, China	Quantitative	Panel Data Analysis
26	Nurtanto, M., Kholifah, N., Herrera, L. M., Hamid, M. A., & Daryono, R. W. (2025)	The influence of psychological well-being on vocational teacher performance: The mediating role of personality traits and work commitment	Qualitative	Document Analysis and In-Depth Interview
27	Saputra, W. N. E., Rosada, U. D., Ahmad, A. B., Barida, M., Widyastuti, D. A., & Agungbudiprabowo, A. (2025)	Descriptive teacher performance guidance and counselling at Muhammadiyah vocational high school in the city of Yogyakarta	Quantitative	Structural Equation Modelling (SEM)

Data Management and Extraction

A structured data extraction form was developed to ensure the systematic and consistent collection of relevant information from the selected studies. The extracted data covered bibliographic details, including author names, article titles, journals, and publication years, as well as core study characteristics such as research design, country or regional context, and sample size. In addition, the analysis identified key variables associated with teacher performance, including leadership approaches, school management strategies, motivation policies, and performance evaluation mechanisms. Particular attention was given to documenting each study's main findings, especially the ways in which educational administration strategies influenced teacher performance outcomes.

To enable a structured and comparative synthesis, the selected studies were categorised according to their methodological approach. Three main categories were identified. Quantitative studies employed statistical techniques to examine teacher performance and its determinants, often focusing on relationships between leadership, motivation, and performance outcomes. Qualitative studies provided in-depth insights into leadership practices, motivational processes, and school management dynamics shaping teacher performance within specific organisational contexts. Mixed-method studies integrated quantitative and qualitative approaches, offering a more comprehensive understanding of how administrative structures and leadership practices interact with teacher performance. The classification of these methodological approaches supports a clearer interpretation of the evidence base and facilitates cross-study comparison. An overview of the 27 studies included in the systematic analysis is presented in Table 1, which serves as a foundation for the subsequent analytical synthesis.

Systematic Review Methods

The analysis of the selected studies followed a thematic analysis approach, which enabled the systematic identification of key patterns and trends across the literature. The coding process was conducted in three sequential stages to ensure analytical depth and consistency. In the first stage, open coding was applied to extract core concepts from each study related to teacher performance, leadership practices, motivation, school policies, and performance evaluation mechanisms. This stage allowed the identification of recurring empirical foci across diverse research contexts. In the second stage, axial coding was used to organise these recurring concepts into broader thematic categories, including the influence of leadership styles, the effectiveness of performance evaluation systems, and the role of motivation in shaping teacher job satisfaction and performance. In the final stage, selective coding was employed to integrate these categories into overarching themes, enabling a structured synthesis of the major findings and their relationships within educational administration.

The systematic review revealed several dominant themes that characterise research on teacher performance in the context of educational administration. A consistent finding across studies was the positive influence of transformational and democratic leadership on teacher performance. Evidence indicates that these leadership approaches enhance teacher motivation, professional engagement, and opportunities for development. In contrast, bureaucratic and servant leadership models produced limited or mixed effects on teacher performance, suggesting that rigid or narrowly defined leadership frameworks may be insufficient in complex school environments. These contrasting findings highlight the importance of flexible and adaptive leadership strategies that respond to organisational context. Another recurring theme concerned the role of school climate and motivation strategies in shaping teacher job satisfaction and performance outcomes. Studies consistently reported that supportive school environments and coherent motivation policies significantly enhance teacher productivity. Conversely, adverse conditions such as mobbing, school violence, and limited access to professional development opportunities were found to undermine teacher performance. The review also identified both strengths and limitations within existing performance evaluation systems. While structured evaluation mechanisms were recognised as essential for accountability, many studies noted that current models often fail to align with broader educational goals and teacher professional growth, thereby limiting their effectiveness.

To strengthen the credibility and methodological robustness of the synthesis, the quality of the selected studies was systematically assessed. The Cochrane Risk of Bias Assessment was applied to categorise studies as low risk, high risk, or presenting some concerns, based on selection bias, performance bias, and reporting bias. Studies assessed as low risk were given greater interpretative weight in drawing conclusions, thereby enhancing the reliability of the review findings. In addition, the GRADE (Grading of Recommendations, Assessment, Development, and Evaluations) approach was used to evaluate the overall quality of evidence. This assessment considered study limitations, consistency of findings, precision of estimates, and the directness of reported outcomes, providing a transparent basis for evaluating the strength of the evidence base.

By adhering strictly to PRISMA guidelines, this systematic review ensures transparency, replicability, and methodological rigour in the analysis of teacher performance within educational administration. The combined use of structured data extraction procedures, thematic analysis, and formal quality assessment frameworks enhances both the validity and reliability of the findings. The results generated through this process provide a sound empirical foundation for developing evidence-based recommendations aimed at improving leadership practices, refining performance evaluation systems, and informing educational policy implementation.

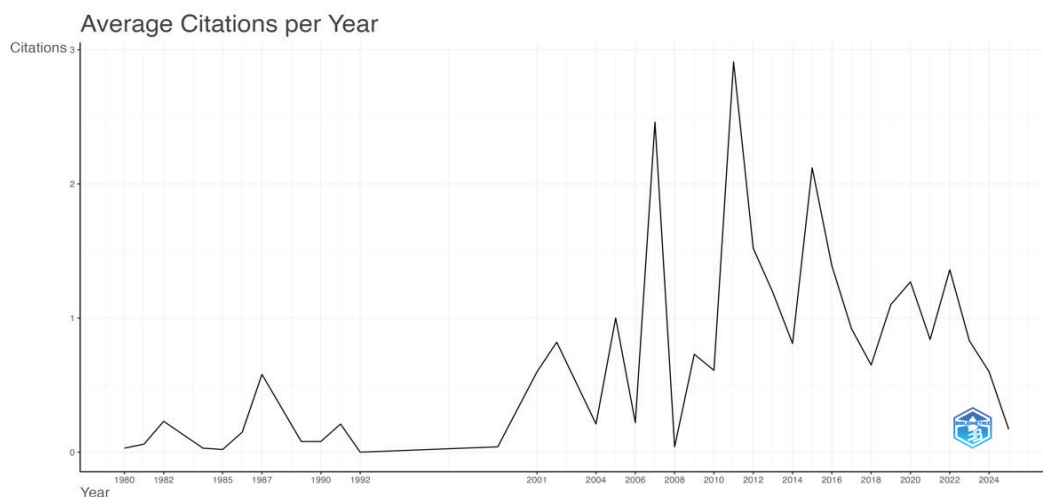
Research Results

This study integrates bibliometric analysis and systematic review within a holistic framework to examine the scientific literature on teacher performance from both structural and content-based perspectives. Through bibliometric analysis, the study traces the developmental trajectory of the field by identifying publication trends, citation intensity, conceptual priorities, and highly influential works. In parallel, the systematic review offers a detailed content-oriented synthesis by classifying the variables associated with teacher performance, the research methods employed, the characteristics of study samples, the empirical findings reported, and the recommendations proposed. The integration of these two methodological approaches provides a robust analytical foundation for identifying both the dominant theoretical clusters within the literature and the practical orientations that inform educational practice and policy.

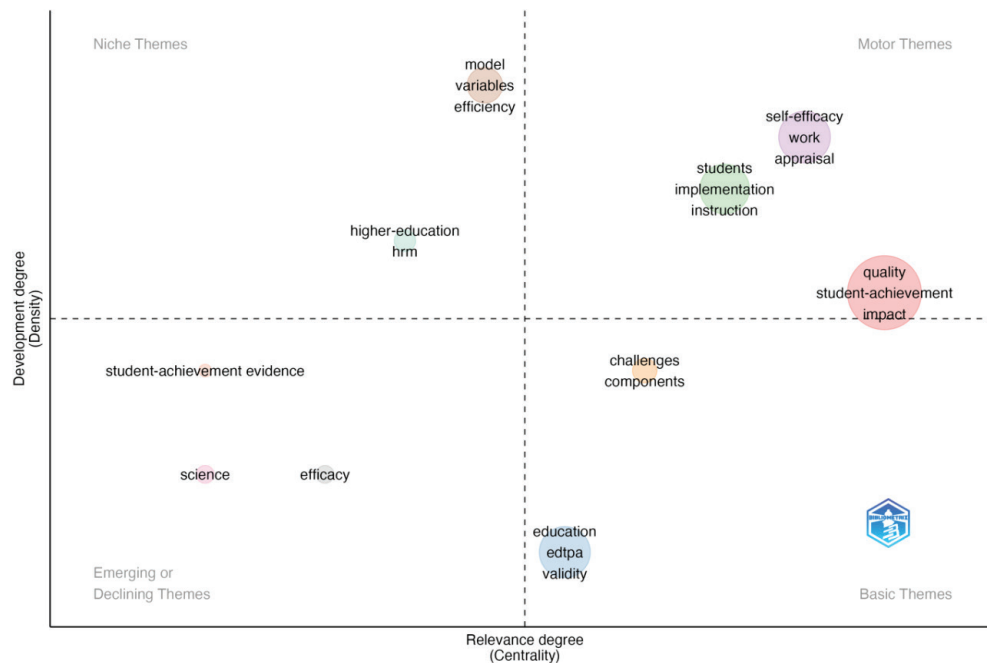
Findings of Bibliometric Analysis

In this section, the production trends, conceptual themes, and influential studies in the literature on teacher performance are examined using bibliometric methods. Bibliometric analysis reveals the structural orientation of the field by analysing the distribution of publications over time, identifying the most highly cited documents, and mapping the clusters of concepts that emerge across studies. These findings are valuable for illustrating the themes around which the field has concentrated, the studies that have become key reference points, and the concepts that are most frequently addressed together in the literature.

Figure 2
Average Citations per Year



As shown in Figure 1, the average number of citations increased substantially between 2006 and 2016. This period represents a phase in which issues such as transformational leadership, teacher evaluation systems, and performance-based compensation were widely debated in the literature. The decline in citation numbers after 2020 may be attributed to the maturation of the research field. This pattern indicates a period during which scholarly interest in teacher performance closely intersected with policy discussions and leadership models.

Figure 3
Thematic Map

The thematic map presented in Figure 2 illustrates the distribution of concepts in the literature based on their centrality and density. The themes of *student achievement*, *impact*, and *quality* emerge as motor themes characterised by both high centrality and high density. This distribution indicates that teacher performance research is structured along two primary axes: outcomes, represented by student achievement, and processes, represented by impact and quality. These findings support the view that performance evaluation processes are strongly linked to measurable educational outcomes.

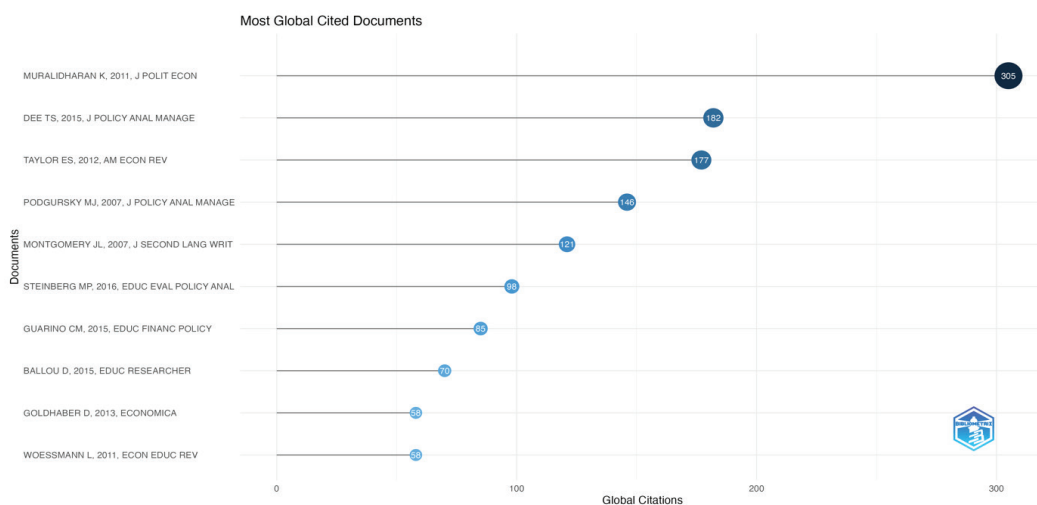
Figure 4
Most Global Cited Documents

Figure 3 presents the most highly cited documents in the field. Muralidharan and Sundararaman (2011), with 305 citations, ranks first due to its experimental examination of performance-based pay practices. The majority of highly cited studies address teacher performance within the domains of education policy and economics. These findings align with research that emphasises impact-based performance measures. Influential works in the literature therefore tend to focus on systemic evaluation frameworks at the macro-policy level.

Figure 5
Most Relevant Sources

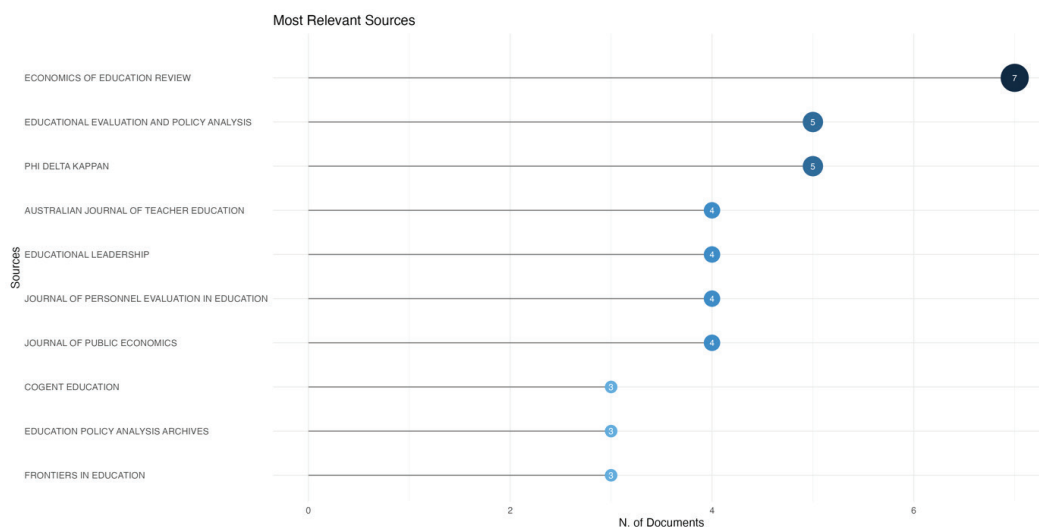


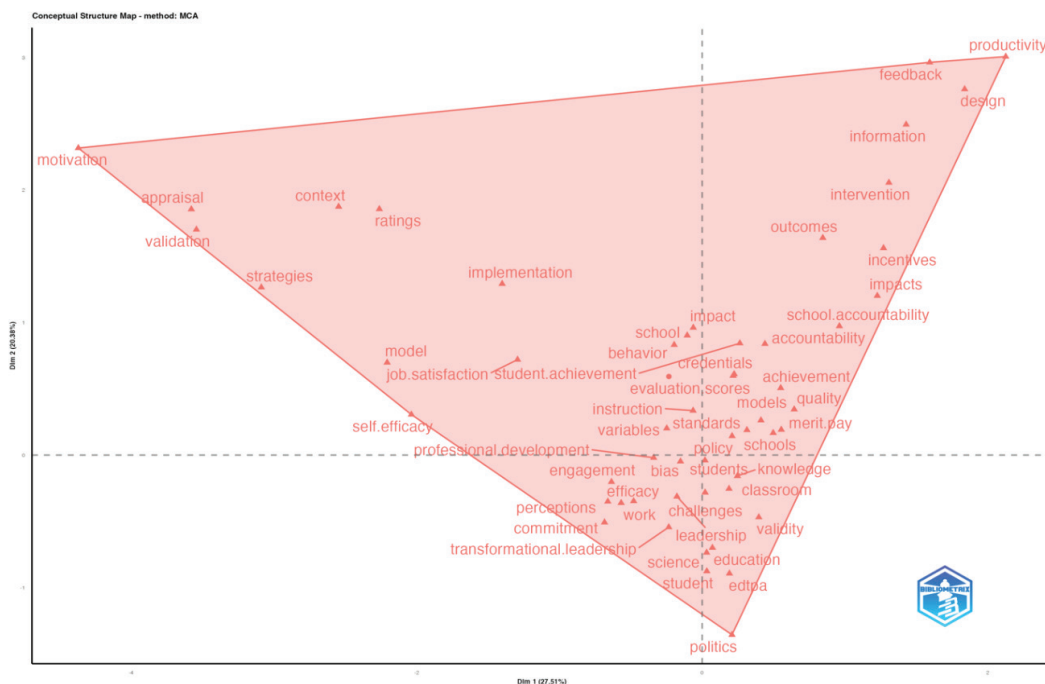
Figure 4 shows that research on teacher performance is concentrated within a limited number of specialised journals. *Economics of Education Review* emerges as the leading source with seven publications, followed by *Educational Evaluation and Policy Analysis* and *Phi Delta Kappan*, each with five publications. Additional contributions appear in journals such as the *Australian Journal of Teacher Education*, *Educational Leadership*, and the *Journal of Personnel Evaluation in Education*, each publishing four studies. This distribution indicates that the field is primarily shaped by journals focusing on education economics and educational policy, highlighting the policy-oriented nature of teacher performance research.

Figure 6
Most Relevant Words



Keyword analysis reveals the core concepts dominating the teacher performance literature. The most frequently occurring keywords were education (22), quality (21), and student achievement (18). Other recurring terms included impact, achievement, models, schools, and incentives. In addition, keywords such as knowledge, students, and edtpa reflect a strong emphasis on teacher assessment and policy frameworks. These findings indicate that the literature largely revolves around accountability, teaching quality, and performance evaluation, with a strong connection to student learning outcomes.

Figure 7
Conceptual Structure Map (MCA)



The multidimensional scaling map analysing inter-concept relationships, presented in Figure 4, reveals that the literature is organised around three main focal areas. The first focuses on evaluation processes and outcome orientation, including concepts such as impact, appraisal, and outcomes. The second centres on individual psychological factors, particularly motivation and self-efficacy. The third emphasises leadership and organisational engagement. According to this conceptual structure, teacher performance should be examined not only through external outcome measures but also in relation to internal resources and organisational dynamics.

Findings of Systematic Review

In this section, empirical studies on teacher performance are systematically examined, and the findings are presented in a structured tabular format. The analysis is conducted with reference to the variables examined, the research designs adopted, the empirical results reported, and the recommendations proposed in each study. This approach enables a clear examination of the content dimension of teacher performance research by identifying dominant thematic areas, methodological tendencies, and recurring patterns across studies. In doing so, the section not only summarises existing evidence but also highlights the substantive issues on which prior

research has concentrated and the types of administrative and organisational solutions that have been proposed to enhance teacher performance.

Table 2
Systematic Review Findings

Code	Core Focus	Key Administrative Variable	Empirical Pattern	Implication for Educational Administration
1	Transformational Leadership	Leadership Style → Motivation	Transformational leadership shows a consistent direct effect on teacher performance and an indirect effect mediated by motivation.	Transformational leadership practices should be systematically embedded in school leadership development programmes.
2	Evaluation Systems	Organisational Alignment	Misalignment between evaluation systems and organisational structures is associated with reduced teacher motivation and engagement.	Teacher evaluation systems should be redesigned to align with organisational processes and adopt a more teacher-centred orientation.
3	School-Based Interventions	Teacher Contribution	School-based intervention models are positively associated with student achievement, with teacher contribution functioning as a key explanatory factor.	School-based interventions should be integrated with teacher development and support strategies.
4	Servant Leadership	Motivation and Job Satisfaction	Servant leadership demonstrates strong effects on teacher motivation and job satisfaction, while its influence on performance outcomes remains context-dependent.	Servant leadership should be supported by complementary performance-oriented management systems.
5	Psychosocial Risk Factors	Mobbing and School Climate	Exposure to professional and psychological mobbing is consistently associated with lower levels of teacher performance.	Preventive school policies should be implemented to address mobbing and improve organisational climate.
Code	Core Focus	Key Administrative Variable	Empirical Pattern	Implication for Educational Administration
6	Educational Reforms	Policy–Practice Alignment	Educational reforms reshape administrative processes but frequently produce tensions between policy intentions and school-level practices.	Educational reforms should be designed with explicit consideration of implementation conditions at the school level.
7	Teacher Commitment	Structural Support	Teacher commitment is consistently associated with higher instructional quality, particularly in supportive organisational structures.	Leadership approaches that strengthen teacher commitment should be actively promoted.
8	Work Motivation	Leadership Dynamics	Work motivation shows a strong and positive association with teacher performance across leadership contexts.	Reward, recognition, and support systems that enhance teacher motivation should be systematically implemented.

9	Transformational Leadership	Motivation as a Mediator	Transformational leadership positively influences teacher performance, with motivation functioning as a key mediating mechanism.	Transformational leadership principles should be integrated into pre-service and in-service teacher training programmes.
10	Managerial Leadership	Competency Development	Managerial leadership practices are positively associated with the development of teacher competencies.	In-service training programmes should be developed to strengthen managerial leadership capacities in schools.
11	Performance Evaluation	Professional Development Alignment	Well-structured performance evaluation systems are positively associated with teacher professional development outcomes.	Performance evaluation frameworks should be redesigned to explicitly support teacher development objectives.
12	Multi-Level Leadership	Organisational Commitment	Multi-level leadership structures are consistently linked to higher teacher motivation and organisational commitment.	Multi-level leadership arrangements should be formally institutionalised within school organisations.
13	Educational Reforms	Teacher Support Mechanisms	Policy-driven reforms reshape teacher support mechanisms, often resulting in uneven implementation across contexts.	Teacher support mechanisms should be explicitly embedded and operationalised within policy frameworks.
14	Job Satisfaction	Motivational Support	Job satisfaction demonstrates a robust positive association with teacher performance across organisational settings.	Motivational support strategies aimed at enhancing job satisfaction should be systematically developed.
15	Teacher Leadership Roles	Participation in Decision-Making	Teacher participation in leadership roles is strongly associated with improved performance outcomes.	Organisational structures that promote teacher involvement in leadership processes should be strengthened.
16	Professional Development	Organisational Commitment	Professional development interacts positively with organisational commitment, jointly enhancing teacher performance.	Professional development initiatives should be aligned with long-term career planning and organisational goals.
17	Student Achievement	Resource Allocation	Student achievement is closely associated with teacher contribution and the availability of school-level resources.	Educational resources should be distributed more equitably, with strengthened support at the school level.
18	School Management	Leadership Competence	Leadership practices of school administrators are positively linked to the development of teacher competencies.	Leadership competency programmes for school administrators should be systematically developed and disseminated.
19	Distance Education	Professional Adaptation	Distance education initiatives introduced during the pandemic are associated with improvements in teachers' in-class performance.	Distance education should be institutionalised as a permanent component of teacher professional training.
20	Online Teaching Experience	Contextual Performance Variation	Teachers' experiences with remote teaching display context-dependent effects on subsequent performance outcomes.	Performance evaluation criteria should incorporate teachers' contextual and experiential factors.

21	Self-Efficacy	Psychological Resources	Self-efficacy and job motivation jointly demonstrate strong explanatory power in predicting teacher performance.	Professional development initiatives should systematically incorporate self-efficacy-based approaches.
22	Evaluation Systems	Pedagogical Quality Orientation	Teacher evaluation systems show limited yet statistically significant effects on pedagogical quality, particularly in highly standardised contexts.	Evaluation frameworks should be revised to prioritise pedagogical quality over procedural compliance.
23	School Climate	Organisational Relationships	School climate influences teacher performance primarily through indirect organisational and relational pathways.	Organisational strategies aimed at strengthening school climate should be systematically implemented.
24	Higher Education Context	Managerial Strategies	In higher education settings, managerial strategies display a direct association with teacher performance outcomes.	Performance management in higher education should be integrated into institutional strategic planning processes.
25	Teacher Certification	Quality Assurance Mechanisms	Certification processes are positively associated with pedagogical quality, although effects vary across certification models.	Certification systems should be strengthened through more comprehensive and quality-oriented standards.
26	Educational Reforms	Organisational Transformation	Educational administration reforms influence teacher performance indirectly by reshaping organisational processes rather than producing immediate performance effects.	The practical applicability and contextual adaptation of educational reforms should be prioritised in implementation.
27	Performance Antecedents	Structural Equation Modelling	Structural equation modelling identifies multiple antecedents of teacher performance, revealing complex and interrelated effect structures.	Leadership- and development-oriented intervention programmes should be designed to address identified performance antecedents.

The comparative analysis of the studies presented in Table 2 reveals several consistent and contrasting patterns regarding the determinants of teacher performance within educational administration. Across the reviewed literature, leadership-related variables emerge as the most dominant explanatory factors. In particular, transformational leadership appears repeatedly as a strong predictor of teacher performance, operating both directly and indirectly through motivation, organisational commitment, and professional engagement. Studies focusing on transformational and multi-level leadership consistently report positive effects on performance outcomes, suggesting that leadership practices grounded in vision, support, and participation create favourable organisational conditions for teacher effectiveness.

In contrast, leadership models characterised by rigid structures or limited participatory mechanisms, such as bureaucratic or narrowly defined servant leadership, demonstrate weaker or mixed effects on teacher performance. While servant leadership contributes positively to teacher motivation and job satisfaction, its influence on performance outcomes remains conditional and often dependent on the presence of complementary performance-oriented systems. These findings indicate that leadership effectiveness is context-sensitive and that no single leadership model operates independently of organisational structures and evaluation mechanisms.

Another prominent pattern concerns the role of motivation, self-efficacy, and organisational commitment as mediating variables. Studies examining work motivation, job satisfaction, and self-efficacy consistently report significant associations with teacher performance. Motivation-

related variables often function as explanatory pathways through which leadership practices, professional development, and school climate influence performance outcomes. This pattern underscores the importance of considering psychological and organisational mediators rather than interpreting performance as a direct outcome of administrative interventions alone.

The synthesis also highlights the complex role of performance evaluation systems. Well-structured and development-oriented evaluation frameworks are associated with enhanced professional growth and improved performance. However, several studies report that misaligned or bureaucratically implemented evaluation systems reduce teacher motivation and undermine performance, particularly when they prioritise accountability over pedagogical quality. This tension is especially evident in studies conducted in contexts where evaluation reforms are driven by policy mandates without sufficient alignment with school-level realities.

School climate and organisational conditions represent another cross-cutting theme. Supportive environments characterised by positive interpersonal relations, equitable resource distribution, and clear organisational structures are consistently linked to higher levels of teacher performance. Conversely, adverse conditions such as mobbing, school violence, insufficient professional development opportunities, and weak institutional support negatively affect performance. These findings suggest that teacher performance cannot be separated from broader organisational and cultural dynamics within schools.

Finally, studies addressing educational reforms and policy frameworks indicate that reforms rarely influence teacher performance through direct mechanisms. Instead, reforms tend to reshape organisational processes, management structures, and support systems, which in turn affect performance outcomes. This indirect influence highlights the importance of implementation fidelity and contextual adaptation in policy design.

Taken together, the evidence presented in Table 2 demonstrates that teacher performance is a multidimensional construct shaped by the interaction of leadership practices, motivational processes, organisational conditions, evaluation systems, and policy environments. Rather than operating in isolation, these factors form interdependent mechanisms that collectively determine performance outcomes within educational institutions.

Discussion

This study addresses a specific gap in the teacher performance literature. The study integrates bibliometric mapping and systematic review within an educational administration perspective. This dual-method design strengthens interpretation because it links field-level patterns with empirical evidence from selected studies. The discussion therefore explains cross-study mechanisms rather than isolated findings from single papers.

The findings indicate four connected dimensions. These dimensions include citation dynamics, conceptual themes, methodological orientations, and policy implications. Publication output and citation rates increased markedly between 2006 and 2016. Research during this period has emphasised transformational leadership, school climate, and professional development. Scholars have increasingly conceptualised teacher performance as an organisational outcome rather than only an individual attribute (Karakuş & Erşen, 2021; Pan et al., 2023). Prior research has also shown that leadership and school climate interact closely and shape how performance emerges in schools (Pan, Wiens, & Moyal, 2023). Instructional leadership has further supported teacher competence and professional learning culture (Arjanto et al., 2023). This pattern has positioned teacher performance within broader systems that connect school effectiveness, student achievement, and professional development (Darmayanti & Septrisya, 2024).

Teacher performance has also become a central concern in international policy reforms. Research has shown that performance measurement systems can shape accountability practices and professional behaviours (Zhou & Normand, 2020). Policy agendas have also institutionalised

performance-based evaluation in many systems (OECD, 2019; Darling-Hammond et al., 2017). These developments suggest that teacher performance functions at two levels. It functions at the classroom level through daily practice. It also functions at the governance level through evaluation regimes and policy instruments.

After 2020, publication volume and citation frequency declined. This pattern likely reflects the COVID-19 period and its effects on research priorities. Studies have shifted attention toward remote teaching, technology adaptation, and psychological resilience (Whalen, 2020). Evidence has indicated that digital integration under emergency conditions has required cognitive, social, and emotional adaptation (Whalen, 2020). This shift has temporarily reduced focus on institutional structures and increased focus on individual coping and crisis capacity.

Thematic mapping has shown that student achievement, impact, and quality remain core themes. These themes intersect strongly with leadership, motivation, and evaluation processes. Empirical evidence has suggested that leadership can improve both teacher performance and student outcomes (Pardosi & Utari, 2022). Managerial behaviours have also improved teacher performance through leadership practices and motivational mechanisms (Sariakin et al., 2025). These results align with the broader structure of the literature, which links performance to leadership-driven school processes.

At the same time, student achievement has increasingly become the dominant indicator of teacher performance. This pattern reflects an accountability-oriented research agenda. Prior work has reported strong links between teacher leadership and student success (Wu et al., 2020). However, psychosocial dimensions remain underexplored. Research has connected emotional labour with burnout, although patterns differ across surface acting and deep acting (Kariou et al., 2021). Other work has suggested that motivation research often omits psychosocial depth and contextual nuance (Supartini et al., 2025). These gaps suggest that subsequent studies should expand performance models beyond narrow metrics and include emotional, relational, and creative processes.

Methodologically, the evidence base remains dominated by quantitative and survey-based designs. Reviews of teacher effectiveness research have reported similar methodological trends (Anderson, Ozsezer-Kurnuç, & Jain, 2024; Wartenberg et al., 2023). Quantitative designs support generalisation, but they can weaken contextual explanation. Self-report instruments also have limits in capturing instructional dynamics over time (Goe, Bell, & Little, 2008). These limits support stronger use of mixed-method and qualitative approaches, especially when research aims to explain mechanisms within schools.

Leadership remains a consistent determinant of teacher performance. Transformational leadership has strengthened motivation, organisational commitment, and school climate (Firmansyah et al., 2022). Yet bibliometric patterns can place leadership as peripheral within some conceptual networks (Sihite et al., 2023). This divergence suggests that the field has not fully integrated leadership as a mechanism across research clusters. Future research should therefore conceptualise leadership as a relational and transformative process rather than only an administrative role. Studies have shown that leadership can influence performance indirectly through meaning at work and intrinsic motivation (Lavy & Ayuob, 2019; Faskhodi & Siyyari, 2018).

Structural barriers also shape teacher performance. Negative climate, mobbing, and weak organisational support have reduced performance outcomes (Van Aalst et al., 2021; Mucherah et al., 2018). Schoolwide interventions have improved teacher well-being and morale in some contexts (McIntosh, 2023). However, policy and organisational interventions remain underrepresented in the literature. Limited evaluation of policy effectiveness also signals a persistent gap between research evidence and implementation practice (Hall & Dawes, 2019). This gap matters because schools often adopt reforms without strong evidence on implementation conditions.

Conceptual mapping also indicates emerging trajectories in the field. These trajectories include classroom-based performance analysis, organisational justice and leadership, and teacher well-being as a foundation for sustained performance. Classroom management has improved teaching quality and student outcomes (Seyyedkalan & Mazharpour, 2024; Amemasor et al., 2025). Organisational justice and leadership practices have explained substantial variance in performance (Hermanto & Srimulyani, 2022). Teacher well-being has also supported resilience and sustained effectiveness (Lazarides et al., 2025). These trajectories offer an opportunity to integrate leadership, fairness, and well-being into more comprehensive models of teacher performance.

In summary, the literature is shifting from accountability-driven and single-method work toward more context-sensitive approaches. Leadership should be understood as a process linked to justice, motivation, and teacher well-being rather than solely as an administrative mechanism. Professional development for school leaders should therefore include moral support, organisational fairness, and teacher wellness. Such integration can strengthen theoretical coherence and improve the practical relevance of evidence for policy and school administration.

Conclusions and Implications

This study integrates bibliometric mapping and systematic review to provide a comprehensive examination of teacher performance within the field of educational administration. The combined use of these two methods allows the study to capture both the intellectual structure of the literature and the empirical mechanisms through which teacher performance is shaped. This dual-method approach constitutes a methodological contribution by demonstrating how macro-level research trends and micro-level empirical findings can be analytically connected within a single review framework. By combining bibliometric mapping with systematic review, the study not only identifies dominant research structures but also explains how these structures translate into empirical mechanisms shaping teacher performance.

The findings confirm that teacher performance is a multidimensional construct influenced by the interaction of leadership practices, organisational support mechanisms, and education policy frameworks. Transformational and instructional leadership, supportive school climates, and development-oriented evaluation systems consistently emerge as key determinants of effective teacher performance. In contrast, rigid administrative structures and accountability-driven evaluation practices tend to constrain professional growth and weaken performance outcomes. These results reinforce the argument that teacher performance should be conceptualised as an organisational and administrative outcome rather than solely as an individual instructional attribute.

From a practical perspective, the study offers clear implications for educational leadership and policy. School leaders should prioritise leadership approaches that promote trust, participation, and professional support, rather than relying exclusively on control-oriented management practices. Performance evaluation systems should be aligned with professional development objectives and organisational justice principles to support sustainable improvement in teacher performance. At the policy level, reforms aimed at enhancing teacher effectiveness should explicitly consider school-level implementation conditions and organisational capacities.

The integration of bibliometric and systematic review findings also provides guidance for future research and practice. By revealing dominant research clusters and underexplored themes, the study highlights the need for more holistic and context-sensitive approaches to teacher performance research. Educational administrators, policymakers, and researchers can use the integrated framework proposed in this study to design leadership development programmes, evaluation systems, and policy interventions that are both evidence-based and contextually responsive.

In conclusion, this study advances the teacher performance literature by linking research structure, empirical evidence, and practical implications within a unified analytical model. By adopting a mixed-method review approach, the study strengthens theoretical coherence and enhances the applicability of research findings to real-world educational settings. These contributions support more informed decision-making in educational administration and provide a foundation for improving teacher performance in diverse educational contexts.

Limitations and Future Research

This study has several limitations that should be considered when interpreting the findings. First, the analysis is limited to publications indexed in the Web of Science Core Collection. This restriction ensured access to peer-reviewed and standardised bibliographic data suitable for bibliometric analysis. However, it may have resulted in the exclusion of relevant studies indexed in other databases such as Scopus or ERIC. Consequently, some regionally focused, practice-oriented, or emerging strands of teacher performance research may be underrepresented. This limitation may have influenced the scope and conceptual boundaries of the bibliometric structure identified in the study.

Second, the systematic review includes a relatively limited number of empirical studies. Although the literature spans a broad time period, only 27 studies met the predefined inclusion criteria. This outcome reflects the application of strict methodological and thematic selection standards rather than a lack of research activity. Nevertheless, the restricted number of included studies limits the diversity of empirical perspectives represented in the synthesis and constrains the generalisability of the findings.

Third, the study adopts a cross-sectional and descriptive review design. This design is appropriate for mapping research structures and synthesising existing evidence. However, it does not allow for causal inferences regarding the relationships between leadership practices, organisational conditions, and teacher performance. The findings therefore describe patterns of association rather than causal mechanisms.

Future research may address these limitations in several ways. Bibliometric and systematic analyses could be expanded by integrating multiple academic databases to capture a broader and more diverse body of literature. Future reviews may also consider including non-English publications to explore context-specific and culturally embedded perspectives on teacher performance. In addition, longitudinal and experimental research designs are needed to examine how leadership practices, evaluation systems, and organisational conditions influence teacher performance over time. Mixed-method empirical studies conducted at the school level may further deepen understanding by capturing both structural factors and teachers' lived professional experiences. Such research would strengthen the empirical foundation of the field and support the development of more context-sensitive and evidence-informed educational leadership and policy interventions.

Declaration of Interest

The authors declare no competing interests.

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