

Teacher's Perception of Principal Leadership on Self-efficacy

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Abstract—Few studies have identified the factors of principal leadership that affects teacher self-efficacy. But for Indonesia context, through the Ministry of Education and Culture's (MoEC) programs, principals could exercise their leadership to improve teacher self-efficacy was not clearly stated in previous research. To address this gap in the literature, this case study examines what are the principal leadership practices influence teacher self-efficacy at elementary schools in Bandung, Indonesia. This study used triangulation data which include questionnaire, interview and observation to homeroom teachers and principals in two elementary schools in Bandung, Indonesia. As a result, there was no significant difference of teacher self-efficacy degree between model school and regular school. However, from the qualitative analysis, the most important principal leadership practices to improving teacher self-efficacy is preserve the working environment which provides the opportunities for their independent self-oriented learning.

Keywords— *principal leadership; teacher self-efficacy*

I. INTRODUCTION

Indonesia started to implement decentralization of education since Curriculum 2004. In this era, Indonesia used school-based management system. School principals and teachers have to design and develop their own curriculum to achieve their school goal. In fact, teachers in Indonesia are neither ready to be given open opportunities to determine their autonomy nor ready to face the new curriculum and to manage their own school curriculum, because they don't believe in their own ability (self-efficacy) [1]. Teacher self-efficacy is belief in his or her capabilities to bring about desired outcomes of student engagement and learning [2]. High self-efficacy of teachers is very beneficial for improving student learning outcomes because teacher self-efficacy has a great psychological energy to devote all resources and potential for educational success [3].

Few studies have identified the factors of principal leadership that affects teacher self-efficacy. Transformational principal's leadership in Indonesia could improve teacher self-efficacy based on statistical analysis [4]. In her argument, however, what kind of practices principals could do to improve teacher self-efficacy was not clearly stated in her research. Through the Ministry of Education and Culture's (MoEC) programs, principals could exercise their leadership, but this

was also not mentioned in her study. To fill these gaps, this study examined what principal leadership practices influenced teacher self-efficacy in Bandung, Indonesia.

II. METHODS

Research was conducting using mixed method approach used triangulation data which include questionnaire, interview and observation. I used Teacher Sense of Efficacy Scale by Tschannen-Moran and Anita Woolfolk to determine the degree of teacher self-efficacy [5]. And I used semi structure interview and observation to determine principal leadership practice influencing teacher self-efficacy. The participants in this study was homeroom teachers and principals from two elementary schools in Bandung, Indonesia. And the participants in School A are 17 teacher and School B are 6 teachers. The number of the students in School A (model school) are 864 and School B (regular school) are 216 students. For the quantitative data I used descriptive analysis and for the qualitative data I used coding analysis method developed by Creswell.

III. CONCEPTUAL FRAMEWORK

Leadership is a process where by an individual influence people to achieve common objectives [6]. Leadership as a matter of relationship and influences between leader and followers [7]. Leadership emerges and evolves as a result of automatic interaction between leaders and individuals led. The function of leadership can be seen by the leader's power to invite, influence, and move other to do something for the achievement of the determined goal. School leaders have the ability to influence other so that they are willing to follow school or organizational goals. Influencing others in this case is changing the behavior of people to unite their actions toward the goals to be achieved.

The principal is the most responsible person for teacher's performance at the school [8]. Two distinct behavioral roles of leaders were defined by the Ohio State group as a framework to categorize the array of leadership styles that team leaders could adopt [9]. There are two kind of leadership-oriented behavior, task-oriented leadership expresses the degree to which a leader defines the roles of their followers, focuses on goal achievement and establishes well-defined patterns of communication. And relation-oriented leadership expresses the degree to which a leader shows concern and respect for their

followers, look out for their welfare and expresses appreciation and support [10, 11]. The effect of leadership style on group processes was different: task-oriented leader included greater group efficacy, a more positive and less negative affective state among members of the group, whereas more relation-oriented leaders did not bring significant differences in relation to group processes.

Task-oriented leadership behavior by principal ensure teachers to efficiently used in order to accomplish objectives, the component behaviors in order to meet these specific objectives include planning, organizing, clarifying roles and objectives, monitoring and resolving conflicts. Yulk cites each component behavior providing evidence that exhibiting each behavior can enhance leadership effectiveness [12].

Principal leadership can be seen from his daily practices to gives the teachers task and manage the school programs. Principal practice in this study will described by the utilization of Ministry of Education and Culture (MoEC) programs such as teacher competency test (UKG), teacher performance assessment (PKG), teacher group performance (KKG).

Teacher competency test (UKG) is a test activity in the field of study and pedagogy in the teacher content domain assessed by National government. The basic competencies of the subject matter of study are in accordance with the subject matter of certification studies (for certified teacher) and in accordance with teacher academic qualification (for un-certified teacher).

Teacher performance assessment is conducted to help teachers become professional educators, teachers who are able to provide educational service to learners through quality learning or mentoring activities. Teacher performance assessment is expected to show appropriately about activities that teachers need to do in the classroom and help teachers improve their knowledge and skills. Therefore, teacher performance assessment is expected directly contribute to improving the quality of learning and monitoring, while also helping to improve the career of teachers as professionals.

Teacher working group is forum or organization or association of teachers who have special activities to provide educational information in order to improve the teacher's personal quality in teaching and learning process towards better and quality. Teacher working group is a forum that aims to improve the ability of teachers in planning, implementing and evaluating teaching and learning activities. There are two kinds of teacher working group in this paper, external teacher working group and internal teacher working group. Teachers in one cluster gathered, discussed educational technical issues, and teachers from several school in that cluster gathered in the core elementary school.

The utilization of MoEC programs by principal could be seen by the teachers and it might improves their self-efficacy. Self-efficacy is a theory proposed by Albert Bandura in 1997 with social cognitive theory as the basis. Self-efficacy is defined as an individual's belief in the ability to accomplish a job. Self-efficacy serves to understand the individual in self-control, setting the thinking process, motivation, affective condition, and psychological. Individuals who have high self-

efficacy understand his condition well, such as what the advantages and disadvantages their self so that will measure the ability with the standard of work they faced.

A person with high self-efficacy will set a high target to produce something and will strive to achieve that goal [2]. This is related to that self-efficacy determines how much effort is shed and how long the individual will survive in the face of obstacles or unpleasant experiences. The individual's self-efficacy varies, based several aspects that have important implications for behavior. High self-efficacy of teachers is very beneficial for improving student learning outcomes because teachers with high efficacy have a great psychological energy to devote all resources and potential for educational success [3]. It will support the improvement of the quality of teachers, because it requires the quality of teacher personality that can devote resources and potential to development students. There are three indicators to measure teacher self-efficacy such as student engagement, instructional strategies, and classroom management.

Student engagement refers to the degree of attention, curiosity, interest optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. In the other hand, student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise disengaged. In many contexts, however, student engagement may also refer to the ways in which principals, teachers engage students more fully in the governance and decision-making process in the school, in the design of programs and learning opportunities.

Instructional strategies defined as the way teacher arrange the classroom environment and students can interact and learn. The instructional strategies teachers use help shape learning environments and represent professional conception of learning and of the learner. Some strategies consider students empty vessels to be filled under the firm direction of the teacher; other strategies regard them as active participants learning through inquiry and problem solving.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focus, attentive, on task and academically productive during a class. Classroom management is the techniques teachers use to maintain control in the classroom.

The aim of classroom management is to encourage the desired behavior from the students, create positive learning environment, form an interpersonal relationship between teacher and students, use the time allocated for learning to optimal, encourage the involvement of students in the teaching and learning process, reduce the disciplinary problems, manage an effective routine, and students will become more independent.

IV. RESEARCH FINDINGS AND ANALYSIS

A. Teacher Self-efficacy Degree

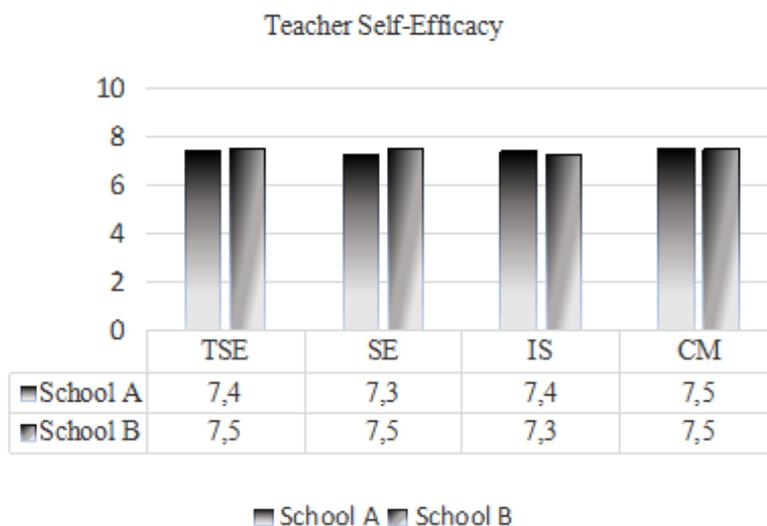


Fig. 1. Teacher self-efficacy degree.

From the figure above, it was shown that the average of teacher self-efficacy (TSE) in school B was higher (M=7.5) better than school A (M=7.4) but the differences only 0.1 there was not big difference between teacher self-efficacy score in school A and B, and both of schools was in high teacher self-efficacy degree. Teacher self-efficacy was believed could improve student achievement by provided a more positive classroom management, student engagement and instructional strategies. Teacher self-efficacy sense (TSES) by Tschannen-Moran and Anita Woolfolk questionnaire have three sub-factors such as student engagement, instructional strategies and classroom management [5].

Teacher’s score in School A for student engagement (SE) was 7.3, instructional strategies (IS) was 7.4 and classroom management (CM) was 7.5. For the indicator of student engagement and classroom management in school B was high with the mean score 7.5 for each indicator. And instructional strategies score for school B was 7.3. All indicators from those school categorized in high score (from scale 1-9).

School A and B have different principal but from teacher self-efficacy degree and the indicators of teacher self-efficacy was found there no big difference between two schools. It can be said that the principal leadership practice might not affect teacher self-efficacy degree. School B (regular school) has a better degree of teacher self-efficacy than School A (model school).

B. Utilization of MoEC Program by Principal

1) *Teacher competency test (UKG):* The Ministry of Education and Culture (MoEC) measures teacher professionalism in two ways, academically and non-academically. Academic measurement was conducted on a regular basis each year by organizing teacher competency test

(UKG) and non-academic measurements by assessing teacher performance (PKG). Teacher competency test is a test activity in the field of study and pedagogy in the teacher content domain. In this section will explain about the role of principal of implementation teacher competency test at two elementary schools in Bandung.

Based on interview, it was found the principal in School A did not have clear perception about teacher competency test. He thought the rules of teacher competency test was not clear enough. There was no sanction and advantages if teacher did the test or not. And there was a gap between the regulation and the reality of this test. It was mention in regulation if teacher did not pass this test, they will not receive the certification. But in the reality, teacher could still receive the certification whether they passed or not passed the test.

The principal did not provide motivation to the teacher, because he did not agree to the implementation of teacher competency test. Lack of information about this test might be the reason for miss-conception by the principal. As a leader, the principal has to support and motivate teacher to implement government program which the aimed to improve the professionalism of teacher. When the principal has a good perception on this program and support the teacher maximally it might make teacher feel motivated. Motivation could increase teacher’s confidence of their abilities to pass the test.

Even the principal could not provide motivation to the teacher, but in this school on of the teacher could become an instructor because he got the best score in teacher competency test. This opportunity makes the teacher has a high confidence in his competency and ability, because he could share his knowledge to other teachers. This case could show that teacher increase their self-efficacy by their effort without help or encouragement from the principal.

In school B, the principal used brain storming or book review as a method to motivated teacher in the implementation of teacher competency test. This activity purpose is to make teacher get used to know about new issues that might be on the question test and tried to solve it. He believes teacher's competency reflect the principal self-esteem, hence, he tried his best to improve teacher's knowledge.

The teachers in school B also believe the improvement of their knowledge could improve the level of their self-efficacy to do the duties well. But in this test, the teacher still found the difficulties such as the question of this test was not appropriate of their teaching practice. For the example, the 1st grade teachers have to learn about 6th grade subject to pass the test. The test was not separated by the level of teacher's level of knowledge.

2) *Teacher performance assessment (PKG)*: Teacher performance assessment is conducted to help teachers become professional educators, teachers who are able to provide educational service to learners through quality learning or mentoring activities. Teacher performance assessment is expected to show appropriately about activities that teachers need to do in the classroom and help teachers improve their knowledge and skills. Therefore, teacher performance assessment is expected directly contribute to improving the quality of learning and monitoring, while also helping to improve the career of teachers as professionals.

The implementation of teacher performance assessment in school A and B were same, it was held 2 times a year same as the regulation. In school A the principal asked senior teacher to evaluate or assess the teachers. And in school B, the principal asked the teacher to collect their administration task and observed the class.

Both of schools felt there was gap in the implementation of teacher performance assessment for civil servant teacher and contract teacher. This assessment more focus on civil servant teacher for their promotion.

The impact of this assessment in school A was motivate the contract teacher to prepare their self if they become a civil servant teacher. And for school B teacher, they felt the impact of this assessment was to know about their weakness and strength and tried to improve it to have better competence.

3) *Teacher working group (KKG)*: Teacher working group (KKG) is an organization or forum for teachers who joined the school cluster organization and the aim to make teacher improve their professionalism. The principle of teacher working group is a forum communication from teacher, by teacher, and to teacher. For this section, the participant might say external teacher working group as a forum for meet teacher from different school in one sub-district. And internal teacher working group as a forum for meet teacher from one school.

Teachers from both of school believe teacher working group was necessity for them. They need this kind of forum to share their opinion, knowledge, and experience based on their daily practice at the classroom.

Both of schools implement two kinds of teacher working group, external and internal. External teacher working group in school A was difficult to be held, because they faced the difficulty to decide the best timing for the meeting. The principal motivate teacher to join external teacher working group to learn about other teachers experience from different school.

And in school B the external teacher working group was held once a month. The principal always encourage teacher to follow the meeting and check their presence at the forum and make sure they joined it. Both of school principals felt that external teacher working group was not enough for the teacher and they tried to provide internal teacher working group for them. Internal teacher working group was held once a week for each school. The difference in the implementation of internal teacher working group of school A and B, in school A the principal asked the assistant principal in curriculum to manage the forum but in school B the principal provides the forum and lead the meeting. School A principal also provides the presentation time in internal teacher working group to make teachers could present about their new innovation of lesson plan in front of their colleagues. This opportunity could make teachers have independent self-oriented learning and make them confidence about their abilities (self-efficacy).

And teacher in school B felt the impact of internal teacher working group was increase their confidence because they could learn a lot from their colleague. They also felt they could more focus to solve the school problems because all of teachers know about school condition.

V. DISCUSSIONS

Based on the research findings it was shown that utilization of teacher working group (KKG) by the principal is one strong principal leadership practices that influence teacher self-efficacy. Teacher working group is a forum discussion for the teachers to share the knowledge and solve the problems by themselves. The principle of teacher working group is a forum for discussion from the teacher, by the teacher, and to the teacher. The aim of this forum is to make the teacher improve their professionalism.

On the other hand, in teacher working group program, teachers feel able to share their opinions and exchange ideas with other teachers. From the findings, teachers in both schools argued that teacher working group improves their self-efficacy because in the forum they could share their knowledge and experience with other friends. Giving a chance to the teacher to speak in the forum could improve their self-confidence.

The implementation of teacher working group has been held since 1993 (Enforcement Decree of The Elementary and Secondary Education Act Number 079/C/Kep/1/93). It was shown that this program has been going on for a long time and still exists until now. This program is believed to improve the professionalism of teachers. Teacher working group is a coaching forum that provides assistance and services to the teacher's professionalism. All efforts undertaken by teachers to create effectively the teaching-learning process in the classroom can be discussed together in this forum. And the

teacher could find the solution by themselves to solve the problem that arises in the learning process.

Teacher working group is a forum of cooperation that provides the professional needs of teachers [13]. Through these forums, teachers have the opportunity to think and work as a group in identifying and solving problems they face in the class in order to improve their skill of teaching.

In teacher working group, teacher could share about new issues that happened in education. Teachers could work together to complement each other and exchange ideas in solving problems through work team. One of the benefits from teacher working group is to increase teacher's confidence in carrying out their duties (self-efficacy). This proves that this program is one of the MoEC programs that could improve teacher self-efficacy.

Teacher working group is a program that requires an active role of teachers. The teacher can be not only as recipients of knowledge but also give some knowledge to other teachers. In other words, there is a two-way relationship between teachers. The sender can become the receiver and the receiver can become the sender at any time in a conversation. Two-way communication is the complete communication process [14]. In this communication, information flows from sender to receiver and response of the receiver goes back to the sender. Two-way communication could increase the effectiveness of communication because both parties can evaluate each other's opinion and thus can increase effectiveness.

Two-way communication is a part of the dialogue [15]. Through dialogue, the teachers are engaged in a practice to listen to different perspectives, promote cooperation, work on difficult issues, and build skills. Additionally, the dialogue has significant long-term effects, however not only for the individual or groups that participate in the dialogue but also lead to organizational changes or in this case is school changes. Dialogue has the potential of fostering value-oriented relationship and appreciation for the diversity of the world, as well as the potential of developing individual critical self-reflection and collaborative skills [16].

Dialogue as a teaching and learning method has been around for many years. Dialogue is the heart of meaning-centered education because it facilitates teacher's capability for constant self-developmental growth. And from adult learning theory, adult learn better if the learning is initiated by them or in the other word independent self-oriented learning.

In the implementation of the teacher working group, there was no gap between teachers. Contract teacher and civil servant teacher or senior teacher and the junior teacher were same. Every teacher has the same rights and obligations to express the opinion and learn from each other. Teachers felt this forum is a necessity for them, not a compulsion.

The principal as a leader should supervise the implementation of teacher working group. However, there were some obstacles to the implementation of an external teacher working group in both schools, such as difficult to decide the time for all teachers from school clusters to attend the meeting. In the research findings, it is argued that teachers have different occupations and it was difficult to decide the

meeting time. The role of the principal is very necessary here because the principal could manage the teacher's schedule and the teacher could attend the meeting. Or as an example of the principal in school B, he always checks the attendance list of teachers at the meeting. It could spur teacher to attend external teacher working group meeting and improve their professionalism.

Another obstacle was about the budget for external teacher working group. Based on the interview, gathered teachers from school cluster required a lot of money and it was hard for the principal to allocate the funds. The teachers also should leave students in school to follow external teacher working groups because they should go to another school or to the certain place.

On the other hand, to solve those problems, in both of schools, the principals made the decision to have an internal teacher working group. Internal teacher working group is a forum for the teacher in the same school. The advantages of the internal teacher working group are it could be held once a week. The principal could easily decide and manage the time for teacher's meeting. Another advantage is to minimize the budget because teacher no need to go to other place and this forum will be focused to solve the school's problems. The principal also could easily to monitor the implementation of the internal teacher working group.

In the internal teacher working group, teachers could share the same context and solve the school problems. Teachers know the background of their students and also the school level. They could have the same perceptions about the school. The discussion in internal teacher working group is not only for individual benefit but also for the school.

The principals try a lot of methods to implement teacher working group. They taught teacher working group is really important to improve teacher's professionalism. If external teacher working group was difficult to be held, they tried to make internal forum. They hope teacher still could learn and solve the problem through discussion, sharing and learn about new knowledge from their colleague in the same school. The principal believe teacher working group is a workshop for teachers. Teachers will reflect their self about their performance based on experience or knowledge from their friends.

In addition, teacher working group is not only the forum for teacher's dialogue but also provides an opportunity for teachers to present their ideas to improve the quality of education. These ideas can be either a lesson plan or school programs. The teacher makes the presentation material based on the evidence such as the reality in the classroom and their experience in the teaching-learning process. After the presentation, a discussion session was opened among teachers. Teachers have a chance of giving opinions, suggestions, and arguments to the presenter. The teacher could become the observer who observes the presenter and become the presenter who can express their opinions.

For the example, a case from internal teacher working group, one teacher was pointed to present about her lesson plan as an example in front of other teachers. At the beginning, she

felt not confidence, but after the presentation, she felt that she did a great job and her lesson plan could be the example for other teachers. She also got some suggestions and appreciations from her colleague to improve her lesson plan. She said that this opportunity could improve her self-confidence.

Teacher working group gives the opportunity for the teacher to have independent self-oriented learning. Independent self-oriented learning makes teachers as responsible owners and manager of their own learning process. It recognizes the significant role of motivation and volition in initiating and maintains teacher's effort to improve their professionalism. The teacher exercises a great deal of independence in setting learning goals. Independent self-directed learning might demonstrate a greater awareness of their responsibility in making learning meaningful and monitoring for themselves. Teachers are curious and willing to try new things, view problems as challenges, desire change, and enjoy the learning process.

The most important factor of a principal's leadership improving teacher self-efficacy is maintaining the working environment which provided the opportunity for independent self-oriented learning for them.

VI. CONCLUSION

Teacher self-efficacy degree in regular school was higher than model school. It breaks the rules that teacher in model school performs well better than regular school. The result of this study also showed there was no significant difference of teacher's attribution and teacher self-efficacy degree.

From the findings, is shown that the principal's leadership could improve teacher self-efficacy. The most important practices of the principal's leadership improving teacher self-efficacy is maintaining the working environment which provides the opportunity for independent self-oriented learning for them. Independent self-oriented learning from the teacher could be seen in the implementation of teacher working group. The teacher was given the opportunity to present their opinion and observe the other teacher based on the evidence. Teachers used their experiences in class to give their opinions.

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