

Accepted	: February 1, 2025
Revised	: April 23, 2025
Approved	: April 23, 2025
Published	: April 30, 2025

FACTOR INFLUENCING TEACHER EFFECTIVENESS IN PRIMARY SCHOOL: A SYSTEMATIC LITERATURE REVIEW

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Abstract: Every teacher is expected to be an effective teacher as it has a direct impact on students' academic performance, learning motivation, socio-emotional competence development, and self-regulated learning. However, there is currently no review that provides insights into teacher effectiveness at the primary school level. For this reason, it is crucial to create a review and gain insights into teacher effectiveness in primary schools. We conducted a literature review presented in the form of a systematic literature review, aiming to understand the factors influence teacher effectiveness at the primary school level. The systematic literature review was conducted on 14 articles sourced from six databases: Scopus, Wiley, Science Direct, Emerald Insight, Taylor & Francis, and Sage Journals. From the literature analysis, we found that internal factors affecting primary school teachers' effectiveness are teacher self-efficacy, self-esteem, teaching experience, and teacher attitude in work while external factors are training, job relocation, peer recognition and relationships, and leadership style.

Keywords: primary school, systematic literature review, teacher effectiveness.

INTRODUCTION

Teachers play an important role in the education system, especially at the primary school level (Prakash et al., 2020). They have more complex responsibilities compared to teachers at the secondary level due to several factors such as student characteristics, teacher roles, work environment, and curriculum (Victoria University, 2024.). Student characteristics when viewed in terms of their stage of development, primary school students are at the stage of needing support and guidance, have natural curiosity and ask questions frequently, need support to develop life skills, and respond well to imaginative and creative teaching strategies. Primary school teachers therefore play a foundational role in promoting social and emotional growth and helping to build skills such as reasoning, problem solving and creativity. This role is crucial in preparing students for their later school years including instilling a love of learning and helping them develop the ability to thrive in an educational environment. As a result, the curriculum designed primary school teachers to teach only certain grades and grade levels and spend most of their working day in those grades teaching various subjects.

Today, teachers face many challenges both inside and outside the classroom that make their careers difficult. Challenges that teachers often face include understanding the diverse learning styles of students, effective communication with students, keeping up with learning technology, communicating with parents, and pressure from school administrators. Furthermore, the challenges faced by teachers are creating

interesting lesson plans that are in accordance with the existing curriculum, student and classroom behavior management, time-consuming administrative work, limited funds and burnout (Hegwood, 2023). At the same time, students are required to master 21st century skills, such as communication, collaboration, critical thinking, creativity and imagination, problem solving, analytical thinking, ethics-action-accountability, literacy (media, information, technology), leadership, and global and cultural awareness (Dilekçi & Karatay, 2023; Victoria, n.d). Furthermore, 21st century skills are also known as skills that increasingly demand creativity, perseverance, and problem solving combined with good performance as part of a team (Duncan, 2009 in Larson & Miller, 2011).

With the responsibilities and challenges that teachers have and the skills that students must master, primary school teachers are expected to fulfill their roles effectively. Effective teachers are crucial as they directly influence students' academic performance and achievement (Bardach & Klassen, 2020; Fan, 2022). In addition, effective teachers can influence students' learning motivation, socio-emotional skill development, and self-regulated learning (et al., 2022). Based on the previous explanation, it can be assumed that when teachers fail to fulfill their responsibilities as teachers, it can indirectly affect students' learning motivation, academic performance and achievement, development of socio-emotional competencies, and self-regulated learning. This condition is characterized by students lacking motivation to learn, which leads to poor academic performance and achievement as well as underdeveloped socio-emotional skills due to the negative classroom climate. In addition, such students may struggle to manage their own learning due to poor self-regulated learning.

Effective teachers are defined as teachers who are able to carry out their responsibilities optimally (Suraiya & Shakir, 2020). A teacher can be said to be an effective teacher if they have goals and intentions in teaching, accept all students and can differentiate teaching according to student needs, able to provide constructive feedback to students. Furthermore, effective teachers can be professional in carrying out their duties, able to develop good relationships with parents and colleagues, and responsive to changes that occur (Kyriakides et al., 2002). This is in line with Swargiary and Baglari (2018) that effective teachers are knowledgeable, competent, well-prepared, organized, enthusiastic, approachable, caring, sympathetic, and dynamic. In other words, teacher effectiveness reflects the teacher's ability to fulfill responsibilities both in the classroom and outside the classroom, both with students, parents and peers. In this article, the researcher uses the definition of an effective teacher proposed by Kyriakides et al. (2002), namely effective teachers have goals and intentions in teaching, accept all students and can differentiate teaching according to student needs, are able to provide constructive feedback to students, are professional in carrying out their duties, are able to develop good relationships with parents and colleagues, and are responsive to changes that occur.

There are a number of reviews that address teacher effectiveness (Bardach & Klassen, 2020; Bardach et al., 2022; Burroughs et al., 2019; Dutta et al., 20017; Kini & Podolsky, 2016). However, as far as the authors are aware, there are no reviews specifically addressing teacher effectiveness at the primary school level, even though it is at this level that students are taught various things including 21st century skills. This gap highlights the importance of creating a description and understanding of the factors that influence teacher effectiveness at the primary school level.

This study aims to identify and analyze the factors that influence teacher effectiveness at the primary school level. By understanding these factors, it is hoped that a more comprehensive overview of strategies to improve teacher quality in supporting 21st century skills in students can be obtained. Theoretically, the finding of this study is expected to contribute to the development of studies on teacher effectiveness, especially in the context of primary school. Practically, the findings from this study can serve as a reference for schools, policy makers and education institutions in creating a learning environment that support the improvement of the quality of student learning in primary school level.

RESEARCH METHODOLOGY

This research uses a systematic literature review (SLR) approach. SLR aims to summarize the literature to answer a specific research question by combining the results of various studies that explore the same research question (Sargeant & O'Connor, 2020). The procedure for writing an SLR is to formulate research questions, establish inclusion and exclusion criteria, develop a search strategy, select relevant literature, extract data, assess the quality of the literature, analyze and interpret results, and disseminate findings (Uman,

2011). The inclusion and exclusion criteria in this study can be seen in table 1.

Tabel 1. Inclusion and Exclusion Criteria

Inklusi	Eksklusi
a. Participants are primary school teachers	a. Participants are pre-service or in-service teachers at other levels (e.g., K-12, kindergarten, middle school, high school, or higher education)
b. Empirical, primary research studies	b. Not empirical or primary research (e.g., reviews)
c. Articles written in English	c. Articles not written in English
d. Article format	d. Gray literature
e. Full-text accessible	e. Full text not accessible

This SLR was written using the PRISMA 2020 (Preferred Reporting Items for Systematic and Meta-Analyses) guidelines, which replaced PRISMA 2009. PRISMA 2020 provides updated reporting guidelines that reflect methodological advances in identifying, selecting, assessing and synthesizing findings (Page et al., 2021). The literature reviewed in this study was sourced without year restrictions from six databases: Scopus, Wiley, ScienceDirect, Emerald Insight, Taylor & Francis, and Sage Journals. These databases were chosen due to the authors' limited access.

RESULTS AND DISCUSSION

Results

This study used 14 articles as presented in Table 2. The table includes the author's name, method, and research results from each article. Furthermore, the literature search process can be seen in diagram 1.

Tabel 2. Article Review Results

No	Author	Method	Result
1.	(Miller et al., 2017)	Experiment	A Continuing Professional Development (CPD) program that combines information sessions and mentoring with a focus on developing teaching quality through a game-centered pedagogical approach has been shown to be effective in improving physical education teaching quality among primary school teachers.
2.	(Hill & Jones, 2021)	Document analysis	Relocating teachers after school closure had no impact on teacher effectiveness as measured by value-added metrics. However, school closures affected the overall distribution of important teacher characteristics.
3.	(García-Fariña et al., 2018)	Observation	A program combining theory and practice can effectively increase teachers' repertoire of discursive strategies, which in turn promotes active student engagement in learning.
4.	(Alfayez, 2022)	Case study	Findings suggest that teachers' high efficacy beliefs can motivate them to make curriculum changes based on students' needs. Evidence also highlights the tension between whether teachers prefer to implement an integrated or separate curriculum. The participants in this study found new ways to navigate the written curriculum and align it with what they thought was best for their students.
5.	(Brinia et al., 2021)	Survey	Moral rewards, relationships with managers and colleagues, and levels of self-esteem are elements that, if improved and positive, will increase teachers' work productivity.

6.	(Dishena & Mokoena, 2016)	Case study	Regarding programs for novice teachers, some schools in Namibia adopt induction programs with low-intensity activities while others implement adaptation programs with high-intensity activities.
7.	(Colognesi et al., 2024)	Survey, focus group discussion	Experienced and senior teachers demonstrated a deeper understanding of how to adapt teaching methods to students' needs, set clear objectives and provide feedback. However, certain practices, such as metacognition, are still underutilized at all career stages.
8.	(Haynes, 2008)	Semi structured interviews	Challenges faced by teachers in high-stakes testing include beliefs about teaching, academic accountability and integrating cultural elements into education.
9.	(Tsai & Antoniou, 2021)	Survey	Teachers' attitudes toward teaching mathematics, classroom success and students' mathematics achievement explain some of the variation in teachers' job satisfaction. Among these variables, attitude toward teaching mathematics accounted for the largest share of variation.
10.	(Long et al., 2024)	Survey	Four dimensions of authentic leadership-self-awareness, internalized moral perspective, balanced process, and relational transparency-significantly improved teacher performance. In addition, internalized moral perspective, balanced process, and relational transparency mediated the relationship between self-awareness and teacher performance.
11.	(Mengistu et al., 2023)	Quasi-experiment	Primary English teachers' perceptions of Lesson Study (LS) and classroom practices have improved. The study also revealed that teachers who participated in Lesson Study showed better performance in preparing, implementing and reflecting on lesson plans.
12.	(Pham, 2022)	Document analysis	Teacher effectiveness increased after being relocated to schools that showed positive impacts, but decreased or did not change when relocated to schools that did not improve student achievement.
13.	(Ding et al., 2023)	Semistructured interviews, survey	Local and non-local programs play different roles in teacher professional development (PD).
14.	(Westerlund & Eliasson, 2022)	Interview	Novice PE teachers in Sweden faced several challenges during their adaptation, including reality shock, marginalization and isolation.

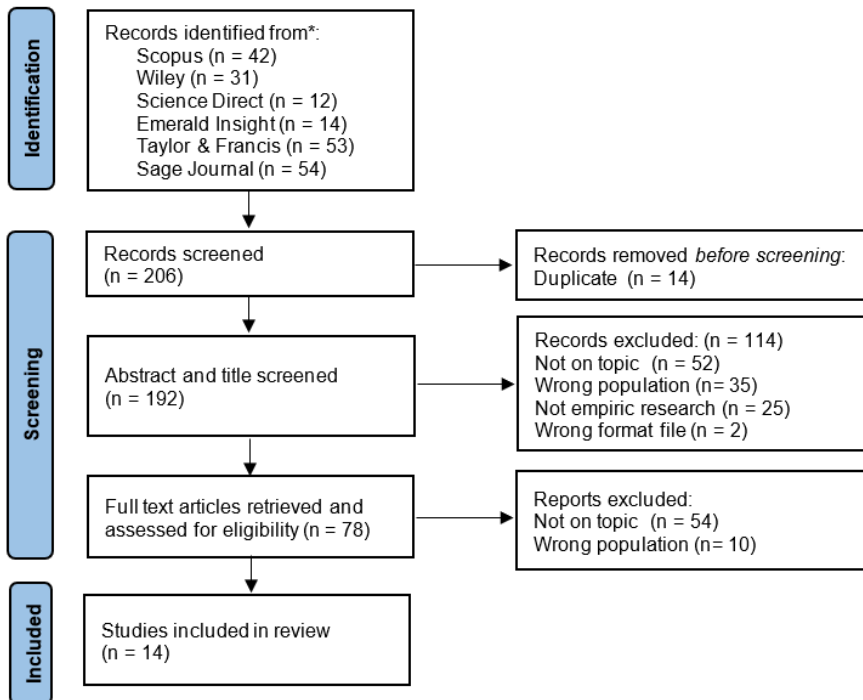


Diagram 1. The literature searching flowchart using PRISMA 2020

Based on the 14 literatures used, the factors that influence primary school teacher effectiveness can be categorized into internal and external factors. Internal factors that can affect teacher effectiveness at the primary school level are self-efficacy (Alfayez, 2022; Haynes, 2008), self-esteem (Brinia et al., 2021), teaching experience (Colognesi et al., 2024; Westerlund & Eliasson, 2022), and attitude towards work (Tsai & Antoniou, 2021). Meanwhile, external factors can include professional training (Ding et al., 2023; García-Fariña et al., 2018; Mengistu et al., 2023; Miller et al., 2017), job relocation (Hill & Jones, 2021; Pham, 2022), recognition and relationships with colleagues (Brinia et al., 2021; Dishena & Mokoena, 2016), and leadership style (Long et al., 2024).

The first internal factor that significantly affects teacher effectiveness is self-efficacy (Alfayez, 2022; Haynes, 2008). Teachers with high self-efficacy show a strong commitment and high expectations of student success in the classroom. They are often motivated to adapt the existing curriculum to meet students' needs, driven by their desire to help students become better learners. This is in line with the findings of Gordon (2001), who emphasized that teachers' self-efficacy plays an important role in improving their effectiveness by motivating them to strive for and expect the best results for their students. Another important internal factor is self-esteem (Brinia et al., 2021), which has a substantial impact on job satisfaction and effectiveness. Teachers with high self-esteem show satisfaction with their work, maintain a positive attitude toward themselves, and have confidence in performing their duties. These characteristics help them remain effective and resilient in their roles. Reilly et al. (2014) further support this, showing that teachers with high self-esteem are happier and better able to fulfill their responsibilities, and less likely to experience work-related stress.

In addition, teaching experience has also emerged as another internal factor that influences teacher effectiveness (Colognesi et al., 2024; Westerlund & Eliasson, 2022). Experienced and senior teachers show better proficiency compared to novice teachers, as they have a deeper understanding of the curriculum and students' needs. They are adept at adapting teaching methods, setting clear objectives, and providing regular feedback to improve student learning. They also see that linking lesson topics to real-life contexts is essential to increase student engagement. This is in line with Kini & Podolsky's (2016) finding that teaching experience

is positively correlated with teacher effectiveness, which continues to grow over time. Finally, teachers' attitude towards their work is also an important internal factor. Teachers who have a positive attitude towards their job are generally more satisfied with their work, so they can fulfill their responsibilities more effectively. This is supported by research from Osiesi et al. (2024), which shows that teachers' positive work attitudes significantly affect their effectiveness.

External factors also play an important role in shaping teacher effectiveness. One such factor is professional training (Ding et al., 2023; García-Fariña et al., 2018; Mengistu et al., 2023; Miller et al., 2017). The training provided has an impact on nine aspects of teacher development that can be categorized into two groups: knowledge in teaching (knowledge and skills directly related to teaching the subject) and continuous professional development (not directly applicable in daily work, but can be useful for maintaining professional growth). This finding is in line with Osiesi et al (2024), teachers who participate in professional development programs are better equipped to cope with challenges in diverse classrooms, thus improving their overall effectiveness. Another external factor is job relocation (Hill & Jones, 2021; Pham, 2022), which can have different impacts on teachers. For some, relocation provides exciting new opportunities, while for others, it can be stressful and reduce effectiveness, especially if the transition is not well supported. School type and work environment significantly influence whether relocation has a positive or negative impact on teacher performance.

In addition, recognition and relationships with coworkers are important external factors that influence teacher effectiveness (Brinia et al., 2021; Dishena & Mokoena, 2016). Positive recognition and supportive peer relationships create job satisfaction, especially for novice teachers who rely on guidance and encouragement from their peers. This sense of support fosters a collaborative environment where teachers are motivated to work effectively. Kini & Podolsky (2016) emphasize the importance of a supportive environment in improving teacher performance, as it enables joint planning, collaboration and a shared vision for student achievement. Finally, leadership style is an important external factor (Long et al., 2024). Leaders who demonstrate integrity, accountability and empathy will foster trust and support among teachers. Effective leadership can predict whether teachers feel engaged or experience burnout. This finding is in line with Grant & Drew (2024) that a positive leadership style significantly impacts teacher morale and effectiveness. Leadership style can predict whether teachers experience burnout, ineffectiveness, overwork, or engagement.

Discussion

The results showed that there are two main factors, namely internal and external, that can affect the teacher effectiveness of primary school teachers. Both have a significant role in primary school teacher effectiveness with teacher self-efficacy as the key internal factor of teacher effectiveness and professional training as the key external factor of teacher effectiveness. When teachers have good teacher self-efficacy, they will be motivated to strive and expect the best results for their students (Gordon, 2001). Likewise, when teachers receive professional training, they are better prepared to tackle challenges in the classroom and their overall effectiveness improves (Osiesi et al., 2024).

A literature review conducted by Kyriakides et al. (2002) found that the factors that influence teacher effectiveness are psychological characteristics (personality characteristics, attitude, experience, aptitude/achievement), teacher behavior (quantity of academic activity, quality of teacher's organized lessons), subject knowledge, knowledge of pedagogy, teacher's beliefs, and teacher's self-efficacy. This research provides novelty in the form of additional factors that can affect teacher effectiveness internally and externally. Internal factors include self esteem, teaching experience and external factors include attitude towards work, professional training, job relocation, recognition and relationship with colleagues, and leadership style.

In general, the findings of this study indicate that teacher effectiveness is the result of the interaction between a teacher's internal condition and the external environment in which they works. When these two factors are supportive, teachers are better able to fulfill their responsibilities effectively to provide students with 21st century skills. Moreover, it will also affect students' academic performance and achievement (Bardach & Klassen, 2020; Fan, 2022), students' learning motivation, social-emotional skill development, and self-regulated learning (et al., 2022). Thus, creating effective teachers requires a holistic approach that includes developing teachers' individual capacities as well as creating a supportive work environment. This condition can encourage the achievement of mastery of 21st century skills for students. Because, when

teachers can be effective, that means they have the opportunity to teach these skills to every student they have.

CONCLUSION

Conclusion

This systematic literature review concludes that factors affecting primary school teachers' effectiveness can be categorized into internal factors, including self-efficacy, self-esteem, teaching experience, and attitudes towards work, and external factors, such as professional training, job relocation, recognition and relationships with peers, and leadership style. When these factors are further considered, teachers can fulfill their responsibilities and overcome the challenges they face and promote the mastery of 21st century skills for every student.

Limitation and Suggestion

Given the important role of teacher effectiveness in ensuring quality education, schools and education authorities should consider these factors when formulating policies aimed at improving student learning outcomes. However, this study has some limitations, mainly related to the coverage of databases and keywords used for the literature search, which may have excluded some relevant studies. Future research is recommended to use more diverse databases and keywords to provide a more comprehensive understanding of the factors that influence teacher effectiveness. Furthermore, future researchers can conduct research using the factors presented and linking them to the current curriculum.

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