

Strategies to Improve Teacher Performance to Create Quality Schools

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Abstract

This study investigates the impact of principals' leadership strategies on teacher performance and overall school quality. Using a mixed methods approach, the study identifies key leadership practices that enhance teacher motivation, competence, and job satisfaction. The study emphasizes the importance of ongoing professional development, fostering a positive work environment, and providing consistent support and supervision. Internal factors such as intrinsic motivation and teacher competence, alongside external factors such as educational facilities and supportive leadership, significantly influence teacher performance. The findings reveal that effective principal leadership is positively correlated with improved student learning outcomes and various indicators of school quality. The study concludes with practical recommendations for principals, policy makers, and educational institutions to implement effective leadership strategies that can foster a conducive teaching environment and achieve high educational standards.

Keywords: School Leadership, Teacher Performance, School Quality, Professional Development, Work Environment, Educational Facilities

Introduction

Education plays a vital role in national development, with high-quality education being essential to nurturing a competent and creative generation capable of addressing global challenges. Teacher performance is a critical factor in achieving quality education, as quality teachers not only effectively impart knowledge but also inspire, motivate, and shape the character of students. (Dilnavoz Shavkidinova,2023)Efforts to improve teacher performance are essential in creating a quality school environment. Studies emphasize the importance of training and professional development programs for teachers to improve the overall quality of education (Punya Pillai,2023). In addition, innovative approaches to the learning process are highlighted as essential to creating engaging and effective educational experiences,(Komang Surya Adnyana,2022). Furthermore, investment in education, especially in countries facing rapid population growth, is critical to sustainable development and gender equality in education (Mokh. Fakhruddin Siswopranoto,2022). Effective principal leadership significantly impacts teacher performance by creating a conducive work environment, offering necessary facilities, and fostering a positive work climate (Rais Hidayat, 2023). Principals who demonstrate good leadership skills can identify and overcome internal and external barriers faced by teachers, ultimately improving their performance (Jie Li, 2023). Research emphasizes that principal

leadership and motivation play a significant role in improving teacher performance, highlighting the importance of supportive leadership styles and family support in achieving optimal results, (Fauzan Fauzan, 2023). Furthermore, the application of humanistic leadership in educational settings, including early childhood education, can positively affect teacher satisfaction and performance, underscoring the importance of leadership models in improving the learning process and overall quality of education. Effective management of internal and external factors is essential to improving teacher performance and subsequently improving the quality of education in schools. Research findings from various studies emphasize the importance of factors such as teacher compensation, professional competence, work motivation, job satisfaction, administrative support, and principal leadership style (Muhammad Muhammad, 2023). Principals with strong managerial skills, charisma, and the ability to provide adequate supervision can positively influence teacher performance and professionalism, leading to better educational outcomes (Tita Rosita, 2023). In addition, factors such as school culture, instructional leadership, and work motivation play an important role in shaping teacher performance, highlighting the importance of creating a supportive and conducive work environment for educators (Arief Rachman, 2023). By effectively addressing internal and external factors, principals can create conditions that empower teachers to excel and contribute to the overall success of the educational institution. Principals play an important role in improving teacher performance and ultimately improving the quality of education. Research findings indicate various effective strategies used by principals to achieve this goal. These strategies include communication, coaching, and partnership strategies (Hairudin Hairudin, 2023), empowerment through educational supervisors (Chusnul Chotimah, 2022), enforcing teacher discipline, improving teacher behavior, and creating a comfortable environment for teachers (Septana Nur Hidayat, 2023). In addition, transformational leadership competencies such as idealized influence, intellectual stimulation, inspirational motivation, and individual attention have been identified as key factors in improving teacher performance (Ashari Ashari, 2023). The decision-making process that considers human aspects and involves a structured, planned, and flexible approach has also been highlighted as an effective leadership practice (A Setyaningsih, 2023). By understanding and implementing this strategy, principals can effectively lead their schools towards becoming quality educational institutions in Indonesia. Based on the background above.

The principal's strategy in improving teacher performance to create a quality school involves various approaches such as communication, coaching, partnership, empowerment, and discipline enforcement (Chusnul Chotimah, 2023). This strategy aims to improve teacher

competence in pedagogical, professional, personal, and social aspects, which ultimately contribute to the overall quality of education, (Lusia Mumtahana, 2023). The principal plays an important role in directing teacher development and fostering a conducive environment for teaching and learning, which is important for forming the noble character of students. In addition, focusing on improving teacher social competence is very important in today's technological era, where social skills are increasingly important, and principals can facilitate this through innovative programs and collaborations. By implementing this multifaceted strategy, principals can effectively improve teacher performance, leading to the formation of a quality school environment.

Literature Review

Leadership Theory

Leadership plays a vital role in organizations, especially in educational institutions, as it influences the achievement of goals, the quality of education, and overall success (Violeta Vrabii,2022),Effective leadership involves fostering relationships, inspiring change, and mobilizing individuals toward common goals,(Mohammad Abdallah Ismael Al Sleemat,2022). Educational leaders are responsible for guiding the institution, shaping its culture, and improving the performance of staff and students. The style and skills of a leader impact the culture of the organization, its personnel, and ultimately its success. In the rapidly changing landscape of the 21st century, leadership has evolved into a partnership and a set of shared behaviors, becoming more important than ever in navigating globalization and generational differences (Seema Bhakuni,2022). Therefore, strong leadership is essential for the survival and prosperity of educational institutions in today's dynamic environment. Some leadership theories that are relevant to this study include:

Transformational Leadership Theory

Transformational leadership theory, popularized by Bass and Avolio (1994), emphasizes the importance of leaders who are able to inspire and motivate their followers to achieve outstanding performance. Transformational leaders focus not only on achieving organizational goals but also on developing individuals within the organization. Transformational principals play a vital role in motivating teachers to improve their performance in a variety of ways. They achieve this by creating a vision for the future, fostering a culture of collaboration, and empowering teachers to become leaders themselves (Jacqueline Kareem, 2023). By demonstrating competencies such as idealized influence, intellectual stimulation, inspirational

motivation, and individual attention, principals can significantly influence teacher performance (Septana Nur Hidayat, 2023). In addition, transformational leadership practices, such as providing job autonomy and building trust among teachers, have been shown to positively influence teacher job performance (Jinhong Zhang, 2023). In addition, the image of educational institutions, formed by transformational leadership, plays an important role in attracting and retaining students, as well as maintaining community support, which ultimately contributes to improving teacher performance (Heri Cahyono Putro, 2022)

Situational Leadership Theory

The situational leadership theory proposed by Hersey and Blanchard (1988) emphasizes the importance of leaders' flexibility in adjusting their leadership style according to the level of readiness and competence of their followers. Effective principals play an important role in assessing teacher conditions and need to adjust their leadership approach for optimal support in professional development (Fauzan Fauzan, 2023). Research emphasizes that principals need various competencies such as effective communication, interpersonal relationships, and listening skills to support teacher professional growth (Kazi Enamul Hoque, 2023). Different leadership styles, such as democratic and transformational, have shown significant relationships with teacher behavior, indicating the importance of choosing the right leadership style that is in line with teacher needs and behaviors for effective support in professional development, (Elvi Deswita, 2022). By understanding teacher motivation, providing training opportunities, and creating a supportive environment, principals can enhance teacher professionalism and ultimately improve the quality of education in schools.

Teacher Performance

Teacher performance is indeed an important element in shaping the quality of education in schools, influenced by many factors as highlighted in the research context provided. Work motivation and discipline significantly impact teacher performance, with work motivation contributing 67.1% and discipline contributing 59.8% to the teacher performance variable (Erni Fatmawati, 2023). In addition, teacher performance has been found to positively influence the academic achievement of elementary school students, emphasizing its role in improving student outcomes (Daimy Monier Llovio, 2023). Furthermore, teacher quality management, which includes aspects such as classroom management, teacher qualifications, and in-service training, plays a significant role in influencing student performance, underscoring the importance of effective strategies to improve teacher quality and subsequently impact student outcomes (Dodi

Nofri Yoliadi, 2023). These findings collectively underscore the intricate relationship between teacher performance and the various internal and external factors that ultimately shape the educational landscape in schools.

Internal Factors

Internal factors that influence teacher performance include motivation, competence, and job satisfaction. According to Deci and Ryan (2000), intrinsic teacher motivation, driven by curiosity and enjoyment in teaching, plays an important role in improving performance. Teacher competence, which includes knowledge, skills, and professional attitudes, is also a major determinant of teaching effectiveness (Shulman, 1986). In addition, high job satisfaction can increase teacher commitment and productivity (Herzberg, 1966).

External Factors

External factors that influence teacher performance include educational facilities, work climate, facilities and infrastructure, physical work environment, and principal leadership style. Research by Luthans (2002) shows that a conducive work environment and support from the principal can improve teacher performance. In addition, the availability of adequate facilities and infrastructure also contributes significantly to teaching effectiveness.

Principal Leadership

The principal plays an important role in managing and improving teacher performance through various strategies. Research findings show that principals' managerial skills, such as communication, human relations, and technical skills, significantly affect teachers' job performance (Achmad Shaffan Waliudin, 2023). In addition, principals' charisma has a positive impact on teachers' performance and professionalism, highlighting the importance of their leadership qualities (Iwan Dwi Aprianto, 2023). Principals' strategies include fostering teachers' abilities, enhancing discipline, motivation, and commitment, as well as providing necessary resources and conducting training sessions (Kinikonda Okemasisi, 2023). Effective teacher management strategies, such as providing incentives, promoting teamwork, and involving teachers in decision-making processes, have been shown to positively affect students' academic achievement, emphasizing the principals' important role in promoting overall educational success (Dorah A. Akporehe, 2023). In addition, the collaborative efforts of principals and teachers in supervision, discipline, assessment, and extracurricular involvement

contribute to improved student academic performance (David Nkengbeza, 2023). Some principal leadership strategies that can improve teacher performance include:

Professional Development

Principals play an important role in improving teacher performance through various professional development opportunities, including training, workshops, and mentoring. (Fujiono Fujiono, 2023) These activities are important for fostering teacher skills, improving discipline, motivation, and commitment, and improving competence and professionalism. Principal strategies involve creating a conducive work atmosphere, meeting the necessary equipment requirements, providing rewards and punishments, and conducting regular training sessions and meetings to motivate and engage teachers effectively. By implementing these initiatives, principals can have a positive impact on teacher performance, leading to improved teaching quality, student outcomes, and overall school success. (Achmad Shaffan Waliudin, 2023) The combination of training, workshops, and mentoring programs under the guidance of a proactive principal can significantly contribute to the ongoing growth and development of teachers within educational institutions. Research by Guskey (2002) shows that ongoing professional development can improve teacher competence and performance.

Creating a Positive Work Climate

The principal plays an important role in fostering a positive work climate by promoting open communication, collaboration, and appreciation of teacher achievement. Research shows that the principal's leadership style, such as participative leadership, (Chien Chih Chen, 2023) and instructional leadership (Nurhizrah Gistituati, 2023), significantly influences the work climate in schools. In addition, the principal's work values and organizational climate have been found to have a positive impact on organizational adaptation, emphasizing the importance of a cooperative organizational climate in enhancing school adaptation (Yu Lin Wang, 2023). In addition, collaborative leadership by the principal can improve the quality of learning by strengthening cooperation and communication between all stakeholders, including teachers (Rudi Haryadi, 2023). Therefore, creating an environment that values communication, collaboration, and recognition of teacher achievement is essential to building a positive work climate in schools, ultimately improving teacher performance and overall school development. According to Hoy and Miskel (2008), a positive work climate can improve teacher motivation and performance.

Support and Supervision

Ongoing support from the principal, including guidance and supervision, plays a vital role in helping teachers navigate the challenges faced during the teaching process. Research from various contexts emphasizes the importance of supervision in improving the teaching-learning process. Principals need to provide support-oriented supervision to improve learning and assessment behaviors (Eshetu Mandefro, 2022), develop an interactive environment for teachers, utilize available resources effectively, and guide teachers to improve their competencies (Sayyam Bin Saeed, 2022).

In addition, a peer supervision model based on critical reflective practice can empower teachers and principals, foster mutual support, awareness of different perspectives, and capacity for change, (Fiona Gardner, 2022). Furthermore, the challenges faced by principals during instructional supervision, especially during transition periods, highlight the importance of ongoing support to overcome obstacles and ensure optimal learning and supervision processes (Baiquni Rahmat, 2022).

In rural areas, where teachers face limitations, continuous support and training are essential for teachers to maximize their role and overcome challenges effectively (Rahmi Fadilah, 2023). Research by Leithwood and Jantzi (2005) shows that principal support has a positive correlation with teacher performance.

School Quality

School quality is indeed the culmination of various performance improvement efforts carried out by all stakeholders in educational institutions. Effective school administration, including principal leadership, teacher performance evaluation, and curriculum relevance, play an important role in improving school quality (M.Pd.I Madyan Madyan, 2023). Evaluating teaching efficiency and aligning with European quality trends are important aspects in modernizing school organizations and improving quality in education (Nicușor Diaconu, 2022). In addition, the management strategy implemented by the foundation significantly impacts the vision, mission, and overall quality of education in elementary schools (Salim Aktar, 2022). Educational supervision by the principal, as mandated by the regulation, ensures the coordination of school efforts and optimization of educational goals, which ultimately contributes to institutional quality (M Bustanul Ulum, 2018). By focusing on these areas and encouraging collaboration among all parties involved, educational institutions can strive to achieve and maintain high-quality standards. According to UNESCO (2005), school quality includes academic, non-academic, and management dimensions. To achieve high school

quality, the principal needs to integrate various effective leadership strategies and ensure that all resources are used optimally to support the learning process.

Methods

Using a mixed methods approach, this study identified key leadership practices that enhance teacher motivation, competence, and job satisfaction. The study emphasized the importance of ongoing professional development, fostering a positive work environment, and providing consistent support and supervision.

Results and Discussion

Principal Leadership Strategy in Improving Teacher Performance Teacher Professional Development

The results of the study show that effective principals pay great attention to teacher professional development. They organize various training programs and workshops that are relevant to teaching needs. Principals also encourage teachers to attend educational seminars and conferences to update their knowledge and skills. Some principals even adopt a mentoring system, where more experienced teachers guide new teachers. This strategy is in accordance with the findings of Guskey (2002) who emphasized the importance of continuous professional development in improving teacher competence and performance. Proper professional development not only improves teachers' knowledge and skills but also increases their motivation and confidence in teaching.

Creating a Positive Work Climate

Successful principals in improving teacher performance tend to create a positive work climate. They promote open and transparent communication between staff, provide space for collaboration between teachers, and provide rewards for achievement. Some principals also implement teacher welfare programs to ensure a healthy work-life balance. These findings support the theory put forward by Hoy and Miskel (2008) about the importance of a positive work climate in improving teacher motivation and performance. A supportive and collaborative work environment creates a conducive atmosphere for teachers to work more effectively and efficiently.

Support and Supervision

This study found that continuous support and supervision from the principal greatly influences teacher performance. Effective principals provide consistent guidance, conduct

regular classroom observations, and provide constructive feedback to teachers. This support includes providing necessary resources, as well as assistance in planning and implementing learning. The support and supervision provided by the principal are in accordance with the findings of Leithwood and Jantzi (2005) which showed a positive correlation between principal support and teacher performance. Principals who are actively involved in teaching and learning activities can help teachers identify and overcome obstacles, and improve their teaching practices.

Factors Affecting Teacher Performance

Internal Factors

This study identified several internal factors that affect teacher performance, including motivation, competence, and job satisfaction. Teachers who have high intrinsic motivation tend to show better performance. Teacher competence, which includes knowledge, skills, and attitudes, is also a major determinant of performance. High job satisfaction increases teacher loyalty and dedication to their duties

These internal factors are in line with Deci and Ryan's (2000) motivation theory and Shulman's (1986) research. Intrinsic motivation, competence, and high job satisfaction are important indicators of effective teacher performance. Proper professional development and principal support can improve these internal factors

External Factors

External factors that affect teacher performance include educational facilities, infrastructure, physical work environment, and principal leadership. Research shows that adequate facilities, such as comfortable classrooms and access to educational technology, greatly influence teaching effectiveness. A good work climate and support from the principal also contribute positively to teacher performance. These findings support Luthans' (2002) research which emphasizes the importance of a conducive work environment and leadership support in improving teacher performance. The availability of adequate facilities and support from the principal create optimal conditions for teachers to teach effectively.

Impact of Principal Leadership Strategy on Education Quality

This study found that effective principal leadership strategy has a significant impact on the quality of education in schools. Motivated and well-supported teachers tend to provide high-quality instruction, which in turn improves student learning outcomes. Schools with strong leadership also showed improvements in various quality indicators, such as student graduation

rates, participation in extracurricular activities, and parent satisfaction levels. These results are consistent with research by Hallinger and Heck (1998) and Robinson, Lloyd, and Rowe (2008), which showed that principal leadership has a significant effect on teacher performance and student learning outcomes. Leadership that focuses on teacher development and improving the work environment directly contributes to improving the quality of education.

Conclusion

This study revealed that principal leadership plays a very important role in improving teacher performance to create quality schools. Some effective leadership strategies include teacher professional development, creating a positive work climate, and continuous support and supervision. Factors that influence teacher performance are divided into two main categories: internal factors (motivation, competence, and job satisfaction) and external factors (educational facilities, infrastructure, physical work environment, and principal leadership). This study also shows that effective principal leadership has a significant impact on the quality of education in schools. Teachers who receive adequate support, guidance, and facilities tend to show better performance, which ultimately improves student learning outcomes and other school quality indicators.

Based on the findings of this study, several practical recommendations can be given to principals, education policy makers, and other educational institutions:

Recommendations for Principals

1. Continuous Professional Development

Principals should provide and encourage teachers to participate in relevant professional development programs, such as training, workshops, and conferences. This is important to update teachers' knowledge and skills and increase their motivation.

2. Creating a Positive Work Climate

Principals need to create a conducive work environment by promoting open communication, collaboration among teachers, and rewarding achievements. Teacher welfare programs should also be considered to maintain a balance between teachers' work and personal lives.

3. Continuous Support and Supervision

Principals should provide continuous guidance and supervision through classroom observation, constructive feedback, and provision of necessary resources. This approach helps teachers overcome challenges and improve their teaching practices.

Recommendations for Education Policymakers

1. Investment in Educational Facilities

Policymakers should ensure that schools have adequate facilities and infrastructure. Investment in educational infrastructure is essential to creating an optimal learning environment for students and a supportive working environment for teachers.

2. Development of Leadership Programs

Policymakers should develop and support leadership training programs for principals. These programs should include transformational and situational leadership strategies that can improve teacher performance and the quality of education.

3. Periodic Monitoring and Evaluation

Periodic monitoring and evaluation policies should be implemented to ensure that principals and teachers carry out their duties well. This evaluation can help in identifying areas for improvement and providing constructive feedback.

Recommendations for Educational Institutions

1. Collaboration and Exchange of Best Practices

Educational institutions should facilitate collaboration between schools and exchange of best practices in leadership and teaching. This can be done through professional networks, seminars, and inter-school partnership programs.

2. Improvement of Technology Facilities

Increasing access to educational technology should be a priority. Technology can be used to support the learning process, teacher professional development, and more efficient school management.

3. Focus on Teacher Well-being:

Educational institutions should pay attention to teacher well-being by providing emotional and professional support. These well-being programs can include counseling, recreational activities, and work-life balance programs.

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