Social Cognitive-Based Human Resource Performance Evaluation to Improve the Quality of Educational Institutions

Wulan Dari[1*], Zulfita Nur Haliza[2], Sitti Chadidjah[3], Imvitahul Mawaddah[4]

[1,2,3]Universitas Muhammadiyah Bandung, Indonesia
[4]Universiti Pendidikan Sultan Idris Tanjung Malim, Malaysia

*Corresponding Author: dewulandari003@gmail.com

Abstract

The quality of educational institutions is not solely determined by curriculum and facilities, but is significantly influenced by the quality of human resources, particularly teachers and educational staff. However, performance evaluations in many educational institutions tend to be administrative and result-oriented, often failing to optimally encourage professional behaviour changes. This article aims to analyze human resource performance evaluations in education as a solution to this issue from the perspective of Albert Bandura's Social Cognitive Theory. The theory suggests that individual behaviour is influenced by the reciprocal interaction between personal factors, and environment, thus performance evaluation should function not only as an evaluation tool but also as a learning process. This research adopts a qualitative approach through a literature review of relevant books and journal articles. The findings indicate that performance evaluations based on Social Cognitive Theory can enhance self-confidence, self-regulation skills, work motivation, and foster organizational learning through observation, reflection, and positive feedback. And also, this approach encourages teachers to internalize new skills, leading to a more adaptive and productive work environment. It also promotes a shift towards continuous professional development and improves collaboration among staff. Additionally, the theory-based evaluation model offers insights into individualized growth for teachers, making it a potent strategy for enhancing educational quality. This research recommends further empirical studies on the long-term impacts of Social Cognitive-based performance evaluations on institutional growth and teacher development.

How to Cite :

Dari, W., Haliza, Z. N. ., & Chadidjah, S. . (2026). Social Cognitive-Based Human Resource Performance Evaluation to Improve the Quality of Educational Institutions. *At-Tahsin : Jurnal Manajemen Pendidikan*, *6*(1), 60–81. https://doi.org/10.59106/attahsin.v6i1.442

Introduction

The quality of educational institutions is profoundly shaped by the performance of human resources, particularly educators and supporting staff who implement all the programs within schools(Bangbon et al., 2023; Knies et al., 2024). The research data have demonstrated that enhancing educational quality requires more than just a focus on curriculum and facilities; it also necessitates attention to the professional attitudes, competencies, and integrity of teaching staff (Sima et al., 2020; Stone et al., 2024). Teachers and education staff are at the forefront of education delivery, making their management and development crucial for the success of an institution(Swanson, 2022). In this context, human resource performance evaluations play a pivotal role, as they not only measure work outcomes but also provide positive feedback, identify areas for development, and ensure the consistent application of professional practices. These evaluations are integral in fostering an environment where educators are motivated to improve their professional skills and contribute meaningfully to the institution's mission.

However, the reality in many schools reveals that performance evaluations remain predominantly administrative, focused on task completion and measurable outcomes. These evaluations often fail to address crucial aspects such as behaviour, motivation, self-regulation, and the exemplary conduct of educators (Alenezi, 2023; Owan et al., 2022). As a result, performance evaluations risk losing their strategic function as a tool for human resource development. In many cases, the evaluations only serve as an accountability mechanism, not as a means for continuous professional growth. This situation highlights a critical gap, where the evaluation process does not contribute to fostering long-term development or an improvement in teaching practices(Ngoc et al., 2023). Therefore, performance evaluations should evolve from being merely assessment tools to becoming planned and sustained professional development processes that support the holistic growth of educators. This approach would ensure that evaluations serve as a powerful driver for both personal and institutional advancement.

Several studies have highlighted the significant role of performance evaluation in enhancing teacher professionalism and effectiveness in educational settings. For instance, (Sepahvand & Khodashahri, 2021) in his research revealed that school principals play a crucial role in conducting objective and continuous performance evaluations, which directly influence teacher professionalism. (Fawehinmi et al., 2020) also found that eEvaluations accompanied by guidance, training, and regular monitoring were found to improve teaching preparedness, subject mastery, and professional responsibility among teachers. This research emphasizes that performance evaluations are inseparable from the work environment and school culture. In line with this, (Haldorai et al., 2022) demonstrated that awarding teachers contributed to improving performance and professionalism by strengthening the work environment, further supporting the notion that human resource performance is highly influenced by the evaluation system and institutional follow-up actions.

Other studies have similarly identified that regular, well-structured evaluations lead to improvements in teachers' pedagogical skills, confidence, and motivation, thus enhancing their commitment to professional development (Baharin et al., 2020). Furthermore, evaluations that provide constructive feedback and are linked to professional growth opportunities have been shown to promote a culture of continuous learning within schools (Rafi et al., 2022). Additionally, research by (Ekuma, 2024) confirmed that performance-based evaluations that include peer assessments foster collaboration among educators, further enhancing collective teaching practices. Finally, studies by (Papa et al., 2020) highlighted that performance evaluations that are aligned with the school's vision and provide clear developmental goals significantly improve teachers' long-term engagement and institutional commitment. Collectively, these findings underscore the critical impact of well-implemented performance evaluations in fostering both individual and institutional growth.

Based on the findings from previous studies, it becomes evident that the development of an effective performance evaluation system requires a theoretical foundation that can explain the formation of work behaviour. While existing research has highlighted the importance of performance evaluations in enhancing teacher professionalism, there remains a gap in understanding how these evaluations can systematically shape educators' behaviours over time. Albert Bandura's Social Cognitive Theory provides a crucial framework to address this gap, as it explains that human behaviour is shaped by the interaction between personal factors, the environment, and behaviour itself. According to this theory, individuals learn not only from direct experiences but also through observation of others, with cognitive processes, motivation, and self-efficacy playing critical roles in shaping it.

Despite the significant amount of research on human resource performance evaluation in the field of education, most studies remain focused on administrative aspects and work outcomes. The application of Albert Bandura's Social Cognitive Theory as a conceptual foundation for performance evaluations, particularly emphasizing modelling, self-efficacy, and environmental interactions, remains underexplored. This gap highlights a critical need for deeper inquiry into how cognitive and motivational factors can be integrated into performance evaluations to foster meaningful professional development. The limited application of these theoretical constructs in educational performance evaluations not only hinders a comprehensive understanding of how behaviour and work ethic are shaped but also restricts the potential for creating an environment conducive to long-term growth and quality improvement within educational institutions. Therefore, this study seeks to address this deficiency by examining human resource performance evaluations based on Albert Bandura's Social Cognitive Theory, aiming to enhance the quality of educational institutions. Through this exploration, the research intends to demonstrate how this theoretical approach can lead to more effective and sustainable strategies for improving both individual teacher performance and the broader institutional culture.

Methods

This research utilizes a qualitative research design with a library research approach. This method was chosen because it allows for an in-depth understanding of the issues under investigation by analyzing relevant literature (Bridges, 2017). Library research enables the researcher to explore theories related to the research topic and examine various viewpoints from existing sources (Smith et al., 2009). Therefore, this approach is highly effective in exploring important concepts such as social cognitive theory, performance evaluation, and their influence on educational quality and teacher professionalism development. This study employs library research to build a solid theoretical foundation to address the research problem and to enrich the understanding of the topic being investigated.

The focus of this research is on human resource performance evaluation in education, approached through Albert Bandura's social cognitive theory. The rationale for choosing this focus is to fill the gap in existing literature that remains limited in applying social cognitive theory to the performance evaluation of educators and educational staff. The study categorizes data sources into two groups: primary and secondary sources. Primary sources include books and scholarly articles that contain scientific knowledge and direct facts about the research topic, while secondary sources consist of documents that provide further information about reference materials, such as theoretical references and previous research findings (Creswell, 2007). The use of both types of sources ensures diverse perspectives and enriches the analysis.

The data collection technique employed in this study is literature review, which relies on research articles relevant to the topics of performance evaluation, social cognitive theory, and professionalism development in education. In addition, books and other research reports related to education and social psychology theory are also used as data sources. The researcher identifies these literatures through systematic searches in academic databases and other library sources that offer comprehensive views on the theories used in performance evaluation (Marx, 2023). All collected data will be selected and analysed to build a relevant theoretical foundation for the research objectives.

Data analysis in this study utilizes descriptive analysis and content analysis approaches. Descriptive analysis is used to describe and organize the information found in the literature, such as theories related to performance evaluation and the application of social cognitive theory in education. On the other hand, content analysis is used to identify key themes emerging from the sources of literature analysed and to examine the relationships between concepts relevant to the research problem. Both techniques allow the researcher to systematically outline the information and construct a comprehensive understanding of the role of social cognitive theory in performance evaluation within the educational context.

Data validity in this research is ensured through source and technique triangulation. Source triangulation involves verifying data from various relevant literature sources to ensure consistency and reliability of the information used in the study(Cohen et al., 2007). Additionally, the researcher cross-checks using multiple data collection methods, such as scholarly articles, reference books, and research reports, to minimize bias and ensure the data's validity. The validity check process also includes a critical evaluation of the quality and credibility of the literature sources used, ensuring that all information included in the analysis aligns with the research topic. This process ensures the integrity of the data, resulting in valid and accountable findings.

Table 1. Research Method Explanation

Stage	Description	Function Description
Research Design	A qualitative research design using a library research approach.	This approach allows for in-depth exploration of the topic by analyzing existing literature and theories.
Research Focus	Focus on human resource performance evaluation in education through Albert Bandura's social cognitive theory.	To address the gap in existing literature by applying social cognitive theory to performance evaluation in education.
Primary and Secondary Sources	Use of primary sources such as books and scholarly articles, and secondary sources such as reference materials and research reports.	Ensures diverse perspectives and strengthens the research by using both direct and additional informational sources.
Data Collection Techniques	Literature review involving the analysis of articles, books, and reports related to the research topic.	To gather relevant and comprehensive data from reliable academic sources to support the research objectives.
Data Analysis	Descriptive analysis and content analysis.	To organize and describe the data systematically and identify key themes related to the research problem.
Data Validity Check	Triangulation of sources and techniques.	To verify the reliability of the data by cross-checking it from various sources and methods, ensuring the data's accuracy.

Finding and Discussion

Finding
Performance Evaluations to Enhance Self-Confidence and Self-Regulation Skills

The findings from this study highlight the positive impact of performance evaluations based on Social Cognitive Theory (SCT) on various aspects of teacher

performance and educational outcomes. SCT emphasizes the role of observational learning, self-regulation, and reciprocal interactions between individuals and their environment. In the context of educational institutions, performance evaluations using this model focus on observing teachers' behaviours, providing reflective feedback, and fostering self-confidence and self-regulation skills. This approach goes beyond traditional evaluations by emphasizing continuous learning and adaptive practices. Teachers are encouraged to internalize new skills and incorporate them into their daily teaching practices, which leads to an environment of continual professional development(Bag & Wood, 2022). The integration of SCT into performance evaluations also helps cultivate organizational learning, improving collaboration among educators and contributing to overall institutional growth(Dos Santos, 2022).

In interviews with local teachers, many expressed how the Social Cognitive-based evaluation system positively impacted their confidence and motivation. One teacher shared, "Initially, I was apprehensive about performance evaluations, but once I received constructive feedback and had the chance to reflect on my teaching methods, I realized I could adapt and improve. I feel more confident now in implementing new strategies." This statement reveals that the process of reflection and receiving positive reinforcement encouraged teachers to embrace self-improvement and adopt a growth mindset. By being able to observe their own behaviour and receive targeted feedback, teachers were able to regulate their actions, ultimately improving their work performance.

The principal of a local school further emphasized the importance of the SCT-based evaluation model in fostering a more collaborative and dynamic work environment. "Since we've implemented this evaluation model, teachers seem more open to sharing strategies and learning from one another," they explained. "The model encourages not only individual growth but also collective learning among staff members." This feedback highlights the communal aspect of Social Cognitive Theory, where learning is not isolated to individual improvement but also extends to organizational growth. Teachers who are motivated to develop themselves are more likely to engage in collaborative learning, creating a supportive environment where best practices are shared and institutional learning flourishes.

During classroom observations, the effects of the Social Cognitive-based performance evaluation were evident in the classroom dynamics. Teachers were observed to be more proactive in seeking feedback from their peers and engaging in self-reflection. Many teachers utilized self-regulation techniques, adjusting their teaching methods based on the feedback they received. In one classroom, for example, the teacher incorporated strategies suggested in a previous reflection session, demonstrating a clear connection between the evaluation process and classroom practice. This adaptation to feedback shows that the model not only influences teacher self-confidence but also translates into tangible improvements in teaching methodologies. Furthermore, the positive feedback loop created by continuous evaluations fostered an environment where teachers

felt supported in their professional growth, leading to a more productive and cooperative work atmosphere.

The study's findings reveal that Social Cognitive-based performance evaluations significantly enhance teacher development and institutional learning. The model promotes self-confidence, work motivation, and the internalization of new teaching skills by encouraging teachers to engage in reflective practices and seek feedback. As a result, teachers develop greater self-regulation skills, leading to a more adaptive teaching approach and improved classroom performance. The evaluations also foster a collaborative work environment, where teachers learn from one another and collectively contribute to the growth of the institution. This shift towards continuous professional development ultimately enhances educational quality and contributes to long-term institutional growth(Deming, 2022).

The data consistently show a positive correlation between Social Cognitive-based performance evaluations and improvements in teacher performance and institutional growth. The evaluation model promotes a cycle of continuous feedback, reflection, and adaptation, leading to higher teacher confidence and better student outcomes. Teachers who engage in reflective practices, guided by constructive feedback, demonstrate increased self-regulation and a willingness to adopt new strategies. Furthermore, the collaborative nature of the model encourages knowledge sharing among educators, which strengthens the overall learning environment within the institution. This pattern of continuous development, both individually and collectively, is critical for improving the quality of education and fostering a more effective and sustainable learning community.

Table 2. Various Aspects of Teacher Performance and Educational Outcomes

Data Section	Statement	Indicators
Teacher Self-Confidence and Motivation	Teachers expressed how the Social Cognitive-based evaluation system positively impacted their confidence and motivation.	Increased self-confidence, more proactive teaching behaviour, willingness to embrace new strategies.
Principal Insights	The principal highlighted that the model fostered a more collaborative and dynamic work environment among teachers.	Enhanced collaboration, knowledge sharing among teachers, improved peer-to-peer learning.
Classroom Observation	Teachers were observed adjusting their teaching strategies based on feedback, demonstrating adaptability and self-regulation.	Evidence of behavioural adaptation, use of self-regulation techniques, application of feedback in practice.
Teacher Development and	The model encourages individual growth and fosters organizational learning by creating a supportive	Improved teacher performance, enhanced

Organizational Growth	and feedback-oriented environment.	organizational learning, higher collaboration among staff.
Evaluation Model Impact	Continuous evaluation and feedback led to tangible improvements in classroom dynamics, with teachers showing more openness to self-reflection and collaborative learning.	Regular feedback loops, continuous professional development, increased teacher engagement and collaboration.

Improvement of Work Motivation and Organizational Learning

In the context of educational institutions, the operational definition of improvement of work motivation and organizational learning through human resource performance evaluation refers to the systematic processes by which employee performance is assessed, feedback is provided, and developmental strategies are implemented to enhance both individual and collective capabilities. Performance evaluation encompasses not only quantitative indicators such as task completion rates, punctuality, and achievement of key performance metrics, but also qualitative aspects, including initiative, collaboration, and adaptability(Al-hawary, 2022). The core assumption is that structured evaluation mechanisms foster self-awareness among staff, stimulate motivation to achieve personal and institutional goals, and promote a culture of continuous learning by encouraging knowledge sharing, reflective practice, and professional growth.

One informant, a senior administrative officer, emphasized that regular performance evaluations provide clear guidance on expected responsibilities and priorities, which in turn increase motivation. The officer stated, "When I know exactly how my contributions are measured, I feel more accountable and driven to improve my performance." This insight indicates that performance evaluation functions as a motivational tool by creating transparency and reinforcing role clarity. From the researcher's perspective, this demonstrates that structured feedback loops directly influence employees' intrinsic motivation, as they internalize performance expectations and feel a greater sense of agency over their work outcomes. Moreover, the presence of evaluative feedback fosters a reflective learning process, as employees analyze their strengths and weaknesses in relation to institutional objectives.

Another informant, a teaching staff member, highlighted that performance evaluations are pivotal in identifying skill gaps and facilitating targeted professional development. The informant mentioned, "The evaluation results guided me to attend specific training programs that I wouldn't have considered otherwise, which improved how I manage my classroom and administrative tasks." This statement reflects that performance evaluation acts not only as a motivational factor but also as a catalyst for organizational learning. The researcher interprets this as evidence that evaluation-driven interventions encourage continuous skill acquisition, knowledge sharing, and adaptive

behaviours. The integration of evaluation with tailored development plans reinforces a learning-oriented culture within the institution, where employees perceive growth opportunities as both attainable and necessary for their professional progression.

Observational data from several departments revealed a consistent pattern: units that conducted structured performance evaluations demonstrated higher levels of engagement, collaboration, and responsiveness to institutional initiatives. Meetings were often data-driven, with performance metrics serving as discussion anchors, and team members actively shared strategies to address identified gaps. From the researcher's standpoint, this indicates that performance evaluation is not only an individual motivator but also a mechanism for collective learning. The observations suggest that evaluation processes cultivate a culture of accountability and knowledge exchange, reinforcing both individual and organizational competencies. Staff in these units appeared more proactive in problem-solving, reflecting a tangible link between evaluation, motivation, and organizational learning.

Synthesizing the interview and observational data, it is evident that human resource performance evaluation serves as a dual-function tool within educational institutions. It directly enhances work motivation by clarifying expectations, fostering accountability, and providing recognition, while simultaneously stimulating organizational learning by identifying developmental needs, promoting skill enhancement, and encouraging collaboration and knowledge sharing(Garg et al., 2022). The research data consistently demonstrate that employees respond positively to structured evaluations, both in terms of personal drive and in contributing to collective institutional learning initiatives. Thus, performance evaluation acts as an essential bridge linking individual performance with broader organizational objectives.

The emerging pattern from the data indicates that institutions implementing regular, structured, and transparent performance evaluations experience a synergistic effect on motivation and organizational learning. Employees are motivated not solely by extrinsic rewards, but by clarity, developmental opportunities, and feedback-informed self-improvement. Simultaneously, the institution benefits from enhanced knowledge flows, skill alignment, and adaptive practices, creating a culture that values learning and continuous improvement. The data collectively illustrate that performance evaluation functions as both a motivational and educational mechanism, fostering sustainable institutional development through employee engagement, skill enhancement, and knowledge integration.

Table 2. Work Motivation and Organizational Learning

Data Source	Statement	Description/Interpretation
Senior Administrative Officer (Interview)	"When I know exactly how my contributions are measured, I feel more accountable and	Performance evaluation provides clarity on responsibilities and expectations, enhancing intrinsic motivation. Structured feedback

	driven to improve my performance."	encourages self-awareness and accountability, which supports both individual performance and reflective learning processes.
Teaching Staff (Interview)	"The evaluation results guided me to attend specific training programs that I wouldn't have considered otherwise, which improved how I manage my classroom and administrative tasks."	Evaluation identifies skill gaps and directs targeted professional development. It acts as a catalyst for organizational learning, encouraging knowledge acquisition, skill enhancement, and adaptive behaviour, thereby fostering a learning-oriented culture.
Departmental Observation	Units conducting structured evaluations showed higher engagement, collaboration, and responsiveness to initiatives; meetings were data-driven, and staff shared strategies to address gaps.	Observations confirm that performance evaluations enhance collective learning. They promote accountability, knowledge sharing, and proactive problem-solving, linking evaluation processes with improved organizational learning and motivation.

Discussion

The Social Cognitive-based human resource performance evaluation model is a powerful strategy for enhancing teacher development, fostering collaboration, and ensuring the long-term growth and quality of educational institutions. By focusing on self-regulation, reflection, and continuous feedback, it empowers educators to become more effective in their teaching while promoting a collaborative learning environment that supports institutional progress. Through these mechanisms, the model not only addresses immediate pedagogical needs but also contributes to the sustainable improvement of the overall educational system.

Figure 1. Self-Regulation, Reflection, and Continuous Feedback

Enhancing Teacher Development through Social Cognitive-Based Evaluation

Social Cognitive Theory (SCT), developed by Albert Bandura, emphasizes the importance of learning through observation, imitation, and modelling, while highlighting the role of self-regulation and reflective practices in shaping human behaviour. In the context of educational institutions, SCT offers a framework that focuses on the individual teacher's ability to regulate and reflect on their teaching

methods, enhancing both personal and professional growth. One of the most significant aspects of the Social Cognitive-based performance evaluation model is its focus on these very principles: self-regulation, self-reflection, and continuous adaptation. By encouraging teachers to engage in reflective practices, such as reviewing their teaching methods and the effectiveness of their interactions with students, the model facilitates a process of ongoing development, helping educators refine their strategies and enhance their impact on students' learning experiences(Amjad et al., 2021; Malik et al., 2021).

A central element of the SCT-based evaluation process is the provision of constructive feedback. Rather than merely assessing teachers based on short-term outcomes like test scores or grades, this evaluation model emphasizes the importance of feedback that is specific, actionable, and supportive. Teachers who receive detailed feedback on their classroom performance are better equipped to identify areas for improvement and adjust their methods accordingly **(Akdere & Egan, 2020)**. This feedback not only bolsters teachers' self-confidence but also motivates them to take proactive steps in refining their teaching techniques. The positive reinforcement provided through feedback encourages teachers to internalize new skills and strategies, fostering a mindset that prioritizes growth and improvement. When teachers are given clear guidance on how to enhance their practices, they are more likely to apply these suggestions, leading to tangible improvements in classroom dynamics.

Self-regulation, as a core tenet of SCT, plays a pivotal role in the professional development of teachers. In the evaluation model, teachers are encouraged to monitor their own behaviour and progress through self-assessment and reflection(Navas et al., 2020). This process of self-monitoring allows educators to identify their strengths and weaknesses, giving them the tools to make intentional changes in their teaching practices. For instance, a teacher might recognize that certain classroom management techniques are not yielding the desired results and, through self-reflection, may adjust their approach to create a more conducive learning environment. This ability to regulate one's own practices, informed by both external feedback and internal reflection, contributes to the development of a more adaptive and responsive teaching style, which is crucial for maintaining effective teaching in a dynamic educational setting(Zhang & Chen, 2024).

And the Social Cognitive-based evaluation model fosters an environment where teachers are not only focused on their own individual development but are also encouraged to engage in collaborative learning. The model promotes a shift from isolated professional growth to a more communal, collective form of teacher development. Teachers who participate in regular feedback sessions and reflective practices often share their experiences and strategies with colleagues, facilitating knowledge exchange and peer learning(Rivaldo & Nabella, 2023). This collaborative environment helps to create a culture of continuous improvement, where teachers learn from one another and adopt best practices from their peers. Such interactions contribute to the overall enhancement of teaching standards

within the institution, fostering a community of educators who are committed to mutual growth and improvement.

In addition to improving classroom practices, the SCT-based evaluation model also helps to address the long-term professional development needs of teachers. By moving away from one-time evaluations focused on immediate outcomes and shifting towards a continuous process of self-regulation and reflection, the model promotes sustained professional growth**(Lussier & Hendon, 2025)**. Teachers are encouraged to adopt a growth mindset, viewing their professional journey as an ongoing process of learning and adaptation. This long-term focus ensures that teachers are not simply meeting immediate performance targets, but are instead developing the skills and knowledge necessary to adapt to future challenges in education (Azizi et al., 2021). Continuous professional development, underpinned by the principles of SCT, helps to create a workforce of teachers who are better equipped to handle the evolving needs of their students and the changing demands of the education system.

The Social Cognitive-based performance evaluation model strengthens the educational environment by promoting teacher development that is reflective, adaptive, and collaborative. By prioritizing self-regulation and reflective practices, this evaluation approach empowers teachers to take ownership of their professional growth and adapt their teaching methods to suit the needs of their students. As teachers internalize new skills, improve their instructional techniques, and collaborate with their peers, the quality of education within the institution improves. The model fosters an environment where teachers are motivated to improve continuously, not just for the sake of meeting short-term goals, but as part of a long-term commitment to excellence in education. This approach not only enhances the effectiveness of individual educators but also contributes to the broader goal of improving educational standards within the institution.

Fostering a Collaborative and Reflective Educational Environment

The significant advantages of Social Cognitive-based performance evaluations is its ability to foster a culture of collaboration among teachers. The model encourages not only the individual development of educators but also emphasizes the importance of sharing knowledge, skills, and best practices among staff members (Pham et al., 2020). Traditionally, educational systems have operated with teachers working in isolation, focusing on their own classrooms without much interaction with colleagues. However, the Social Cognitive-based evaluation model actively works to break down these silos by creating spaces for teachers to engage in open dialogue about teaching strategies, challenges, and successes. By fostering this collaboration, teachers can learn from one another, enriching their teaching practices and enhancing their professional growth.

The principal's observations further underline the significance of the model in creating a more interactive and cohesive teaching community. By shifting the focus from individual performance evaluations to collaborative feedback sessions, teachers feel more comfortable sharing their experiences, struggles, and ideas

(Wang et al., 2023). This results in increased collaboration, as educators understand that they are part of a larger learning community. As the principal noted, "The increased interaction among teachers has created a culture of shared responsibility for the success of our students. It is no longer just about individual performance, but about improving as a team." This shift from competition to cooperation is vital in creating a positive, supportive school culture where every teacher is empowered to contribute to the overall improvement of the institution.

Social Cognitive Theory's concept of reciprocal determinism plays a crucial role in promoting collaboration within the educational environment. According to SCT, individuals, their behaviour, and the environment mutually influence each other. In the case of education, teachers' behaviour—shaped by their interactions with students, colleagues, and the broader school environment—are influenced by both internal factors (such as self-regulation and motivation) and external factors (such as feedback from peers and school leadership). By providing regular opportunities for teachers to interact with one another, the evaluation model encourages a cyclical process of mutual influence, where teachers both learn from others and contribute their knowledge to help others improve (Yusoff et al., 2020). This ongoing cycle of reciprocal learning strengthens the overall educational environment, as teachers collaborate and grow together.

This collaborative approach also leads to the development of organizational learning within schools. Teachers, through their interactions and shared experiences, not only enhance their individual pedagogical skills but also contribute to the collective knowledge and growth of the institution. Organizational learning occurs when the school as a whole adapts, refines, and improves its educational practices based on the cumulative insights of its staff members (Kooli & Abadli, 2022). For example, if a teacher develops a particularly effective classroom management strategy, they can share this with their colleagues, who, in turn, adapt it to fit their own teaching styles. Over time, the school cultivates a body of best practices, resulting in a more effective and responsive learning environment. This process ensures that improvements in teaching are not limited to individual classrooms but become embedded in the school's culture and practices(Masnawati & Darmawan, 2022).

The collaborative model supported by Social Cognitive-based evaluations also encourages teachers to take collective ownership of their professional development. Instead of being isolated in their efforts to improve, teachers in such environments recognize that their success is intertwined with the success of their colleagues (Anwar & Abdullah, 2021). This shift fosters a sense of solidarity and shared responsibility. Teachers are more likely to participate in professional development programs and attend meetings where collaborative feedback is given when they feel that their contributions are valued and that they are working together with their peers toward common goals (Yong et al., 2020). This approach leads to a sense of community among staff, where everyone is working collectively to improve not just individual teaching practices but also the overall quality of education within the institution.

The creation of a collaborative and reflective educational environment has a profound effect on the learning culture within schools. Teachers are more likely to engage in self-reflection when they are part of a supportive and feedback-oriented community(Aggarwal et al., 2025). This reflective practice is key to improving teaching methods, as it encourages educators to evaluate their approaches, identify areas for growth, and make adjustments as necessary. By promoting a space where feedback is valued and acted upon, the model strengthens the school's learning culture, making it more dynamic, supportive, and forward-thinking. Teachers who feel supported by their colleagues and leadership are more likely to innovate, experiment (Aggarwal et al., 2025)t with new strategies, and ultimately improve the quality of education they provide to students.

In the last, fostering a collaborative and reflective educational environment through Social Cognitive-based performance evaluations offers numerous benefits to both teachers and institutions. By creating a space where teachers can share knowledge, learn from one another, and engage in continuous professional growth, schools cultivate a culture of mutual support and shared responsibility. The use of reciprocal feedback and collective learning encourages both individual and organizational development, leading to sustained improvements in teaching practices and overall educational quality. As teachers work together to improve their craft and share best practices, the school becomes a more cohesive, dynamic, and effective learning environment, ultimately benefiting students and enhancing institutional growth.

Performance Evaluation of Human Resources for Better Educational Quality

The Social Cognitive Theory-based performance evaluation approach, as proposed by Albert Bandura, offers a comprehensive framework for assessing teachers that goes beyond traditional academic outcomes. Unlike conventional evaluations that focus solely on measurable achievements, this approach emphasizes the process of teaching and the internal factors that influence behaviour, such as attention, motivation, self-confidence, decision-making skills, and self-regulation. Bandura's theory posits that human behaviour is shaped by the interaction of personal factors, actions, and environmental influences, which all play a crucial role in shaping how individuals perform in educational settings(Kooli & Abadli, 2022). Therefore, the goal of a Social Cognitive-based performance evaluation is not only to understand what teachers accomplish in terms of knowledge and skills but also to explore how they develop their competencies, manage behaviour, and cultivate professional values within the educational environment.

The element of this approach is the focus on observation and imitation in real-life social contexts. Rather than relying solely on quantitative assessments, performance evaluations based on Social Cognitive Theory involve direct observation of teachers in action. This includes monitoring their behaviour in the classroom, interactions with students and colleagues, and execution of professional tasks (Masnawati & Darmawan, 2022). Teachers are not merely

subjects of assessment but also role models whose behaviour is emulated by their students and peers. Qualities such as discipline, responsibility, empathy, and integrity are visible traits that can be observed, modelled, and internalized by others within the institution. Thus, performance evaluations do not only assess "what is achieved" in terms of knowledge and outcomes, but also "how professional behaviour is demonstrated and learned" within the educational setting, reinforcing the idea that teaching is a process of modelling and fostering values.

Practically, Social Cognitive-based performance evaluations are applied through authentic assessment methods, such as systematic observation, portfolio assessments, and ongoing evaluations. School principals, supervisors, or evaluation teams directly observe how teachers manage learning, communicate with students, and display professional behaviour and ethics. Portfolios are also collected as part of the evaluation process, providing concrete evidence of professional behaviour, personal reflections, work results, and ongoing competency development(Aboramadan et al., 2020). This approach ensures that the evaluation is not a one-time event but reflects the continuous growth and professional development of the teacher. By emphasizing ongoing reflection and the integration of personal development with performance assessment, this method aligns with the long-term goals of professional teaching, ensuring that the process of evaluation is inherently developmental.

Evaluation process also incorporates self-assessment, peer evaluations that involve multiple stakeholders, such as the school principal, colleagues, students, and even parents. This multi-source feedback process is rooted in the principles of social learning, where individuals learn through interaction, feedback, and support from their environment. The inclusion of diverse perspectives ensures that the evaluation process is holistic and considers multiple facets of a teacher's role (Fawehinmi et al., 2020). Continuous constructive feedback and positive reinforcement are key elements of this model, enhancing motivation, boosting self-confidence, and encouraging improvement. By integrating feedback from various sources, the evaluation not only measures performance but also serves as a tool for fostering the professional growth of teachers, guiding them toward higher standards of practice.

And the Social Cognitive-based performance evaluation model positions assessment as both a tool for measuring achievement and a mechanism for personal and professional development. Through the use of direct observation, ongoing feedback, and comprehensive evaluations that include multiple perspectives, this approach helps teachers reflect on their practices, adapt to feedback, and continuously improve their teaching strategies (Schunk, 2012). By focusing on internal factors such as motivation and self-regulation, it recognizes the complex nature of teaching and supports the long-term growth of educators. In doing so, it encourages a more adaptive, collaborative, and reflective teaching community, ultimately leading to improved educational quality and fostering a positive and sustainable learning environment. Through this model, educators are empowered not only to achieve short-term goals but to engage in continuous

professional development, improving their effectiveness as teachers and role models in the educational system.

Performance evaluations based on Social Cognitive Theory (SCT) have a significant impact on the development of professional behaviour within educational institutions. In this framework, the attitudes and behaviour exhibited by teachers are not only the focus of evaluation but also become sources of learning for both the teachers themselves and their peers. Teachers are encouraged to consistently demonstrate professionalism in all their activities, as their actions serve as models for others(Sallis, 2014). The process of continuous imitation, which is a key component of SCT, fosters a culture of exemplary behaviour where positive values are not simply assessed but also modelled and internalized. This culture reinforces self-regulation, moral responsibility, and professional commitment among educators. Teachers are no longer just assessed for their technical skills but are also held accountable for their behaviour, creating a learning environment where ethical values and professional standards are actively practiced and reinforced(Zhu et al., 2024).

A performance evaluation system that emphasizes process, social interaction, and behaviour plays a critical role in improving the quality of education. By focusing not only on technical expertise but also on character, moral integrity, and the ability to serve as role models, such evaluations contribute to the development of well-rounded individuals. This holistic approach helps institutions produce educators who are not only skilled in their subject areas but also equipped with strong ethical values and the ability to inspire their students. The culture fostered within the organization becomes one of continuous learning, critical thinking, and growth, making education a dynamic and evolving process (Adinda & Mohib, 2020). As a result, Social Cognitive-based performance evaluations strengthen the academic environment, enhance the institution's reputation, and promote sustainable, high-quality, and integrity-driven education.

Figure 2. organizational learning process
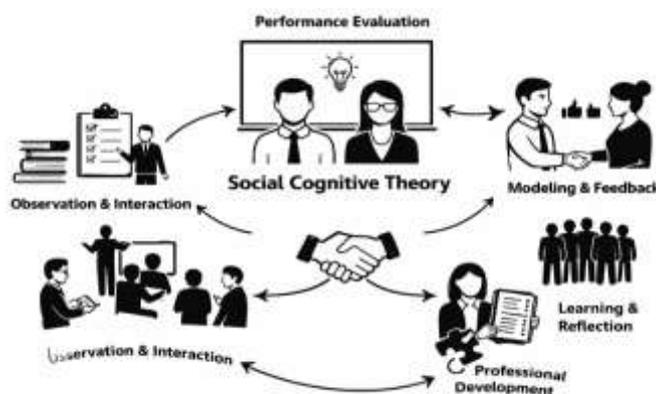
From a broader perspective, performance evaluations in educational institutions should be viewed as an organizational learning process, rather than simply a formal assessment tool. When performance evaluations are comprehensive and based on Albert Bandura's Social Cognitive Theory, the

outcomes go beyond administrative data. Instead, they shape the mindset, attitudes, and behaviour of educators. Such evaluations create opportunities for behavioural observation, personal reflection, and constructive feedback, which together build teachers' self-confidence. This growing confidence is a crucial asset for educators, empowering them to innovate, refine their teaching methods, and commit to continuous improvement in their practice. The positive feedback loop created by this reflective process enhances both personal and professional development, ensuring that educators are not only better at teaching but are also more dedicated to fostering a positive and dynamic learning environment for their students.

On the other hand, the author argues that implementing performance evaluations based on Social Cognitive Theory has strategic implications for creating a culture of quality within educational institutions. Through ongoing modelling and social interaction, the values of professionalism, responsibility, and role modelling are not just evaluated but also practiced and instilled in daily activities at schools. The sustained application of these values leads to a more cohesive, positive work atmosphere, where educators feel supported in their growth and development. The presence of stable leadership and a fair evaluation system further strengthens the reciprocal relationship between individuals, behaviour, and the surrounding environment, in line with Bandura's view of reciprocal determinism(Nasri et al., 2020). This alignment ensures that teachers and educators are not only assessed but also guided towards continuous professional growth, creating an institutional culture that prioritizes both excellence and integrity.

In summary, when performance evaluations are integrated into the educational system as a strategic tool for developing human resources, they no longer serve as a burdensome administrative task. Instead, they become a powerful mechanism for fostering the development of superior, character-driven educators focused on the overall improvement of the institution's quality. With the support of stable leadership, fair evaluation processes, and a collaborative work environment, Social Cognitive-based performance evaluations can significantly enhance the academic atmosphere, foster long-term institutional growth, and ensure that educational institutions are able to meet the evolving demands of society. Through this approach, schools can nurture educators who are not only effective in their teaching roles but also embody the values and professional standards necessary to shape the future of education.

Conclusion

The Social Cognitive Theory-based performance evaluation approach significantly contributes to the professional development of educators by emphasizing behaviour, self-regulation, and the internalization of positive values. This method not only focuses on academic outcomes but also encourages teachers to demonstrate professionalism in all aspects of their work, fostering a culture of continuous learning and ethical conduct. Through ongoing observation, interaction, and constructive feedback, teachers are motivated to enhance their

skills and adapt their teaching practices. This evaluation model creates a collaborative and reflective environment, promoting individual and institutional growth, and ultimately contributes to improving the quality, integrity, and sustainability of education within institutions. By integrating these practices, educational institutions can cultivate a workforce that is not only technically competent but also morally responsible and committed to ongoing improvement.

References

Aboramadan, M., Albashiti, B., Alharazin, H., & Dahleez, K. A. (2020). Human resources management practices and organizational commitment in higher education: The mediating role of work engagement. *International Journal of Educational Management*, *34*(1), 154–174. https://doi.org/10.1108/IJEM-04-2019-0160

Adinda, D., & Mohib, N. (2020). Teaching and instructional design approaches to enhance students' self-directed learning in blended learning environments. *Electronic Journal of ELearning*, *18*(2), 162–174. https://doi.org/10.34190/EJEL.20.18.2.005

Aggarwal, I., Cuconato, G., Ateş, N. Y., & Meslec, N. (2025). Self-beliefs, Transactive Memory Systems, and Collective Identification in Teams: Articulating the Socio-Cognitive Underpinnings of COHUMAIN. *Topics in Cognitive Science*, *17*(2), 217–247. https://doi.org/10.1111/tops.12681

Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, *31*(4), 393–421. https://doi.org/10.1002/hrdq.21404

Alenezi, M. (2023). Digital learning and digital institution in higher education. *Education Sciences*, *13*(1), 88. https://doi.org/10.3390/educsci13010088

Al-hawary, S. (2022). The effect of electronic human resources management on organizational health of telecommuni-cations companies in Jordan. *International Journal of Data and Network Science*. https://doi.org/10.5267/j.ijdns.2021.12.011

Amjad, F., Abbas, W., Zia-Ur-Rehman, M., Baig, S. A., Hashim, M., Khan, A., & Rehman, H.-. (2021). Effect of green human resource management practices on organizational sustainability: the mediating role of environmental and employee performance. *Environmental Science and Pollution Research*, *28*(22), 28191–28206. https://doi.org/10.1007/s11356-020-11307-9

Anwar, G., & Abdullah, N. N. (2021). The impact of Human resource management practice on Organizational performance. *International Journal of*

Engineering, Business and Management (IJEBM), 5. https://doi.org/10.22161/ijebm.5.1.4

Azizi, M. R., Atlasi, R., Ziapour, A., Abbas, J., & Naemi, R. (2021). Innovative human resource management strategies during the COVID-19 pandemic: A systematic narrative review approach. *Heliyon*, *7*(6). https://doi.org/10.1016/j.heliyon.2021.e07233

Bag, S., & Wood, L. C. (2022). Guest editorial: Human resource development in the digital age: recent issues and future research directions. *International Journal of Manpower*, *43*(2), 253–262. https://doi.org/10.1108/IJM-05-2022-561

Baharin, R., Aji, R. H. S., Yussof, I., & Saukani, N. M. (2020). Impact of human resource investment on labor productivity in Indonesia. *Iranian Journal of Management Studies*, *13*(1), 139–164.

Bangbon, P., Snongtaweeporn, T., Channuwong, S., Katangchol, S., Raktakanishtha, P., Pleansamai, K., Ongcharoen, P., Ekvitayavetchanukul, P., & Klaysud, S. (2023). Strategic human resource management for organizational performance of Thai Higher Education Institutions. *Journal of Positive Psychology & Wellbeing*, *7*(2), 897–911.

Bridges, D. (2017). *Philosophy in Educational Research*. https://doi.org/10.1007/978-3-319-49212-4

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education, Sixth Edition*. https://doi.org/10.4324/9780203029053

Creswell, J. W .(2007). *Qualitative inquiry & research design: choosing among five approaches*. Sage Publications.

Deming, D. J. (2022). Four facts about human capital. *Journal of Economic Perspectives*, *36*(3), 75–102. https://doi.org/10.1257/jep.36.3.75

Dos Santos, L. M. (2022). Learning taekwondo martial arts lessons online: The perspectives of social cognitive career and motivation theory. *International Journal of Instruction*, *15*(1), 1065–1080. https://doi.org/10.29333/iji.2022.15160a

Ekuma, K. (2024). Artificial intelligence and automation in human resource development: A systematic review. *Human Resource Development Review*, *23*(2), 199–229. https://doi.org/10.1177/15344843231224009

Fawehinmi, O., Yusliza, M. Y., Mohamad, Z., Noor Faezah, J., & Muhammad, Z. (2020). Assessing the green behaviour of academics: The role of green human resource management and environmental knowledge. *International*

Journal of Manpower, *41*(7), 879–900. https://doi.org/10.1108/IJM-07-2019-0347

Garg, S., Sinha, S., Kar, A. K., & Mani, M. (2022). A review of machine learning applications in human resource management. *International Journal of Productivity and Performance Management*, *71*(5), 1590–1610. https://doi.org/10.1108/IJPPM-08-2020-0427

Haldorai, K., Kim, W. G., & Garcia, R. L. F. (2022). Top management green commitment and green intellectual capital as enablers of hotel environmental performance: The mediating role of green human resource management. *Tourism Management*, *88*, 104431. https://doi.org/10.1016/j.tourman.2021.104431

Knies, E., Boselie, P., Gould-Williams, J., & Vandenabeele, W. (2024). Strategic human resource management and public sector performance: context matters. In *The international journal of human resource management* (Vol. 35, Number 14, pp. 2432–2444). Taylor & Francis. https://doi.org/10.1080/09585192.2017.1407088

Kooli, C., & Abadli, R. (2022). Could education quality audit enhance human resources management processes of the higher education institutions? *Vision*, *26*(4), 482–490. https://doi.org/10.1177/09722629211005599

Lussier, R. N., & Hendon, J. R. (2025). *Human resource management: Functions, applications, and skill development*. Sage publications.

Malik, S. Y., Hayat Mughal, Y., Azam, T., Cao, Y., Wan, Z., Zhu, H., & Thurasamy, R. (2021). Corporate social responsibility, green human resources management, and sustainable performance: is organizational citizenship behavior towards environment the missing link? *Sustainability*, *13*(3), 1044. https://doi.org/10.3390/su13031044

Marx, S. (2023). Mapping as critical qualitative research methodology. *International Journal of Research & Method in Education*, *46*(3), 285–299. https://doi.org/10.1080/1743727X.2022.2110231

Nasri, N. M., Halim, L., & Abd Talib, M. A. (2020). Self-Directed Learning Curriculum: Students' Perspectives of University Learning Experiences. *Malaysian Journal of Learning and Instruction*, *17*(2), 227–251. https://doi.org/10.32890/mjli2020.17.2.8

Navas, L. P., Montes, F., Abolghasem, S., Salas, R. J., Toloo, M., & Zarama, R. (2020). Colombian higher education institutions evaluation. *Socio-Economic Planning Sciences*, *71*, 100801. https://doi.org/10.1016/j.seps.2020.100801

Ngoc, N. M., Hieu, V. M., & Tien, N. H. (2023). Impact of accreditation policy on quality assurance activities of public and private universities in Vietnam. *International Journal of Public Sector Performance Management*, *10*, 1–15. https://doi.org/10.1504/IJPSPM.2022.10052573

Owan, V. J., Ekpenyong, J. A., Chuktu, O., Asuquo, M. E., Ogar, J. O., Owan, M. V., & Okon, S. (2022). Innate ability, health, motivation, and social capital as predictors of students' cognitive, affective and psychomotor learning outcomes in secondary schools. *Frontiers in Psychology*, *13*, 1024017. https://doi.org/10.3389/fpsyg.2022.1024017

Papa, A., Dezi, L., Gregori, G. L., Mueller, J., & Miglietta, N. (2020). Improving innovation performance through knowledge acquisition: the moderating role of employee retention and human resource management practices. *Journal of Knowledge Management*, *24*(3), 589–605. https://doi.org/10.1108/JKM-09-2017-0391

Pham, N. T., Hoang, H. T., & Phan, Q. P. T. (2020). Green human resource management: a comprehensive review and future research agenda. *International Journal of Manpower*, *41*(7), 845–878. https://doi.org/10.1108/IJM-07-2019-0350

Rafi, M., Islam, A. Y. M. A., Ahmad, K., & Zheng, J. M. (2022). Digital resources integration and performance evaluation under the knowledge management model in academic libraries. *Libri*, *72*(2), 123–140. https://doi.org/10.1515/libri-2021-0056

Rivaldo, Y., & Nabella, S. D. (2023). Employee performance: Education, training, experience and work discipline. *Calitatea*, *24*(193), 182–188. https://doi.org/10.47750/QAS/24.193.20

Sallis, E. (2014). *Total quality management in education*. Routledge. https://doi.org/10.4324/9780203417010

Schunk, D. H. . (2012). *Learning theories : an educational perspective*. Pearson.

Sepahvand, R., & Khodashahri, R. B. (2021). Strategic human resource management practices and employee retention: A study of the moderating role of job engagement. *Iranian Journal of Management Studies*, *14*(2), 437–468.

Sima, V., Gheorghe, I. G., Subić, J., & Nancu, D. (2020). Influences of the industry 4.0 revolution on the human capital development and consumer behavior: A systematic review. *Sustainability*, *12*(10), 4035. https://doi.org/10.3390/su12104035

Wang, S., Sun, Z., & Chen, Y. (2023). Effects of higher education institutes' artificial intelligence capability on students' self-efficacy, creativity and learning performance. *Education and Information Technologies*, *28*(5), 4919–4939. https://doi.org/10.1007/s10639-022-11338-4

Yong, J. Y., Yusliza, M., Ramayah, T., Chiappetta Jabbour, C. J., Sehnem, S., & Mani, V. (2020). Pathways towards sustainability in manufacturing organizations: Empirical evidence on the role of green human resource management. *Business Strategy and the Environment*, *29*(1), 212–228. https://doi.org/10.1002/bse.2359

Yusoff, Y. M., Nejati, M., Kee, D. M. H., & Amran, A. (2020). Linking green human resource management practices to environmental performance in hotel industry. *Global Business Review*, *21*(3), 663–680. https://doi.org/10.1177/0972150918779294

Zhang, J., & Chen, Z. (2024). Exploring human resource management digital transformation in the digital age. *Journal of the Knowledge Economy*, *15*(1), 1482–1498. https://doi.org/10.1007/s13132-023-01214-y

Zhu, M., Berri, S., Koda, R., & Wu, Y. (2024). Exploring students' self-directed learning strategies and satisfaction in online learning. *Education and Information Technologies*, *29*(3), 2787–2803. https://doi.org/10.1007/s10639-023-11914-2