

Influence of Factors on Teachers' Achievement as Better Educators in Primary Schools of Timor-Leste

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ABSTRACT

The purpose of this study was to investigate the factors that influence teachers to achieve better educators. In this work, the exploratory sequential design is used together with mixed techniques. In the first phase, a request was made that only teachers who had won prizes should respond to the semi-structure interview which provided specific qualitative accounts of their experiences and feelings. Narrative analysis method was employed to analyse the data. May it be in terms of content or method, the study discovered through qualitative analysis that quantitative data was then obtained in the second phase to find out more of the specific components, which the instructors consider as influential for them to become better educators. Teachers at primary school in Baucau about 40 were requested to fill questionnaires that comprised most of the quantitative part of the study. The study results of the narrative analysis supported the notion that motivation, experience, surroundings, and culture influences teacher development. Additionally, the results of the correlation analysis supported the hypothesis that there is a higher convergence between performance, environment, motivation, and sociocultural factors and teachers' achievement as educators, as well as a higher correlation between teachers' achievement and factors related to professional experience.

Keywords: Performance, professional experience, environment and motivation, sociocultural factors, Best educator.

1. Introduction

Education has been accepted globally as one of the key factors in society's growth and in the development of a particular state. This is happening under the age of teachers, who are the major agents of socialisation and charged with the responsibility of nurturing future generations. Among the results of the focus group discussions, it can be stated that teachers have an extensive social obligation to contribute to the delivery of quality education in the primary schools of Timor-Leste [Lopes & Nascimento, 2020]. Nevertheless, teachers encounter a variety of obstacles in enhancing their practice, such as performance, professional development problems, educational conditions, motivation, and sociocultural factors.

Since the country's independence in 2002, many attempts have been made by the Timor-Leste government and the *Ministério da Educação* to improve the quality of education through the introduction of several vocational trainings intended to increase teachers' effectiveness. For instance, a ninth government term in office in 2024 developed an electronic exam

system to select teachers with a *licenciatura*, or bachelor's degree [Burns, 2021]. Still, these measures have not reached their goals effectively, as a large number of schools remain unprepared to attract talented teachers. However, even to present days, the conditions of learning in numerous schools have not been improved sufficiently.

The purpose of this research is to examine the pressure that fosters improved performance amongst teachers in Timor-Leste. In particular, it addresses the effects of teacher performance, professional experience of teachers, school environment, motivation, and sociocultural background on teachers' achievement. Solving these problems could give indications as to how to improve the approach of recruitment, training, and retention of teachers in Timor-Leste. It also addresses the research questions; What factors influence teachers to become better educators? Do the teacher's performance, professional experience, environment, motivation, and sociocultural factors influence teachers' achievement of being better educators? The hypothesis (H1) was that the teachers' performance factors, professional experience, environment, motivation, and sociocultural factors are

correlated to teachers' achievement of being better educators.

It has been ascertained that the following factors influence teacher quality: performance evaluation systems, the system of further professional training, and their cultural expectations of the teaching behaviour [Rong & Preciado, 2022]. However, inadequate localised research has defined how these factors moderate within the sociocultural context of Timor-Leste. This research intends to address that gap by undertaking an analysis of the determinants of teacher development in the region. This will form the basis of evidence necessary to inform future endeavours of improving students' learning experiences in the country to education authorities, policymakers, and other stakeholders in Timor-Leste. They will assist in providing relevant policies and strategies on how to better employ, train, and retain quality teachers to supplement the quality of education in the country.

Scholars indicate the following considerations affecting the teachers to attain a better educator. Therefore, considering the findings of the present research, the authors proved that environmental condition, motivation, experience and professional development, teacher performance, and sociocultural factors are the most essential dimensions to strengthen the teaching quality of the teachers and to fulfil their professional responsibility as better educators (Boru, 2018; Green, 2015; Zaky & Islami, 2022).

1.1. Environmental and Motivation Factors

The educational environment is a factor that can exert a great influence on the educator's professional development (Finn et al., 2011). A sustainable, creative, and inclusive educational community can encourage educators to demonstrate their performance excellence. Active communication between educators, school staff, and students can stimulate collaboration and joint learning, encouraging educators to develop themselves into good educators (Shishigu, 2015). The friendly environment can motivate the educator to strengthen their professionalism and their ability to make changes to their professional career. Good teachers always attach great importance to a favorable and inclusive learning climate for all students' active involvement in educational activities carried out in school.

Intrinsic and extrinsic motivation have a great influence on teachers' performance in education. Intrinsic motivation includes teaching with patience and love, a sense of personal accomplishment, and an interest in student development (Boru, 2018). The two experts also said that extrinsic motivation implies financial compensation, public recognition, and opportunities for professional growth. Teachers who have interest, patience, good recognition, and external support can become good educators, providing quality to students' learning. Teachers' motivation is essential to encourage teachers to carry out learning activities in an interesting and attractive way.

1.2. Professional Development and Qualification Factors

The growth of educator competences has a strong relation to the teaching practice of the educators. This element is related to the ability of developing, implementing, and evaluating educational activities directly (Zaky & Islami, 2022). Furthermore, there are expectations of teachers dealing with conflict, supporting students with their requirements, being welcoming to students's needs, and hence having closeness with students in their classroom (Graham et al., 2022). In this aspect, they may gain the ability to improve the educational climate and foster an inclusive educational environment. Some of the potential benefits are that through using lesson study, teachers may also continue to grow in creativity as well as skills to refine existing ideas and their lessons.

Teachers ought to develop commitment towards self-professional development in terms of professional courses including workshops and seminars, among others, in order to enhance their teaching profession apart from professional experience (Zaky & Islami, 2022). This motivates educators to look at practice and enhance it while using curriculum in class to teach learners. Teachers can exchange methods, information, and constructive criticisms with other teachers via collaborative work (Kanya et al., 2021). Due to this social reciprocity relationship, teachers can teach well and be passionate about their approaches to teaching, as well as nurturing the culture of sharing knowledge and skills among them. Consequently, having a strong dedication to education, building great connections with students and other teachers, subject-matter expertise, and using teaching strategies that put the focus of the lesson on the student are all essential elements of becoming the best educator.

1.1. Teacher Performance and Sociocultural Factors

Teacher performance factors have a great influence on teachers to become better educators. These factors may include actions that have a direct impact on their performance and professional growth (Shishigu, 2015). Part of it also influences teachers' better development in areas such as methodology, relationships with students, and participation in activities that show their dedication and commitment to education (Busthomi, 2020). In other aspects, factors such as rewards, institutional support, and a favorable work environment may also be included. Educators who combine these aspects together will increase their quality and influence to become good teachers in their role as educators in the area of education. Therefore, teachers' performance, including language skills, pedagogy, science, and professional ethics, is a basis for teachers' qualifications as better educators.

Teachers to achieve a better educator are also influenced by sociocultural factors; where teachers are firm to understand and value diverse cultures, they adopt teaching practices that reflect local values and practices,

especially the culture of the daily life of the day (Njuguna, 2021). They recognise the importance of community relationships, actively involving individuals from the local community in the process of building education. In addition, they also demonstrate cultural sensitivity and promote an inclusive environment (Ferrantino et al., 2022). Understand the relevance of language and adaptation to the needs of each student and also particularly uphold cultural and social values. With these principles, educators become agents of social change, empowering students to become educational citizens. The cultural values that the educational society adopts to become habits for the people of Timor-Leste are collaboration, respect, and support. Teachers can also be influenced by these values to develop educational activities in school successfully.

1.2. Best Educator Character

In the case of student-teacher communication, the following aspects—interpersonal relationship, teachers' creativity, and flexibility—are essential features of competent teachers in enhancing a favorable learners' climate in the school (Saidu et al., 2022). Communication was stated to enhance student learning, get the students involved in class with a positive attitude, as well as improve student achievement (Busthomi, 2020). Educators who establish good relationships with students can know their interests, needs, potential, and difficulties and concerns, thus providing advice to find solutions (Busthomi, 2020). Teachers who show pedagogical innovation in the classroom through new strategies. Implement innovation strategies where teachers plan lessons with learner-centered strategies, use educational technology, promote active learning methods, collaboration with students, and use formative assessment. For example, in the classroom, you can show creativity, flexibility, and openness to experimentation to show innovation in teaching and ensure students' successful learning.

2. Research Methods

The study design form used here was a mixed method which a researcher combine methodology of qualitative and quantitative, within one study. Consequently, exploratory sequential design was applied to capture participants' emotions and experiences and as educators in Timor-Leste schools (Creswell, 2014). This kind of approach enables the researcher to investigate the participants' perception and their account of the phenomenon of interest, meaningful expressions, and information that may be relevant and appropriate. Therefore, this study was conducted in two phases which first collect and analyse qualitative data then followed with the collection and analysed quantitative data.

2.1. Qualitative Phase

In this phase, a narrative qualitative method was applied to gather the data from teachers' experience of teaching and leading the schools. The purposive sampling was used to select participants in the research with specific criteria related to the research objective (Mat, Hadrian,

& Djajadikerta, 2021). The participants are two teachers who have received appreciation and decorations, where they have shown performance as the best educator and good leadership. These teachers are committed to playing an important role in the areas of education, management, leadership, and promotion of quality education. A teacher from Junior High School of St. Joseph Baguia and the second teacher was from the secondary school of Tirilolo, Baucau. These two teachers have dedicated themselves for many years as teachers, managers, and leaders of schools.

An open-ended interview was used to collect data from participants in detail (Creswell, 2014, p. 48), and a semi-structured interview technique was used to ask informants directly and individually, thus obtaining qualitative data (Busetto, Wick & Gumbinger, 2020). The interview was also guided by 10 open and flexible questions so as not to limit the informants' thoughts, stories, and experiences. Written and audio recordings were made on the phone to avoid information absence from informants. Also verify relevant documents as evidence to prove the teacher's performance as the best educator. These data were analysed using narrative analysis techniques, according to Asfar (2022), that, after transcribing data, determine save coding and identification of themes to conclude the narrative of personal and academic experience of the selected teacher.

2.2. Quantitative Phase

In the second phase, the quantitative approach was applied to collect numerical data from the teachers in basic education schools. The main quantitative data was collected through a questionnaire survey distributed directly to teachers in three (3) primary schools in Baucau municipality. There are 40 teachers from the primary school of Gariuai, the primary school of Lutumutu, and the primary school of Central that have participated in this research by filling out a questionnaire. However, before distributing the questionnaire to these teachers, first the items of the questionnaire were verified by two experts who have analytical skills and have good knowledge of the relevant area. They decide the relevance and appropriateness of the items with the variables and indicators developed in the research instrument to process for content validity testing.

2.2.1. Validity, Reliability and Normality Teste

Data validity techniques in this research are strategies used to ensure the numerical data collected from credible instruments. Two experts filled out the questionnaire based on their knowledge of the statements, on a scale ranging from irrelevant (1) to mostly relevant (4). The validity test carried out using the formula of the Gregory Matrix method with the help of the Excel program (Purwaningrat, Antara, and Suarjan, 2021). This method is part of the content validity testing technique, where the content of the research instrument is tested to ensure the

validity of the items before being distributed to participants.

Reliability test using the “Cronbach Alpha” technique and normality test using the “Kolmogorov-Smirnov” test technique, using by the SPSS21 program (Janna, 2021). Determine the results of the reliability test by comparing the value of “Cronbach Alpha” and the value of 0.75, where the value of Cronbach Alpha > 0.75 means the data is reliable. But also, a normality test was performed for the data, using the criterion that if the significance value ≥ 0.05 , the data is normal, and if the significance value ≤ 0.05 , the data is abnormal. The normality test was accomplished with the “Kolmogorov-Smirnov” test technique through the SPSS21 program (Janna, 2021).

The main data were collected from 40 teachers through questionnaire survey distribution. These data analyses used the Pearson correlation analysis technique to understand the relationship between performance factors, environment, experience, and professional development with teachers' achievement of being better educators. Determine the relationship of variables through criteria: if the significance value < 0.05 is related, if the significance value > 0.05 is not related. Using the results of this correlation analysis, we determined the answer to the hypothesis in this research. Also, to understand the level of correlation of variables, according to Amruddin et al. (2022, p. 191), use the following table.

Table 1: Relationship Level

Coefficient Range	Relationship level
0,80-0,100	Strongest
0,20-0,39	Strong
0,40-0,59	Strong enough
0,60-0,79	Weak
0,00-0,19	Very weak

2.3. Ethical Considerations

Ethics refers to a set of principles or standards that should be followed during the research process to enhance ethical behaviour among the parties involved. This includes issues to do with confidentiality, consent, respect, equity, professionalism, relevance, societal, organisational, and professional accountability and responsibility, and professionalism (Bos, 2020). These are the foundations on which research can be conducted in a noble manner to uphold moral standards and can also be to the benefit of society as a whole and society at large. During data collection, there is no obligation for informants to be involved in this research to provide information according to the research objective but to provide flexibility, availability, and freedom. The data collected are guaranteed to be kept in a safe and confidential place. Finally, the results of the research will not be published without the authorisation of the competent authorities.

3. Results and Discussion

This section describes the results of analysing qualitative data with narrative analysis techniques and quantitative data with inferential statistical analysis techniques, but specifically using correlation analysis techniques, where the relationship between variables can be understood. The results of this research are described in two phases because it is approached with the exploratory sequential design method, where the results of qualitative data analysis are described first and then the results of quantitative data analysis.

3.1. Qualitative Result

In this phase, the results of the analysis with narrative analysis technique of the interview data for the teacher who ranked the best educator are reported. This technique is used to analyse in depth the personal and academic experiences of educators in relation to the factors that influence them to achieve the best educator in primary school. The narrative analysis reveals the main factors such as teachers' academic training and qualification, professional experience, performance, motivation, and sociocultural factors that have contributed to teachers achieving better educators in schools.

3.1.1. Academic Training and Qualifications

Training and academic qualification of teachers is the fundamental basis for better educational performance in schools. Two teachers interviewed also shared that to become a better educator requires adequate training and academic qualifications in the relevant area. Thus, a teacher said that he only finished his studies with a bachelor's degree in education, but he has also attended professional training such as International Asian Pacific Leadership Training and other training. Teacher LG has completed bachelor's degree at the National University of East Timor (UNTL) through training at the National Institute for Teacher Training and Education Professionals (INFORDEPE). She has participated in various trainings and national conferences in Dili and internationally in Australia. The training and academic qualifications that the two teachers received made them more solid in their role as good educators in the school.

3.1.2. Professional Experiences

Teachers' experience in teaching and leading schools is a factor that pushes teachers to become better educators. As cited by a teacher said that for many years he has been teaching and leading many schools since Indonesian government time to Timor-Leste's independence period. Likewise, another teacher stated that, in all these years, he has been teaching as well as managing this school. She also was a national trainer for the Portuguese language, too. Some of the professional experiences that teachers come across as a result of their work make them better teachers.

3.1.3. Performance and Motivation Factors

Teachers conduct, teaching behaviour, language and content, and knowledge and understanding about general professional ethics are established as the core of performance-defining processes by which teachers are enabled to discharge their functions effectively. Although the performance of the teachers is good, the teachers also need to be encouraged to teach and further education. A teacher stated that, he has taught Portuguese language for many years, so he knew it and he have had a good language skill; certainly, he is often employing the Expose Generalisation Reinforcement Application Method in teaching. He has communication skills and create good relationships with all educational agents, including teachers and parents. Respecting, accepting, motivating, and loving others is very important when carrying out a mission. Similarly, a teacher said that her Portuguese language competence is very good. She has used a variety of strategies and methods in her teaching. He often makes students actively involved in learning activities. Therefore, the educator is motivated to educate children to become a child who is wise in mind and attitude.

3.1.4. Sociocultural Factor

Teaching is effective when a teacher receives cooperation from all the stakeholders, most importantly the parents and the students. In this regard, the experience of a teacher stated that if he succeeds, the community provides for me-recognition like weaving tais, slaughtering cows, and eating together. This happens because he collaborated very well with parents so that they give support and contribution, as well as strengthen a culture of respect, help, and complement each other in the school environment. Another teacher also recounted that the support of the community is very important and has positive value but also has challenges, so the activities and tasks that she has been receiving maximum support from the community. On the other hand, the majority of the community trusts and respects, and is responsible for the activity that she gave. From the teachers' experiences it shows that the teachers' activities carried out in school require support from all relevant parties.

3.1.5. Role of Best Educator

Each teacher plays an important role in teaching and educating children to become wise children. Others also show friendly relationships and work together with other teachers, community members, and school leaders. Thus, the two teachers shared that to become better educators, teachers must dedicate themselves to teaching with desire and enthusiasm. Teachers can also do extra activities that can contribute to the development of community life. Seek to continue learning, lifelong learning, because each season students' level of knowledge is different. It is necessary to work with other teachers to make a difference to students' learning through teaching strategies and methods that are used with variety and innovation in the classroom.

The analysis of the results of the interviews with the teachers demonstrated the three most important factors are performance, experience and professional development, and motivation factors. These factors fundamentally influence them to conquer the best educator. They emphasised that to be a good educator, one must show good teaching performance and be motivated both by the teacher himself and by the environment and society. Likewise, teachers must improve their teaching experience through the principle of 'lifelong learning' and follow relevant training that can continue to provide training and innovate teaching strategies to ensure students' academic success with quality.

3.2. Quantitative Result

In this phase, the results of validity, reliability, and normality tests and the results of correlation analysis of questionnaire data are reported. Validity, reliability, and normality tests are very important to perform in research in order to ensure consistency, credibility, and reliability of a research instrument before collecting the main data in the field.

3.2.1. Validity Test

The results of the validity test were carried out with the content validity technique, which uses the Gregory Matric's formula is $\frac{D}{(A+B+C+D)}$, to prove the validity of the research instrument before the main data collection. The criteria used to determine the level of validity of the items in the research instrument's content are reported in the table below (Purwaningrat, Antara, and Suarjan, 2021).

Table 2: Validity Teste Result

Coefficient (Gregory Matrics)	Level of Validity
0.8-1.00	Very High
0.6-0.79	High
0.4-0.59	High enough
0.2-0.39	Low
0.00-0.19	Lowest

The result of analysis with the Gregory Matric's formula obtained a value of 0.9. Therefore, the level of validity based on the Gregory Matric's table above is categorised in values between 0.8 and 1.0. This shows that the level of validity of the items of the research instrument is Very High. Therefore, the items in the questionnaire are credible enough to be used for the main data collection.

3.2.2. Reliability Test

The reliability test of the research instrument was conducted with the Cronbach alpha method assisted by SPSS 21, so the test results are reported in the following table.

Table 3: Reliability Test Result

Reliability Statistics		
Variable	Cronbach's Alpha	Description
X, 1, X2, X3, X4, & X5	0.98	Reliable
Y	0.98	Reliable

Based on the reliability test results in the table above, the Cronbach Alpha value is 0.98. The result of the Cronbach Alpha test value compared to the value of 0.75 can determine the reliability of this research instrument. Therefore, the research instrument is reliable when the value of Cronbach alpha, or reliability coefficient, is greater than 0.75, according to Ghazali, cited in Dharma (2022). Based on the results of the comparison, it is demonstrating that the items in the research instrument are reliable because the Cronbach alpha value of 0.98 is greater than 0.75.

3.2.3. Normality Test

A normality test was performed to ensure the normal distribution of the research instrument, so the results of this test are reported in this table.

Table 4: Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
	Performance factors, professional experience, environment, motivation, and socio-culture (X)	Best educator (Y)
Kolmogorov-Smirnov	0.37	0.37
Asymp. Sig. (2-tailed)	0.99	0.99
Description	Normal	Normal

The results of the analysis with the one-sample Kolmogorov-Smirnov test method in this table demonstrate that the significance value for the teacher performance, experience and professional development, environment, motivation, and sociocultural factors (X) is 0.99. In addition to the significance value for the best educator (Y) is 0.99. The significance value of variables X (factors) and Y (best educator) is $0.99 > 0.05$. Therefore, the results of this comparison prove that the items of the questionnaire as an instrument of research can guarantee the normal distribution of data.

3.2.4. Correlation Analysis Result

The results of Pearson correlation analysis through SPSS21 are reported in this table.

Table 5: Correlation Analysis Results

		Socio-culture	Teacher performance	Professional experience	Motivation Environment	Best educator
Best educator	Pearson Correlation	0,84	0,87	0,61	0,87	0,83
	Sig. (2-tailed)	0,00	0,00	0,00	0,00	0,00
	N	40	40	40	40	40
Correlation is significant at the 0.01 level (2-tailed).						

The results in this table demonstrate that the factor of performance (X1) reached a Pearson value of 0.87, but the factors of experience and professional development (X2) resulted with a value of 0.61, the motivation factor's (X3) value is 0.87, the environment factor (X4) reached value of 0.83, and the sociocultural factor (X5) achieved a Pearson value of 0.84. Based on the table above, the factors of teacher performance, motivation, environmental, and sociocultural factors have the strongest relationship with teachers' achievement of the best educator because these factors have the highest value of 0.80. But the factors of experience and professional development also show a strong relationship with the teacher's achievement as the best educator.

In addition to the analysis result in the table above shows that the significance value of the variables (X1, X2, X3, X4, and X5) reached the value of 0.00. The alternative hypothesis (H1) accepted, meaning that the factors of performance, experience, and professional development, environment, motivation, and sociocultural factors have relation to teachers' qualifications as better educators. Determining this relationship is proven by the results of the analysis, where the significance value is $0.00 < 0.05$. The results of the hypothesis test showed that these factors demonstrated a very strong relationship with teachers' achievement of the best educator. Therefore, to become a better educator, it is necessary to give importance to the development of teachers' performance, experience and professional development, environment, motivation, and sociocultural support.

3.3. Discussion

The educational and sociocultural environment is a critical factor that can influence teachers' performance and teaching quality. Njuguna (2021) showed that an inclusive, creative, and sustainable educational environment can stimulate educators to show their best performance. The teachers' collaboration with parents is very important for the progress of students' learning,

which is strongly supported by society. An educational community that strengthens effective communication and collaboration among teachers can motivate and stimulate teachers to develop themselves and demonstrate quality teaching. The results of this research present that teachers who feel their school is in a supportive environment, supported by the community and inclusive, can influence teacher to achieve great success in their teaching duties with enthusiasm. Teachers, when they receive strong support from the educational community, including parents, become a force for teacher to realise the objectives of education for students efficiently.

Motivation is a factor that also has an important influence on teachers' performance and quality of teaching in the classroom. According to Boru (2018), intrinsic motivation includes teaching with love, interest, willingness, and showing a sense of personal accomplishment, and extrinsic motivation include public recognition and opportunities for professional development. The results of this research also show that teachers who have intrinsic and extrinsic motivation can ensure to show good quality teaching performance and they can maintain their dedication to teaching and educating students effectively. Also, the results of this research show that the motivation factor has a stronger relationship with teachers' achievement as better educators. This result is indicating that a good teacher must have self-motivation and motivation from others so as to show quality teaching performance.

Several factors were identified as important for development of teaching competence among teachers and they include; Experience and professional development. Zaky & Islami (2022) and Graham et al. (2022) give information on the teaching experience as a perceived view on teaching as an essential component of teacher training and development to perform learning functions efficiently. Teachers with prior teaching and leadership practice can improve on the prospect of introducing, outlining, and assessing learning activities. Trained teachers with these characters as they pursue more trainings can show creativity in the teaching practices and learning methods. The interview research outcomes reveal the reason as to why teachers became better educators through their teaching and leadership experiences. Teachers who have teaching experience we can enhance the chances of resolving conflict and adopting an effective classroom climate.

Through various training and capacity building, they become teachers as better educators. Professional development can be a fundamental factor in strengthening the quality of educators. The literature of Shishigu (2015) and Kanya et al. (2021) showed that educators whose active participation in training, workshops, scientific seminars, and professional development programs can improve their knowledge of pedagogical methods and innovation of classroom learning activities. The results of this research also show that teachers who dedicate themselves to professional

development have the best potential to achieve good and innovative teaching performance.

Teaching performance is one of them that plays a vital role in changing the teachers themselves to acquire the qualification of the best educators. As found by Busthomi (2020), it enhances the elevation of teachers' development in teaching pedagogy, science, and language proficiency and knowledge base about professional ethical principles in work and interpersonal relations with students and other teachers. The aforesaid performances could be used as a benchmark for the teachers to produce good teaching performances. The results of the interviews in this research demonstrate that to become a good teacher, it is necessary to continue to show commitment to improving pedagogical skills, science, language, and professional ethics. These skills are very important for a teacher's qualification because the results of the correlation analysis affirm that the teacher's achievement as the best educator has a very strong relationship with the teacher's performance.

The results of various literature studies and the results of this research show agreement that environmental factors, motivation, experience, professional development, and sociocultural factors can have a direct influence on educators' qualifications as better educators. Also, these factors can develop and improve teachers' capacity to improve students' learning quality. The results of the correlation analysis of the questionnaire data also demonstrated that environmental factors, motivation, experience, professional development, and sociocultural factors have the strongest relationship with teachers' achievement as better educators. These factors need to be given serious attention in the development and implementation of education policy to ensure the quality of teachers so as to improve the quality of teaching in the education system of Timor-Leste.

4. Conclusion

Education plays an important role for the development of the society and for students' improvement at school in Timor-Leste. Students are also part of the stakeholders because teachers are responsible for impacting knowledge and ethics to the next generations of learners. In the context of Timor-Leste's primary schools, the supply of qualified teachers is essential in ensuring that children learn in a high quality should the many factors surrounding teachers' development as educators be available. Teachers show positive changes in teaching behaviour that integrate learning activities with students when the teachers underline the essential factors such as educational environment factors, motivation, experience and professional development, and sociocultural factors.

The results of the narrative analysis of the administrative interview revealed that four factors determine teachers' performance as educators: teachers experience and professional development, and motivation. However, environment and sociocultural factors are some other factors that support other elements to assist the teachers to become better educators. Therefore, the

characteristics of performance, professional development, and motivation have a bigger influence on the ability to become better teachers than those of contextual and sociocultural factors.

As stakeholders sought to show the quality of teaching in the primary schools, correlation research also showed that factors such as motivation, experience, professional development, and environment had the closest links with achieving the best educator. By looking at the correlation values above 0.8, they conclude these findings that all educated, academically trained, qualified, sociocultural supported, high-performing, motivated, and professionally experienced educators may enhance as educators. Commitment to professional development, creativity aspect, and relations with the educational community enhance school life and the quality of education which is received by the students.

4.1. Recommendations

Based on this conclusion, some recommendations include:

1. Increase Investment in Vocational Training: The Ministry of Education has to carry on with the relevant monetary investments in the training and recruitment of the teachers and improve the general requirements and academic sprees for increased scholarly competence as it becomes a good foundation for exercising their creative tasks as educators who quality.
2. Provide Motivational and Sociocultural Support: This is a factor that may help improve their motivation and commitment to children's learning, and hence they require appreciation and continuous support from the community and from the government. Community participation and an active involvement process can further the learning process.
3. Promote Lifelong Learning: Teachers and instructors should learn more and should always look forward to actual training to continually enhance the teaching techniques. Every teacher also has his/her way of instilling "lifelong learning," and the educator needs to pick what is important during a teacher's practice.
4. Establish an Effective Recruitment and Evaluation System: education authorities can come up with a good recruitment mechanism that will help teachers display good teaching skills in order to produce quality children. It also determines an evaluation structure that could maintain the observation of the teachers unceasingly based on conditions that form the quality of teachers as better educators.

These recommendations could support policy and practice directions in increasing the quality of education in Timor-Leste and the transformation of teachers into quality and competent professionals in Timor-Leste schools.

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