

## **The Impact of Work life balance and Management support on Teacher performance among English teachers**

**Li Meng, Albattat Ahmad, Ali Sorayyaei Azar**

<sup>1</sup>Graduate School of Management, Management and Science University, University Drive, Off Persiaran Olahraga, Section 13, 40100, Selangor, Malaysia.

### **Abstract**

Education policy and its contextualization are affected by a multitude of factors, including academic institutions, social and cultural norms, political and economic structures, and economic systems. When planning and implementing educational initiatives, it is crucial to take into account the educational framework and system of a nation or area. Revolutionizing the way we learn and driving progress in society. Education policy shifts have a long tradition of influencing societal development. Generally speaking, people think that investing in education and training is the best way to make a country competitive and bring its citizens together. A typical approach to this is to aim for both intellectual and social success in one's goals. play a key role in fostering national cohesion and competitiveness, frequently by striving for better academic results by setting goals for Education and training expenditures should, in principle, lead to increased national competitiveness and social cohesiveness. The link between education policy and teacher performance is substantial. The results demonstrated a strong correlation with the score ( $\beta = 0.064$   $t = 2.087$ ,  $p < 0.037$ ), lending credence to hypothesis 1. The results demonstrate that there is a strong correlation between Education Policy and School Culture and the score ( $\beta = 0.160$   $t = 0.170$ ,  $p < 0.010$ ), lending credence to this idea. With a score of ( $\beta = 0.512$   $t = 0.499$ ,  $p < 0.000$ ), Hypothesis 3 demonstrates a substantial association between Education Policy and School Culture. There is no significant association between school culture and teacher performance, according to Hypothesis 4 ( $\beta = 0.084$ ,  $t = 0.079$ ,  $p < 0.060$ ). Education policy has a high R-squared value of 0.820, whereas teacher performance has a high R-squared value of 0.904. The development of an economy's educational system has a significant influence on economic growth due to the strong relationship between the two. Teachers' efficacy has a direct bearing on how well educational policies are put into practice in the classroom. The term "education policy implementation" refers to the ever-changing set of measures used by states, federal agencies, or local governments to achieve the stated aims of their educational policies.

### **Introduction**

The political, economic, social, cultural, and educational systems are just a few of the many factors that impact education policy and, in turn, its contextualization. An area's or nation's educational framework is critical for formulating and carrying out educational policy. Education policy and the trajectory of educational advancement within a given historical time inform the publication of numerous programmatic and guiding papers by the appropriate departments. These papers offer developmental plans and directions for operations such as teacher cultivation, selection, and training. As a result of changes in education policy, this study aims to analyze how junior high schools in Zhongyuan District, Zhengzhou City, China, handled teacher professional development.

Education policy has a significant impact on teachers' professional progress, according to most

research. However, there is still no consensus on how exactly this impact manifests in the literature. It has a positive impact on teachers' educational abilities, performance, and other aspects of their work. Furthermore, in the context of school-based teacher education development, it is tough to distinguish between the execution and initiation phases of change due to the various histories of initiation among participants (McBride, 1996). According to Horsford et al. (2018) and Horsford & Horsford, & Horsford (1996), the new concept of public education is based on three main points: community organizing, student empowerment, and public accountability. Much more is known about educational reform now than was known twenty years ago (Malone, 2015). Policies that encourage more student agency, community organizing, and public accountability could be one way to make these changes in public schools. (O'Donovan, 2015). In 2000, the OECD introduced the Program for International Student Assessment (PISA), a global instrument for comparing educational outcomes across industrialized nations. Although PISA results and studies cannot tell us everything there is to know about the connections between educational resources and student achievement, they have been the impetus for systemic adjustments and school reform (Schleicher, 2009). A core curriculum, increased school autonomy, new national assessment systems, and national standards are some of the strategies that have helped enhance education (Loveless, 2012). In line with its reform and opening-up policies, the Chinese government has made greater space and allocated more funds for educational progress. Addressing educational inequities and enhancing instructor standards should be among our top priorities. Economic reforms in China, particularly those implemented following the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China (CPC), have increased public school spending, which has led to higher test scores and overall economic growth. A country's educational development is directly proportional to its level of economic growth and the resources it has at its disposal. China has released a series of policy documents regarding the construction of the teaching force since the 19th National Congress. One of these documents, the Opinions on Comprehensively Deepening the Reform of Teacher Construction in the New Era, was issued in January 2018 by the CPC Central Committee and the State Council. This is the first landmark policy document pertaining to the construction of the teaching force issued by the Party Central Committee since the founding of New China. Another document, the Action Plan for the Revitalization of Teacher Education (2018-2022), addressed the imbalance and in In 2021, the General Office of the State Council and the General Office of the Communist Party of China (CPC) issued the "double-reducing" policy, which states that "the education department should guide schools to improve their teaching and management procedures, optimize teaching methods, strengthen teaching management, and enhance students' learning in schools" (Shen, 2021). Students in compulsory education will have their homework and extracurricular training responsibilities lessened by this policy. This policy states that "education departments should guide schools to improve teaching management procedures, optimize teaching methods, strengthen teaching management, and enhance the efficiency of students' learning at school" as a means to make school learning more effective for students.

Both internal school dynamics and external factors like geography, history, and social structures limit the expansion of rural education, which is dependent on the quality of its teachers (Zhu Xiang, 2019). The career success of rural educators is influenced by both their own personal qualities and the social and physical conditions in which they work (Zhu, 2020). To retain talented educators and support their professional development, it is important to provide a setting where they are at ease collaborating and exchanging ideas (Li Qiong, 2020). Investing in teachers' professional development is the best way to retain and advance them.

Professional development is an ongoing process for academic staff members (Masoumi, 2018). There are certain problems with the way teachers are being trained right now, according to the report. The literature suggests that teachers' lack of initiative in their own professional development, as well as hazy development goals and insufficient motivation, are some of the current obstacles to their professional progress. Because they disapprove of the teaching culture and the tools for professional development, some educators face a crisis of cultural and professional identity, low levels of professionalism and awareness, and little room for professional development. Professionalism plays a major impact in teachers' ability to succeed in their careers.

### **Literature Review**

The history of education policy is a vital subfield of the field of education since it details the various reform efforts and policies proposed by various countries and regions over the years. From the very beginning of human civilization, people have been seeking answers to the riddles of education. Some of these solutions were adopted by the government, which sought efficiency and used them to promote high-level, prescriptive performance criteria. Some of the stricter behavioral standards that governments promoted and imposed from on high gave rise to early education policy. From ancient times on, every developed nation has had its own special manner of teaching and learning. The prevailing ideology in ancient Chinese education policy was Confucianism, which prioritized the development of moral character and cultural inheritance through the education of intellectuals. The importance of cultivating abilities and setting proper moral guidelines to promote useful skills and develop remarkable traits is emphasized in "The way to establish a man is to build virtue and merit" as an illustration. Ancient Greek educational policy placed a premium on the cultivation of sports and philosophy, and play in all its forms—word play, ritual, and music—played a significant role in this process. Ancient Greek children's play was deeply ingrained in their culture (D'Angour, 2013). Ad hoc declarations urging individuals to better themselves and their performance made up the bulk of the educational programs of the period, which were mostly based on concepts passed down from the sages. Due to the lack of comprehensive educational objectives, the government merely formalized a small subset of these into laws. Preserving political rule and social stability were the primary functions of these laws. Along with modern governments, education policy have become an increasingly important tool for national leadership. Significant events in the fight to make education mandatory for all people took place in Europe and the United States in the late 19th and early 20th century. Among these statutes, the British Education Act of 1870 and the French Yalda Act of 1881 stood out. After the middle of the twentieth century, several communist nations included education into their state-planned economic system, made education mandatory, and promoted Marxist education. Soviet Union and Great Leap Forward Chinese educational systems are just two examples. Towards the close of the twentieth century, a number of emerging nations established educational policies with the aim of improving national quality and fostering economic development. Many of these countries' educational systems underwent reforms that were specifically designed to address their own challenges.

In recent years, research on educational policy has shown a number of distinct tendencies. As a first effect of globalization, education policy has been trending toward more internationalization. One sector where there has been a consistent uptick in international knowledge sharing is education. A clear illustration of this may be seen in the way educational policy is shaped by transnational collaboration and international organizations such as

UNESCO, which aim to improve education worldwide. The rapid progress in science, technology, and information technology has, however, prompted educational changes in many nations, which are preparing students to face the challenges of the modern era. Education policy talks have lately shifted their focus to modern educational concepts such as STEM education, personalized instruction, and distance learning.

Transformational in the realm of education and social progress. The impact of shifting educational policies on society's progress is well-documented. More generally, it is believed that the key to national competitiveness and social cohesion lies in investing in education and training. One common approach is to set goals for social advancement in the hopes of improving academic performance. contribute significantly to the development of national unity and competitiveness, often through the pursuit of improved academic outcomes through the formulation of objectives for National competitiveness and social cohesion can be achieved, in theory, through spending money on education and training. The establishment of student achievement goals and the subsequent requirement that schools develop improvement plans to meet these goals are common ways in which this notion is put into practice in an effort to raise academic accomplishment (Les Bell, 2006). Education policy reform also has a major influence on societal stability and economic prosperity. Public and family education spending are swapped out, according to Yang Shuyue and Chen Zhen's three-period overlapping generations model. A better quality of life for Chinese families has diminished as a result of the country's rapid population growth, but researchers have shown that public subsidies for educational goods and increased funding for public schools might alleviate this problem. Education and labor market demand. The most direct results of education policy are teacher supply, teacher quality, and student accomplishment. Both the recruiting and firing rates of teachers are affected by various parts of education policy, such as pay rates, working conditions, and hiring methods. The need to address the issue of teacher turnover is significant, but increasing teacher recruitment is often equally critical when politicians are crafting education policy (Sutcher, 2019). Because of all the difficulties educators encounter on a daily basis, several nations have introduced new education policies and other programs to attract and retain better teachers. The federal government of the United States has launched a plethora of programs and projects meant to improve teacher training, with the help of the Education Act, which has offered broad funding for these endeavors. The state government has instituted numerous initiatives to train teachers, taking into account the challenges faced by rural schools. For the sake of fostering long-term, morally sound practices in the classroom, it is essential to gain a better grasp of the individual and contextual elements that influence teachers' work. In China, there is a lack of data regarding the correlation between education and teacher effectiveness, despite the increasing focus on this topic. Research on the relationship between education and teacher performance in China is sparse, despite the current uptick in interest in this area. The fact that student achievement rises in correlation with teachers' performance and that professional growth opportunities for educators are strongly correlated does not change this. The Chinese government's mandatory education program has made great strides in recent years, with 52,300 junior high schools and 52,436,900 pupils enrolled across the country. For instance, out of a total of 436 junior high schools in Zhengzhou City, 518,100 students attend classes in Henan Province. In China, there are two pathways for pupils to choose after finishing junior high: senior high and vocational schools. In China, the final year of obligatory education is junior high. On many occasions, the educational policies of the Chinese government act as a baton, leading the road toward improved instruction. Investigating how educational policies impact educator effectiveness is, hence, of the utmost importance. Understanding the elements

impacting teachers' performance, both individually and within the context of their schools, can help educators, principals, and legislators craft studies that are practical and ethical. Educational policy has a significant impact on teachers' effectiveness in the classroom. As Biase (2019) points out, education reform cannot go beyond policy rhetoric and into teachers' everyday work unless we acknowledge the vital role of teachers. For local decision-making about effective education and to improve teachers' performance, it is essential to understand the global influence of policy language and actions (Stanley, 2020). There is a consensus amongst experts that effective education policy is crucial for boosting standards, and numerous research have examined the relationship between education policy and teachers' classroom efficiency. Surprisingly, though, studies examining the impact of education policy on teachers' effectiveness in today's classrooms are scarce. We still don't understand why education policy affects how effective teachers are. If we want teachers to be more effective, which educational policies will have the most impact?

A lot of recent scholarship has concentrated on the topic of how legislation in the field of education impacts teacher training and education. One manner in which government parenting policies impact teachers' professional development is through the construction of educational programs. Another way is through the introduction of criteria for teacher qualifications and the restructuring of the execution of the curriculum (Rohman, 2019). The lack of education policies that regularly support teacher development is the main cause of teachers' lack of intrinsic motivation to learn and their professional growth being inhibited, according to another study (Sun Caixia, Qian Xusheng, 2021). According to Tsang (2023), education policies determine not only the physical layout of schools but also the pedagogical goals, course content, and pedagogical approaches to be used inside them.

How schools put education policy into action also affects teachers' opportunities for professional development. Zhuo Tingting (2021) claims that in some parts of China, public junior high schools put an emphasis on student growth rather than teacher development. Lack of investment in teacher professional development is a direct result of these schools' focus on raising the school's "advancement rate" as a management objective. The world is watching with bated breath any reform efforts that aim to raise the bar for education. There should be more investment in professional development opportunities and more money for teachers. While many research have attempted to examine the effects of educational policies on professional development for educators, it is important to note that many of these studies have omitted crucial information regarding the precise nature of these effects. In most of the published publications, there is a conspicuous lack of information about how education policy impacts teacher development. Students get what they pay for, and that's a function of both the teacher's personality and the classroom environment. Support from administration and school culture are the two most significant parts of the integrated environment at this school. There is a strong correlation between certified teachers' performance and the leadership, work environment, and affiliation motivation of their principals; hence, principals can do more to boost teacher performance by creating a more positive work environment. Through principalial leadership and a supportive work environment, organizations should assist teachers in performing at their best (Hartinah, 2020). According to the researchers, there should be more research on the factors that influence teachers' performance in the classroom, such as principals' leadership styles, academic supervision, and professional competence (Dewi Kartini, 2020; Hartinah, 2020; Michael Baptiste, 2019; Parveen, Quang Bao Tran, Kumar, Farooqi (2019) and Kurniadi (2020) cite additional research that shows a positive relationship between school culture and

teachers' performance, and they assert that when principals exhibit more visionary leadership, teachers' performance improves. Although these works have investigated how professional development affects teachers, no one has yet investigated what causes this phenomena or how it affects teachers' competence on the job. An important factor in deciding whether teachers are successful is their own intrinsic motivation, which has been the subject of most of the previous study. Five personality traits—openness, conscientiousness, extraversion, agreeableness, and emotional stability—were positively correlated with teachers' efficiency. Exams of emotional stability, extraversion, conscientiousness, and teaching were especially affected. Extroversion and conscientiousness were found to be negatively correlated with burnout (Klassen, 2019). Teachers' emotional intelligence had the most obvious effect on their performance among these factors. According to research (Klassen, 2019; Wahyudi, 2018; Yingying Wu, 2019), there is a positive relationship between teachers' emotional intelligence and their performance.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Education Policy	0.966	0.966	0.974	0.682
Work life balance	0.957	0.958	0.966	0.652
Emotional Intellegince	0.963	0.963	0.971	0.670
Management support	0.947	0.950	0.960	0.626
School Culture	0.957	0.958	0.967	0.652

Teachers with higher scores on this measure are more committed to their teaching and less prone to contemplate abandoning the profession. Last but not least, a teacher's capacity to maintain a good work-life balance not only affects their students' academic performance, but also their own professional growth (Rothbard, Beetz, & Harari, 2021). Discord between teachers' private and public life may contribute to their stress levels, which in turn impacts their effectiveness in the classroom (Klassen, 2019).

## Results

Table 1; construct reliability and validity

It is necessary to measure the factor loading in order to assess the dependability of each item. Reliability is defined as a loading threshold value of 0.7 or higher for each item (Ringle et. al., 2023). You should also make sure that the composite dependability and Cronbach's Alpha values are at least 0.7. In addition, the AVE is a typical metric for determining convergent validity; it is the grand mean value of the squared loadings of the items connected to the construct. If the AVE is more than half, it means that the construct explains more than half of the variation in its items (Ringle et. al., 2023). Results from Cronbach's Alpha, composite reliability, and AVE are all over 0.7, with AVE being over 0.5, as seen in Table 2. The convergent validity of the constructs is thus proven.

Table 2; Discriminant validity

	Education Policy	Work life balance	Emotional Intellegince	Management support	School Culture

Education Policy	0.839				
Work life balance	0.830	0.823			
Emotional Intellegince	0.903	0.906	0.833		
Manageme nt support	0.843	0.962	0.880	0.809	
School Culture	0.924	0.868	0.944	0.892	0.823

Checking for discriminant validity requires looking at cross loadings, the Heterotrait-Monotrait Ratio, and the Fornell-Larcker criterion. The current study satisfies the Fornell-Larcker criterion, as shown in Table 2, as the square root of AVE (diagonal value) for each variable is greater than the correlation of latent variables. When it comes to cross loadings, make sure that each indication has a larger loading than the loadings of the variables to which it is correlated.

Table 3; HTMT

	Education Policy	Work life balance	Emotional Intellegince	Management support	School Culture
Education Policy					
Work life balance	0.864				
Emotional Intellegince	0.836	0.743			
Management support	0.881	0.810	0.820		
School Culture	0.861	0.807	0.782	0.839	

There is no doubt in our minds that the cross loadings condition has been satisfied. With regard to the Heterotrait-Monotrait ratio (HTMT), it is recommended that a value of less than 0.85 for HTMT be confirmed. According to Table 3, it is possible to draw the conclusion that the HTMT criterion has been satisfied, which provides evidence that the discriminant validity has been proven.

Table 4 ; Direct relationship

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV)	P Values
Education Policy → Teacher Performance	0.133	0.140	0.064	2.087	0.037
Education Policy → School Culture	0.160	0.170	0.061	2.600	0.010
Education Policy → School Culture → Teacher Performance	0.512	0.499	0.073	6.971	0.000

Hypothesis 1: The proposed authoritarian education policy has a substantial association with teacher performance. The results in Table 4 reveal a significant link with the score ( $\beta = 0.064$ ,  $t = 2.087$ ,  $p < 0.037$ ), supporting hypothesis 1. Hypothesis 2 proposes that there is a substantial educational policy and school culture. The results demonstrate a significant relationship with the score ( $\beta = 0.160$   $t = 0.170$ ,  $p < 0.010$ ), indicating that the hypothesis is supported. Hypothesis 3 indicates a substantial correlation between Education Policy and School Culture and the score ( $\beta = 0.512$ ,  $t = 0.499$ ,  $p < 0.000$ ). Hypothesis 4 suggests that School Culture has no significant link with Teacher Performance ( $\beta = 0.084$ ,  $t = 0.079$ ,  $p < 0.060$ ).

Table 5; Indirect relationship

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Education Policy → School Culture → Teacher Performance	0.133	0.140	0.064	2.087	0.037

In Table 5, it is evident that hypothesis 7 displays a significant mediation impact of Education Policy on the relationship between School Culture and Teacher Performance. This is evidenced by a score of  $\beta = 0.064$ ,  $t = 2.087$ , and  $p < 0.037$ .

Table 6; R Square

	R Square	R Square Adjusted
Education Policy	0.820	0.820
Teacher Performance	0.904	0.903

R Square for Education Policy is 0.820, and Teacher Performance is 0.904, both of which are considered to be high. These values are displayed in Table 6.

## Discussion

The history of education policy is an essential subject of study in education, since it recounts the educational reform efforts and policies enacted by numerous nations and regions across time. Since the dawn of civilization, people have sought solutions to educational issues. To increase efficiency, the government embraced and implemented a number of these ideas, including tight performance requirements established by a higher authority. Early education policy arose as a result of the high behavioral norms that governments imposed and promoted. Throughout history, every developed country has continually used its own specific technique for teaching, even ancient periods. Confucianism, the dominant philosophy in ancient Chinese education policy, promoted the development of moral character and cultural legacy through intellectual cultivation. "The way to establish a man is to build virtue and merit" highlights the necessity of cultivating abilities and developing moral principles in order to enhance useful capabilities and exceptional characteristics. Various forms of play, such as word play, ritual, and music, contributed significantly to the improvement of ancient Greek education policy, which promoted the development of sports and philosophy. According to D'Angour (2013),



play was organically associated with children in ancient Greece. The educational policies of the time were mostly based on the knowledge of the sages and consisted of impromptu announcements that encouraged individuals to advance their own growth and achievements. There were a limited number of comprehensive educational objectives or standards, therefore only a tiny percentage of them were officially codified as laws by the government. These laws were primarily intended to protect political governance and maintain societal stability. Education policies have been increasingly significant in the formation of modern states as a means of leading the country. Significant historical milestones in the effort to provide universal education occurred in the United States and Europe during the nineteenth and early twentieth centuries. The Education Act (1870) in the United Kingdom and the Yalda Act (1881) in France were two significant pieces of legislation.

Several communist countries in the post-1950s vigorously promoted Marxist education, imposed compulsory schooling, and incorporated education into their centrally planned economic framework. Examples of educational policies include those established in the Soviet Union and during China's Great Leap Forward. During the late twentieth century, certain rising countries developed education programs aimed at improving national quality and supporting economic growth. These countries often implemented educational reform strategies that were tailored to the unique circumstances of each country.

In recent years, the field of educational policy research has seen a profusion of new trends. As a result of the influence of globalization, education policy has become more internationalized. The interchange of information in the sphere of education has steadily increased on a global scale. One example of this phenomena is the critical role that transnational collaboration and international organizations, such as UNESCO, play in influencing educational policy with the goal of advancing universal education worldwide. Nonetheless, numerous countries have implemented educational improvements to face the difficulties of the twenty-first century, thanks to tremendous advances in science, technology, and information technology. STEM education, remote learning, and tailored instruction have recently emerged as major subjects in educational policy discussions.

Transforming education while moving society ahead. Educational policy changes have a long history of influencing societal advancement. In a larger sense, it is considered that directing resources to training and education is critical to achieving national competitiveness and social cohesion. Typically, this is accomplished by defining goals to improve academic performance and promote upward social mobility. They have a huge impact on building social unity and national competitiveness, sometimes by setting specific academic attainment goals for schools. In a larger sense, it is thought that dedicating money to education and training can boost a country's competitiveness and build social cohesion. This idea is typically proven by programs aimed at improving academic achievement, such as establishing explicit goals for students and mandating that schools adopt improvement methods to achieve those goals (Les Bell, 2006). Education policy changes have a significant impact on economic growth and social stability. Yang Shuyue and Chen Zhen discovered that public and family education expenditures are interchangeable in a three-period overlapping generations model. Furthermore, it was demonstrated that increasing state spending on education and giving subsidies for educational items can help Chinese households whose level of living has decreased due to the increased number of children.

The relationship between education and labor-market demand. The three primary outcomes of education policy are the availability of instructors, the quality of instruction, and students' academic success. The recruitment and attrition rates of teachers are influenced by a variety of aspects of education policy, including recruiting methods, job environment, and pay levels. As a result, when designing education legislation, politicians must prioritize tactics for improving teacher recruitment while also tackling the issue of teacher turnover (Sutcher, 2019). Nations throughout the world have been working to improve the quality of their teaching people by passing unique educational policies and launching diverse initiatives in response to the profession's myriad challenges. In the United States, the federal government has implemented a number of initiatives and programs to improve teacher training. The Education Act has played an important role in garnering widespread support for this purpose. To address the issues of rural education, the state government established numerous teacher training programs. To build long-term and ethical practices in teacher performance, a thorough awareness of teachers' personal characteristics as well as the school environment is required. Although there is a growing interest in teacher performance, there is little understanding of the relationship between schooling and teacher performance in China. Despite the present increase of interest in the study of teacher performance, there has been a striking dearth of research into the relationship between education and teacher performance in China. However, it is vital to remember that teacher performance is critical in determining the success of educational programs and has a significant impact on teacher development and progress. China's compulsory education system has made great development in recent years, with 52,300 junior high schools and 52,436,900 students enrolled across the country. For example, in Zhengzhou City, Henan Province, there are 436 junior high schools with a student population of 518,100. After completing junior high, children in China are divided into two educational tracks, senior high schools and vocational schools, based on their academic achievement. Junior high is the penultimate year of compulsory schooling in China. The Chinese government's educational policies frequently serve as a roadmap, outlining the path to enhanced instruction. Thus, it is critical to investigate the impact of education policy on teacher performance. To design practical and ethical research, educators, principals, and policymakers must have a thorough understanding of the factors that influence teacher performance, both personally and within the school environment.

Educational policy has a considerable impact on teachers' performance in their professional jobs. It is critical to recognize the critical role of teachers in order for education reform to transcend policy discussion and become integrated into teachers' daily tasks (Biase, 2019). Gaining a complete grasp of how policy language and actions affect the global community is critical for directing local decision-making on effective education and improving teacher effectiveness (Stanley, 2020). Numerous studies have looked into the impact of education policy on teachers' effectiveness in the classroom. Experts agree that high-quality education policy is critical for raising standards. However, it is important noting that there has been little research into the impact of education policy on teachers' performance in today's academic setting. We are currently exploring the causes behind the impact of education policy on teacher effectiveness. Which educational policies are most effective in increasing instructor efficacy? In recent literature, there has been a lot of discussion about the relationship between education policy and improving professional development for educators. Government parenting policies influence teachers' professional growth by directing educational programs, developing criteria for teacher qualifications, and reorganizing curriculum implementation (Rohman, 2019). A

further study stressed that teachers' lack of internal motivation to learn and their restricted prospects for professional progress are mostly caused by the dearth of education policies that consistently encourage teacher development (Sun Caixia, Qian Xusheng, 2021). Education policies govern the structure and operation of schools, as well as the methods and subjects utilized to achieve educational objectives (Tsang, 2023).

The implementation of educational policies in schools has a considerable impact on teachers' ongoing professional development. According to Zhuo Tingting (2021), in certain parts of China, a sizable fraction of public junior high schools prioritize student growth and success over teacher growth and advancement. These schools stress boosting the school's "advancement rate" as a management goal, which results in insufficient attention being paid to teacher professional development. Global emphasis is focused on reforms aimed at increasing educational quality. Teachers require additional support and a focus on professional development opportunities. While there is a wealth of research on the impact of education policies on teacher development, it is crucial to note that many of these studies lack precise information on how these policies affect teacher development. Most published articles provide little information on how education policy directly affects teacher development. Both the teacher's personal characteristics and the classroom environment have a direct impact on the quality of instruction provided to students. The key factors that contribute considerably to the school's integrated environment are administration support and the current culture inside the institution. The performance of certified instructors is highly related to principle leadership, the work environment, and their motivation to be associated with the school. As a result, strong principle leadership and the creation of a positive work environment can help teachers perform better. Organizations must help teachers perform better by providing strong principle leadership and a positive work environment (Hartinah, 2020). The researchers argue that it is necessary to investigate the impact of principals' leadership, academic supervision, and professional competence on teacher performance, as these factors are thought to be important determinants of teacher effectiveness (Dewi Kartini, 2020; Hartinah, 2020; Michael Baptiste, 2019; Parveen, Quang Bao Tran, Kumar, Farooqi, 2019; Kurniadi, 2020). Furthermore, Parveen et al. (2019) and Kurniadi (2020) reference other research that show a favorable relationship between school culture and teacher performance, implying that teachers perform better when administrators demonstrate more visionary leadership. Although prior studies have examined the impact of professional development on educators, no research has yet looked into the underlying causes of this phenomenon or its impact on educators' work performance. A substantial percentage of current study focuses on instructors' innate desire, which is important in assessing teacher effectiveness. A favorable relationship was found between teacher effectiveness and five personality traits: openness, conscientiousness, extraversion, agreeableness, and emotional stability. This was particularly true for assessments of teaching, extraversion, conscientiousness, and emotional stability. Klassen's 2019 study revealed a definite negative association between burnout and both extraversion and conscientiousness. The most significant influence on teachers' performance came from their emotional intelligence. Researchers have found a strong correlation between teachers' emotional intelligence and job success. Teachers with higher levels of emotional intelligence are more devoted to their career and less likely to consider leaving (Klassen, 2019; Wahyudi, 2018; Yingying Wu, 2019). Teachers' ability to strike a healthy balance between work and personal life is critical for professional development and has a significant impact on their students' academic success (Rothbard, Beetz, & Harari, 2021). An asymmetry between teachers' personal and professional lives may have a negative impact on their stress levels, affecting their classroom performance (Klassen, 2019).

## Conclusion

A robust association exists between the expansion of a country's human capital and the advancement of its educational system, therefore indicating that educational policymaking has a substantial impact on national progress. The efficacy of educators directly influences the implementation of educational policy in the classroom. Education policy implementation is the dynamic process through which the stated goals, objectives, and plans for educational policy developed by state, federal, and municipal governments are transformed into tangible actions to tackle educational policy concerns. The Chinese government's 2021 views on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training brought about substantial changes in the content, duration, and objectives of Chinese students' education, consequently altering the pedagogical obligations of teachers. This change in education policy impacts the performance patterns of instructors. Nevertheless, there exist regulations that exert influence on the performance of teachers. China's education policy is characterized by its relative lack of change, and it encompasses the Code of Conduct for Teachers as well as the Code of Conduct for Primary and Secondary School Teachers. These texts establish criteria for the ideal behavior of teachers in the classroom and their appropriate interactions with pupils. Investigation of the factors that impact teacher efficacy in the classroom, encompassing school culture and distinguishing attributes of individual teachers.

## Reference

- Abouserie, D. F. R. (1993). Stress levels, gender and personality factors in teachers. *British Journal of Educational Psychology*, 63, 261-270.
- Adams, M. A., Hurley, J. C., Todd, M., Bhuiyan, N., Jarrett, C. L., Tucker, W. J., Hollingshead, K. E., & Angadi, S. S. (2017). Adaptive goal setting and financial incentives: a 2 × 2 factorial randomized controlled trial to increase adults' physical activity. *BMC public health*, 17(1), 1-16.
- ALharbi, N. M. Teacher Professional Development Programs and Evaluation in the United States.
- Ali Imron, B. B. W., Syamsul Hadi, Imam Gunawan. (2020). Teacher Professional Development to Increase Teacher Commitment in the Era of the Asean Economic Community. *Advances in Social Science, Education and Humanities Research*, 487, 339-343.
- Amornrat Soisangwarn, S. W. (2014). Promoting the Reflective Teacher through Peer Coaching to Improve Teaching Skills. *Procedia - Social and Behavioral Sciences* 116 2504 – 2511. <https://doi.org/10.1016/j.sbspro.2014.01.601>
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- author), J. B. H. C. (2021). Pre-Service Teacher Experiences during COVID 19: Exploring the Uncertainties between Clinical Practice and Distance Learning. *Journal of Practical Studies in Education*, 1 (3) , 1-13. <https://doi.org/10.46809/jpse.v2i2.18>
- Bacon-Shone, J. (2013). Introduction to Quantitative Research Methods (Graduate School The University of Hong Kong )
- Bastian, K. C., McCord, D. M., Marks, J. T., & Carpenter, D. (2017). A temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *Aera Open*, 3(1), 2332858416684764.

- Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *Journal of political Economy*, 70(5, Part 2), 9-49.
- Bell, B., & Gilbert, J. (1994). Teacher development as professional, personal, and social development. *Teaching and Teacher Education*, 10(5), 483-497.
- Berna, J. L. (2005). Parental choice, social class and market forces: the consequences of privatization of public services in education. *Journal of Education Policy*, Vol. 20, No. 6. <https://doi.org/10.1080/02680930500293825>
- Chingos, M. M., & Whitehurst, G. J. (2012). *Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core*. Brookings Institution.
- Churchward, P., & Willis, J. (2019). The pursuit of teacher quality: Identifying some of the multiple discourses of quality that impact the work of teacher educators. *Asia-Pacific Journal of Teacher Education*, 47(3), 251-264.
- Clark, L. A., & Watson, D. (2019). Constructing validity: New developments in creating objective measuring instruments. *Psychological assessment*, 31(12), 1412.
- Cohen, L. a. M. (1980.). *Research Methods in Education*. London: Groom Helm Ltd.
- Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35, 34-42.
- Creswell, J. W. (1994.). *Research Design: Qualitative & Quantitative Approaches*. London: SAGE Publications.
- Cristóvão, A. M., Candeias, A. A., & Verdasca, J. L. (2020). Development of Socio-Emotional and Creative Skills in Primary Education: Teachers' Perceptions About the Gulbenkian XXI School Learning Communities Project. *Frontiers in Education*, 4. <https://doi.org/10.3389/educ.2019.00160>
- D'Angour, A. (2013). Taking Education Seriously in Ancient Greece. *American Journal Of Play* 5(3), 293-307.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*.
- Desi Eri Kusumaningrum, R. B., Sumarsono, Imam Gunawan. (2019). Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach. *International Journal of Innovation*, 5(4), 611-624.
- Dinham, S. (2013). The quality teaching movement in Australia encounters difficult terrain: A personal perspective. *Australian Journal of Education*, 57(2), 91-106.
- Dodge, A. F. (1943). What are the personality traits of the successful teacher? *Journal of Applied Psychology*, 27(4), 325.
- Donaldson, L. (2006). The contingency theory of organizational design: challenges and opportunities. *Organization Design: The evolving state-of-the-art*, 19-40. Education, D. f. (2015). *Carter review of initial teacher training*. London: HMSO. Education, D. f. (2016). *Educational excellence everywhere*. London: HMSO.
- Farooqi, M. T. K. (2019). Relationship of Perceived Organizational Support with Secondary School Teachers' Performance. *Bulletin of Education and Research*, Vol. 41, No. 3, 141-152.
- Ferguson, P., & T. Womack, S. (1993). The impact of subject matter and on teaching performance. *Journal of Teacher Education*, 44(1), 55-63.
- Fitria, H. (2020). Role of Teachers in Digital Instructional Era. *Journal of Social Work and Science Education*, 1(1).
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and teaching*, 8(3), 381-391.
- Haddad, W. D. (1995). *Education policy-planning process: an applied framework*.

- Hammersley-Fletcher, L. (2017). Agonistic democracy and passionate professional development in teacher-leaders. *Cambridge Journal of Education, Cambridge Journal of Education*, 1 - 16. <https://doi.org/10.1080/0305764X.2017.1378312>
- Hancock, G. R., Mueller, R. O., & Stapleton, L. M. (2010). *The reviewer's guide to quantitative methods in the social sciences*. Routledge.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854.
- Hartinah, S. (2020). Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10. <https://doi.org/10.5267/j.msl.2019.7.038>
- Imants, J., & Van der Wal, M. M. (2019). A model of teacher agency in professional development and school reform. *Journal of Curriculum Studies*, 52(1), 1-14. <https://doi.org/10.1080/00220272.2019.1604809>
- Keiny, S. (1994). Constructivism and teachers' professional development. *Teaching and Teacher Education*, 10(2), 157-167.
- Keji, S. (2018). *A Holistic Governance Research on the Fragmentation of Education Policy Implementation East China Normal University (ECNU)*. Shang Hai
- Kelle, U. (2006). Combining qualitative and quantitative methods in research practice: purposes and advantages. *Qualitative Research in Psychology*, 3, 293-311.
- Klassen, L. E. K. V. J. R. M. (2019). A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. *Educational Psychology Review*, 31, 163-195. <https://doi.org/10.1007/s10648-018-9458-2>
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59-76.
- Kulikowski, K. (2021). E- learning? Never again! On the unintended consequences of COVID - 19 forced e - learning on academic teacher motivational job characteristics. *Higher Education Quarterly* 174-189. <https://doi.org/10.1111/hequ.12314>
- Kumar. (1996). *Research Methodology*. London: SAGE Publications.
- Kurniadi, R. (2020). Visionary Leadership and Organizational Culture on Teacher's Performance. *Journal of Social Work and Science Education*, 1(3), 249-257.
- Liljenberg, M., & Blossing, U. (2020). Organizational building versus teachers' personal and relational needs for school improvement. *Improving Schools*, 24(1), 5-18. <https://doi.org/10.1177/1365480220972873>
- Lynch, D., & Smith, R. (2013). The challenge of changing teacher education. *Teacher education in Australia: Investigations into programming, practicum and partnership*, 27-40.
- MacCallum, R. (1998). Commentary on Quantitative Methods in I/O Research. *The Industrial-Organizational Psychologist* 35(4).
- Majid, Z. B. A., Samad, A. B. A., Muhamad, M. B., & Vethamani, M. E. (2011). THE SCHOOL - BASED ORAL ENGLISH TEST: SIMILARITIES AND DIFFERENCES IN OPINION BETWEEN TEACHERS AND STUDENTS. *English Teacher*, 40.
- Medley, D. M., & Coker, H. (1987). The accuracy of principals' judgments of teacher performance. *The Journal of Educational Research*, 80(4), 242-247.
- Melé, D. (2003a). The Challenge of Humanistic Management. *Journal of Business Ethics*, 44, 77- 88.
- Melé, D. (2003b). The challenge of humanistic management. *Journal of Business Ethics*, 44, 77-88.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

- Miller, L., & Silvernail, D. L. (1994). Wells Junior High School: Evolution of a professional development school. *Professional development schools: Schools for developing a profession*, 28-49.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative social work*, 1(3), 261-283.
- Pennings, J. M. (2016). Structural Contingency Theory: A Multivariate Test. *Organization Studies*, 8(3), 223-240. <https://doi.org/10.1177/017084068700800302>
- Pressman, J. L., & Wildavsky, A. (1984). *Implementation: How great expectations in Washington are dashed in Oakland; Or, why it's amazing that federal programs work at all, this being a saga of the Economic Development Administration as told by two sympathetic observers who seek to build morals on a foundation* (Vol. 708). Univ of California Press.
- Riley, K. A., & Nuttall, D. L. (2017). *Measuring quality: Education indicators: United Kingdom and international perspectives*. Routledge.
- Rohman, A. (2019). Elementary School Teacher Development Policy in Yogyakarta City. *International Journal of Learning, Teaching and Educational Research*, 18 (6) , 236-246. <https://doi.org/10.26803/ijlter.18.6.14>
- Rosanas, J. M. (2007). Beyond Economic Criteria: A Humanistic Approach to Organizational Survival. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.959387>
- Rosanas, J. M. (2008). Beyond economic criteria: A humanistic approach to organizational survival. *Journal of Business Ethics*, 78, 447-462.
- Rowe, E. E., & Skourdumbis, A. (2019). Calling for ‘urgent national action to improve the quality of initial teacher education’: The reification of evidence and accountability in reform agendas. *Journal of Education Policy*, 34(1), 44-60.
- Singh, P., Hoyte, F., Heimans, S., & Exley, B. (2021). Teacher Quality and Teacher Education: A Critical Policy Analysis of International and Australian Policies. *Australian Journal of Teacher Education*, 46(4), 1-15. <https://doi.org/10.14221/ajte.2021v46n4.1>
- Slade, M., McCrone, P., Kuipers, E., Leese, M., Cahill, S., Parabiaghi, A., Priebe, S., & Thornicroft, G. (2006). Use of standardised outcome measures in adult mental health services: randomised controlled trial. *The British journal of psychiatry*, 189(4), 330-336.
- Somekh, B. (2005). *Research Methods in the Social Sciences* SAGE Publications.
- Stanley, A. M. (2020). AEPR special focus issue: an international view of policy and music teacher professional development. *Arts Education Policy Review*. <https://doi.org/10.1080/10632913.2020.1756019>
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). education policy analysis archives—A peer-reviewed, independent, open access, multilingual journal. *Education Policy Analysis Archives*, 27 (35) , 1-38. <https://doi.org/10.14507/epaa.27.3696>
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15, 327 - 358.
- Tehseen, S., & Hadi, N. U. (2015). Factors influencing teachers' performance and retention. *Mediterranean journal of social sciences*, 6(1), 233.
- Tony Bush, A. Y. M. N., Wei Keong Too, Derek Glover & Josephine Chay. (2021). Ensuring Acceptability and Feasibility: The Challenges of Educational Policy Reform in Malaysia. *Leadership and Policy in Schools*, 10, 1-15. <https://doi.org/10.1080/15700763.2021.1933063>
- Trad, M., Alayoubi, M. O., Abdul Khalek, R., & Khaddage-Soboh, N. (2021). Assessing the influence of emotional intelligence on teachers' performance in Lebanese private

- education institutions. *Higher Education, Skills and Work-Based Learning*, 12(3), 556 - 573. <https://doi.org/10.1108/heswbl-12-2020-0268>
- Wayne, A. J., Yoon, K. S., Zhu, P., Cronen, S., & Garet, M. S. (2008). Experimenting with teacher professional development: Motives and methods. *Educational Researcher*, 37(8), 469 - 479.
- Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS quarterly*, xiii-xxiii.
- Werts, A. B., & Brewer, C. A. (2015). Reframing the study of policy implementation: Lived experience as politics. *Educational Policy*, 29(1), 206-229.
- Wilson, C., Woolfson, L. M., Durkin, K., & Elliott, M. A. (2016). The impact of social cognitive and personality factors on teachers' reported inclusive behaviour. *British Journal of Educational Psychology*, 86(3), 461-480.
- Windari, R. D., Din Oloan Sihotang. (2020). Become a Professional Teacher in the Future. *Advances in Social Science, Education and Humanities Research*, 488, 214-218.
- Xiao, Z., Kerner, R. A., Zhao, L., Tran, N. L., Lee, K. M., Koh, T. -W., Scholes, G. D., & Rand, B. P. (2017). Efficient perovskite light-emitting diodes featuring nanometre-sized crystallites. *Nature Photonics*, 11(2), 108-115.
- Yingying Wu, K. L., Peiqiong Hong. (2019). Teachers' emotional intelligence and self-efficacy: Mediating role of teaching performance. *Social Behavior and Personality*, 47(3), 1-10. <https://doi.org/10.2224/sbp.7869>
- Young, T. V., Shepley, T. V., & Song, M. (2010). Understanding Agenda Setting in State Educational Policy: An Application of Kingdon's Multiple Streams Model to the Formation of State Reading Policy1. *Education Policy Analysis Archives*, 18(15), 1-55.
- Zahed-Babelan, A., Koulaei, G., Moeinikia, M., & Rezaei Sharif, A. (2019). Instructional Leadership Effects on Teachers' Work Engagement: Roles of School Culture, Empowerment, and Job Characteristics. *Center for Educational Policy Studies Journal*, 9(3), 137-156. <https://doi.org/10.26529/cepsj.181>