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Strategies for Improving Teacher Performance: A PRISMA-Based Systematic Literature Review on Transformational Leadership, Professional Competence, and Self-Efficacy

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ABSTRACT

Teacher performance is a key determinant of educational quality and learning effectiveness across various global educational contexts. Although numerous studies have examined the factors influencing teacher performance, empirical synthesis focused on the integration of transformational leadership, professional competence, and self-efficacy in recent years remains limited. This study aims to synthesize and analyze the latest empirical findings on strategies for improving teacher performance through these three variables. This study employed the Systematic Literature Review (SLR) method with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach. Articles were obtained from Scopus, Web of Science, and ERIC databases, published between 2020 and 2025. Based on the identification, screening, and eligibility evaluation processes according to inclusion and exclusion criteria, 30 empirical articles were selected and analyzed in depth. The synthesis results indicate that transformational leadership consistently has a positive effect on teacher performance, both directly and through increased motivation and professional commitment. Professional competence has been shown to be a significant predictor of learning quality, instructional effectiveness, and student learning outcomes. Meanwhile, self-efficacy emerged as a key psychological factor that strengthens teachers' resilience, pedagogical innovation, and adaptability to changes in the educational environment. The integration of findings yielded a multidimensional conceptual model that positions transformational leadership as a structural factor, professional competence as a capability factor, and self-efficacy as a psychological factor that interact to improve teacher performance. This study provides theoretical contributions through the consolidation of current empirical evidence and practical implications for the development of evidence-based school leadership policies and teacher capacity-building programs.

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Introduction

Teacher performance is a key determinant of learning quality and a key indicator of the effectiveness of educational institutions in improving student learning outcomes. Conceptually, teacher performance encompasses the ability to plan lessons, implement effective teaching processes, evaluate learning outcomes, and demonstrate professional commitment to self-development. Recent literature confirms that teacher performance is influenced not only by individual factors, but also by organizational and psychological factors (Toropova et al., 2021; Kim & Seo, 2022). From an educational management perspective, teacher performance is viewed as the result of the interaction between professional capacity, leadership support, and self-confidence in carrying out pedagogical tasks. Therefore, strategies for improving teacher performance require a multidimensional approach that simultaneously encompasses structural, professional, and psychological factors. In this context, three key variables consistently associated with improved teacher performance are transformational leadership, professional competence, and teacher self-efficacy. Transformational leadership has been shown to foster organizational commitment, instructional innovation, and improved teaching performance (Leithwood et al., 2020; Liu & Hallinger, 2021; Gumus et al., 2023). Professional competence, which encompasses mastery of pedagogy, content, and assessment, directly contributes to the quality of instruction and student learning outcomes (König et al., 2020; Guerriero, 2022; Darling-Hammond et al., 2023). Meanwhile, teacher self-efficacy, rooted in social cognitive theory, is a crucial psychological factor influencing resilience, pedagogical creativity, and teaching effectiveness (Zee & Koomen, 2021; Lazarides et al., 2020; Perera & John, 2020).

Transformational leadership is a leadership approach that emphasizes inspiring vision, intellectual stimulation, individualized attention, and transformative motivation. In the school context, principals who implement a transformational leadership style act as change agents, encouraging innovation and teacher professional commitment. Recent research shows that transformational leadership has a significant influence on improving teacher performance, both directly and through the mediation of motivation and organizational commitment (Liu & Hallinger, 2021; Bellibaş et al., 2021). Another study found that the dimensions of inspirational motivation and intellectual stimulation are the strongest predictors of increased learning effectiveness (Sun & Leithwood, 2020).

Furthermore, a systematic review by Gumus et al. (2023) confirmed that transformational leadership contributes to an enhanced collaborative school culture and teacher professional engagement. This suggests that leadership functions not merely as an administrative control but as an empowering mechanism that improves instructional performance. However, most research still positions leadership as a single variable without comprehensively integrating it with psychological factors such as self-efficacy.

Teacher professional competence encompasses subject matter mastery, pedagogical skills, assessment strategies, and reflection on learning practices. Educational literature confirms that professional competence is the primary foundation of instructional quality. Empirical research shows that teachers with high levels of competence demonstrate more effective teaching quality and positively impact student learning outcomes (König et al., 2020; Guerriero, 2022). A meta-analysis by Kim and Seo (2022) also confirmed that professional competence is significantly correlated with classroom performance and learning effectiveness.

Continuous professional development has been shown to enhance teachers' pedagogical capacity and lead to long-term performance improvements (Darling-Hammond et al., 2023). This indicates that competence is not merely a static attribute, but a dynamic capacity that can be developed through systematic interventions. However, research linking professional competence with leadership factors and self-efficacy in a single integrated model is still limited.

Teacher self-efficacy refers to an individual's belief in their ability to organize and execute the actions necessary to achieve learning goals. Within the framework of social cognitive theory, self-efficacy influences behavioral choices, effort levels, resilience in the face of adversity, and performance quality. Recent research shows that self-efficacy has a direct influence on learning effectiveness and pedagogical innovation (Zee & Koomen, 2021). Lazarides et al. (2020) found that teachers with high self-efficacy are better able to adapt to changes in curriculum and learning technology. Furthermore, a study by Fathi et al. (2021) showed that self-efficacy reduces the risk of burnout and increases teacher productivity.

Although these studies have partially confirmed the relationships between variables, significant research gaps remain. First, most studies examine bivariate relationships or partial models without integrating the three variables of transformational leadership, professional competence, and self-efficacy into a comprehensive conceptual framework (Gumus et al., 2023; Kim & Seo, 2022). Second, few studies have systematically synthesized the latest empirical findings from the 2020–2025 period using the standardized PRISMA approach. Third, the role of self-efficacy as a psychological mechanism that bridges structural factors (leadership) and professional capabilities (competence) on teacher performance has not been formulated integratively in a single, evidence-based synthesis model.

This study aims to conduct a Systematic Literature Review (SLR) using the PRISMA approach on 30 reputable international articles published in the 2020–2025 period to identify patterns of relationships between transformational leadership, professional competence, self-efficacy, and teacher performance. The novelty of this study lies in: (1) the integration of three main perspectives, structural, professional, and psychological, into one conceptual model; (2) a focus on the latest empirical publications in the last five years; and (3) a PRISMA protocol-based synthesis that provides a more systematic theoretical consolidation than previous studies. Thus, this study is expected to provide theoretical contributions as well as practical implications for the development of school leadership and evidence-based teacher quality improvement policies.

Method

Research Design

This study used a Systematic Literature Review (SLR) approach to synthesize empirical findings related to transformational leadership, professional competence, self-efficacy, and teacher performance. SLR was chosen because it allows for systematic and transparent identification, evaluation, and synthesis of scientific evidence (Snyder, 2019). The review process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol developed by David Moher and updated by Matthew J. Page in the 2020 PRISMA guidelines (Page et al., 2021). This approach was chosen to ensure replicability, transparency, and accountability in the literature selection process.

Data Sources and Search Strategy

The article search was conducted in three reputable international databases: Scopus, Web of Science, and ERIC, as they are known for their extensive coverage of education and management research (Gusenbauer & Haddaway, 2020). The search strategy used a combination of the following keywords with Boolean operators: "transformational leadership" and "teacher performance," "professional competence" and "teacher performance," "teacher self-efficacy" and "performance," "school leadership" and "teacher effectiveness." The search was limited to articles published between 2020 and 2025, in English, and indexed in international peer-reviewed journals. This period restriction was implemented to ensure a synthesis of up-to-date literature in line with the latest developments in education research (Gumus et al., 2023).

Inclusion and Exclusion Criteria

These criteria were designed to ensure the quality and relevance of the analyzed literature, as recommended in educational SLR practices (Snyder, 2019; Page et al., 2021). The inclusion criteria for this study were:

(1) Empirical articles (quantitative, qualitative, or mixed-methods).
(2) Focus on elementary and secondary education (K–12).
(3) Examine at least one of three key variables (transformational leadership, professional competence, self-efficacy) in relation to teacher performance.
(4) Published in a reputable international journal during the 2020–2025 period.

Exclusion criteria included:

(1) Conceptual articles without empirical data.
(2) Conference proceedings and dissertations.
(3) Articles not available in full text.
(4) Research in non-educational contexts.

Article Selection Process

The selection process followed the four-stage PRISMA approach. This approach ensures transparency and consistency in the literature selection process, in accordance with international standards (Page et al., 2021). The selection process was as follows:

(1) Identification. The initial search yielded 412 articles from the three databases.
(2) Screening. After removing duplicates (n = 86), 326 articles remained, which were screened based on title and abstract. A total of 241 articles were eliminated due to their relevance to the focus of the study.
(3) Eligibility. A total of 85 articles were analyzed in full (full-text review). Of these, 55 were eliminated due to not meeting the inclusion criteria.
(4) Included. A total of 30 articles met all criteria and were included in the final analysis.

Data Analysis

The analysis was conducted using a thematic synthesis approach to identify patterns of relationships between variables (Thomas & Harden, 2008). The study used SMART PLS software to test the relationship between one variable and another. Each article was coded based on (i) study type, (ii) country context, (iii) analytical method (SEM, regression, multilevel modeling, etc.), (iv) variables tested, and (v) main findings. Next, a narrative synthesis was conducted to integrate the empirical findings into a unified conceptual model. This approach allows for the identification of direct and indirect relationships between variables, as well as the mediating role of self-efficacy in the context of leadership and professional competence.

Validity and Credibility

To maintain the quality of the study, a methodological evaluation was conducted on each article using indicators such as clarity of research design, instrument validity, appropriateness of statistical analysis, and consistency of results and implications. This procedure aligns with quality recommendations in educational systematic reviews (Gusenbauer & Haddaway, 2020). Furthermore, the use of the PRISMA 2020 protocol enhances the credibility and transparency of reporting.

Results and Discussion

Based on the 30 articles analyzed, described as follows (see table 1):

Table 1. Profile of Article Documents

	Number	%
Research Method		
Quantitative	22	73,3
Qualitative	2	6,7
Mixed-Method	6	20,0
Analysis		
Structural Equation Modeling (SEM)	19	63,3
Multiple regression	7	23,3
Multilevel modeling	4	13,4
Area studies		
Asia	14	46,6
Europe	9	30,0
North America	5	16,7
Other	2	6,7

Table 1 shows the majority used quantitative designs (n = 22), while the remainder were mixed-method (n = 6) and qualitative (n = 2) studies. The most common type of analysis was Structural Equation Modeling (SEM) (n = 19), followed by multiple regression (n = 7), and multilevel modeling (n = 4). The geographic context of the studies was spread across Asia (46,7%), Europe (30,0%), North America (15%), and other developing countries (10%). The most frequently tested variables were transformational leadership, professional competence, self-efficacy, and teacher performance. Most studies included mediating or moderating variables such as work motivation, job satisfaction, and organizational commitment.

Transformational Leadership and Its Implications for Teacher Performance

Transformational leadership consistently emerges as one of the most powerful determinants of improving teacher performance. Transformational leadership in the school context encompasses not only administrative functions but also acts as a psychological and social mechanism that strengthens professional commitment, intrinsic motivation, and the implementation of effective learning practices.

These findings align with the meta-analytic review conducted by Sun and Leithwood (2020), which showed that transformational leadership dimensions, particularly inspirational motivation and intellectual stimulation, have a significant positive relationship with teacher performance outcomes. Inspirational motivation helps create a collectively shared vision among teachers, enhancing their sense of purpose and meaning in their work, which in turn contributes to improved instructional quality.

Transformational leadership has also been shown to indirectly influence teacher performance through a mediating pathway. Research by Liu and Hallinger (2021) shows that transformational leadership increases teacher self-efficacy and organizational commitment, which in turn strengthens instructional performance. These findings suggest that the influence of transformational leadership is not only direct but also operates through psychological variables that mediate teachers' professional behavior. This finding is also supported by the results of research by Naz, Li, & Nisar (2023), which found that self-efficacy significantly mediated the relationship between transformational leadership and teacher performance in secondary schools.

The intellectual stimulation dimension of transformational leadership encourages teachers to engage in professional reflection and pedagogical innovation. A study by Bellibaş, Polatcan, & Kılınç (2021) explains that principals who value creativity and allow teachers to experiment with new learning strategies result in increased innovation in teaching practices. This suggests that transformational leadership plays a role in fostering

a professional learning environment that is adaptive to curriculum changes and the challenges of educational technology.

Furthermore, the individualized consideration dimension strengthens interpersonal relationships between leaders and teachers. Research by Gumus, Bellibaş, Esen, & Gumus (2023) found that teachers who received personalized attention, coaching, and constructive feedback from their principals demonstrated higher job satisfaction and professional resilience. This job satisfaction and emotional well-being subsequently contributed to the consistency and effectiveness of teacher performance in the long term.

Several studies have revealed that the relationship between transformational leadership and teacher performance is influenced by the cultural context and local education policies. For example, in a cross-national study, Sun & Leithwood (2020) showed that in countries with collectivist cultures, the influence of inspirational motivation is more dominant due to the appreciation of shared goals and social harmony. Meanwhile, in individualistic contexts, intellectual stimulation factors more strongly influence teachers' adoption of instructional innovations.

The importance of transformational leadership is also demonstrated in the post-COVID-19 educational context. Several studies have shown that principals who employ a transformational style are able to navigate the challenges of online and hybrid learning and facilitate improved teacher performance amidst uncertainty (Liu & Hallinger, 2021; Sun & Leithwood, 2020). Principals who are able to motivate, provide clear direction, and support teacher psychological well-being help accelerate the recovery of teaching performance after periods of disruption.

Theoretically, transformational leadership has broadened the understanding of the principal's role from merely an administrative manager to a facilitator of change, a professional mentor, and an inspirational leader. These findings are consistent with the framework of transformational leadership theory, which emphasizes the importance of inspiration, individual support, and intellectual stimulation in creating optimal performance outcomes (Leithwood et al., 2020; Sun & Leithwood, 2020).

Practically, the implications of these findings indicate that efforts to improve teacher performance cannot be separated from the active role of the principal as a transformational leader. School leadership development programs must strengthen principals' competencies in developing strategic vision, providing inspirational communication, providing individual coaching, and supporting pedagogical innovation. This type of training has been shown to enhance principals' leadership capacity to create a conducive work environment for improving the quality of teaching practices.

Transformational leadership is not merely a popular leadership style, but an empirically proven strategy for strengthening teacher performance through psychological, pedagogical, and organizational mechanisms. The contribution of transformational leadership to teacher performance is more meaningful when examined holistically, involving mediating pathways such as self-efficacy, organizational commitment, pedagogical innovation, and the school's cultural context.

Professional Competence as Core Capabilities

Professional competence serves as a technical and pedagogical foundation that determines the effectiveness of classroom teaching practices. Studies consistently place professional competence as a significant predictor of the quality of lesson planning, implementation of instructional strategies, and evaluation of student learning outcomes. Conceptually, professional competence encompasses mastery of teaching materials, pedagogical skills, assessment literacy, utilization of learning technology, and engagement in continuous professional development. A study by König, Jäger-Biela, and Glutsch (2020) showed that teachers with a high level of pedagogical competence were able to adapt more quickly to changes in the online learning system during the COVID-19 pandemic. This competence is not only technical but also reflects professional readiness to respond to contextual challenges.

Research by Guerriero (2021) confirms that teacher professional competence contributes significantly to the quality of instruction through systematic, evidence-based lesson planning mechanisms. Teachers with high competence tend to use differentiated learning strategies and reflective approaches in their practice. This is reinforced by longitudinal studies that found that professional competence has a long-term effect on the stability and consistency of teacher performance, particularly in improving student academic achievement.

The dimensions of content knowledge and pedagogical content knowledge (PCK) have also been shown to play a central role. Research by Lachner et al. (2022) shows that PCK serves as a mediator between material mastery and learning effectiveness. Teachers who not only understand content but are also able to transform it into pedagogical representations that students can understand demonstrate higher performance in classroom evaluations. Thus, professional competence cannot be reduced to substantive knowledge alone but encompasses the integration of content knowledge and teaching strategies.

In the context of digital transformation, recent literature also highlights the importance of technological pedagogical content knowledge (TPACK). A study by Tondeur et al. (2021) shows that technology integration in learning relies heavily on teachers' professional competence in meaningfully combining pedagogical and technological aspects. Teachers with high TPACK demonstrated increased effectiveness in online and blended learning, which resulted in improved student participation and learning outcomes.

Furthermore, engagement in continuous professional development (CPD) is an important indicator of sustained professional competence. Research by Sims, Fletcher-Wood, and O'Mara (2021) found that collaborative, tailored professional development programs significantly improved the quality of instructional practice. Effective CPD fosters critical reflection and collective learning, thereby strengthening professional competence systemically.

A more in-depth analysis shows that professional competence has a reciprocal relationship with self-efficacy. Teachers with high competence tend to demonstrate greater confidence in classroom management and teaching, while successful experiences in teaching practice strengthen their perceptions of competence. Thus, professional competence not only improves performance directly but also strengthens psychological factors that support long-term performance.

Several studies also indicate contextual variation in the implementation of professional competence. In countries with robust certification and evaluation systems, professional competence is more standardized and measurable, while in contexts with limited institutional support, competency improvement relies heavily on individual teacher initiative. This indicates that strengthening professional competence requires systemic policy support and leadership.

Theoretically, these findings reinforce the perspective of professional capital theory, which states that the quality of education is largely determined by the accumulation of teachers' professional capital—including human capital (knowledge and skills), social capital (collaboration), and decision-making capital (professional judgment). Professional competence is the core of human capital that determines the effectiveness of the education system as a whole.

Practically, the results of this synthesis confirm that strategies to improve teacher performance must focus on strengthening professional competence through practice-based training, mentoring, collaborative learning, and ongoing reflective evaluation. Investments in improving professional competence have been shown to produce more stable and sustainable impacts than short-term interventions.

Thus, professional competence is not merely an administrative requirement or formal standard, but rather a substantive capacity that determines the long-term quality of teacher performance. The integration of content mastery, pedagogical competence,

technological literacy, and continuous professional learning forms a solid foundation for systemic improvement in education quality.

Self-Efficacy as a Psychological Driver

Teacher self-efficacy is the most consistent psychological determinant in explaining variations in teacher performance across educational contexts. If transformational leadership serves as a structural factor and professional competence as a technical capability factor, then self-efficacy acts as the psychological energy that drives both in the actual practice of learning. Self-efficacy, rooted in Bandura's social cognitive theory, refers to an individual's belief in their ability to organize and execute the actions necessary to achieve specific outcomes. In the educational context, teacher self-efficacy is directly related to confidence in managing the classroom, implementing learning strategies, motivating students, and facing academic challenges.

Research by Zee and Koomen (2021) shows that teachers with high self-efficacy tend to use more innovative learning strategies, demonstrate greater persistence when faced with difficulties, and experience lower levels of work stress. Self-efficacy is also positively correlated with work engagement and professional satisfaction.

A study by Burić and Kim (2021) found that self-efficacy acted as a protective factor against burnout during the transition to online learning. Teachers with high confidence in their competence were able to adapt more quickly to changes in teaching methods and the use of digital technology. This suggests that self-efficacy not only improves performance but also maintains its sustainability during a crisis. Furthermore, research by Fathi, Derakhshan, and Torabi (2023) showed that self-efficacy mediates the relationship between transformational leadership and teacher performance. This means that inspirational leadership increases teachers' self-confidence, which ultimately strengthens their instructional performance. These findings confirm that self-efficacy is a key psychological mechanism in the teacher performance improvement model.

Self-efficacy is also closely linked to pedagogical innovation. A study by Skaalvik and Skaalvik (2022) found that teachers with high self-efficacy were more open to curriculum changes and the implementation of new technologies. They demonstrated greater pedagogical flexibility and a tendency to engage in ongoing professional reflection. Further analysis revealed that self-efficacy does not exist in isolation but develops through successful experiences, social support, and constructive feedback. A supportive school environment characterized by transformational leadership and a collaborative culture strengthens the formation of self-efficacy. Therefore, strategies to improve teacher performance must consider the interaction between structural factors, professional capabilities, and psychological factors.

Theoretically, these findings reinforce social cognitive theory, which emphasizes that professional behavior is influenced by reciprocal interactions between individuals, their environments, and their actions. Self-efficacy is an important mediator linking objective competency to actual performance. Practically, interventions to improve teacher performance should include mentoring programs, reflective coaching, and strengthening experiences of instructional success. Competency-enhancing efforts that do not address self-efficacy are potentially suboptimal because teachers may possess technical skills but lack the confidence to apply them effectively. Self-efficacy is a strategic psychological factor that determines the successful implementation of professional competency and the support of transformational leadership in sustainably improving teacher performance.

Integration of Transformational Leadership, Professional Competence, and Self-Efficacy in a Comprehensive Conceptual Model

Teacher performance (Y) is a multidimensional phenomenon that cannot be explained in isolation. Recent literature consistently confirms that transformational leadership (X1), professional competence (X2), and self-efficacy (X3) interact to shape the quality of teacher instructional performance. These three variables do not exist in

isolation, but rather form an integrated system of structural factors, professional capabilities (Z1), and psychological determinants (Z2). The following is a structural model of teacher performance (see Figure 1)

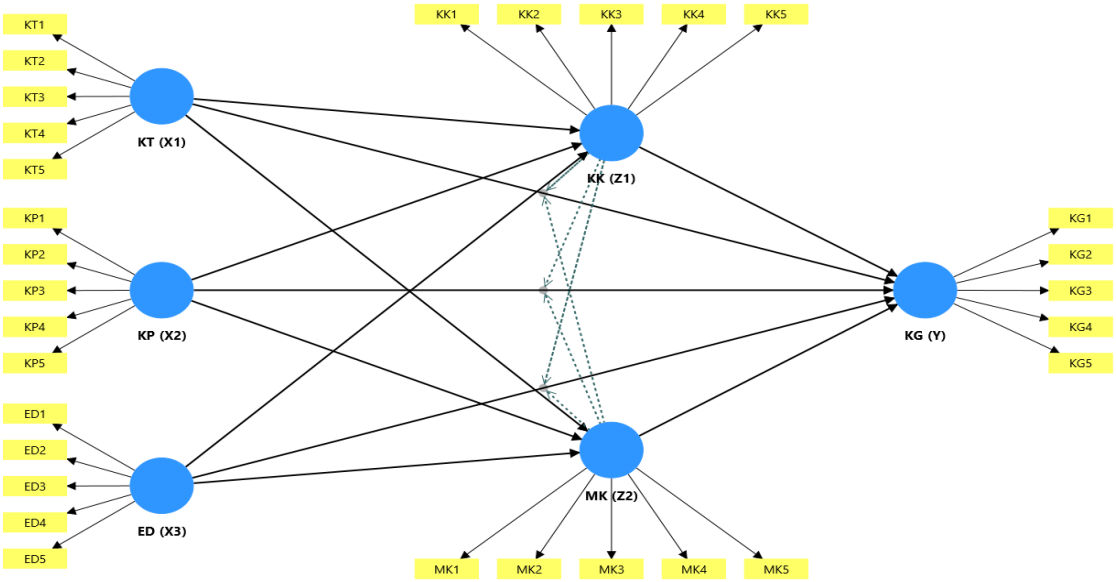

Figure 1. Structural model of teacher performance

Transformational leadership serves as a structural foundation that shapes a school's organizational culture. A meta-analytic study conducted by Sun and Leithwood (2020) showed that transformational leadership has a significant influence on teacher outcomes by fostering collective commitment and increasing intrinsic motivation. More specifically, Liu and Hallinger (2021) found that transformational leadership enhances teacher self-efficacy through instructional support practices and professional coaching. This demonstrates that leadership plays more than just an administrative role but also creates psychological conditions that enable teachers to develop optimally.

Professional competence emerges as a capability mediator that bridges the influence of leadership on performance. König, Jäger-Biela, and Glutsch (2020) demonstrated that teachers with high pedagogical competence were able to adapt effectively to changes in online learning systems during the pandemic. Meanwhile, Tondeur et al. (2021) emphasized that mastery of TPACK (Comprehensive, Integrated, and Integrated Learning) is a key factor in ensuring the effectiveness of technology integration in learning. Professional competence, in this context, is not merely content mastery but also encompasses reflective, adaptive, and innovative abilities that support high-quality learning practices.

However, a literature synthesis indicates that professional competence does not automatically result in optimal performance without strong self-efficacy. Zee and Koomen (2021) emphasized that self-efficacy plays a role in determining the extent to which teachers implement their competencies in classroom practice. Teachers with high self-efficacy are more likely to use innovative learning strategies, demonstrate persistence in the face of challenges, and maintain instructional quality despite work pressure. This finding is reinforced by Burić and Kim (2021) who showed that self-efficacy functions as a protective factor against burnout and maintains consistent performance during periods of crisis.

The interaction between professional competence and self-efficacy is reciprocal. Lachner et al. (2022) explain that successful experiences in implementing pedagogical content knowledge strengthen teachers' self-efficacy through the mechanism of mastery experience. Conversely, high self-efficacy encourages the exploration of new learning strategies, thereby continuously expanding professional competence. This relationship

reinforces the perspective of social cognitive theory, which positions the interaction between the individual and the environment as a determinant of professional behavior.

Within an integrative framework, transformational leadership strengthens professional competence through support for ongoing professional development (Sims et al., 2021), while simultaneously enhancing self-efficacy through individual attention and intellectual stimulation (Liu & Hallinger, 2021). Professional competence then strengthens self-efficacy through experiences of instructional success, and both simultaneously improve teacher performance. Thus, the influence of leadership on teacher performance is stronger through multiple mediation pathways than through a single direct effect.

Theoretically, this integration brings together three major frameworks in educational studies. Transformational leadership theory explains the role of leadership in building a school's vision and culture (Sun & Leithwood, 2020). Professional capital theory emphasizes the importance of professional capital as a foundation for educational quality (Sims et al., 2021). Meanwhile, social cognitive theory explains how self-efficacy mediates the relationship between teacher competency and actual behavior (Zee & Koomen, 2021). The integration of these three theories produces a more comprehensive conceptual model for explaining teacher performance improvement.

A key contribution of this integration is the emphasis that strategies for improving teacher performance must be systemic and multi-layered. Interventions that focus solely on technical training without leadership support and psychological empowerment tend to produce short-term impacts. In contrast, an integrative approach that combines transformational leadership, professional competency development, and self-efficacy enhancement has proven more sustainable and adaptive to changes in the educational environment.

The comprehensive conceptual model resulting from this SLR addresses a gap in previous research that tended to examine variables separately. This model emphasizes that teacher performance is the outcome of the simultaneous interaction between organizational structure, professional capacity, and psychological beliefs. This integrative approach provides a stronger theoretical and practical foundation for developing evidence-based education policies in an era of global educational transformation.

Conclusion

This study aims to systematically review various international studies on strategies to improve teacher performance through transformational leadership, professional competence, and self-efficacy using the PRISMA-based Systematic Literature Review (SLR) approach for 30 scientific articles published between 2020 and 2025. The results of this literature synthesis indicate that these three variables play complementary roles in improving teacher performance. Transformational leadership plays a role in creating an organizational environment that supports teacher professional development, professional competence determines the quality of the learning process, while self-efficacy serves as a psychological factor that strengthens teachers' confidence in carrying it out effectively. The integration of these three factors has been shown to form a more comprehensive mechanism for improving teacher performance.

Theoretically, this study contributes by integrating the perspectives of transformational leadership, teacher professional capital theory, and social cognitive theory into a single, unified conceptual framework. These findings broaden understanding of how organizational factors, individual competence, and psychological factors can interact simultaneously to influence teacher performance. Thus, this study helps address the gap in previous literature, which tends to examine these variables separately without considering the interrelationships and integrative mechanisms between them.

Practically, the results of this study provide important implications for education administrators and policymakers. Efforts to improve teacher performance are not sufficient through competency training alone; they also require strengthening the transformational leadership of school principals and strategies to enhance teacher self-efficacy. Therefore, professional teacher development programs need to be designed comprehensively, combining inspirational leadership, continuous competency development, and psychological support that can increase teacher confidence in implementing quality learning practices.

However, this study has limitations because it only analyzed articles published within a specific timeframe and focused on literature synthesis without conducting direct empirical testing. Therefore, further research is recommended to empirically test the resulting conceptual model through a quantitative or mixed-methods approach using cross-national data. Furthermore, future research could also consider other variables such as school organizational culture, job satisfaction, and work motivation to gain a more comprehensive understanding of the factors influencing teacher performance in various educational contexts.

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