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Submission date: 12-Feb-2020 01:46PM (UTC+0700)

Submission ID: 1256011870

File name: IJSM_2_BINTI_REFORM_publish.docx (200.25K)

Word count: 5709

Character count: 32367

The Influence of Teachers' Performance, Emotions, Attitude and Beliefs on Educational Reforms in Tulungagung, Indonesia: Mediating Role of Supply Chain

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Abstract

The aim of the current study is to inspect the influence of teachers' performance, emotions, attitudes and beliefs on the educational reforms in the Tulungagung, Indonesia. While another aim of the existing research is to analyze the mediating effects of the supply chain on the links among the teachers' performance and educational reforms, teachers' emotions and educational reforms, teachers' attitudes and educational reforms and teachers' beliefs and educational reforms. The data was collected from the government higher secondary educational institutions that are working under the territory of Tulungagung, Indonesia. For the analysis purposes, PLS-SEM was used in this study. The findings uncovered that positive nexus among the teachers' performance, emotions, attitudes, beliefs and educational reforms. The outcomes also uncovered that the supply chain significantly as well as positively influenced the links among the teachers' performance and educational reforms, teachers' emotion and educational reforms, teachers' attitudes and educational reforms and teachers' beliefs and educational reforms. This research provides the guidelines to the regulations making authorities that they should develop and implement the regulations that enhance the above-mentioned characteristics of the teachers that enhance the educational reforms within the educational institution in Indonesia.

Keywords: Teachers's Performance, Educational Reforms, Teachers' Emotions, Supply Chain, Teachers' attitudes, Teachers' Beliefs

Introduction

Plenty of studies have shown a significant impact on the variables that duly influence the culture towards teachers, not only on the reforms of educational structure but also on the enhancement of teacher capabilities. In most of the historical studies, many reforms not only established long term benefits to the education sector but also for the students and teachers for their professional development in order to achieve the required goals for several countries. Usually, most of the countries are striving to encounter the flaws that are prevailing in their educational sectors and to provide best related upgraded structures to eliminate the drawbacks of bad service toward education.

Many reforms including structures of organizations, outcomes of pupil learning and interactions between teachers and students also need to alter the roles of teachers to gain learning opportunities which would be helpful in the professional development of such teachers. It is

necessary to know the development of teachers according to beliefs about upcoming knowledge and the kind of knowledge, where some perspectives on the knowledge of teachers and development are critical perspective, practical perspective and technical perspective [1].

It is provided that knowledge comes through formal research which is argued by the technical perspective, while the true application and acquisition of knowledge itself enumerates professional development which is judged by the stated objectives by curriculum on effective inducement in practicing environment. In the discussion, teaching is historically prevailing for many years as an inquiry in the United States, from John Dewey's earlier work as stated in the document of national reforms. Categorically, these studies strive to elaborate on the issues which may be helpful for many countries that are striving for the same goals of development whether inside or outside all countries.

Turkey is one such goal-seeking country for the improvement of better replies to higher economic and social expectations. Since the Turkish Republic foundation, it has faced many demands of complexity which were elements of societies that were responding to changing political, economic and social circumstances [2]. Education is the necessary means in which many countries could achieve the civilizations contemporarily via an enhancement in the sector of teaching and educational reforms.

Although a successful implementation in the teaching reforms by teaching groups and individuals has been caught in the literature, there aren't any reviews on the successful implementation of science education reforms in the United States where the significant impact is also not found [3]. It is also ascertained while remaining in touch with the past literature that, the systematic change is unable to be done until unless the proper channel is adopted [6]. It is necessary to adopt some measurable perspective with aim goals of achieving reforms on the large scale, while not by depending on the capacity of people for bringing such change in short span of time, so there is a need to properly process of chain to enable such reforms where the quality teaching and the material of training are best examples of systematic change [14].

While reviewing studies, some reforms also come up with certain mechanisms where the reform based materials of the curriculum in education of science when can be jointly accompanied with the development of professionals comprehensively can result in better achievement [5]. It is significant that most of the reforms are applicable with the support of teachers where the major role of teachers can contribute the best changes via voices and perspective feelings that are usually ignored in the mandated change of educational development, while the change also adhere impacts on the teachers whether through reforms in educational sectors or via change in programs introduced for the building character of teachers through learning and development [16].

It is described by many studies that there is a significant impact on the teachers of high school after the reforms in teaching and educational sector because many teachers after the reforms are forced to update themselves with the upgraded knowledge and many programs have induced

significant impact which includes examinations and training programs of such teachers. It is elaborated by many studies that the emotions of teachers are duly affected by the reforms in educational sectors, while many negative attitudes have also been found after the imposing change by governments which include anxiety, mortification, dehumanization, and confusion [4]. In the 1990s the silence towards educational change was broken, since then it is asserted that many influences have been caught regarding the change in emotions of teachers, leaders and many other. Factors that affect and assert the disappointments and change toward emotions after the reforms are also found to be the turning point for the teachers in regards to their careers [7]. Table 1 shows the percentage perception of school supervisor competencies in Indonesia.

Table 1: Percentage Perception of School Supervisor Competencies in Indonesia

Strongly Disagree + Disagree					
Personality	Managerial Supervision	Academic Supervision	Education Evaluation	Research & Development	Social
44	21	18	16	33	60
Strongly Agree + Agree					
Personality	Managerial Supervision	Academic Supervision	Education Evaluation	Research & Development	Social
57	79	83	68	76	43

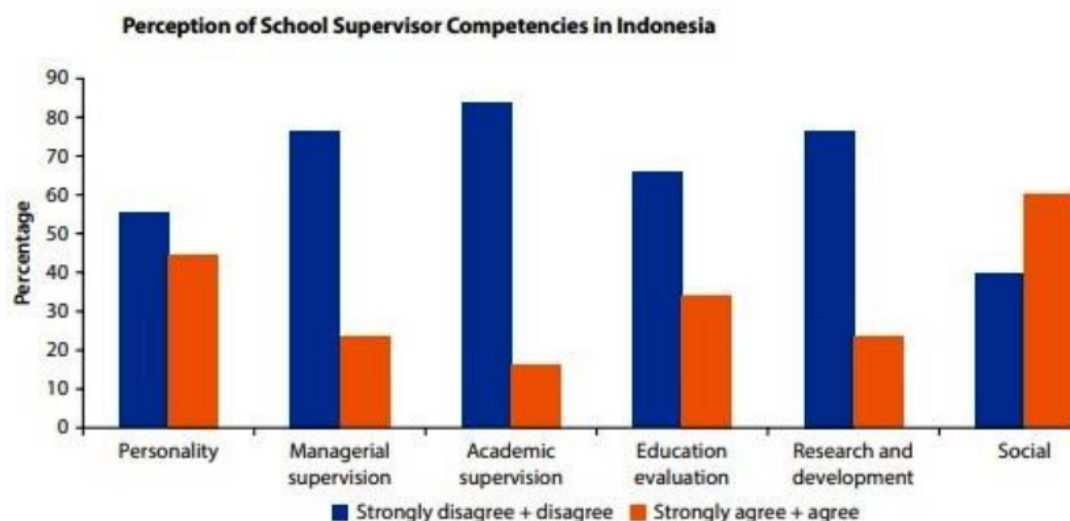


Figure 1: Percentage Perception of School Supervisor Competencies in Indonesia

According to the report of teacher reforms in Indonesia, certain discrimination has been derived which renders competence in accordance with the development whether it would be personality,

managerial and academic supervision, education evaluation, research and development, and social mean. It is significantly endorsing some measures on the face of the education system of Indonesia where it is defining competencies must be required to achieve the targeted perspectives of their education sector. In fact, the results are differentiating with the targeted aim, where the graph is presenting the level of skills pertaining to the school teachers who are incompetent to take the given tasks. This data is based on the propositions ascertained from the teachers and principals that are agreed and disagreed with the competency skills in each dimension.

While reviewing each sectors of development, it further renders that personality of teacher, managerial and academic skills, evaluations including development are weak and the teachers and principals are strongly disagreed with prevailing quality of such factors in them while the teachers rather than other skills are more socially qualified which is not enough to be fit for the tasks assigned to them. It further brings changes in the emotions of such teacher for the building of development in them by way of learning and training programs while many other activities are also coming up with technological advancements which provide measurable capabilities for the development of such teachers. It is also reviewed that most of the teachers are about to retire in upcoming and can be beneficial for the new generation to contribute and get enhance their capabilities to the education sector.

Literature Review

There are some concerns of teachers towards the reforms of the teaching curriculum in some aspects of education where some of them are graphic designing and communication, mathematics and English. Some particular changes have been done in such subjects over the last 12 years. This study focused to enumerate the sort of concerns by teachers over these subjects for the implemented time frames on these subjects. Questionnaire data from various aspects has been selected while taking some quantitative measures on these subject areas. This study evaluates some significant impacts over the teachers by certain changes in subjects from the period of implemented changes. This not only elaborates on the level of skills and knowledge that induces impact on them due to incapability but also gives that teachers have taken significant decisions on the change of process in these subjects [8].

It is understood that most of the developed countries focus on the education sector and tries to develop advance capabilities; the oldest country China has the oldest and largest education system is trying to transform its system of education via reforms. It is significant that China has some complex structure and multi-process intentions in the system of education while it is allowing powers to meet opportunities and challenges in the globalization. This study particularly drives the intention of reforms in the system of education and teachers in urban areas. Data from different aspects have been obtained to analyze the impacts of such curriculum reforms on the teachers of China. The results give positive impacts on elaborating on the experiences of teachers

while employing reforms nationally focusing on the profession of teachers in China's urban cities [19].

There are possible changes found in different studies about the emotions of teachers while employing reforms in educational curriculum reforms. Since the 1990s, there is significant attention to emotions while putting changes in educational reforms, where the attitude of such teachers has been found. This study tried to enumerate the issue of teacher examination while putting reforms, where most of the experiences discovered a significant change in the behaviors of teachers and certain emotions towards the new curriculum [10]. There are some uncertain changes in emotions have been developed in the context of new books and some fresh or new techniques of teachings. While highlighting the perspectives of China toward the emotions of teacher and their management implications toward curriculum are significantly attracted. Such sorts of teachers of various identities and emotions are highlighted as accommodators of losing hearts, cynical performers and drifting followers [9].

The ways of destroying the perspective of gaining information and technological advancement have been discovered, a major threat to industry and government. The major factor that mediates between the departments or management is the supply chain, sharing of information between the teachers and management is an important factor for the development of personalities as well as the education flaws. The education sector is merely focused to analyze the mediating role of supply chain between departments of education, while the supply chain also discusses various parts of sharing information, education, training programs and programs of awareness between the defense departments also [30]. The study analyzed from various perspectives in accordance with the data gathered. The study clarifies the strategies and elements for the collaboration among the stakeholders to clarify the terminology of sharing information for better establishment of curriculum and development of interest between various sectors as well as higher education institutions [11].

Different teachers respond to the curriculum ⁵ reforms in the education sector in accordance with their capabilities, skills, and knowledge of teaching students. Professional and trained teachers get acknowledged with a certain change and get well acquainted with new innovations in educational reforms [28]. There are several aspects of reforms in education sectors with which teachers must be well versed and well acquainted, in this study two professional teachers' response to the rapid change by reforms are being analyzed from different perspectives. Teachers of different capabilities react in accordance with the new reforms whether they are about to get acquainted with the reforms or they go against. In this study, various opportunities of learning are provided to the professionals, some teachers get the certain old thing in various ways and some got new in old ways are well influencing and makes the more active [12].

Some programs introduced in the schools for the development of teachers influence the building characters of such teachers in different ways. In Arizona, the program of teacher excellence preparation was introduced by the foundation of national science, where different teams provided different platforms of learning various aspects of delivering knowledge to their students. Such

workshops were developed in ways that most of the teachers of universities, schools, and colleges get more information about the reforms of institutions [29]. The results drive positive impacts on the teachers that inferred a significant perspective towards the teachers after such reforms, where the data was selected from various surveys. It is also asserted that the reforms not only helps the development of teachers but can also be helpful in student achievements [13].

Certain changes that induce impacts on the beliefs of teachers will proceed toward the complexities. In this study, English teachers of Chinese school where the foreign language was taught was selected for the curriculum reforms, where the traditional culture with some realities are faced in accordance with the complexities. Data from various aspects have been collected in this study, where the most important aspect of collecting data was through questionnaire format. The results were significant which asserted positive impacts towards the emotions of teacher, while it is also discovered that the activities where different training programs, strategies, and many other drills have put ultimate impact on the structure of teacher beliefs which also states the issues were complex but the reforms will help the positive building of culture, traditions and many other reliable capabilities for the students as well as teachers development [14].

The sharing of information between different departments ³⁷plays a vital role in the effectiveness of performance management ¹⁰and enhancing education environments between institutions. This study contributes to the quality of information sharing and supply chain performance where mediation of the supply chain is an important factor contributing to communication standards to maintain the departments in accordance with secrecy and confidentiality. While reviewing the structure of sharing information between customers and suppliers it is also ascertained that the supply chain performs an effective role in changing behaviors of teachers where the reforms are prevailing in the structure of education sectors. Data from different firms provide a definite impact on the managers that develop capabilities to strive in the challenging environment to perform in accordance with the practices of supply chain management while having quality and reliability of information sharing [15].

The curriculum reforms not only put impacts in developing countries but also endorse significant impacts in the developed countries. There are serious concerns of teachers toward the reforms in the higher education system. The study not only shows the effectiveness of reforms but also shows a significant impact on the careers of high school teachers. While taking institutions of the Philippines, the implementation of reforms in high schools of K-12 curriculum has been ascertained while examining ²⁹the data collected through questionnaires via surveys. Some factors have been found that have a major impact on the teacher's concern, the guidelines of staff, eligibility, streamlining courses, management workforce and some alternate programs which have significantly contributed the benefits of sustainability and protection with promotion to the staff affected by these curriculum reforms. This impact not only helps to enhance the capabilities of teaching staff but also will result in the welfare of such staff [16].

Where the reforms are tested in various studies in accordance with the capabilities of teaching staff, their certain aspects in accordance with subjects have also been analyzed to check the

influence upon them by reforms [17]. There is the compulsion of reforms in the teaching faculties to develop their capabilities to enable themselves to fight with the upcoming advancements. This study comprises the education sector of Taiwan, where the education sector is focused on taking some institutions particularly to interpret the results and impacts on the teacher's emotions. Data have been taken from various surveys and different perspectives while focusing on the particular subject of mathematics at the level of elementary school. This study endorsed a significant impact on the changes in teaching criteria of mathematics in school, where advancements not only benefit the students but also put influence on the teaching staff due to their capabilities of teaching structures [18].

There are some possible effects analyzed while ascertaining some educational reforms in the teaching structures and the development of teachers via training and learning activities. There is some communication between teachers and the heads of schools or departments while there are some possible ways of establishing curriculum reforms in the educational environment. In this study, the process of curriculum reforms between the teachers and heads of schools is employed with a certain implementation process, for these schools of Hong Kong are selected where students can also get benefit from such reforms [19]. Data from more than 120 schools have been gathered through questionnaire data while emphasizing the stakeholders. This study comprises significant results where the curriculum reforms between heads and teachers are successfully established for the process of learning and teaching capabilities. This induces possible factors also where the differentiation in strategies when established will result in better outcomes from the teachers as well as students [20].

The possible implication of the supply chain in educational institutions develops significant impacts on the students to get capabilities of different perspectives to achieve the goals in practical lives. The teachers and students are linked with each other's, while the social reforms put vast impacts on the emotions as well as on the careers of teachers which results in a wide gap between teaching capabilities and students. Data from various aspects have been acquired to get possible results which induce mediation impacts on the graduates by their teaching staff where they get influenced by the curriculum reforms in educational sectors. The result shows a significant impact on the teacher's emotions and the role or mediation between the supply chain of information and school leavers for the development of careers to become professionals [21].

Some reports have stated significant changes in the behavioral attitudes due to the reform in institutions that not only affect their career but also reduce their effectiveness of working. This study established the relationship between schools and teachers and their attachments while construction of strategies for the development of students in their professional careers. Some teaching faculties are not capable to deliver best to students, where reforms ruin their careers due to not getting familiar with certain reforms [22]. Data from different aspects while using a survey questionnaire has been selected in this study which endorses results in favor of teaching faculties. It is concluded that teachers after the reforms can get a better advantage and gets more advanced capabilities in the context of increasing their working capabilities with the engagement and

learning procedures of such amendments [23]. With the change in emotions and beliefs, the intention to deliver best will reduce however the capabilities due to reforms in the curriculum. Some programs can help better to strive hard for the betterment of careers but the lack of skills and knowledge reduces the striving capacities of teachers which is the major drawback for the development. In this study, from various subjects, mathematics has been selected to get ascertain the facts about teaching staff that can get familiar with career opportunities [24]. After selecting data from different units, significant results showed positive impacts upon teachers in accordance with their contributions. The reforms not only reduce the power of work by teachers but also reduce the unskilled teaching staff power to get acquainted with the fresh and advance knowledge [25].

When there are some possible changes via educational reforms, there must be some change in procedure and policies that can enhance possible influences on the capabilities of teachers. There are some procedures of assessments about the quality of teachers in accordance with the capabilities and skills they have [26]. For the examination of such procedures and assessments, teachers of Queensland have been selected while establishing surveys from different aspects in 2003. Some models developed to analyze the difference between secondary and primary teacher capabilities. In the results, primary teachers more significant with the procedures of learning as compared to the secondary teachers due to the level of strong practicing environment and level of satisfaction schooling structure [27]. Based on all these kinds of literature, the existing research proposed the hypotheses as under:

H1: The teacher's emotion has a ²⁵ positive influence on the educational reforms in the schools of Tulungagung, Indonesia.

H2: The teacher performance has a ²⁵ positive influence on the educational reforms in the schools of Tulungagung, Indonesia.

H3: The teacher's attitude has a ²⁵ positive influence on the educational reforms in the schools of Tulungagung, Indonesia.

H4: The teacher beliefs have a ²⁵ positive influence on the educational reforms in the schools of Tulungagung, Indonesia.

H5: The supply chain is playing a mediating role among all the teachers' characteristics and educational reforms in the schools of Tulungagung, Indonesia.

Research Methods

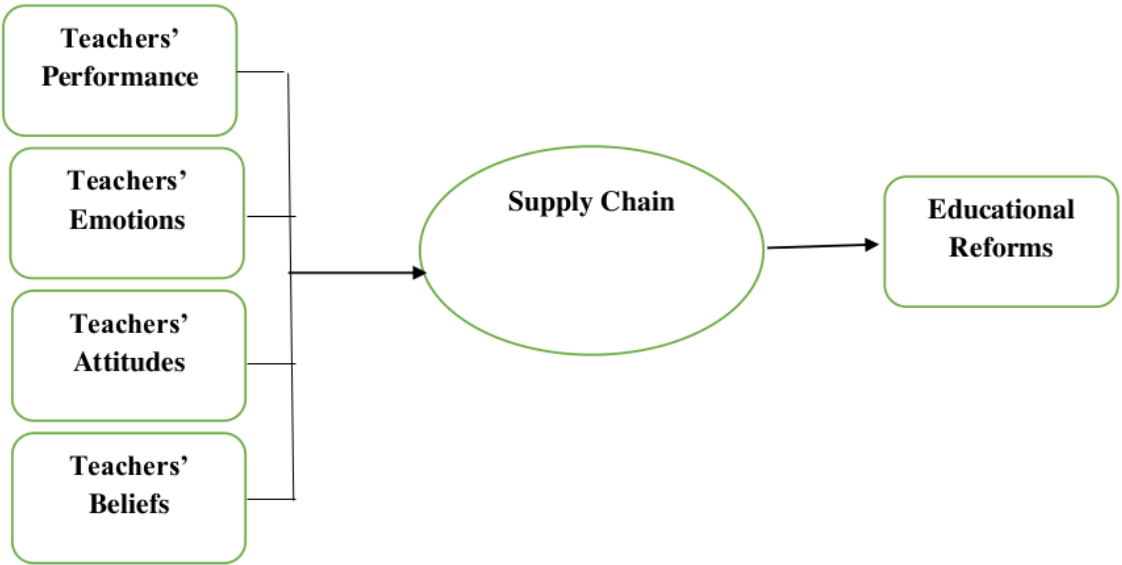
³⁵ The aim of present study is to review the effects of teachers' performance, emotions, attitudes, and beliefs on the educational reforms in the Tulungagung, Indonesia also the aim includes to analyze the mediating effects of supply chain on the links among the teachers' performance and educational reforms, teachers' emotion and educational reforms, teachers' attitude and

educational reforms and teachers' beliefs and educational reforms. The data was collected from the government higher secondary educational institutions that are working under the territory of Tulungagung, Indonesia. For the analysis purposes, PLS-SEM was used in this study. The students of higher secondary school were the respondents of the study and after getting formal permission from the school authorities, the questionnaires were distributed to them through a personal visit. After three weeks, out of 445 only 310 questionnaires were returned and used for the analysis that represents approximately 69.66 percent response rate.

Measures

The dependent constructs namely educational reforms (ER) has nine items while the independent variables namely teacher's performance (TP), teacher's emotions (TE), teacher's attitudes (TA) and teacher's beliefs (TB) have twelve, six, six and ten items respectively [5]. In addition, the mediating variable namely supply chain (SC) has eight items [14].

Research Framework



Findings

Firstly, findings include the convergent validity that is verified by AVE that should be higher than 0.50, CR that should be higher than 0.70, Alpha that also should be higher than 0.70 and loading that should be more than 0.50 and all the criteria are full filled that means convergent validity has proved in this research. Table 2 shows the convergent validity given below:

Table 2: Convergent Validity

Constructs	Items	Loadings	Alpha	CR	AVE
Educational Reforms	ER1	0.705	0.849	0.884	0.523
	ER2	0.821			
	ER3	0.632			
	ER5	0.628			
	ER6	0.679			
	ER7	0.789			
	ER9	0.782			
Supply Chain	SC1	0.745	0.857	0.893	0.582
	SC2	0.734			
	SC4	0.776			
	SC5	0.800			
	SC7	0.753			
Teachers' Attitude	SC8	0.767	0.806	0.862	0.558
	TA1	0.880			
	TA2	0.780			
	TA3	0.704			
	TA5	0.671			
	TA6	0.679			
Teachers' Beliefs	TB1	0.883	0.917	0.933	0.637
	TB10	0.718			
	TB2	0.865			
	TB3	0.731			
	TB4	0.648			
	TB5	0.811			
	TB6	0.780			
Teachers' Emotions	TB7	0.910	0.759	0.861	0.676
	TE2	0.881			
	TE5	0.851			
Teachers' Performance	TE6	0.727	0.928	0.938	0.583
	TP1	0.793			
	TP10	0.760			
	TP12	0.788			
	TP2	0.861			
	TP3	0.554			
	TP4	0.783			
	TP5	0.697			
	TP6	0.727			
	TP7	0.827			
	TP8	0.799			
	TP9	0.768			

Secondly, findings include the discriminant validity that is firstly verified by Fornell Larcker and cross-loadings that should be first value always more than the rest of values and all the criteria are full filled which means discriminant validity has proved in this research. Table 3 and Table 4 show the Fornell Larcker and cross-loadings criteria given below:

Table 3: Fornell Larcker

	ER	SC	TA	TB	TE	TP
ER	0.723					
SC	0.721	0.763				
TA	0.669	0.721	0.747			
TB	0.570	0.616	0.463	0.798		
TE	-0.445	-0.481	-0.715	-0.243	0.822	
TP	0.535	0.497	0.498	0.398	-0.351	0.764

Table 4: Cross Loadings

	ER	SC	TA	TB	TE	TP
ER1	0.705	0.390	0.358	0.452	-0.225	0.293
ER2	0.821	0.481	0.415	0.326	-0.277	0.386
ER3	0.632	0.340	0.307	0.367	-0.214	0.295
ER5	0.628	0.427	0.315	0.366	-0.257	0.405
ER6	0.679	0.613	0.627	0.466	-0.465	0.439
ER7	0.789	0.686	0.715	0.452	-0.464	0.467
ER9	0.782	0.558	0.453	0.422	-0.220	0.359
SC1	0.497	0.745	0.438	0.647	-0.222	0.354
SC2	0.634	0.734	0.653	0.417	-0.442	0.437
SC4	0.508	0.776	0.413	0.622	-0.204	0.391
SC5	0.532	0.800	0.489	0.649	-0.277	0.357
SC7	0.518	0.753	0.757	0.343	-0.494	0.352
SC8	0.589	0.767	0.804	0.415	-0.508	0.377
TA1	0.694	0.735	0.880	0.436	-0.591	0.495
TA2	0.638	0.590	0.780	0.361	-0.627	0.533
TA3	0.398	0.659	0.704	0.312	-0.564	0.248
TA5	0.289	0.407	0.671	0.247	-0.498	0.202
TA6	0.335	0.485	0.679	0.338	-0.358	0.275
TB1	0.439	0.504	0.325	0.883	-0.105	0.286
TB10	0.395	0.417	0.290	0.718	-0.197	0.377
TB2	0.392	0.494	0.339	0.865	-0.235	0.284
TB3	0.511	0.603	0.446	0.731	-0.267	0.287
TB4	0.430	0.513	0.417	0.648	-0.301	0.316
TB5	0.336	0.400	0.255	0.811	-0.085	0.224
TB6	0.559	0.662	0.428	0.780	-0.166	0.380
TB7	0.471	0.532	0.365	0.910	-0.163	0.339
TE2	-0.378	-0.422	-0.675	-0.144	0.881	-0.318

TE5	-0.435	-0.406	-0.602	-0.268	0.851	-0.364
TE6	-0.264	-0.356	-0.471	-0.185	0.727	-0.157
TP1	0.351	0.237	0.281	0.190	-0.174	0.793
TP10	0.351	0.298	0.332	0.249	-0.255	0.760
TP12	0.408	0.384	0.446	0.354	-0.340	0.788
TP2	0.504	0.483	0.470	0.428	-0.371	0.861
TP3	0.246	0.274	0.252	0.244	-0.137	0.554
TP4	0.478	0.479	0.452	0.365	-0.312	0.783
TP5	0.437	0.464	0.392	0.389	-0.303	0.697
TP6	0.438	0.462	0.380	0.298	-0.235	0.727
TP7	0.424	0.359	0.410	0.263	-0.242	0.827
TP8	0.410	0.305	0.370	0.233	-0.294	0.799
TP9	0.302	0.236	0.257	0.180	-0.162	0.768

Thirdly, findings include the discriminant validity that is also verified by Heterotrait and Monotrait ratio (HTMT) that should be lower than 0.90 and all the criteria are full filled which means discriminant validity has proved in this research. Table 5 shows the HTMT ratio given below:

Table 5: HTMT Ratio

	ER	SC	TA	TB	TE	TP
ER						
SC	0.803					
TA	0.713	0.806				
TB	0.623	0.742	0.512			
TE	0.514	0.580	0.893	0.285		
TP	0.569	0.532	0.522	0.408	0.400	

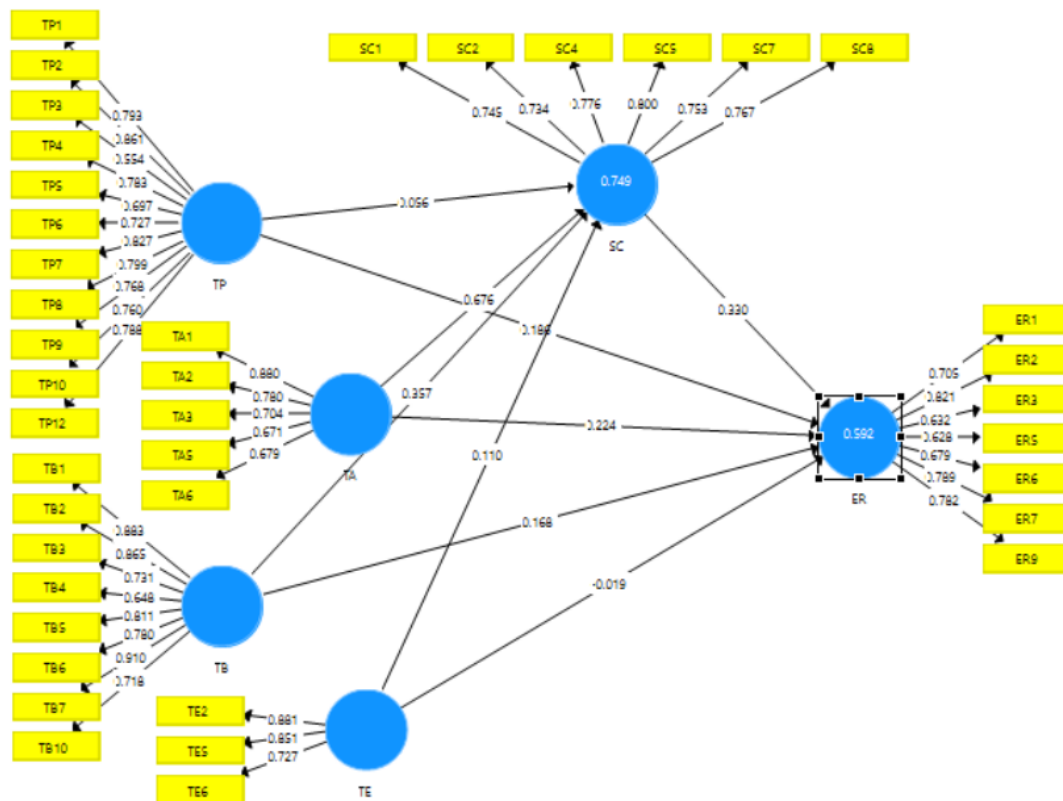


Figure 2: Measurement Model Assessment

The findings also include the path analysis that shows the direct as well as indirect links among the constructs. The results show that all the predictors have positive and significant links with educational reforms and accept the H1, H3, and H4 except the teacher's emotions and reject the H2. In addition, the findings also exposed that the supply chain is playing a positive mediating role among the links of teachers' performance and educational reforms, teachers' emotion and educational reforms, teachers' attitudes and educational reforms and teachers' beliefs and educational reforms and accept H5. Table 6 given below shows the path analysis.

Table 6: Path Analysis

	Beta	S.D.	t-values	p-values	L.L.	U.L.
SC -> ER	0.330	0.084	3.918	0.000	0.173	0.455
TA -> ER	0.224	0.074	3.025	0.001	0.099	0.349
TB -> ER	0.168	0.057	2.962	0.002	0.080	0.274
TE -> ER	-0.019	0.071	0.271	0.393	-0.148	0.080
TP -> ER	0.186	0.053	3.503	0.000	0.092	0.266
TA -> SC -> ER	0.223	0.057	3.936	0.000	0.111	0.304
TB -> SC -> ER	0.118	0.033	3.566	0.000	0.059	0.170

TE -> SC -> ER	0.036	0.019	1.946	0.026	0.003	0.065
TP -> SC -> ER	0.069	0.014	4.929	0.002	0.001	0.044

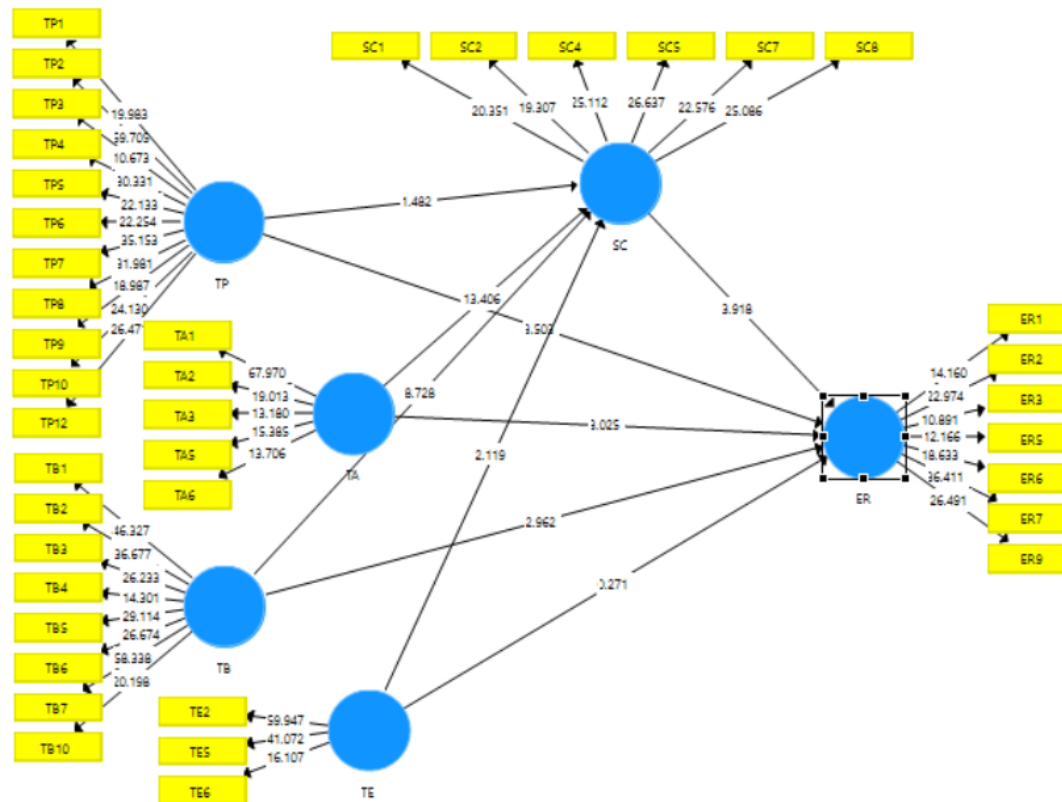


Figure 3: Structural Model Assessment

Discussions

The study uncovered that the high teacher's performance, attitude, and beliefs in Indonesian educational institutions are observed that is the reason for high educational reforms in the educational institutions in Indonesia. However, the teachers' emotions are not much managed by the Indonesian institution in terms of educational reforms. In addition, the supply chain activities improve the teacher's performance, emotions, attitude and beliefs towards the educational reforms in the educational institutions of Indonesia.

Conclusion

This study is reached to the conclusion that educational institutions are going to improve the teacher's performance, emotion attitude and beliefs and successful to enhance these characteristics towards improving the educational reforms but fails to improve the teacher's emotion in regards. The conclusion also includes that the supply chain is also playing its role to improve all of these characteristics of teachers towards the educational reforms.

Limitations and Future Directions

The present study has some limitation that would be the ⁴directions for future studies, for instance, the outcomes of this study are generalized only on the educational institutions of Indonesia due to narrow scope of study and further study should expand their scope by adding more institutions of different countries in their evaluations.

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