

# Meta-Synthesis of Teacher's Self-Concerns: Organizational Management

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**ABSTRACT---***The world of education system through highly tractional transfiguration was introduced in the Malaysia Education Blueprint 2013-2025. This transformation provides a challenge for all professionals in the field of teaching and thus creates a phenomenon of concern within themselves. This study is a meta-analysis to look at the aspects of self-concern teachers in organizational management at school. A total of 13 articles in 2018 were selected in this study. Some themes in the teacher's own concerns have been synthesized based on the selected articles studied. Findings show teachers' professionalism through teacher's self-esteem gained through technology integration, student management, self-esteem, lifelong learning and social needs within the organization. In addition to these findings, teacher's self-concern also strengthens the well-being of teachers in the current education system.*

**Keywords---***teachers' self-concern, teaching proses*

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## I. INTRODUCTION

Teachers confidence is a key focus in improving teacher confidence in the classroom. Teacher life as a whole is related to the self, way, environment and tasks that affect them (Fuller, 1970). The continuity of teacher work is closely linked to the concern of self-sufficiency in health and work ability (A Ni Leime and Debra Street, 2018). Although teachers' self-concern is not something that matters, teachers need to be prepared with the changing knowledge and technology development in their teaching (Per Andersson & Susanne Kopsen, 2017). The use of technology in the classroom or learning environment is a challenge for today's education coupled with a change in the social environment that requires attention in the individual teacher's own (Simon Glendinning, 2017). The teacher's concern for self is one of the focuses so that teachers can be guided by school management to enhance their ability in the classroom.

## II. THE PURPOSE AND OBJECTIVE OF THE RESEARCH

This study is designed to look at some of the studies that have been carried out in relation to teachers' concerns over teacher's self-esteem. The main objective of the study is to identify the teachers' self-concern that has a positive impact in their teaching and learning process.

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### III. METHODOLOGY

This is a systematic meta-research study by arranging some issues in an issue. The issues raised in this study relate to teachers' concerns in the teaching process that can improve professionalism as educators. Scopus is a search engine used to get articles on the issues being studied. The focus of this article is only about writing in 2018. The teacher's concern is the key to getting some previous studies. This study selects only journal status articles. Teacher's self-concern becomes the limitation of the chosen study. Selected journals are used as research findings.

### IV. RESEARCH FINDINGS

The results were classified into two parts, namely the selection of journal articles and meta synthesis themes.

#### Selection of journal articles

Searching through scopus search engines found that 61 articles were related to teachers' concerns. However, 13 articles have been evaluated, selected and have interests based on the question and objective of the study. The selected article is attached in table 1 below.

Table 1: Selection of Journal Articles

Num ber	Author	Title of the Article	Published Journal
1	Anne Todd Ottenbreit-Leftwich, Krista D. Glazewski, Thomas A. Brush, Sinem Aslan & Aaron Zachmeier	Addressing technology integration concerns: Asynchronous video mentoring between pre-service teachers and exemplary technology-using in-service teachers	Australasian Journal of Education 34(4). 1-15
2	Kathleen Beaudoin, Sanja Skocic and Darko Loncaric	Croatian Preschool Teachers' Self perceived Competence in Managing the Challenging Behaviour of Children	Croatian Educational Pre-School Journal 8(2). Doi:10.26529/cepsj.547
3	Melissa Bond, Victoria I. Marin, Carina Dolch, Svenja Bedenlier and Olaf Zawacki-Ritcher	Digital transformation in German higher education: student and teacher perceptions and usage of digital media	International journal of educational technology in higher education 15(48) doi.org/10.1186/s41239-018-0130-1 4-20

4	Rozmel Abd latiff, Zarina Othman dan Khaidzir Ismail	EXPERT Role Play Technique for Workplace	The southeast Asian journal of English language studies 24(1) 128-144 Doi.org/10.17576/3L-2018-2401-10
5	Anna Dvorjaninova and Ene Alas	Implementing content and language integrated learning (CLIL) in Estonia: subject and language teacher perspective.	doi:10.5128/ERY a14.03
6	Kirsti Klette, Fritjof Sahlstrom, marte Blikstad, Jennifer Luoto, Marie Tanner, Michael Tengberg, Astrid Roe and Anna Slotte	Justice through participation: student engagement in Nordic classrooms.	Education inquiry 9(1) 57-77. doi.org/10.1080/20004508.2018.1428036
7	Melissa Rousseau, Karen D. Konings and Claire Touchie	Overcoming the barriers of teaching physical examination at the bedside: more than just curriculum design	BMC Medical Education 18(302) doi.org/10.1186/s12909-018-1403-z
8	Deirdre Ni Chroinin, Tim Fletcher and Mary O'Sullivan	Pedagogical principles of learning to teach meaningful physical education	Physical education and sport pedagogy 23(2) 117-133. doi.org/10.1080/17408989.2017.1342789
9	Jan Novotny	Physical Principles in Technical Education	Engineering for Rural Development. doi:10.2261/ERDev 2018.17.N003
10	Hareb Eisa Alkhyeli and Anne van Ewijk	Prioritisation of factors influencing teachers job satisfaction in the UAE	International Journal Management in Education. 12(1)
11	Jantien Smit, Martine Gijssel, Anna Hotze and Arthur Bakker	Scaffolding primary teachers in designing and enacting language-oriented science lessons: Is handing over to independence a	Learning, culture and Social Interaction 18. Pp

		fatamorgana	72-85. doi.org/10.1016/j.lc si.2018.03.006
12	Nelson Miguel Galindo Neto, Gerdane Celene Nunes Carvalho, Regia Christina Moura Barbosa Castro, Joselany Afio Caetano, Ellen Cristina Barbosa dos Santos, telma Marques da Silva, Eliane Maria Ribeiro de Vasconcelos	Teachers' experiences about first aid at school	Education and Teaching in Nursing71(4) 1678- 1684. doi.org/10.1590/00 34-71367-2017- 0715
13	Tabitha Grace Mukeredzi and Monica S. Nyachowe	The Content and Evolution of Practical Theories of Teaching: Experiences of Professionally Unqualified Teachers in Rural Zimbabwe Secondary Schools	SAGE Open. Arril-June 2018: 1- 18. doi:10.117722/2158 244018785410

### The Theme Meta Synthesis

A total of 13 selected articles were meta synthesis to identify the theme of teacher's self-concern in managing school organization. The results found that teachers' self-concern should be taken into account in organizational management:

1. Teacher's self-concern towards technology integration
2. Teacher's self-concern to students
3. Teacher's self-concern to self-competence
4. Teacher's self-concern for lifelong learning
5. Teacher's self-concern over social needs

### Teacher's self-concern towards technology integration

Integration of technology plays a role in improving teacher teaching in the classroom and is a requirement for the organization to examine teacher's personal concerns over it (Anne Todd Ottenbreit-Leftwich, Krista D. Glazewski, Thomas A. Brush, Sinem Aslan & Aaron Zachmeier, 2018). As such, organizational budgets require the integration of technological skills, teachers' collaborative opportunities and outsiders through formal and informal (Carina et al., 2018). One way is through technological support to instructors (Rouseae et al., 2018).

### **Teacher's self-concern towards student management**

The function of a class becomes very effective when the teacher can manage the behavior of the student. teacher's self-esteem towards class and student management becomes a top priority for survival (Kathleen et al., 2018). According to Range et al., (2005), teachers are ineffective if they fail in classroom management including students. The involvement of the students in teaching of the teacher makes the learning process more meaningful and the teacher has high self-esteem towards their ability to attract students to participate in activities in the classroom (Kirsti et al., 2018). Teachers' self-esteem includes making students more creative, innovative in the learning process in teaching technical subjects in schools (Jan Novotny, 2018).

### **Teacher's self-concern to self-competence**

Self-competence is one measure to see the professional value of a teacher. Digital media equipment becomes a branch of knowledge that educators need to master so that their students are prepared with various communication skills (Carina et al., 2018) language and attitudes (Rozmel et al., 2018) and are confident in making all decisions (Rouseau et al. , 2018). The teacher's self-concern allows them to explore a variety of knowledge in pedagogy, classroom management, teaching approaches that require the expertise of a teacher Tabitha et al., (2018)

### **Teacher's self-concern for life-long learning**

The teacher learning process is constantly evolving in their career maturity phase. (Carina et al., (2018) The lack of teaching materials makes teachers always feel that they need to be guided to enhance their knowledge and skills through continuous learning to meet the current aspiration of current teaching (Anna et al., 2018). This lifelong learning is constantly nourished through collaborative learning among educators, local activities, teaching preparations and information transfers and providing an environment with conducive learning environment (Tabitha et al., 2018 ).

### **Teacher's self-concern to social needs**

Teacher is an important entity in the hierarchy of social relationships within the school organization environment. Teachers have a high self-esteem for the support given by school management with organized planning, supervisory experience, positive feedback and more meaningful student engagement (Deirdre et al., 2018). Teacher's self-concern was translated in the form of accepted motivation such as appreciation, salary increase and autonomous authority (Hareb et al., 2018) and even addressed the shortcomings (J. Smit et al., 2018) and then a safe environment (Galindo Neto et al. , 2018).

## **V. SUMMARY AND DISCUSSION**

Teacher's self-concern has an indirect effect in the process of teaching and learning in the classroom. Teacher's self-concern is technology integration, student management, self-esteem, lifelong learning and social needs should

be prioritized by school management in enhancing the value of teacher's professionalism. However, there are also other articles that emphasize teachers' self-esteem as collaborative learning in providing teachers' feedback and emotional socio-ment in the field of continuing work as educators.

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