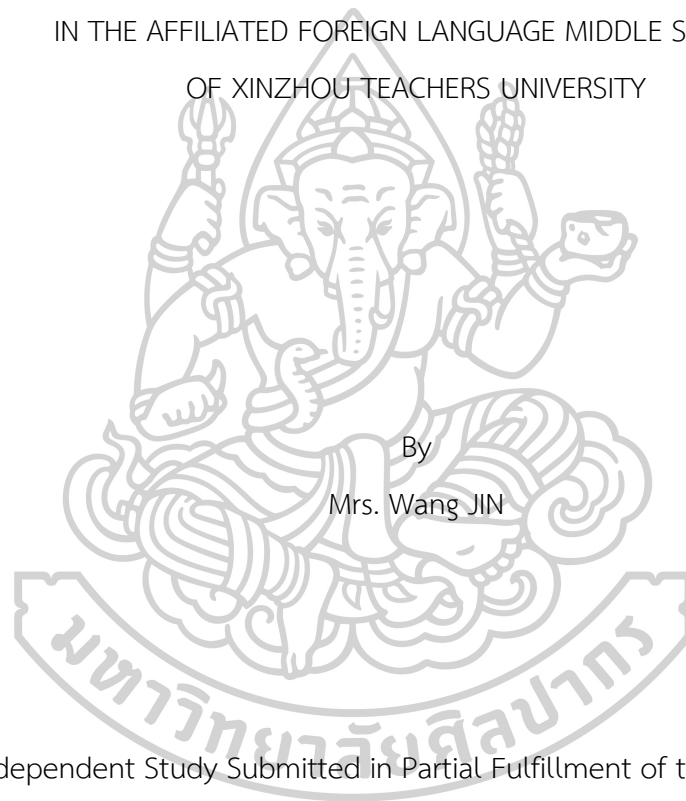




THE STUDY OF TEACHER PERFORMANCE
IN THE AFFILIATED FOREIGN LANGUAGE MIDDLE SCHOOL
OF XINZHOU TEACHERS UNIVERSITY



An Independent Study Submitted in Partial Fulfillment of the Requirements
for Master of Education (EDUCATIONAL ADMINISTRATION)

Department of Educational Administration

Graduate School, Silpakorn University

Academic Year 2022

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การศึกษาการปฏิบัติงานของครูภาษาต่างประเทศในโรงเรียนมัธยม
ของวิทยาลัยครูชินโจว



โดย
Mrs.Wang JIN

การค้นคว้าอิสระนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรศึกษาศาสตรมหาบัณฑิต
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Title The study of teacher performance
 in the affiliated foreign language middle school
 of Xinzhou Teachers University

By Mrs. Wang JIN

Field of Study (EDUCATIONAL ADMINISTRATION)

Advisor Assistant Professor Saisuda Tiacharoen, Ph.D.

Graduate School Silpakorn University in Partial Fulfillment of the Requirements
for the Master of Education

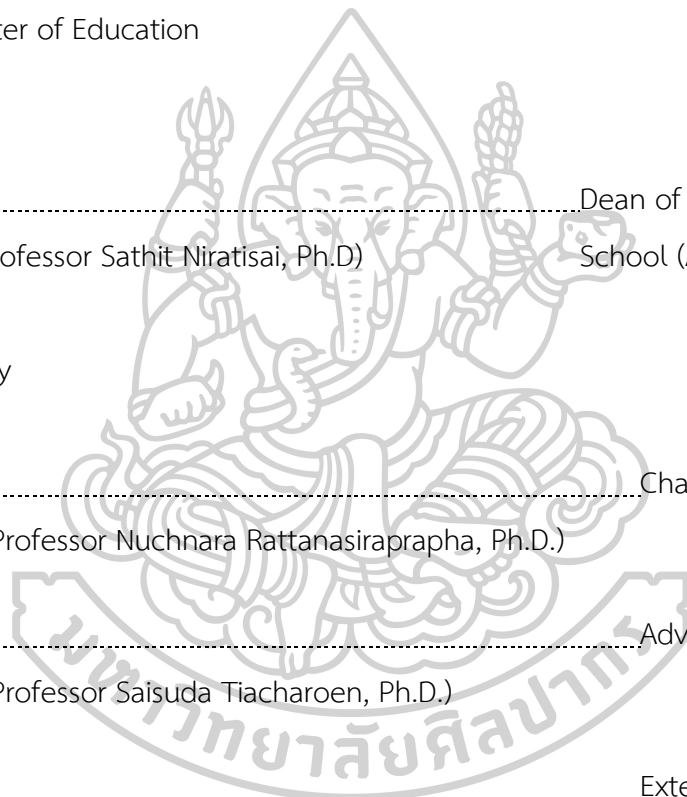
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The purposes of this research were to 1) study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. 2) compare the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background. The sample consisted of 165 teachers that work in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. The research instrument was an opinionnaire which was designed based on Teacher performance theory of Martin. The statistics in analyzing the data were frequency, percentage, arithmetic mean, standard deviation, t-test and One way ANOVA.

The research findings revealed that:

1. The Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University was at the high level. When each aspect was considered, it was at a high level in all aspects. The arithmetic mean ranking from the highest to the lowest were as follows; professional development, responsibility and accountability, better performance, motivation and morale as well as Incentives and rewards respectively.

2. The comparison of the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary, and educational background found that there were no significant difference among the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary, and educational background.

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Mrs. Wang JIN

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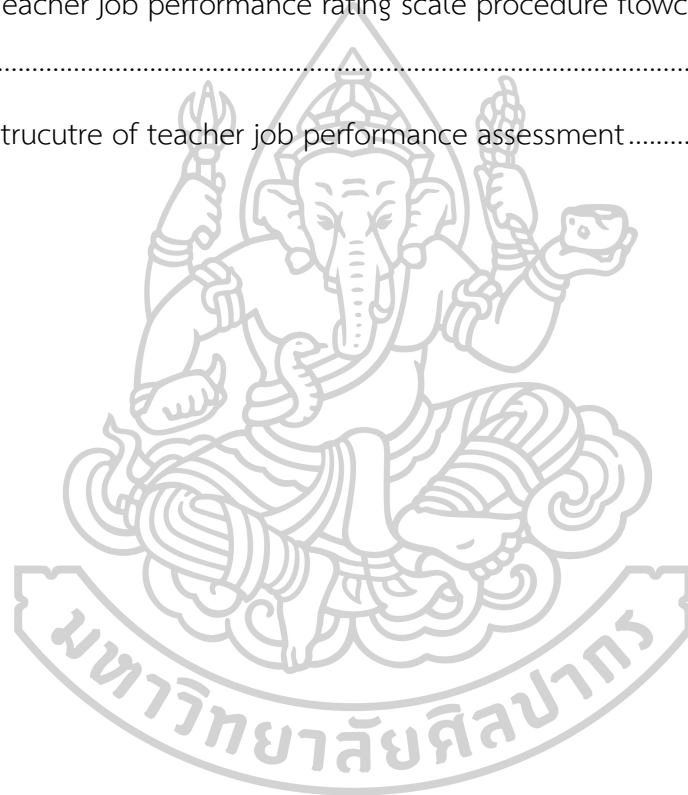


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CHAPTER 1

INTRODUCTION

Introduction

Nowadays, the importance of talent and talent training has attracted more and more attention from all countries and regions in the world. Middle school education is related to whether students have enough ability to enter university and society. The importance of middle school education is self-evident, and the quality of teaching is directly related to the success of a middle school education and the growth of the next generation of talents in the school. Therefore, the importance of middle school teachers' performance and performance management for the current middle school, the training and delivery of talents has played a vital role.

In the China's and foreign researches on teacher performance and teacher performance evaluation system, most of them focus on teachers' teaching performance in the classroom and teachers' personal knowledge and skills, but ignore the fact that teachers are also members of the school management and the community where the school is located. Teacher performance should include the overall performance of teachers in and out of school. Therefore, this paper will study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University based on the theory of teacher performance proposed by Martin and to compare the differences in teacher performance by gender, educational background and income in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. Finally, based on the results of the study, the author will summarize the research results and put forward some constructive suggestions on The teacher performance management of the Affiliated Foreign Language Middle School of Xinzhou Teachers University.

Statement of problem

Education is the cornerstone of national development, and teaching quality is a process that always needs to be improved and improved, while teachers are the key to promote the development of education and teaching, so teacher performance is particularly important. Chinese education reform and the 14th Five-Year Plan have put forward new requirements for comprehensively improving teacher performance.

Chinese Outline of Educational Reform and Development proposed to fully implement the Party's and the state's educational policies, follow educational laws, and comprehensively improve the quality of education and the benefits of running schools. In order to make the educational reform proceed smoothly, it is necessary to rely on the vast number of teachers, constantly improve the political and professional qualities of teachers, and strive to improve their working, learning and living conditions. The reform and development of education have put forward new and higher requirements for teachers. Teachers are the backbone of cultivating talents in our country, so we must try our best to improve their performance.¹ Yang proposed a ten-year strategic plan for the reform and development of Chinese education. He mentioned that in order to further promote the reform of Chinese education management system and improve the quality of education and teaching, teacher performance must be improved from all aspects.²

14th Five-year plan proposes to comprehensively improve Chinese high-quality education system, deepen education reform and improve ability of teachers to teach and educate students during the period of 2021-2025.³

¹The CPC Central Committee., & China State Council. (1993). Chinese Outline of Educational Reform and Development. **China Education press.**

²Yang, D. (2010). 2020: Chinese Educational Reform Strategy. **Chinese People's Publishing House press.**

³14th five-year plan. (2020). **Political Bureau of the General Committee of the Communist Party of China.**

In order to comprehensively improve the quality of teaching and train teachers in the new era, it is necessary to conduct an in-depth analysis of the connotation of teacher performance. In addition, due to the differences in the overall quality of teachers in different schools, it needs to be analyzed on a case-by-case basis.

Due to the lack of relevant literature on teacher performance in China, although there are some studies on teacher performance in foreign literature, there is no targeted research in China. At the same time, most of the literature only focus on the teaching level of teachers and the performance of students in teacher performance, ignoring other factors. In addition, many researches on teacher performance focus on factors that can affect it, but ignore how to define and measure it itself. Therefore, this paper select a middle school to study on teacher performance. The selected school is the Affiliated Foreign Language Middle School of Xinzhou Teachers University. According to *"Thirteenth Five-Year Plan" Career Development Plan of The Affiliated Foreign Language Middle School of Xinzhou Teachers University (2016-2020)*, the level of performance of teachers of the Affiliated Foreign Language Middle School of Xinzhou Teachers University needs to be improved. There is still a certain gap between the ability and level of teachers to implement quality-oriented education effectively and the requirements of modern education reform, which affects the development of school undertakings.⁴

The study is based on Teacher performance theory of Martin, which developed and links six basic concepts to form a framework that can be used to study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. Also to make some suggestions to improve teacher

⁴ The affiliated foreign language middle school of Xinzhou Teachers University (2019, September 24). **Thirteenth Five-Year Plan" Career Development Plan of The affiliated foreign language middle school of Xinzhou Teachers University (2016-2020)**. Retrieved January 20, 2022 , from <http://fuzhong.xztu.edu.cn/info/1009/1027.htm>

performance of the Affiliated Foreign Language Middle School of Xinzhou Teachers University.

Research objectives

1. To study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University.

2. To compare the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary educational background.

Research questions

1. What is the level of teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University?

2. What are the comparative result of the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background.

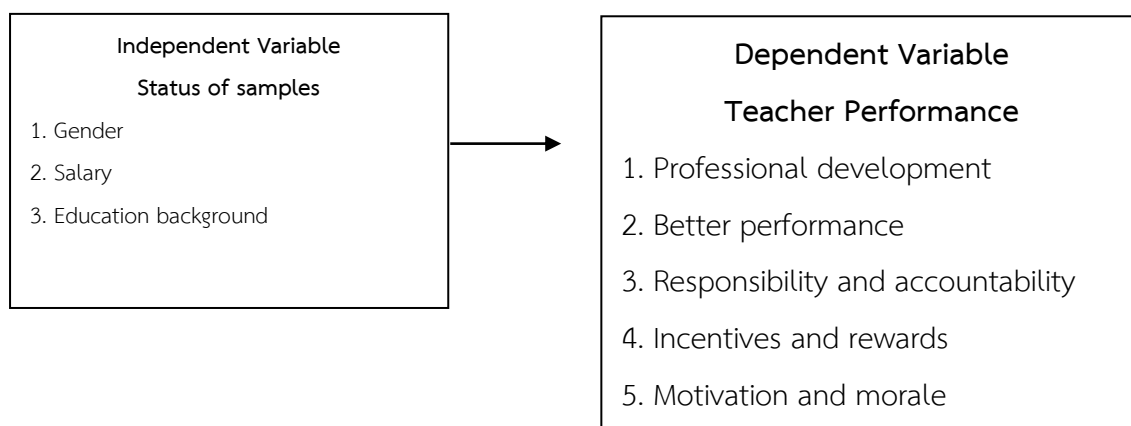
Research hypotheses

1. Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University are at the moderate level.

2. There are no significant difference of the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background is different.

Research framework

According to this study, the researcher used Martin's teacher performance theory as a framework which could be divided into 5 parts i.e., professional development, better performance, responsibility and accountability, incentives and rewards, and motivation and morale, as shown in figure 1 below:



Figures 1 : Theoretical Framework

Source: J. Martin. (2018). *Putting the spotlight on teacher performance*. UNICEF Eastern and Southern Africa Regional Office, Nairobi, 2-6.

Definition of Terms

Teacher performance

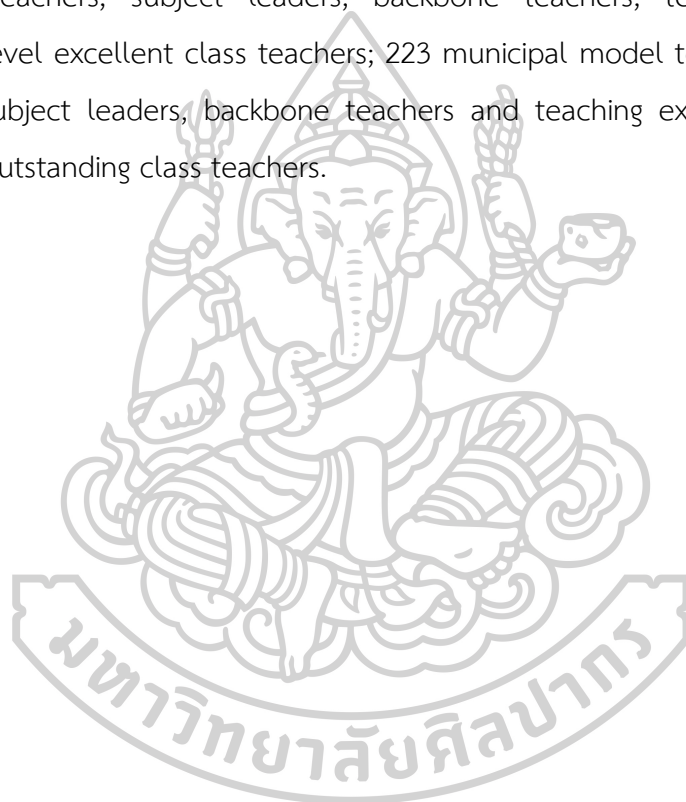
Teacher performance can be defined as the improvement of teachers' self-ability in school work and their attitude in dealing with the daily work arranged by the school.

In this study the researcher used the teacher performance theory of Martin (2018), teacher performance is divided into 5 parts, which are professional development, better performance, responsibility and accountability, incentives and rewards, and motivation and morale.⁵

⁵Martin, J. (2018). *Putting the spotlight on teacher performance*. UNICEF

The Affiliated Foreign Language Middle School of Xinzhou Teachers University

The school is the educational institute which teaching student in middle and high school level and located on No.92, North Qiyi Road, Xinzhou City. The school has 290 full-time teachers, all of whom meet the standards of academic qualifications, with an average age of 33. Among them, there are 40 graduate students, 3 special-grade teachers and 81 senior teachers. 5 national model teachers, excellent teachers and backbone teachers; 61 provincial level model teachers, excellent teachers, subject leaders, backbone teachers, teaching experts; 17 provincial-level excellent class teachers; 223 municipal model teachers, outstanding teachers, subject leaders, backbone teachers and teaching experts; There are 16 municipal outstanding class teachers.



CHAPTER 2

LITERATURE REVIEW

The research entitled “The study of teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University” had gradually been gathered from various concepts, theories, documentaries concerned and related researches. This chapter cover the main concept of teacher performance as below.

Teacher performance

Teacher performance meaning

Cai and Lin consider that teacher performance refers to a set of instructional behaviors consistent with the educational and instructional objectives of a course. Steinberg and Garrett argue that the context in which teachers performance is usually reflected by the personal skills and knowledge of teachers, which can be measured by the class context of teachers, the guidance of students, the ability to master knowledge and the final score of students. Elliott suggested that teachers' performance can be measured and improved from these aspects. Such as the teacher's own goal setting and self-reflection; the school leadership and the same time for classroom observation, and continuous feedback; after receiving suggestions to improve the teaching level and team cooperation with other teachers, writing and action learning. Commission on Teacher Credentialing summarizes six key factors in teaching performance expectations (TPEs) for teachers⁶ In this document, teacher performance is measured by the evaluation of teachers' expectations of teaching performance. Teacher performance refers to the use of knowledge, skills and abilities by teachers to complete the course work, participate in practice and pass the teaching evaluation in order to meet the expectations of the organization. based on the understanding of Martin's teacher performance theory and the summary of the

⁶Commission on Teacher Credentialing. (2016). **California Teaching Performance Expectations**. Sacramento, California.

above references, teacher performance can be defined as the attitude and behavior of teachers on the job, including their own development, communication and interaction with students, and responsibilities they assume in school management.

In conclusion, Teacher performance can be defined as the improvement of teachers' self-ability in school work and their attitude in dealing with the daily work arranged by the school.

Teacher performance theories

Cai and Lin consider that teacher performance refers to a set of instructional behaviors consistent with the educational and instructional objectives of a course. They proposed a new structure for teacher performance evaluation, in which six variables for teacher performance evaluation were included. The variables were further divided into two groups: one was contextual performance, the other was task performance.

Occupation morality, Job Dedication and Assistance and cooperation are three variables of contextual performance. Teaching effectiveness, Teaching value and Teacher-student interaction are three variables of task performance.

Occupation morality refers to the behavior of teachers in observing professional standards, norms and disciplines, identifying with and supporting organizational goals, loving education, and being passionate and responsible for their work.

Job dedication is the behavior of teachers reflecting on the teaching task, summarizing the work experience, caring for each student, improving the teaching skills and knowledge to adapt to the changes of The Times.

Assistance and cooperation refer to the behavior that teachers take the initiative to help colleagues, show good team spirit, have a good cooperative relationship with students' parents, and treat others sincerely.

Teaching effectiveness refers to the behavior of teachers in the aspects of doing teaching plan, teaching organizing and teaching content expression.

Teaching value refers to the positive changes that teaching makes students in all aspects.

Teacher-student interaction refers to the interaction between teachers and students inside and outside the classroom.

Steinberg and Garrett argue that the context in which teachers performance is usually reflected by the personal skills and knowledge of teachers, which can be measured by the class context of teachers, the guidance of students, the ability to master knowledge and the final score of students.

Teacher Performance Assessment Teacher Work Sample Rubric set 6 tasks to assess teacher performance.

Task 1 is Contextual Factors Rubric, it is about teachers using information about the learning/teaching environment and individual student differences to set learning goals, plan guidance, and evaluate learning.

Task 2 is Learning Goals/Learning Objectives Rubric, this task requires teachers to set meaningful, challenging, diverse, and appropriate learning goals for students.

Task 3 is Assessment Plan Rubric, teachers design assessments based on course objectives, student needs, and differences, and are aligned with learning objectives. The assessment should provide appropriate feedback data for all stakeholders, including: students, teachers, administrators, and caregivers.

Task 4 is Lesson Plan/Design for Instruction Rubric. Task requires teachers to design instruction according to specific learning objectives, the characteristics and needs of students, and the learning environment.

Task 5 is Analysis of Student Learning Rubric, teachers can flexibly use assessment data to describe students' learning, and can use the data to communicate information about students' progress and achievements.

Task 6 is Reflection and Self-Evaluation. Teachers can objectively look at the relationship between their teaching and students' learning, so as to find out the shortcomings and improve teaching practice.⁷

Sayin and Arslan put forward the "Teacher Performance Evaluation Scale" through the opinions of teachers, administrators and students. Semi-structured interviews were used to collect participants' opinions. Four education experts participated in interviews and data analysis. The data were analyzed by factor analysis, and the items were reduced and grouped by Varimax method. According to the research results, the Teacher Performance Assessment Scale is divided into 39 items and 6 sub-dimensions. 6 sub-dimensions are Professional development and Valuing Students; Arranging the Learning Environment; The Classroom Interaction; Contributing to Students' Development; Being in interaction with the School Environment; Being the Role Model to His Students. In Professional development and Valuing Students, this dimension includes 2 parts, one is following professional development, another is valuing students. It covers the assessment of teachers' professional development and the evaluation of the importance they attach to students. Second dimension is Arranging the Learning Environment. It refers to the need for teachers to change the teaching process according to the interests and needs of students. Teachers should also be professional and learn to listen to children. This dimension also requires teachers to be able to provide students with a diverse teaching environment and learn to self-reflect, so as to develop. The third dimension is The Classroom Interaction. It refers to that in the process of teaching, teachers communicate with students and exert positive influence on students through positive communication, so as to enhance students' interest in learning and thirst for knowledge. The fourth is Contributing to Students' development. It refers to how teachers use knowledge and resources to teach students and promote their

⁷Y, Cai., & C, Lin. (2006). Theory and Practice on Teacher Performance Evaluation. **Frontiers of Education in China**, 1(1), 29–39. doi:10.1007/s11516-005-0004-x

development. The content of this section requires teachers to actively maintain contact with subjects outside the classroom, including their own students, colleagues, local education authorities, professional institutions and non-governmental organizations, etc., to create a good campus atmosphere. At the same time, there will be additional interaction with students in class and corresponding extracurricular activities with students after class. The last dimension is Being the Role Model to His students. It refers to the need for teachers to demonstrate the ability to match their own identity, set a good example for students, and exert a positive and positive influence on students in the process of teaching and dealing with students.⁸

Elger stated that the teacher's performance will largely relate to the students. This link is a two-way street, not just a one-sided one. If a teacher is ill, performance may be affected. The overall quality of the students will in turn affect the performance of the teachers. If teachers want to improve their own performance, they must consolidate their knowledge, improve their skills, and have a closer relationship with the class and students.⁹

Silcock proposed some concepts about how to measure teacher performance are put forward. He believes that teacher performance plays a very important role in the overall operation and management of the school. Teacher performance can internally improve individual and team performance, while also leading to better student achievement.¹⁰

⁸S. D. Sayin, & H. Arslan. (2017). Determining the Criteria Identifying Teacher Performance Through Multiple Indicators. **European Scientific Journal**, ESJ, 13(16), 19. <https://doi.org/10.19044/esj.2017.v13n16p19>

⁹D. Elger. (2007). **Theory of performance**. In S. W. Beyerlein, C. Holmes, & D. K. Apple, (Eds.), **Faculty guidebook: A comprehensive tool for improving faculty performance** (4th ed.). Lisle, IL: **Pacific Crest**

¹⁰P. Silcock. (2002). **Can we manage teacher performance?** *Education*, 3-13, 30 (3), 23-27

Elliott suggested that teachers' performance can be measured and improved from these aspects. Such as the teacher's own goal setting and self-reflection; the school leadership and the same time for classroom observation, and continuous feedback; after receiving suggestions to improve the teaching level and team cooperation with other teachers, writing and action learning.¹¹

Commission on Teacher Credentialing summarizes six key factors in teaching performance expectations (TPEs) for teachers. In this document, teacher performance is measured by the evaluation of teachers' expectations of teaching performance. Teacher performance refers to the use of knowledge, skills and abilities by teachers to complete the course work, participate in practice and pass the teaching evaluation in order to meet the expectations of the organization. The six key factors are Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student Learning; Developing as a Professional Educator. These six levels are all assessments of teaching expectations for new teachers. In the first level, Engaging and Supporting All Students in Learning, this level requires the teacher to be able to apply what the students have learned, including their past experience, interests, social feelings and learning needs, as well as their knowledge, culture, language and socio-economic background to enable them to participate actively in learning. It also requires teachers to maintain constant communication with students and families, while enabling students to connect knowledge to real life and arouse students' interest. Teachers are also expected to support students with developmental and ability-appropriate teaching strategies, resources and assistive technologies. Improve the students' critical and creative thinking, a supportive language environment for the students to provide students with the corresponding opportunity, through the visual and performing arts, to promote students to learn

¹¹K. Elliott. (2015). Teacher Performance Appraisal: More about Performance or Development? **Australian Journal of Teacher Education**, 40(9).

<http://dx.doi.org/10.14221/ajte.2015v40n9.6>

the appropriate content and background, at the same time, the teacher to monitor the work of the students' learning, guide students in the teaching, further enhance their interest. The second level is Creating and Maintaining Effective Environments for Student Learning. It expects teachers to promote students' social emotional growth and personal responsibility, foster a caring community, and enable students to be respected by other groups. At the same time, it is necessary to create a good learning environment, establish an inclusive learning environment, avoid cultural conflicts, and help students to actively interact with each other from different levels and perspectives. Teachers need to know how to get resources to support students, especially those from difficult or exceptional background. The third level is Understanding and Organizing Subject Matter for Student Learning. It requires teachers to display subject knowledge according to regional standards and curriculum framework, organize courses according to students' ability and learning objectives, and construct courses matching students' ability to transfer knowledge. Through flexible planning, design, implementation and monitoring, the teaching content meets the requirements of specific subjects. Ability to plan effective subject teaching through consultation and collaboration with other educators and members of the larger school community. Teachers are required to be able to adapt to thematic curricula, organize and plan thematic learning activities in support of academic languages, and be able to integrate resources to facilitate equitable use of the curriculum by students. Finally, teachers should learn to use advanced technology to impart knowledge to students and teach them the importance of copyright and knowledge sharing to demonstrate and develop students' digital literacy and cultivate digital citizenship. The fourth is Planning Instruction and Designing Learning Experiences for All Students. It expects teachers to be able to make short - and long-term teaching plans based on students' current academic situation. Teachers need to understand and apply teaching plans and learning experiences that are appropriate for students of different ages and to be able to design and implement teaching and evaluation accordingly. Appropriate opportunities should be provided for students to understand and meet their individual learning needs. Use planning and guidance techniques and resources to

plan and guide students, promote communication and activities between teachers and students, and encourage students to participate in learning. The fifth is Assessing Student Learning, this level examines whether teachers can apply the purpose, characteristics, and knowledge of different types of assessment methods to design and manage classroom assessments. Teachers are expected to engage all students in self-assessment and reflection, helping students modify their behavior and work in the process based on feedback. Assessment management requires the use of appropriate techniques and communication with the student's family. Teachers need to use the assessment information in a timely manner to help students achieve their learning goals. Expert advice can be sought during the assessment process, and due consideration must be given to the student's individual abilities, including language use and the particular student's situation. The last level is Developing as a Professional Educator. In the last level, teachers are expected to reflect on themselves and become more professional educators. They need to reflect on their own teaching practice, scientific level and teaching knowledge, so as to further improve students' learning level. Teachers need to recognize their own unique values and biases and work to reduce teaching methods that can negatively affect students' learning. At the same time, teachers can establish professional learning objectives and improve their teaching level through daily communication and inquiry with colleagues. Effective communication with the community is also key to becoming a better educator, by connecting with others related to the student and seeking their support to improve the student's learning. As a teacher, you need to establish professional responsibility for the learning of your students, and for the privacy, health and safety of your students and your family. A teacher should be upright and set an example. Finally, teachers should learn to look at their own environment with critical thinking and understand how these aspects affect the education of the whole region by combining the educational background, structure and history of the teaching area.¹²

¹²Commission on Teacher Credentialing. (2016). California Teaching Performance **Expectations**. Sacramento, California

From the book *Teacher performance appraisal*, teacher performance is reflected in five aspects. The first measurement aspect is commitment to pupils and pupil learning. Whether teachers can help students make commitment to the development of well-being and the teacher would be able to have the ability to teach students knowledge and make them achieve something; whether the teacher treat all students with sufficient respect; whether the teacher provides a good learning environment to help students to solve the problem, guides the student to decisions, make them become a useful person to society. The second is professional knowledge, it is very important for teachers to master the curriculum knowledge and grasp the teaching rules. They need to know a variety of effective teaching methods and assessment exercises, how to effectively manage the classroom, and how students learn and the factors that affect their learning. The third one is teaching practice, teachers need to put curriculum knowledge, teaching principles, educational concepts and class management into practice through their own knowledge and understanding of students, so as to promote students' learning and improve students' performance. You also need to communicate with students, parents and colleagues. Teachers also need to be aware of the ongoing progress of students, assess it and report back to parents in a timely manner. According to the teaching practice, teachers also need to reflect and summarize in time. The fourth aspect is leadership and community, in addition to the above discussion of teaching, teachers need to work with other teachers and school colleagues to create and maintain the environment and atmosphere of the school. At the same time, teachers should also communicate with professionals, parents and design members to improve the overall quality of students and further enhance the level of the school. The final one is ongoing professional learning. Teachers need to improve their teaching practice through continuous learning of professional knowledge. To sum up,

it is necessary to observe teachers from these five aspects in order to draw effective evaluation conclusions when evaluating the performance of teachers.¹³

Catolos and Catolos also mentioned that teacher performance should not only consider the evaluation conditions of internal abilities such as teaching and guidance, knowledge and skills, but also consider the ability of teachers to communicate and cooperate with elements outside the classes and students, as well as the leadership ability in team and school management.¹⁴

Martin defined Teacher Performance as a set of attitudes and behaviours that result in learning for children. The more that children learn, the better we judge the performance of the teacher to be.

Based on the understanding of Martin's teacher performance theory and the summary of the above references, teacher performance can be defined as the attitude and behavior of teachers on the job, including their own development, communication and interaction with students, and responsibilities they assume in school management.

There are three arguments mentioned in the article of Martin. The first argument is that in the process of focusing on teacher development (teacher training), we always judge teacher performance by how much children get, and often ignore other factors, including motivation and morale, incentives and rewards, responsibility and accountability. In fact, in teacher performance management, these factors can form a system, as shown in Figure 2. The second argument is that in-service training plays a dominant role in teacher development, while initial teacher training is neglected. A third argument is that in-service training for teacher development is actually a remedy because it aims to fill in the gaps in the initial teacher training. Most in-service training tends not to produce the desired results.

¹³Teacher performance appraisal (2010). **Ministry of Education**. From www.edu.gov.on.ca.

¹⁴L. C. Catolos, & F. G. Catolos. (2017). Teaching Performance of Selected Public Secondary School Teachers in Tanay, Rizal, **4th International Conference on Management Science, Innovation, and Technology**, 193-213.

Therefore, Martin built a cycle of continual improvement of teacher performance (Figure 1). From figure 1, we can see that professional development will improve teachers' capacity, which will lead to better performance. This step requires proper performance management. This level needs to be achieved by school administrators. Improvements in teacher performance should bring additional responsibility and accountability, which requires the development of appropriate rewards and incentives. These measures can increase teachers' motivation and morale, both extrinsic (better pay) and intrinsic (a sense of recognition and appreciation). This combination of internal and external motivation breeds a desire to improve and perform better, which leads to a greater desire for professional development, and at the same time, we need more responsibility.

As a whole, this cycle focus on five factors, which are professional development, better performance, greater responsibility and accountability, incentives and rewards, and motivation and morale.

Professional development can be achieved by teacher training program. In this cycle, training methods have been separated into two part, in-service training and initial teacher training. Martin conducted a study on Eastern and Southern African countries and found that in-service training had little effect on teachers' career development. There is not enough evidence to show that in-service training is more effective than initial teacher training, and this is even given that these countries have invested very heavily in in-service training. Professional development refers to the improvement of teachers' quality and ability through initial teacher training or in-service training.

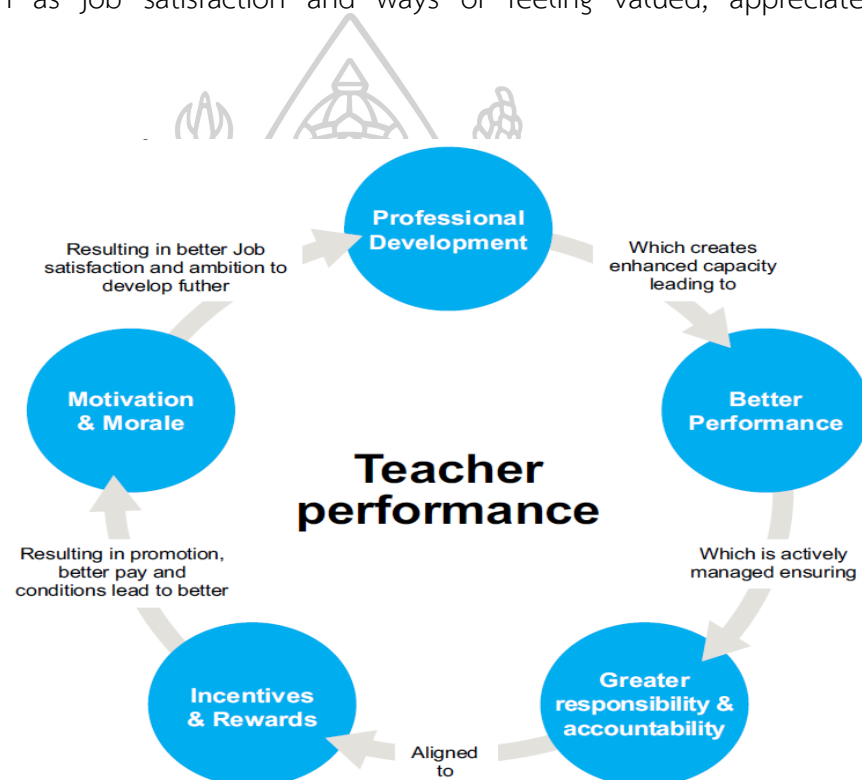
Better performance means that after teachers receive training, their overall professional ability has been improved. This one element to achieve better performance, and another is that performance should be actively managed. This will ensure the sustainability of better performance.

Accountability and responsibility mean that teachers need to take more responsibility for improving the school's management structure and be held accountable in order to improve their performance. Managing teacher performance

and improving teacher accountability can be achieved through evaluation methods, regular monitoring, or a combination of methods.

Incentives and rewards refer to the improvement of pay and working environment provided to teachers based on their career development performance, and more importantly, to meet the needs of teachers' promotion.

Motivation and morale is the factor that include extrinsic motivational factors and intrinsic factors, extrinsic factors such as pay and promotion, and intrinsic factors such as job satisfaction and ways of feeling valued, appreciated and respected.



Figures 2 : Putting the spotlight on teacher performance

Source: Martin, J. (2018). *Putting the spotlight on teacher performance*. UNICEF Eastern and Southern Africa Regional Office, Nairobi

Performance management

Performance management originated from MBO, which is management by objectives. Drucker brought it into the public eye. MBO focuses on achieving goal-related results through management. From the management level, through the

optimal allocation of resources, to produce the best possible value. Performance management and MBO have many similarities in that they both require individuals within the organization to complete and improve their own work goals in order to achieve the development goals of the organization.¹⁵

There was a study in Flanders, according to the Statutes, school principals should guide and record teachers' performance by first defining personal tasks and institutional objectives. Over time, teachers' professional development and progress in all areas will be tracked and evaluated. Through tracking and evaluation, the results obtained are written into a formal report, which can range from unsatisfactory to satisfactory features. Two consecutive negative reviews, or three negative reviews in aggregate, lead to dismissal. Every teacher should receive a written assessment at least once every four years.¹⁶

Elger stated that performance exists in all walks of life in society. It may involve design, problem solving, sales, presenting, life management, playing a sport or a musical instrument. These things are done through a series of human actions based on one's own skills and knowledge, then generate value. Performance management. Performance Management not only requires leaders to have a good understanding of employees and their work, but also requires employees to have a self-awareness of their own Performance. Elger (2007) built the ToP framework and used six components to measure performance, so as to make performance management and improvement. Six components are level of identity, levels of skills, level of knowledge, context of performance, personal factors and fixed factors.

McDonnell and Gunnigle mentioned that the models related to performance management generally consist of four or five steps. All performance is derived from the goals set by the company, which are then decomposed into the various functions and departments of the company. The employees' goals are

¹⁵P. Drucker. (1954). **The Practice of Management**. New York, Harper.

¹⁶Department of Education. (2007). Omzendbrief omtrent fucntiebeschrijving en evaluatie. (Letter to the schools about job descriptions and evaluation). **Department of Education**.

generated accordingly, and the performance of the employees is monitored and reviewed according to the work accomplished by the goals. Whether the final result is linked with rewards and punishments depends on the organizational performance management system.¹⁷

Aguinis stated that the adoption of performance management in education is made according to national legislation in most cases, which is driven by government or other coercive pressure. Performance management in education is clearly linked to public sector reform. The reforms are aimed at improving the effectiveness, efficiency and accountability of education. The combination of public-sector cuts and rising demand will make performance management an important precondition for school managers. The financial crisis of 2008 is a good example. The public sector began to try to improve the utilization of funds. These requirements and challenges further incentivise the adoption of performance management policies in education to ensure the delivery of high quality educational services.¹⁸

Performance management is a circular process designed to promote true employee development through continuous management and feedback. This process is usually led by the immediate supervisor and is structured around a formal moment of setting, monitoring, and evaluating performance expectations with the ultimate goal of aligning employee performance with the organization's strategic goals.

Kureshi proposed that performance management is now seen as the only powerful tool that can drive your business strategy to its goals. If in the process of performance management to achieve the goal setting, task complexity, goal

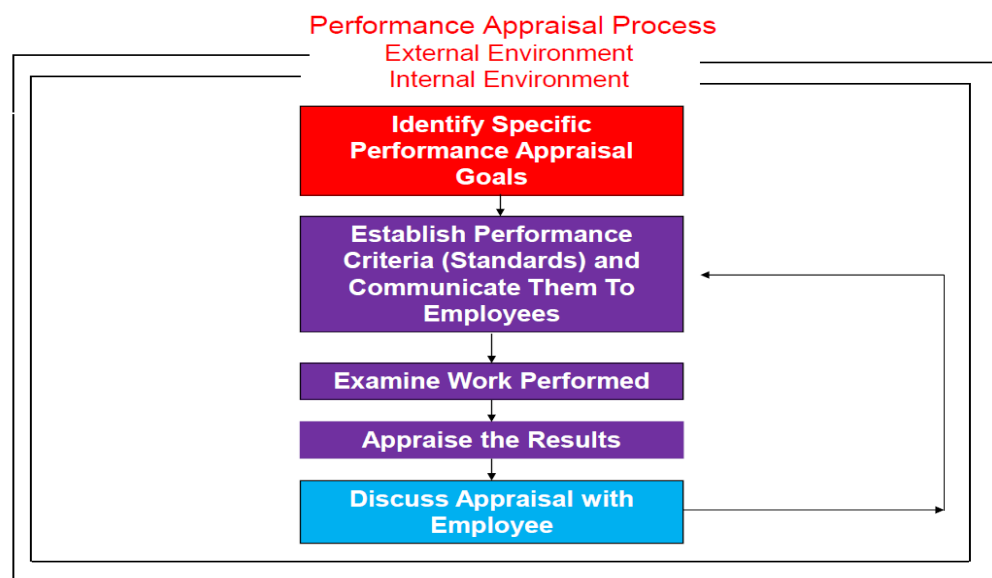
¹⁷A. McDonnell, & P. Gunnigle. (2008). **Performance management.**

Available at SSRN: <https://ssrn.com/abstract=1267160>

¹⁸H. Aguinis. (2013). Performance management. **Pearson Prentice Hall.**

framework, team goals and performance feedback supervision, guidance and improvement. This will greatly improve the performance of the organization.¹⁹

Mondy and Martocchio argued that performance management is the process of setting goals for employees, teams and organizations and maximizing their productivity. The management process includes dynamic and continuous management, overall incentive policies, and linking the efficiency of the individual units within the organization to the overall organization's systems. In order to achieve performance management, they set up the appraisal process (Figure 2) of performance management, used to guide organizations and individuals to conduct performance management.²⁰



Figures 3 : Performance appraisal process

Source: R. W. Mondy, & J. J. Martocchio. (2016). Human resource management. Pearson Education press.

First step, to identify specific performance appraisal goals. Second step, to establish performance criteria (Standards) and communicate them to employees.

¹⁹N. I. Kureshi. (2013). Performance Management: Putting Research into Action. *Journal of Strategy and Performance Management*, 1(1):37-41

²⁰R. W. Mondy, & J. J. Martocchio. (2016). Human resource management. Pearson Education press.

Third step, to examine work performed. Fourth step, to appraise the results. Fifth, to discuss appraisal with employee. After that, go back to the second step, correct the criteria and guide the employee again. The evaluation criteria include traits, behaviors, competencies, goal achievement and improvement potential. Immediate Supervisor and individuals should be involved in the appraisal. Through this process, the completes the performance management and self-management of the organization. Employees can have a clear understanding of their own performance.

Basic information about Xinzhou City Secondary School

From the *Introduction of the Affiliated Foreign Language Middle School of Xinzhou Teachers University*, the school is located at No. 92, North Qiyi Road, Xinfu District, Xinzhou City. The campus covers a total area of 47,000 square meters, with a total construction area of 78,000 square meters. The school has more than 400 staff members and more than 5200 students.

The school has 325 full-time teachers, all of whom meet the standards of academic qualifications, with an average age of 33. Among them, there are 40 graduate students, 3 special-grade teachers and 81 senior teachers. 5 national model teachers, excellent teachers and backbone teachers; 61 provincial level model teachers, excellent teachers, subject leaders, backbone teachers, teaching experts; 17 provincial-level excellent class teachers; 223 municipal model teachers, outstanding teachers, subject leaders, backbone teachers and teaching experts; There are 16 municipal outstanding class teachers.

The school has multi-media classrooms, laboratories for science, chemistry and biology, library, sports and sports center, exhibition center and campus network system, which are suitable for modern education and teaching. The school has a strong learning atmosphere and an elegant environment for education.

School always adhere to the "led by education and moral education", in the long-term educational practice, build up the "great health" education mode, the school health education in the social environment of open mode, the goals of "great health" education task, in the education of the university as the main body, to family

and community education as the two wings, build a systematic health education target, self-independence of life health education activities and health education evaluation system.

The key to teacher development is to be virtuous first. For a long time, we have formed a "love" as the core of ethics strengthen construction goals and objectives and method of evaluation for teachers in the teacher's ethics strengthen strict evaluation, the evaluation results into the teachers' academic evaluation system, and the recruitment of teachers, school year assessment, evaluation model assessment, determination of promotion and other major projects implement ethics strengthen one ticket is overruled make, effectively promote the teachers' quality improved steadily.

The school firmly establishes the quality consciousness, highlights the teaching center position, strengthens the teaching management earnestly, deepens the teaching reform, puts forth the effort to improve the teaching quality: First, learns the modern education new theory, promotes the teacher to change the teaching concept; Second, pay close attention to the teaching routine, optimize the teaching process; Third, innovate classroom teaching and improve teaching efficiency; Fourth, promote the course experiment, perfect the course structure; Fifth, attach importance to teaching and scientific research and improve the quality of teaching; Sixth, innovate the evaluation mechanism and promote the teaching reform.

From the summary of *"Thirteenth Five-Year Plan" Career Development Plan of the Affiliated Foreign Language Middle School of Xinzhou Teachers University (2016-2020)*, there are some shortcomings in teacher performance: First, the reason is that the innovative vigor and scientific research ability of teachers in education and teaching are not strong, the number of teaching and research teachers is too small, and the ability to guide research learning, comprehensive practice activities and community activities is not strong. Second, the spirit of entrepreneurial dedication has declined, and the taste of teachers' ethics needs to be improved, especially the young teachers' ethics and abilities need to make great efforts to improve. Third, some teachers have vague career ideals, lack of career pursuit and career happiness, lack of motivation for independent professional development, and

lack of enthusiasm for creative work to realize the common vision of the school. Fourth, the exemplary and guiding role of famous teachers and backbone teachers in the school is not enough, and some educational and teaching achievements are low. Fifth, teachers' scientific research level and ability need to be further improved, subject research and research results are at a low level, especially entrance examination for secondary school or college research on teaching guidance effect is not obvious. Sixth, the degree of master degree of teachers is low, the mechanism of talent entry and exit is not perfect, the teacher training stays at the macro level, the discipline training and professional training is not deep enough.

Related research

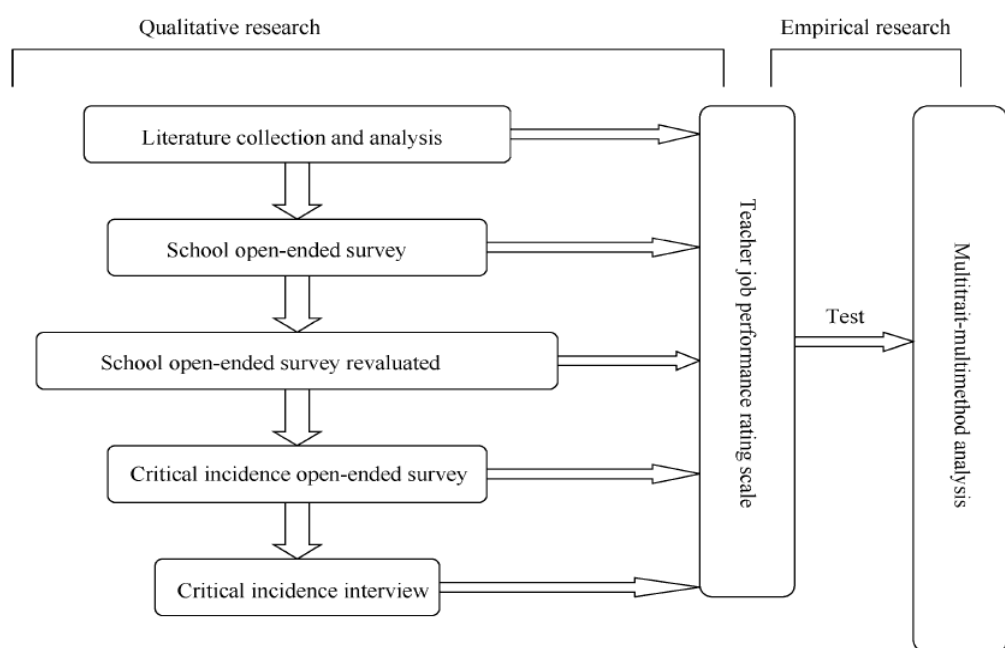
Chinese research

In the research of Cai and Lin they delved into the construction of teacher job performance. Through literature review, critical case studies, critical interviews and qualitative research, the researchers propose a new structure of teacher performance and conduct necessary empirical analysis of its reliability and validity structure. They found that previous research literature on teacher performance often confused teacher competence evaluation, teacher performance evaluation and teacher effectiveness evaluation, and did not form a clear structure. Based on the flowchart of Figure 3, the researchers through literature collection and analysis, school open-ended survey, school open-ended survey reevaluated, critical incidence open-ended survey and critical incidence interview, they selected 29 behavioral descriptive sentences for doing empirical research. The research selected four schools in Beijing and Zhejiang province (two in each city) for the formal test. Demographic characteristics include district, gender, teacher tenure, age, schooling, degree, teacher grade, etc. Each teacher was randomly evaluated by 5-20 students, 2-8 colleagues,

and 2-7 tutors. The total number of students in this assessment is 3405, including 855 colleagues and 889 tutors. All teachers conduct self-evaluation.²¹

In the empirical research, the teacher job performance structure contains six dimensions and two factors at the higher two levels. Occupational morality, Job dedication, Assistance and Cooperation, Teaching effectiveness, Teacher–student interaction, and Teaching value are six dimension. Occupation morality, Job Dedication and Assistance and cooperation are three variables of contextual performance. Teacheing effectiveness, Teaching value and Tearcher-student interation are three variables of task performance.

The result shows that contextual performance and task performance are not completely independent, but have stronger correlation. In teachers' job performance, situational performance significantly affects the total performance.



Figures 4 : Teacher job performance rating scale procedure flowchart (Cai & Lin, 2006)

²¹Y. Cai, & C. Lin. (2006). Theory and Practice on Teacher Performance Evaluation. *Frontiers of Education in China*, 1(1), 29–39. doi:10.1007/s11516-005-0004-x

Source: Y. Cai, & C. Lin. (2006). Theory and Practice on Teacher Performance Evaluation. *Frontiers of Education in China*, 1(1), 29–39. doi:10.1007/s11516-005-0004-x

Nan proposed a new understanding of the connotation of quality and quantity of education based on the analysis of teacher performance, and constructs new images, contents and ways of evaluation of quality and quantity of education in schools, in order to provide new ideas for the evaluation and reform of quality and quantity of education in our country.²²

Kuangmin founded that there are structural differences in the performance of middle school teachers. The research conducted a "Teaching Performance Questionnaire" for middle school teachers who participated in the "National Training Program" in Guizhou Province in 2016. The questionnaire distributed 252, and 231 valid questionnaires were received, with a valid questionnaire rate of 91.67%. The results showed that there was no significant gender difference in teacher performance; teachers with lower professional titles have higher self-recognition of teaching performance, but their teaching lacks flexibility and depth; the school conditions have obvious influence on the teaching performance of middle school teachers. The teaching performance of teachers in schools with better school conditions improves more with the improvement of their professional titles, but the teaching performance of teachers with lower professional titles is lower than that of teachers in schools with normal school conditions. A good school can attract a large number of good teachers and students, which is a virtuous circle of mutual help. It can help teachers with low professional titles to enhance their motivation of teaching performance and getting higher professional titles. Communication and guidance between colleagues can promote mutual progress, and high-quality students can bring enthusiasm and innovation to teachers' teaching work. Secondary school teachers need to strengthen learning and reflection in order to improve their

²²Z. Nan. (2016). Reconstruction the content and Assessment of School Education quality based on Teacher's performance. *Journal of Studies in Early Childhood Education*, 32(3):18-23

teaching performance. Interaction and feedback among colleagues can increase subject knowledge and improve the overall quality of teaching.²³

Mei et. al. studied the enlightenment of American edTPA (Teacher performance assessment) system to guide and promote the professional development of teachers in China. They considered that China's teacher performance evaluation should be partially reformed, and the evaluation of teachers' actual teaching ability should be increased, focusing on the ability of teachers to express their teaching ideas and knowledge and skills in the actual classroom situation. Paying attention to teachers' ability to manage students and their emotional attitude in work. Pay attention to teachers' ability of external communication.²⁴

It can be seen that the research on teacher performance in China mostly stays on the qualitative study of actual situation and phenomenon, or the study and evaluation of other theories. There are few relevant quantitative analyses.

Foreign research

Based on FMPS (Florida Performance Measurement System), Peterson et. al. (1985) proposed procedures for constructing the research-oriented teaching evaluation System include tool development, content verification and field testing. The System contains low inference indicators of effective and ineffective teacher behaviors. A study of 45 schools in 13 districts included 468 elementary K-5 teachers in 17 schools, 226 middle school teachers in 9 schools (grades 6-9), 528 middle school teachers in 14 schools (grades 9-12), and 11 adjustment center teachers. The

²³W. Kuangmin, (2017). The Characteristics of Middle School Teachers' Teaching Performance and Suggestions for Improvement. **The Morden Education Journal**, 213(1):37-42

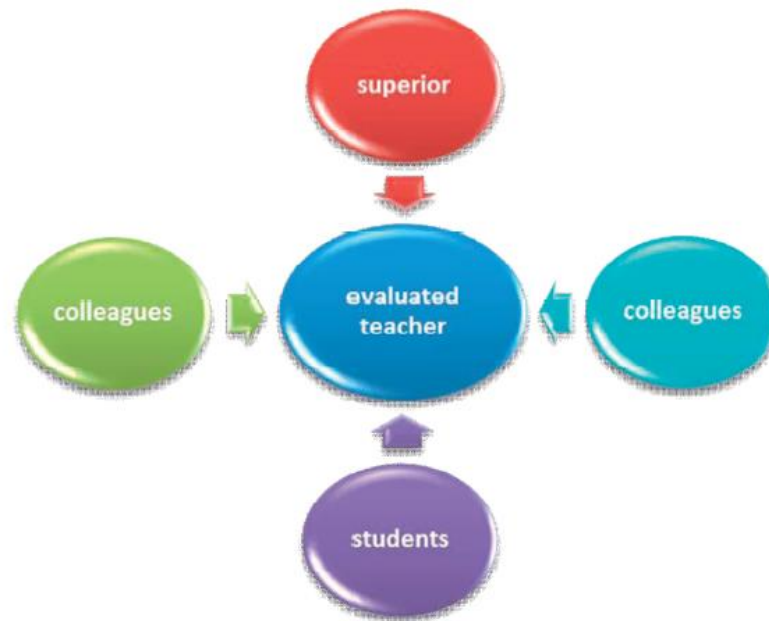
²⁴H. Mei, H. Xiting, & Y. Lihua. (2016). The Performance Assessment of Novice Teachers in U.S and its Inspiration -Taking Secondary Science Assessment Handbook as an Example. **Curriculum, Teaching Material and Method**, 36(6):121-127

results show that these effective and ineffective behaviors are essentially in common. Only grade-level differences and teaching methods (interaction, lectures, and independent classroom work) produced meaningful differences between groups of teachers. In addition, during the observation process, the average teacher used most effective behaviors and a few ineffective behaviors. These results support the value of the instrument used in this study in teacher training and tutoring.²⁵

The evaluation of teachers' work performance in Zilina University is realized through the evaluation of teachers' performance in teaching and scientific research activities. The university's job performance appraisal is always carried out by department heads for a year. The survey of each teacher's activities and output, which is listed in the performance evaluation form, is adjusted almost every year, and the plan of adjustment needs to be approved by the principal as the basis for the performance evaluation. However, this kind of performance evaluation system has some disadvantages, which does not consider the comprehensiveness of the evaluation. According to this situation, Luskova and Hudakova studied the current situation of teachers' work performance evaluation in Zilina University, analyzed the limitations of the current evaluation methods, defined the standards for teachers' work performance evaluation, and proposed a new method for teachers' work performance evaluation. Based on the application of the 360-degree feedback system (Figure 4), they put forward a new performance evaluation method, which can also be used as an innovation of the actual teacher performance evaluation. The use of 360-degree feedback system can provide more objective evaluation from the perspectives of different people (including direct superior, evaluated university teacher, e.g. four colleagues and students), increase the fairness of teacher

²⁵D. Peterson, T. Micceri, & O. Smith. (1985). Measurement of teacher performance: A study in instrument development. **Teaching & Teacher Education**, 1(1), 63-77

performance evaluation, and have a great impact on the enthusiasm of teachers and the quality of education in universities.²⁶



Figures 5 : Structure of teacher job performance assessment

Source: M. Luskova, & M. Hudakova. (2013). Approaches to Teachers' Performance Assessment for Enhancing Quality of Education at Universities. **Procedia - Social and Behavioral Sciences**, 106, 476–484. doi:10.1016/j.sbspro.2013.12.053

Taut et. al. studied the relationship between teachers performance and students learning through two kinds of national assessment programmes (Chilean teacher evaluation system and the national student achievement testing system (SIMCE). Teachers who had been evaluated for teacher performance and who had taught math or languages in 2005 and 2006, and secondary school students who had completed student performance evaluations in the same period were put into the database. It is found that the performance of teachers evaluated by the teacher performance evaluation system is correlated with the performance of students

²⁶M. Luskova, & M. Hudakova. (2013). Approaches to Teachers' Performance Assessment for Enhancing Quality of Education at Universities. **Procedia - Social and Behavioral Sciences**, 106, 476–484. doi:10.1016/j.sbspro.2013.12.053

evaluated by the student performance evaluation system. The results have shown that students brought out by higher-performing teachers tend to do better than the students have been taught by lower-performing teachers.²⁷

Shaheen et. al. studied the impact of human resource practices on the performance of college teachers. Teachers from four government graduate schools in two Azad Jammu and Kashmir were selected as samples. The results show that recruitment & selection, compensation, performance appraisal and training have a significant impact on teachers' performance.²⁸

Waseem et. al. also explored the impact of human resources management practices on Teachers' performance. A random sample of 135 teachers from private schools in Karachi was selected for the study, and 125 valid data were obtained. Data were collected by using structural questionnaires. The research results show that planning, training design, and training development have significant predictive effects on teachers' performance. Evaluation has a negative correlation with teacher performance. Therefore, good planning, proper training and development can help teachers to understand their own performance in depth, so as to make progress. In terms of evaluation, teachers may not trust the evaluation system and its feedback very much.²⁹

Elliott found that teachers' performance can only be evaluated and realized through effective evaluation, which requires a balance between evaluation

²⁷S. Taut, E. Valencia, D. Palacios, M. V. Jiménez, D. Santelices, & J. Manzi. (2014). Teacher performance and student learning: linking evidence from two national assessment programmes, **Assessment in Education: Principles, Policy & Practice**, DOI: 10.1080/0969594X.2014.961406

²⁸I. Shaheen, M. A. Sajid, & Q. Batoll. (2013). **Impact of HR Practices on Performance of Teachers in Colleges of Azad Kashmir**. 2(3):24-32.

²⁹S. N. Waseem, R. Farooqi, & S. Afshan. (2013). Impact of Human Resource Management Practices on Teachers' Performance: A Mediating Role of Monitoring Practices. **Journal of Education and Social Sciences**, Vol. 1(2): 31-55

performance and personal development. Teacher's performance and professional learning are inseparable, only through the teacher's personal quality of all aspects of the study and improve the matching perfect evaluation system, in order to substantially improve the performance of teachers and school efficiency.³⁰

In the research of Catolos and Catolos, they designed descriptive surveys to collect the required data. The sample of this study were 42 of public secondary schools in Tanay, Rizal. Their performance in the 2013-2014 school year were studied. They held a bachelor's degree but not in the major of, but supplemented the number of educational units in which the degree holders were qualified to teach. They are described as age, sex, education, working years and non-bachelor of education courses. The variables considered were instructional skills, guidance skills, management skills, interpersonal skills, and leadership skills. Their research found that most teachers were very satisfied with their teaching performance. Age, working years and bachelor's degree have significant effects on their performance. Gender and education level had no significant effect. At the same time, their teaching performance is related to age, length of service and the course of undergraduate degree. The study found that graduate programs in education would be of great help to them. It could maintain and improve their performance through seminars and training.³¹

Buchanan et. al. put a case study in Australia. They studied the implementation of Teaching Performance Assessment (TPA) in Australia, since this system is recently introduced in this country. This case study used grounded theory under the methods of interviews, student focus groups and classroom readiness survey. They found that TPA has a great influence on the professionalism and

³⁰K. Elliott. (2015). Teacher Performance Appraisal: More about Performance or Development? **Australian Journal of Teacher Education**, 40(9).

³¹L.C. Catolos, & F.G. Catolos. (2017). Teaching Performance of Selected Public Secondary School Teachers in Tanay, Rizal. **4th International Conference on Management Science, Innovation, and Technology**, 193-213.

growth of teachers. With the help of TPA, teachers' performance can be analyzed in a targeted way, and it is of great help to teachers who have just graduated.³²

Van Waeyenberg et. al. stated that performance management is an ongoing process designed to promote employee performance. In the field of education, teachers are expected to do more with less. There are concerns that this may lead to negative educational experiences for staff, and given the challenging and demanding nature of the teaching profession, an effectively functioning performance management process is essential. Therefore, their experience in performance management should be considered a primary concern. They Draw lessons from social exchange theory and the job demands-resources model, they think that when teachers' perceived performance management as a process, adherence to the human resource management system (i.e. one that communicates distinctively, consistently and reaches high levels of consensus), the teachers feel more appreciate, value and energetic, hinting that the high levels of affective organizational commitment and less fatigue at work. The study hypothesized that these results, in turn, would improve teacher performance. So they took data from 458 Flemish teachers and matched it with performance ratings provided by the school's principal. The results show that the perceived intensity of teacher performance management process is negatively correlated with teacher performance exhaustion, and positively correlated with teacher performance. Perceived performance management process intensity has an indirect relationship with teacher performance, which operates mainly through affective organizational commitment. This research shows that when teachers perceive performance management as a process that clearly articulates performance expectations, this elicits a high-quality social exchange with their school principals and helps them better meet their job requirements, higher levels of affective organizational commitment indicate lower

³²J. Buchanan, G. Harb, & T. Fitzgerald. (2020). Implementing a Teaching Performance Assessment: An Australian Case Study. **Australian Journal of Teacher Education**, 45(5).

levels of fatigue and improved performance. The relationship between performance management and performance seems to be indirect and is mainly established through teachers' high level of affective organizational commitment.³³

Summary

Based on the above literatures and studies, it can be seen that there are fewer studies on teacher performance in China than in other countries. Most of them focus on the summary of previous theories and qualitative analysis of educational phenomena, but lack of statistical analysis based on theories. Most of the foreign scholars' researches on teacher performance focus on teacher performance appraisal without in-depth analysis of the intrinsic factors of teacher performance. There are also few studies on teacher performance in Chinese educational background. In most of the studies, teacher identity, teacher skills and knowledge are the main analysis aspects, but there are few studies on the ability of teachers to adapt to the environment and change the school environment, as well as the communication and management ability outside teaching. Therefore, this study will study the performance of teachers in secondary school in China based on Teacher performance theory (Martin, 2018). The sub variables in that theory are professional development, better performance, greater responsibility and accountability, incentives and rewards, and motivation and morale. To compare the differences in teacher performance by different factors in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. In order to promote teacher

³³Waeyenberg T. Van, R. Peccei, & A. Decramer, (2020). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. **The International Journal of Human Resource Management**, 1 -24 . doi:10.1080/09585192.2020.1754881

performance and teacher performance evaluation and management in Chinese secondary schools in the context of educational reform in China.



CHAPTER 3

RESEARCH METHODOLOGY

The study focuses on teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. The research objectives are to study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University and compare the differences in teacher performance by gender, salary and educational background in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. The sample is 165 teachers that work in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. Opinionnaire is the research instrumentation which consists of 2 parts. Part I is a checklist from and ask for the status of the samples such as gender, salary and education background. Part II is the opinionnaire about teacher performance based on Martin theory.

Research Procedures

Stage 1: Preparatory

The researcher reviewed and analyzed the theories and concept relating to Teacher Performance from documentaries, textbook, research articles, academic articles, journals and website both internal and international in order to design the framework of the research and the proposal.

Stage 2: Research Process

Knowledge gathered from literature reviewed has been applied in order to develop the instrument of this research. Checking the content validity of the instrument by using Items of Objective Congruence (IOC), and analyze the reliability by using alpha's Cronbach coefficient. The research distributes and collect the Opinionnaire from the sample, then analyze and interpret the data.

Stage 3: Research Report

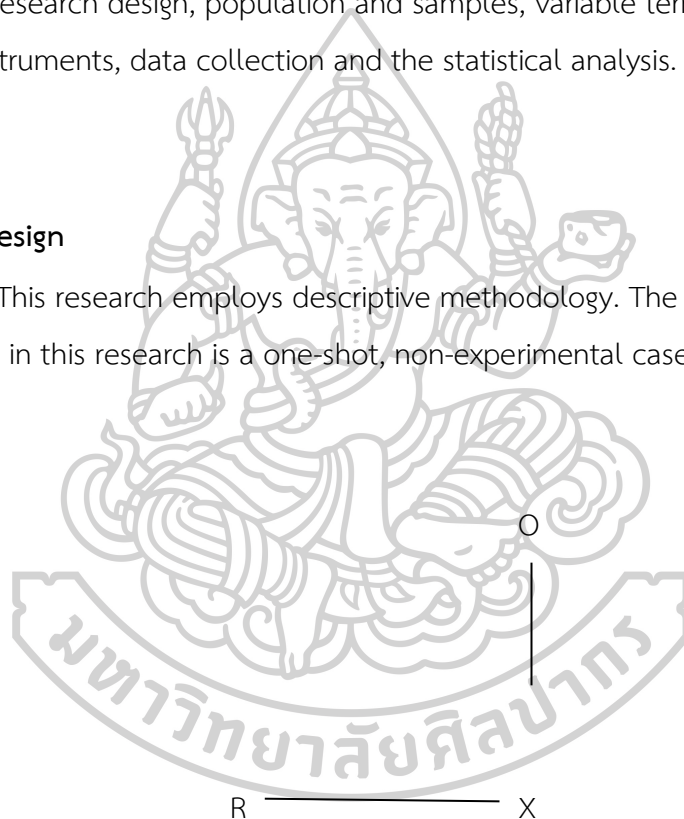
The researcher reports and presents the finding to the committee in order to receive the comments, suggestions, and approval. Then, submits the research to Graduate School.

Research Methodology

According to the objectives of the research, the research methodology consists of research design, population and samples, variable term definitions, research instruments, data collection and the statistical analysis.

Research design

This research employs descriptive methodology. The research design that was applied in this research is a one-shot, non-experimental case study as the figure below.



R: Samples by random

X: Variable i.e. the information from the opinionnaire

O: Information from samples

Population

Population in this research is 290 teachers that work in *the Affiliated Foreign Language Middle School of Xinzhou Teachers University*.

Samples

Samples in this research is 165 teachers that work in *The Affiliated Foreign Language Middle School of Xinzhou Teachers University*. The samples come from a table for determining the sample size of Krejcie and Morgan.³⁴ The stratified random sampling was chosen to be representative of teachers when divide by department. The samples are shown in Table 1.

Table 1 : Population and Sample size

Department	Population	Samples
Chinese Teaching and Research Group	48	27
Mathematics Teaching and Research Group	46	26
English Teaching and Research Group	37	21
Political Teaching and Research Group	17	10
History Teaching and Research Group	16	9
Physics Teaching and Research Group	24	14
Chemistry Teaching and Research Group	21	12

³⁴R.V., Krejcie, & D.W. Morgan. (1970). Determining Sample Size for Research Activities. **Educational and Psychological Measurement.**

Biology Teaching and Research Group	19	11
Geography Teaching and Research Group	18	10
Music Teaching and Research Group	7	4
Art Teaching and Research Group	8	5
Physical Teaching and Research Group	19	11
Science Teaching and Research Group	10	5
Total	290	165

Definition of Variable

The variable of this research was composed of the basic variables and the studied variables as follow;

1. The basic variables were the personnel status of samples such as gender, salary, and educational background.
2. The studied variables were teacher performance based on Martin that comprise 5 basic concepts there are;

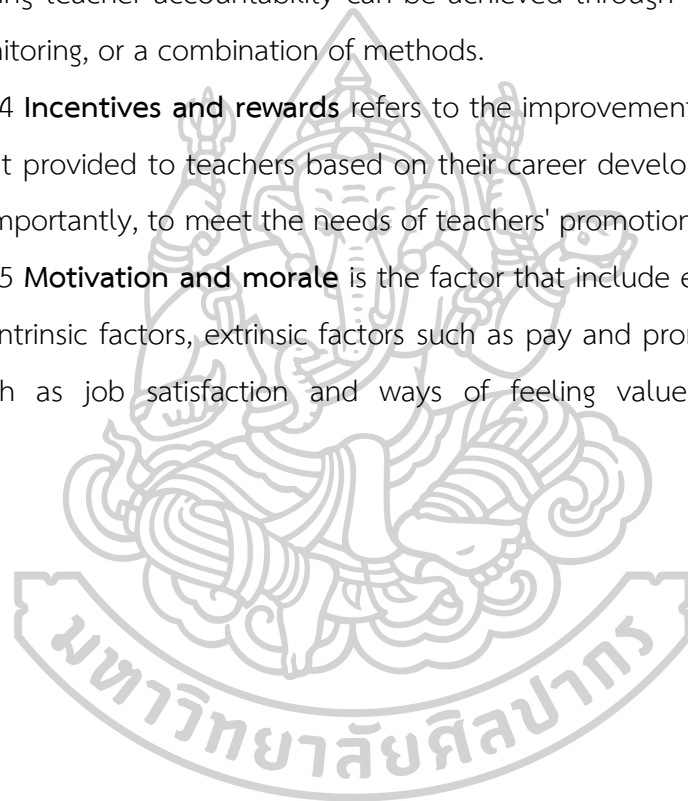
2.1 **Professional development** means the improvement of teachers' quality and ability through initial teacher training or in-service training. It can be achieved by teacher training program. In this cycle, training methods have been separated into two parts, in-service training and initial teacher training. Martin (2018) conducted a study on Eastern and Southern African countries and found that in-service training had little effect on teachers' career development. There is not enough evidence to show that in-service training is more effective than initial teacher training, and this is even given that these countries have invested very heavily in in-service training. Professional development refers to the improvement of teachers' quality and ability through initial teacher training or in-service training.

2.2 **Better performance** means that after teachers receive training, their overall professional ability has been improved. This one element to achieve better performance, and another is that performance should be actively managed. This will ensure the sustainability of better performance.

2.3 **Accountability and responsibility** means that teachers need to take more responsibility for improving the school's management structure and be held accountable in order to improve their performance. Managing teacher performance and improving teacher accountability can be achieved through evaluation methods, regular monitoring, or a combination of methods.

2.4 **Incentives and rewards** refers to the improvement of pay and working environment provided to teachers based on their career development performance, and more importantly, to meet the needs of teachers' promotion.

2.5 **Motivation and morale** is the factor that include extrinsic motivational factors and intrinsic factors, extrinsic factors such as pay and promotion, and intrinsic factors such as job satisfaction and ways of feeling valued, appreciated and respected.



Instrumentation

The instrument for collecting the data is an opinionnaire. It consists of 2 parts that was presented below.

Part I of the opinionnaire is a checklist form and ask for the status of the samples such as gender, salary and educational background.

Part II of the opinionnaire ask about teacher performance based on Martin (2018) by using 5-point Likert scale.³⁵ The researcher weighs the score of each scale as follows:

- 5 scores indicate teacher performance is at the highest level
- 4 scores indicate teacher performance is at high level
- 3 scores indicate teacher performance is at moderate level
- 2 scores indicate teacher performance is at low level
- 1 score indicates teacher performance is at the lowest level

Instrument Development

The development of the instrument is as follows;

Stage 1: All concepts, theories and research concerning teacher performance for both inside and outside the country were content analysis and synthesized. Afterward the opinionnaire was constructed.

Stage 2: Three experts check the content validity of the opinionnaire. by using Items of Objective Congruence (IOC). The IOC values were 1.00. Furthermore, 30 teachers serve as try out group in order to analyze the reliability of the opinionnaire by using alpha's Cronbach coefficient. The reliability was at 0.957.

Stage 3: The researcher distributes the opinionnaire to the samples.

³⁵R. Likert, (1932). A Technique for the Measurement of Attitudes, Volume 22, No. 140 of **Archives of Psychology**, New York.

Data Collection

To gather relevant data and information for the research, the researcher distributes opinionnaires to 165 teachers. The data collection cycle is about 2 to 3 weeks.

Data analysis

The researcher analyzes and uses statistics as follow;

1. The frequency and percentage are calculated to analyze the status of samples.

2. The arithmetic mean and standard deviation is used to analyze the level of teacher performance and interpret the data by comparison with criteria of Best concept as follow³⁶;

Arithmetic means between 4.50 – 5.00 means Teacher Performance is at the highest level

Arithmetic means between 3.50 – 4.49 means Teacher Performance is at high level

Arithmetic means between 2.50 – 3.49 means Teacher Performance is at moderate level

Arithmetic means between 1.50 – 2.49 means Teacher Performance is at low level

Arithmetic means between 1.00 – 1.49 means Teacher Performance is at the lowest level

3. The t-test is used to analyze the perceptions of sample to teacher performance when compare by gender and educational background.

³⁶John W, Best. (1970). Research in Education. (Englewood Cliffs: New Jersey: Prentice Hall, 190.

4. The One-way ANOVA is used to analyze the perceptions of sample to teacher performance when compare by salary. The Scheffé post-hoc test is used to compare which groups are different from each other.

Summary

This research employs descriptive methodology, to apply a one-shot, non experimental case study. The objectives are to study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University and to compare the differences in teacher performance by gender, salary and educational background in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. Population in this research is 290 teachers that work in *the Affiliated Foreign Language Middle School of Xinzhou Teachers University*. Samples in this research is 165 teachers that work in *the Affiliated Foreign Language Middle School of Xinzhou Teachers University*. The stratified random sampling was chosen to be representative of teachers when divide by department. The instrument for collecting the data is an opinionnaire. The opinionnaire is divided into 2 parts. The first part is to ask for the status of the samples, second part is to ask about teacher performance based on Martin by using 5-point Likert scale. Data analysis method in this research will be frequency and percentage, arithmetic mean and standard deviation, t-test and One way ANOVA.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

In this chapter, researcher used research methods to analyze data according to the two research objectives in order to achieve these two objectives. Two objectives of this study are: 1) to study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. 2) To compare the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background.

The opinionnaire was sent to collect the data from the sample group, which were 165 teachers in 13 departments in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. The 165 surveys were completed and returned (100.00 %), then they were analyzed, and presented as follow.

Part 1: The analysis of General information

The 165 opinionnaires were sent to the sample group and were received back. Then the data were analyzed using frequency and percentage as shown in table 2.

Table 2 : General information

Variable	Frequency	%
Gender		
Male	36	21.82
Female	129	78.18
Total	165	100.00
Salary		
Less than 3000 Yuan	28	16.97
3001-4500 Yuan	87	52.73
More than 4501 Yuan	50	33.30

Variable	Frequency	%
Total	165	100.00
Educational background		
Bachelor degree	123	74.55
Higher than bachelor degree	42	25.45
Total	165	100.00

The researcher first conducted a descriptive analysis of the results of the first part (demographic question) of the opinionnaire. The analysis results are shown in Table 2. Among the 165 respondents in this study, there were 36 male (21.82%) and 129 were female (78.18%). In terms of salary, most of the respondents have an salary level above 3,001 Yuan, 87 (52.73 %) of whom have salary in the range of 3,001-4,500 Yuan, and 50 (33.30%) have salary above 4,501 Yuan. Only 28 respondents (16.97%) earn less than 3,000 yuan. Among the respondents, most of them have a bachelor's degree, with 123 respondents (74.55%), and only 42 respondents (25.45%) have a higher education than a bachelor's degree.

Part 2 : The analysis of perception on class teacher competencies

Research questions 1: What is the level of Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University?

Research Hypothesis 1: Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University is at the moderate level.

In this part, arithmetic mean (\bar{x}) and standard deviation (SD) were applied to measure teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University

Table 3 : Arithmetic mean (\bar{x}) and standard deviation (SD) of teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University and Information in following tables: in overall

(n=165)

Item	Teacher performance	\bar{x}	S.D.	Interpretation
1	Professional development	4.12	0.80	high
2	Better performance	3.97	0.82	high
3	Responsibility and accountability	4.02	0.76	high
4	Incentives and rewards	3.61	1.01	high
5	Motivation and morale	3.84	0.90	high
	Total	3.91	0.90	high

The results from table 3 shows that the teacher performance in overall was at high level ($\bar{x} = 3.91$, SD = 0.90). When each aspect was considered, it was at a high level in all aspects. The arithmetic mean ranking from the highest to the lowest were as follows; professional development ($\bar{x} = 4.12$, S.D.= 0.80), responsibility and accountability ($\bar{x} = 4.02$, S.D.= 0.76), Better performance ($\bar{x} = 3.97$, S.D.= 0.82), motivation and morale ($\bar{x} = 3.84$, S.D.= 0.90) and Incentives and rewards ($\bar{x} = 3.61$, S.D.= 1.01) respectively.

Table 4 : Arithmetic mean (\bar{x}) and standard deviation (SD) of teacher performance on professional development

(n=165)

Item	Professional development	\bar{x}	S.D.	Interpretation
1	The school improve teachers' quality and ability through initial teacher training.	4.04	0.81	high
2	The school improve teachers' quality and ability through in-service training	4.00	0.82	high
3	To be a teacher with good performance, training is essential.	4.32	0.77	high
4	Total	4.12	0.80	high

According to Table 4, The teacher performance on professional development on professional development in overall was at high level ($\bar{x} = 4.12$, **S.D.** = 0.80). When each item was considered, it was at a high level in all items. The arithmetic mean ranking from the highest to the lowest were as follows; to be a teacher with good performance, training is essential ($\bar{x} = 4.32$, **S.D.** = 0.77), the school improve teachers' quality and ability through initial teacher training ($\bar{x} = 4.04$, **S.D.** = 0.81) and the school improve teachers' quality and ability through in-service training ($\bar{x} = 4.00$, **S.D.** = 0.82) respectively.

Table 5 : Arithmetic mean (\bar{x}) and standard deviation (SD) of teacher performance on better performance

(n=165)

Item	Better performance	\bar{x}	S.D.	Interpretation
1	The teacher achieves better performance after they received training.	3.96	0.82	high
2	The better performance of teachers is actively managed.	3.92	0.85	high
3	The school ensure that the training and actively managed make sustainability of better performance.	4.03	0.78	high
	Total	3.97	0.82	high

According to Table 5, The teacher performance on better performance in overall was at high level ($\bar{x} = 3.97$, SD = 0.82). When each item was considered, it was at a high level in all items. The arithmetic mean ranking from the highest to the lowest were as follows; the school ensure that the training and actively managed make sustainability of better performance ($\bar{x} = 4.03$, S.D. = 0.78), the teacher achieves better performance after they received training ($\bar{x} = 3.96$, S.D. = 0.82) and the better performance of teachers is actively managed ($\bar{x} = 3.92$, S.D. = 0.85) respectively.

Table 6 : Arithmetic mean (\bar{x}) and standard deviation (SD) of teacher performance on accountability and responsibility

(n=165)

Item	Accountability and responsibility	\bar{x}	S.D.	Interpretation
1	Teachers have taken on more responsibilities in order to improve their performance.	4.21	0.71	high
2	The school used evaluation method to manage teacher performance.	3.90	0.81	high
3	The school used regular monitoring to improve teacher accountability.	4.00	0.77	high
4	The school used both evaluation method and regular monitoring to manage and improve teacher performance.	3.98	0.77	high
	Total	4.02	0.76	high

As shown in Table 6, The teacher performance on accountability and responsibility in overall was at high level ($\bar{x} = 4.02$, $SD = 0.76$). When each item was considered, it was at a high level in all items. The arithmetic mean ranking from the highest to the lowest were as follows; teachers have taken on more responsibilities in order to improve their performance ($\bar{x} = 4.21$, $S.D. = 0.71$), the school used regular monitoring to improve teacher accountability ($\bar{x} = 4.00$, $S.D. = 0.77$), the school used both evaluation method and regular monitoring to manage and improve teacher performance ($\bar{x} = 3.98$, $S.D. = 0.77$) and the school used evaluation method to manage teacher performance ($\bar{x} = 3.90$, $S.D. = 0.81$) respectively.

Table 7 : Arithmetic mean (\bar{x}) and standard deviation (SD) of teacher performance on incentives and rewards

(n=165)

Item	Incentives and rewards	\bar{x}	S.D.	Interpretation
1	Teachers are paid to match their performance.	3.67	0.95	high
2	The school provided pay to teachers based on their career development performance.	3.62	0.98	high
3	The school provided working environment to meet the needs of teachers' promotion.	3.67	1.00	high
4	The school improve the pay to meet the needs of teachers' promotion.	3.46	1.09	moderate
	Total	3.61	1.01	high

As shown in Table 7, The teacher performance on incentives and rewards in overall was at high level ($\bar{x} = 3.61$, **S.D.** = 1.01). When each item was considered, 1 item was at moderate level, namely the school improve the pay to meet the needs of teachers' promotion ($\bar{x} = 3.46$, **S.D.** = 1.09), and 3 items were at high level. The arithmetic mean ranking from the highest to the lowest were as follows; teachers have taken on more responsibilities in order to improve their performance ($\bar{x} = 3.67$, **S.D.** = 0.95), the school provided working environment to meet the needs of teachers' promotion ($\bar{x} = 3.67$, **S.D.** = 1.00) and The school provided pay to teachers based on their career development performance ($\bar{x} = 3.62$, **S.D.** = 0.98) respectively.

Table 8 : Arithmetic mean (\bar{x}) and standard deviation (SD) of teacher performance on motivation and morale

(n=165)

Item	Motivation and morale	\bar{x}	S.D.	Interpretation
1	Compensation and promotion systems can motivate teachers to perform better.	4.04	0.83	high
2	Teachers are satisfied with their work and feel valued.	3.69	0.99	high
3	Teachers are appreciated and respected at work.	3.79	0.88	high
4	Total	3.84	0.90	high

In Table 8, The teacher performance on motivation and morale in overall was at high level ($\bar{x} = 3.61$, S.D. = 1.01). When each item was considered, it was at a high level in all items. The arithmetic mean ranking from the highest to the lowest were as follows; compensation and promotion systems can motivate teachers to perform better ($\bar{x} = 4.04$, S.D. = 0.83), teachers are appreciated and respected at work ($\bar{x} = 3.79$, S.D. = 0.88), teachers are satisfied with their work and feel valued ($\bar{x} = 3.69$, S.D. = 0.99) respectively.

According to the results of the opinionnaire survey, Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University is at high level, so research hypothesis 1 was rejected.

Part 3: The analysis of comparison of the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background.

Research questions 2: What are the comparative result of the perception on the teacher performance in the Affiliated Foreign Language Middle School of

Xinzhou Teachers University depending on gender, salary and educational background.

Research Hypothesis 2: The perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background is different.

To test hypothesis 2, the researcher made comparison on teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University by gender, salary and educational background. The statistical t-test was applied for analyzing the difference of gender and educational background. The F-test statistic in One-way ANOVA was used to test the difference of salary.

Table 9 : Statistical difference between gender and Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University

Teacher Performance	Gender	n	Mean	Std. Deviation	t	df	Sig.
Professional development	Male	36	4.36	0.80	0.212	163	0.833
	Female	129	4.33	0.67			
Better performance	Male	36	4.14	0.76	0.345	163	0.731
	Female	129	4.09	0.69			
Responsibility and accountability	Male	36	4.17	0.70	-0.417	163	0.677
	Female	129	4.22	0.62			
Incentives and rewards	Male	36	3.72	0.88	-1.215	163	0.226
	Female	129	3.91	0.79			

Teacher Performance	Gender	n	Mean	Std. Deviation	t	df	Sig.
Motivation and morale	Male	36	4.00	0.79	-0.160	163	0.873
	Female	129	4.02	0.77			
Total	Male	36	4.25	0.69	-0.995	163	0.321
	Female	129	4.36	0.59			

According to the gender difference test of Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. There was not a significant difference in overall ($t = -0.995$, $sig = 0.321$). When each aspect was considered, it was not significant difference in all aspects.

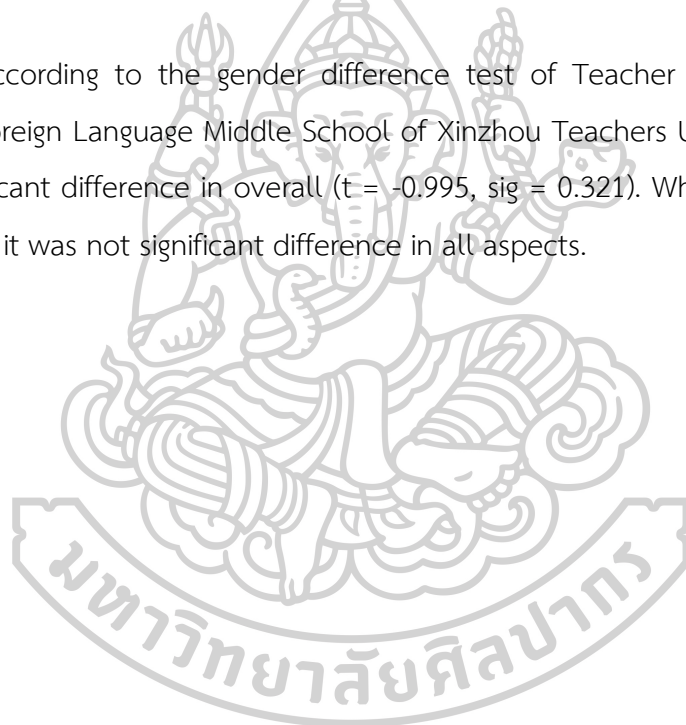


Table 10 : One-way ANOVA analysis for testing of the difference between salary and Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University

Teacher Performance	Salary	n	Mean	Std. Deviation	ANOVA					
					Sources	Sum of Squares	df	Mean Square	F	Sig
Professional development	Less than 3000 Yuan	28	4.14	0.80	Between Groups	1.34	2	0.67	1.393	0.251
	3001-4500 Yuan	87	4.37	0.68	Within Groups	77.66	162	0.48		
	More than 4501 Yuan	50	4.40	0.64	Total	79.00	164			
	Total	165	4.34	0.69						
Better performance	Less than 3000 Yuan	28	3.93	0.77	Between Groups	1.30	2	0.65	1.315	0.271
	3001-4500 Yuan	87	4.17	0.73	Within Groups	79.95	162	0.49		
	More than 4501 Yuan	50	4.08	0.60	Total	81.25	164			
	Total	165	4.10	0.70						

Teacher Performance	Salary	n	Mean	Std. Deviation	ANOVA					
					Sources	Sum of Squares	df	Mean Square	F	Sig
Responsibility and accountability	Less than 3000 Yuan	28	4.18	0.67	Between Groups	0.10	2	0.05	0.127	0.881
	3001-4500 Yuan	87	4.23	0.66	Within Groups	66.89	162	0.41		
	More than 4501 Yuan	50	4.18	0.60	Total	66.99	164			
	Total	165	4.21	0.64						
Incentives and rewards	Less than 3000 Yuan	28	3.93	0.77	Between Groups	2.51	2	1.26	1.947	0.146
	3001-4500 Yuan	87	3.95	0.85	Within Groups	104.55	162	0.66		
	More than 4501 Yuan	50	3.68	0.74	Total	107.06	164			
	Total	165	3.87	0.81						
	Less than 3000	28	4.00	0.77	Between Groups	0.31	2	0.16	0.262	0.770

Teacher Performance	Salary	n	Mean	Std. Deviation	ANOVA					
					Sources	Sum of Squares	df	Mean Square	F	Sig
Motivation and morale	Yuan									
	3001-4500 Yuan	87	4.06	0.83	Within Groups	96.63	162	0.60		
	More than 4501 Yuan	50	3.96	0.67	Total	96.94	164			
	Total	165	4.02	0.77						
Total	Less than 3000 Yuan	28	4.25	0.59	Between Groups	0.53	2	0.27	0.712	0.492
	3001-4500 Yuan	87	4.39	0.64	Within Groups	60,46	162	0.37		
	More than 4501 Yuan	50	4.30	0.58	Total	60.99	164			
	Total	165	4.34	0.61						

A one-way ANOVA analysis was performed in Table 10 to compare the effect of three different salary on Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University in overall ($F = 0.712$, $sig = 0.492$). When each aspect was considered, the result revealed that it was not significant difference in all aspects.

Table 11 : Statistical difference between educational background and Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University

Teacher Performance	Educational background	n	Mean	Std. Deviation	t	df	Sig.
Professional development	Bachelor degree	123	4.35	0.70	0.32	16	0.748
	Higher than bachelor degree	42	4.31	0.68			
Better performance	Bachelor degree	123	4.12	0.72	0.59	16	0.556
	Higher than bachelor degree	42	4.05	0.66			
Responsibility and accountability	Bachelor degree	123	4.18	0.67	-0.93	16	0.351
	Higher than bachelor degree	42	4.29	0.55			
Incentives and rewards	Bachelor degree	123	3.89	0.78	0.53	16	0.597
	Higher than bachelor degree	42	3.81	0.89			
Motivation and morale	Bachelor degree	123	4.02	0.76	-0.05	16	0.95
	Higher than bachelor degree	42	4.02	0.81			

Teacher Performance	Educational background	n	Mean	Std. Deviation	t	df	Sig.
	bachelor degree						6
Total	Bachelor degree	123	4.34	0.64	0.074	163	0.941
	Higher than bachelor degree	42	4.33	0.53			

According to the educational background difference test of Teacher Performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. There was not significant difference in overall ($t = 0.074$, $sig = 0.941$). When each aspect was considered, it was not significant difference in all aspects.

According to the results of the opinionnaire survey, the comparative result of teacher performance based on the opinions of 165 teachers in 13 different departments in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background. There were no different. Therefore, research hypothesis 2 was accepted.

CHAPTER 5

CONCLUSION DISCUSSION AND RECOMMENDATION

This paper conducted research on teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. The research included two research objectives, 1) To study teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. 2) To compare the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background. The research instrument is an opinionnaire designed by researcher based on the Teacher performance theory of Martin. The research sample was 165 teachers in 13 different departments in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. The statistical methods used to analyze the data were: frequency, percentage, arithmetic mean, standard deviation, t-test and One-way ANOVA.

Conclusion

Based on the results of the data analysis in Chapter 4, the following conclusions can be drawn;

1. The teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University in overall was at high level. When each aspect was considered, it was at a high level in all aspects. The arithmetic mean ranking from the highest to the lowest were as follows; professional development, responsibility and accountability, better performance, motivation and morale and Incentives and rewards respectively.

2. The comparison of the perception on the teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University depending on gender, salary and educational background found that there was no significant difference among teacher performance and gender, salary, educational background

of teachers from the Affiliated Foreign Language Middle School of Xinzhou Teachers University.

Discussion

The following discussion can be drawn from the findings of the study.

1. Although the research results show that teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University is at a high level, there are gaps in different dimensions based on respondents' feedback. Of the five dimensions, both Professional development and Responsibility and accountability are at relatively high-performance levels among the five dimensions. This shows that the Affiliated Foreign Language Middle School of Xinzhou Teachers University plays a key role in initial teacher training and in-service training of teachers in the improvement of teachers' performance, and also shows that professional development related training has been widely recognized by teachers. The findings of Waseem et. al. in Impact of Human Resource Management Practices on Teachers' Performance: A Mediating Role of Monitoring Practices confirm this finding. They argue that training design, and training development have significant predictive effects on teachers' performance. In addition, teachers of the Affiliated Foreign Language Middle School of Xinzhou Teachers University are very responsible and accountable in their daily work and take on more responsibilities and accountabilities in order to improve their performance. This is consistent with Cai and Lin's research findings in Theory and Practice on Teacher Performance Evaluation. The finding is also inseparable from the effectiveness of the evaluation and supervision methods adopted by the school. Through a good evaluation mechanism and monitored mechanism, the performance of teachers can be further improved. This is consistent with Luskova and Hudakova's approaches to Teachers' Performance Assessment for Enhancing Quality of Education at Practice. Except for the above two dimensions, the performance level of the remaining three dimensions did not exceed 4. The third dimension is better performance, where teachers generally believe that their own better performance is not actively managed, the reason may be that strict mechanisms lead to better performance but better performance does not link to

good incentives. And although the training has been obtained, the actual training effect is not ideal. These are aspects that need to be paid attention to and improved. The fourth-ranked dimension, Motivation and morale, has an arithmetic mean that is only higher than the last dimension. In this dimension, teachers acknowledge the positive effect of pay and promotion systems on better performance, but at the same time it should be noted that teachers do not have a good sense of their work and do not feel that they are being rewarded. It may be because even better performance in day-to-day work is not appreciated and respected by the school. Teachers generally feel that their earnings are not well matched to their level of performance in school work, and they feel that even their professional development efforts are not being rewarded accordingly. At the same time, the working environment provided by the school to teachers is not enough to make them feel that they can help teachers' promotion needs. Nan's research findings in Reconstruction the Content and Assessment of School Education Quality based on Teacher's performance also supported this finding. It is worth noting that the third item in this dimension is at the moderate level, which suggests that the reason teachers lack motivation for promotion is that schools do not give more support and rewards to teachers who are promoted.

2. From the results of research hypothesis 2, the hypothesis was accepted. This shows that there was no significant difference in comparison between gender, salary and educational background of teachers on teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University. This indicates that teachers in the Affiliated Foreign Language Middle School of Xinzhou Teachers University have consistent perception of teacher performance in this school even at different genders, salary, and educational backgrounds. They all recognized the school's record on teacher professional development, better performance, accountability and accountability. At the same time, it is generally believed that the performance of teachers in terms of incentives and rewards, motivation and morale has not received good feedback compared with other dimensions. The result showed that the basic view of all teachers is that the performance of school teachers is at a high level, but there is still room for improvement, especially the management,

support, compensation encouragement and respect of teachers for better performance of teachers. These are all aspects that the school needs to improve. The research findings of Shaheen et al. in Impact of HR Practices on Performance of Teachers in Colleges of Azad Kashmir also mentioned that improvement in these aspects is necessary for a school to improve teacher performance. They considered that recruitment and selection, compensation, performance appraisal and training have a significant impact on teachers' performance. Kunangmin also mentioned the same perception in The Characteristics of Middle School Teachers' Teaching Performance and Suggestions for Improvement that the schools conditions provided to teachers can affect teacher performance, which is consistent with the findings of this study.

Recommendations for implication

Based on the data results of the opinionnaire and the discussion based on the results, the researcher made the following recommendations:

1. Schools should pay more attention to the initial training of new teachers and the in-service training of teachers after the induction, further improve the school training mechanism, and help teachers have better performance in daily work.
2. Strengthen responsibility and accountability training. Schools should strengthen the training of teachers' sense of responsibility and sense of accountability, infiltrating the content of teachers' professional ethics training, so that they can establish a professional honor, thus realizing their own social responsibility and mission, taking teaching as their own responsibility.
3. Schools should establish a more reasonable reward and punishment mechanism, restrict teachers' behavior through the system, reward teachers with excellent performance, punish teachers with poor performance, and stimulate teachers' motivation to improve their performance, and should also ensure the fairness and justice of the mechanism.
4. Schools should enhance the humanistic care for teachers, and cultivate students' respect for teachers. At the same time, school leaders sincere help and

care for teachers, fair and just treatment of every teacher, so that teachers feel a sense of belonging, feel valued, find the value of work, so as to work more motivated.

5. Build a good compensation system. The compensation system can be divided into external and internal. The external mainly refers to that the salary of the school teachers is kept at the same level as that of the local counterparts, and even the level can be improved among the peers to attract more outstanding talents and retain the outstanding teachers of the school. Internal fairness means that teachers are graded in terms of educational level, job content, work performance, scope of responsibility, etc., and different remuneration packages are formulated according to different levels to ensure that teachers can receive the benefits they deserve.

Limitation of the study

1. The research object of this study is 165 teachers from different departments in the Affiliated Foreign Language Middle School of Xinzhou Teachers University, which may be a little one-sided. In future research, we can interview the perceptions of students in schools for the variable of teacher performance. Or we can use the expert interview research method, asking experts who are experienced in the field of teacher performance for their views on teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University.

2. In China, the number of researches on teacher performance is relatively small compared with foreign countries. In addition, there are not many researches on teacher performance in China and abroad based on Martin's teacher performance theory, which is not a small challenge for this study.

Recommendation for future research

1. Further research on teacher performance should be conducted, other theories may be involved, and other dimensions of teacher performance should be added to the research and discussion. This can make a more comprehensive

contribution to the school's management of teachers and to improve teachers' performance and improve teaching quality.

2. There should be a research on a specific dimension, such as the dimension of professional development in Martin's theory of teacher performance, which can specifically study the effect of training on teacher performance or the dimension of Incentives and rewards to find more specific The method of balancing the school's financial expenditure and teacher performance can help researchers to better understand the role of a specific dimension on teacher performance and provide updated ideas through such research.



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Appendix A : content validity (IOC)

The content validity (IOC) of opinionnaire

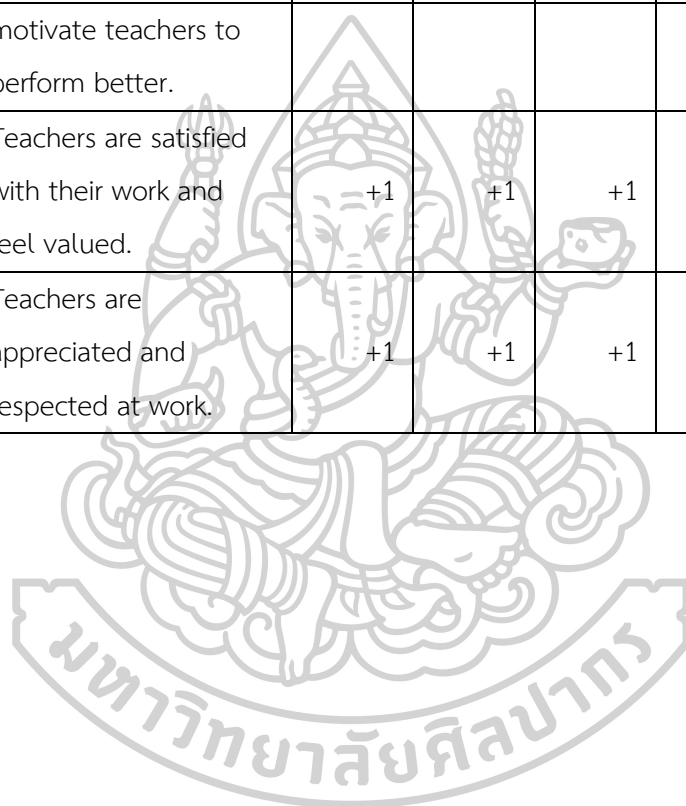
“Class teacher competency in Jiangsu vocational college of electronic and information.”

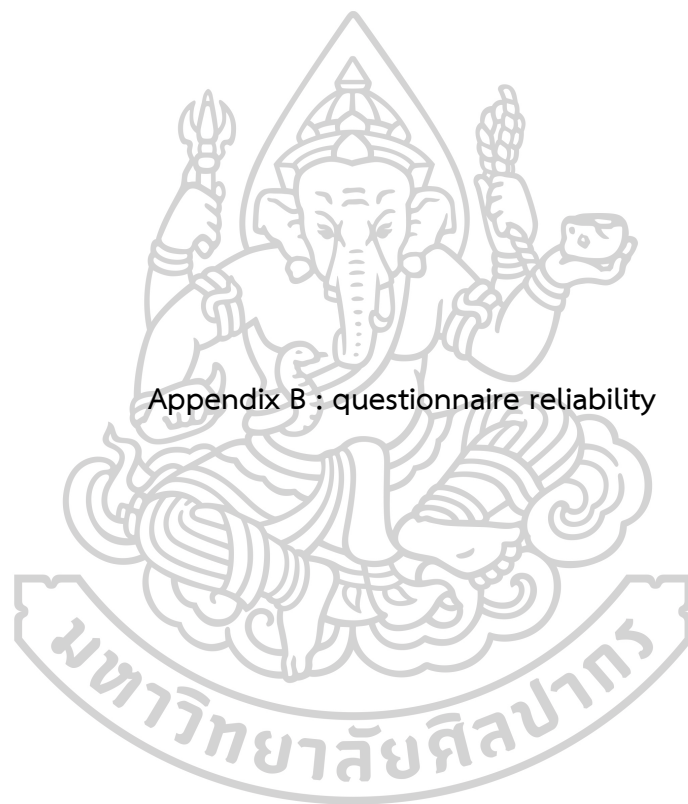
No	Teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University	Specialist			IOC	Pass or not
		1	2	3		
1. Professional development						
1	The school improve teachers' quality and ability through initial teacher training.	+1	+1	+1	1.0	Pass
2	The school improve teachers' quality and ability through in-service training	+1	+1	+1	1.0	Pass
3	To be a teacher with good performance, training is essential.	+1	+1	+1	1.0	Pass
2. Better performance						
4	The teacher achieves better performance after they received training.	+1	+1	+1	1.0	Pass
5	The better	+1	+1	+1	1.0	Pass

No	Teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University	Specialist			IOC	Pass or not
		1	2	3		
	performance of teachers is actively managed.					
6	The school ensure that the training and actively managed make sustainability of better performance.	+1	+1	+1	1.0	Pass
3. Accountability and responsibility						
7	Teachers have taken on more responsibilities in order to improve their performance.	+1	+1	+1	1.0	Pass
8	The school used evaluation method to manage teacher performance.	+1	+1	+1	1.0	Pass
9	The school used regular monitoring to improve teacher accountability.	+1	+1	+1	1.0	Pass
10	The school used both	+1	+1	+1	1.0	Pass

No	Teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University	Specialist			IOC	Pass or not
		1	2	3		
	evaluation method and regular monitoring to manage and improve teacher performance.					
4. Incentives and rewards						
11	Teachers are paid to match their performance.	+1	+1	+1	1.0	Pass
12	The school provided pay to teachers based on their career development performance.	+1	+1	+1	1.0	Pass
13	The school provided working environment to meet the needs of teachers' promotion.	+1	+1	+1	1.0	Pass
14	The school improve the pay to meet the needs of teachers' promotion.	+1	+1	+1	1.0	Pass
5. Motivation and morale						
15	Compensation and promotion systems can	+1	+1	+1	1.0	Pass

No	Teacher performance in the Affiliated Foreign Language Middle School of Xinzhou Teachers University	Specialist			IOC	Pass or not
		1	2	3		
	motivate teachers to perform better.					
16	Teachers are satisfied with their work and feel valued.	+1	+1	+1	1.0	Pass
17	Teachers are appreciated and respected at work.	+1	+1	+1	1.0	Pass





Appendix B : questionnaire reliability

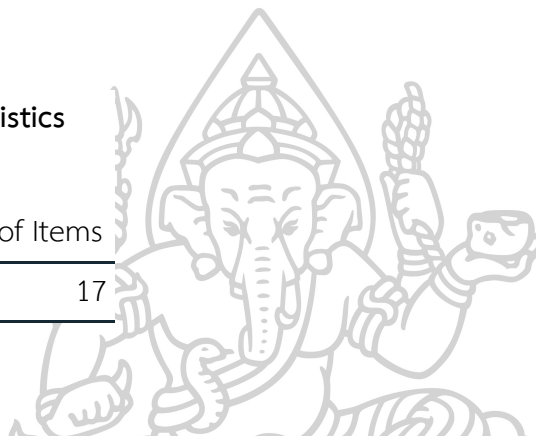
Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.957	17



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PD1	63.30	133.734	.634	.956
PD2	63.43	132.737	.653	.956
PD3	63.20	135.269	.561	.957
BP1	63.50	129.983	.759	.954
BP2	63.50	132.603	.753	.955
BP3	63.43	128.806	.794	.954
AR1	63.27	133.168	.661	.956
AR2	63.57	129.013	.809	.954
AR3	63.53	127.430	.833	.953
AR4	63.57	126.254	.800	.954
IR1	64.07	118.823	.824	.954

IR2	64.03	122.585	.776	.955
IR3	64.00	123.724	.799	.954
IR4	64.13	121.292	.806	.954
MM1	63.53	128.671	.730	.955
MM2	63.83	127.799	.784	.954
MM3	63.70	130.286	.742	.955





Appendix C : questionnaire



Teacher Performance Survey

As a part of my Master Degree research at Silpakorn School, Thailand; I am conducting a survey that aims to learn more about teacher Performance in The Affiliated Foreign Language Middle School of Xinzhou Teachers School. There is no right or wrong answer to these questions. I am interested in knowing what you think. **All responses will be entirely anonymous.**

Read the following questions carefully and select the response that best describes your personal information and your opinions.

Part 1: General information

1. Gender

- Male Female

2. Salary

- Less than 3000 Yuan
 3001-4500 Yuan
 More than 4501 Yuan

3. Education background

- Bachelor degree Higher than bachelor degree

Part 2: The Teacher Performance

Please choose the one number for each question item that come closest to reflecting your opinion about it.

Where 5 means strongly agree with the item

4 means slightly agree with the item

3 means neutral (neither agree nor disagree) with the item

2 means slightly disagree with the item

1 means strongly disagree with the item

No.	Items	Opinion				
		5	4	3	2	1
Professional development						
1	The school improve teachers' quality and ability through initial teacher training.					
2	The school improve teachers' quality and ability through in-service training					
3	To be a teacher with good performance, training is essential.					
Better performance						
4	The teacher achieves better performance after they received training.					
5	The better performance of teachers is actively managed.					
6	The school ensure that the training and actively managed make sustainability of better performance.					
Accountability and responsibility						
7	Teachers have taken on more responsibilities in order to improve their performance.					
8	The school used evaluation method to manage teacher performance.					
9	The school used regular monitoring to improve teacher accountability.					
10	The school used both evaluation method and regular monitoring to manage and improve teacher performance.					
Incentives and rewards						
11	Teachers are paid to match their performance.					
12	The school provided pay to teachers based on their career development performance.					
13	The school provided working environment to meet the needs of teachers' promotion.					
14	The school improve the pay to meet the needs of teachers'					

No.	Items	Opinion				
		5	4	3	2	1
	promotion.					
Motivation and morale						
15	Compensation and promotion systems can motivate teachers to perform better.					
16	Teachers are satisfied with their work and feel valued.					
17	Teachers are appreciated and respected at work.					

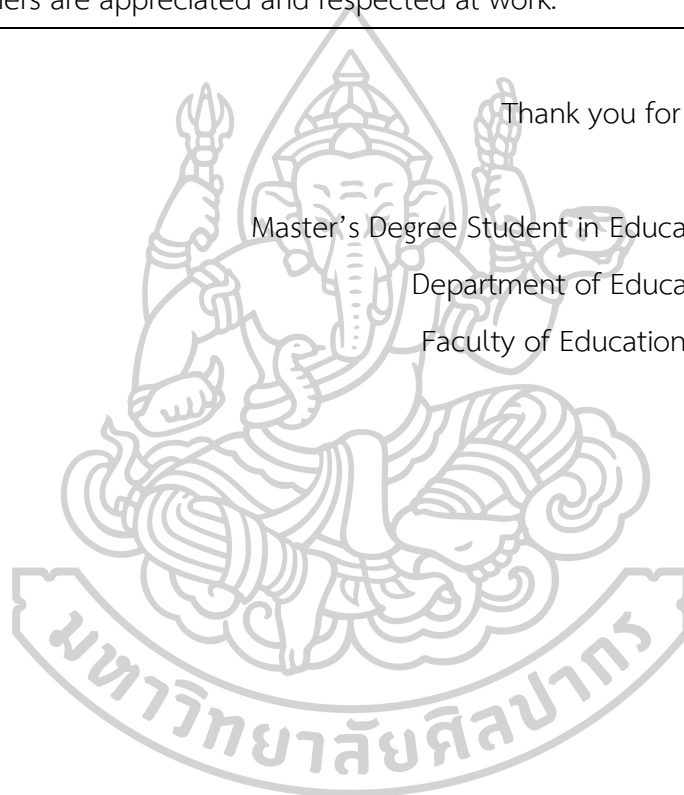
Thank you for answer all questions

Mrs. Wang Jin

Master's Degree Student in Educational Administration

Department of Educational Administration

Faculty of Education, Silpakorn University



VITA

NAME	Mrs. Jin Wang
DATE OF BIRTH	23 September 1984
PLACE OF BIRTH	Yuanping city, China
INSTITUTIONS ATTENDED	1997.9-2003.7 Bachelor of Sports training in Capital University of Physical Education And Sports
	2003.9-2007.6 Has Studied in Master of Education (Educational Administration), Silpakorn University
	Full-time working experience
	2007.7-2009.7 Work in the affiliated foreign language middle school of Xinzhou Teachers University
	2009.8-2011.3 Served as deputy secretary of the Youth League committee in the Political Department of Xinzhou Teachers University
	2011.4-2013.6 Volunteer teaching in Facheng School, Dabaishui Village, Yuanping city, Shanxi Province
	2013.9- Present Served as secretary of the Youth League committee in marxism College of Xinzhou Teachers University