

Transformational Leadership, Competence, and Self-Efficacy in Influencing Elementary School Teachers' Performance

Imas Masriah

Universitas Pamulang, Banten, Indonesia, dosen2036@unpam.ac.id

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ABSTRACT

This research aims to investigate how primary school teachers' levels of transformational leadership, competency, and self-efficacy are related to student achievement. This study used a quantitative approach, and SPSS was used to analyse the collected data. In order to collect this information, 210 primary school teachers in Tangerang were picked at random and sent online questionnaires. The results of this study show that there is a positive relationship between transformational leadership and teacher performance, as well as a favourable relationship between transformational leadership, competency, self-efficacy, and teacher performance.

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Corresponding Author:

Imas Masriah

Universitas PamulangBanten, Indonesia, dosen2036@unpam.ac.id

1. INTRODUCTION

A principal is in charge of running a school as a business. Efforts to improve teacher performance are linked to the principal's ability to lead. Based on what Djaelani et al. (2021). In general, you can't say that principals in Indonesia are good managers. A World Bank report says that the lack of professionalism on the part of school principals is one of the reasons why the quality of education in Indonesian schools is getting worse. Albloush et al. (2020) say that one way to measure the success of education in creating better human resources is by looking at the quality of human resources. This is shown by an increase in the quality of knowledge, attitudes, and skills that are more dynamic and independent in social and national life with a national and international order. The teacher is one thing that makes students creative. Albloush et al. (2020) and Alhashedi et al. (2021) say that people are the most important part of an organisation. Without people, even if all the other parts are there, the organisation won't work. Because people are what drive and decide the direction of an organisation. So, the organisation should point people in the right direction to help them reach their goals. Human resource management can't be separated from teachers, who are expected to do their best work to help government agencies or companies reach their goals. Improving employee performance is very important for an organisation. One way is through a performance review or management of performance. Ability factors, motivational factors, and leadership factors all affect how well someone does their job. When thinking about how to get more people to work for the company, self-efficacy is important.

Teachers' effectiveness can be improved by fostering a sense of confidence in their abilities, which can be measured using self-efficacy surveys. Some researchers, including Albloush and colleagues, claim that (2020). In a 2021 study, Alhashedi et al., Asgari et al., and Choi et al. (2020). If a manager believes in their abilities, they are more likely to take risks and develop creative solutions. Good levels of inventiveness lead to high levels of self-efficacy, which in turn generates outstanding performance. Many researchers, including Asgari et al. (2020), Choi et al. (2020), Da'as et al. (2020), and Djaelani et al. (2021). Self-efficacy is defined as a person's confidence in his or her ability to perform activities successfully within prescribed time constraints. According to Harwanti and Kawakib (2016), people who lack confidence in their talents at work will almost certainly fail to accomplish their jobs, despite the fact that it has been stated that people are confident in their abilities to do the task properly despite the task's many hurdles. Under the research of Albloush et al. (2020). According to Alhashedi et al. (2021), leadership styles can impact how well a company's educators do their jobs. To effectively and efficiently accomplish goals, followers need to be influenced, directed, motivated, and controlled by their leaders. Simply said, leadership is the art of convincing others to follow one's lead to accomplishing a shared mission.

According to a recent preliminary survey of Tangerang elementary schools, some teachers still lack confidence or lack confidence in themselves when it comes to completing their assigned tasks; others have found that the leadership they have experienced has been inconsistent with their personal goals as educators, and still, others have observed leaders exhibiting behaviours and abilities that make them less than ideal leaders. role models for their subordinates, there are still teachers who do not work optimally as evidenced by the existence of teachers who lack seriousness and perseverance in completing the tasks given, and there are still coworkers or coworkers who have less harmonious relationships and interactions with teachers, which affect the organisation's steps in achieving its goals and targets.

A teacher's success can be measured by how well they are able to prepare, implement, and assess lessons in which they impart knowledge, skills, and dispositions to their pupils. Teachers' effectiveness in the classroom is defined as their ability to facilitate students' education by Supriyanto et al. (2020), Tian et al. (2020), and Waruwu et al. (2020). A teacher's performance can be defined as the degree to which the following indicators reflect the degree to which the teacher is able to carry out his responsibilities in the classroom and the degree to which his or her behaviour changes in response to or during learning activities. Ability to 1) develop learning plans and programmes, 2) implement learning, 3) form interpersonal relationships, 4) conduct assessments, 5) conduct enrichment, and 6) conduct remedial programmes (Supardi, 2014). Purwanto et al. (2021), Shrestha et al. (2020), and Sheeraz et al. (2020) all agree that "performance is the result of work that can be achieved by a person or group of people in an organisation, in accordance with their respective authorities and responsibilities, in an effort to achieve the goals of the organisation concerned in a legal, non-illegal, and moral or ethical manner." The educator's actions during the instruction process are at the heart of the performance evaluation.

Self-system, self-regulation, self-efficacy, and collective efficacy are the building blocks of a human personality, as stated by Purwanto et al. (2021) and Shrestha et al. (2020). Cognitive processes in the form of decisions, beliefs, or rewards concerning the extent to which individuals evaluate their capacities to carry out certain activities or behaviours necessary to obtain the desired results are the root of self-efficacy, according to Bandura (1997). Self-efficacy, as stated by Tian et al. (2020); Waruwu, et al. (2020), is not tied to the talents possessed but rather is related to the individual's perceptions about what can be done with the skills he already has regardless of how great those skills may be. Purwanto et al. (2021) define self-efficacy as "the conviction that one can influence one's own functioning and the events occurring around oneself through a variety of means." The concept of self-efficacy emphasises the confidence one has in one's ability to handle challenging and uncertain situations in the future. As defined by Purwanto et al. (2021) and Shrestha et al. (2020), competence is the capacity to carry out or perform a task with the requisite abilities, knowledge, and work attitude. Competence is the bedrock

of an individual's personality; it denotes their habits of thought and action, their capacity to rationally assess and cope with a variety of situations, and their ability to maintain these traits through time.

A person's self-efficacy is their belief in their capacity to plan and carry out the necessary actions to demonstrate a certain set of talents effectively. Self-efficacy is defined as the confidence an individual has in their own abilities to successfully fulfil goals within a specified time period by Waruwu et al. (2020). Teachers with high self-efficacy don't need emotional support from administrators, whereas those with low self-efficacy are overly concerned with the prospect that their job will fail, as stated by Supriyanto et al. (2020), Tian et al. (2020), and Waruwu et al. (2020). Meanwhile, Supriyanto et al., Tian et al., and Waruwu et al. (all 2020) state that people are confident in their abilities to do the task well despite the task having many obstacles and that people who are not confident in their abilities with work will definitely not be able to complete their tasks. Purwanto et al. (2021), Shrestha et al. (2020), Sheeraz et al. (2020), Supriyanto et al. (2020), Tian et al. (2020), and Waruwu et al. (2020) all found that teachers' self-efficacy significantly influenced their classroom performance. Self-efficacy findings were found to have a substantial effect on teacher performance, both positively and negatively, in a study by Saraswathi et al. (2017). The outcomes of self-efficacy have a substantial impact on performance, according to research by Supriyanto et al. (2020), Tian et al. (2020), and Waruwu et al. (2020). A study (Hanun, 2013) found that teachers' levels of self-efficacy significantly influenced their effectiveness in the classroom.

The right leader is needed to influence teachers to play an active role in carrying out their duties. Teachers or subordinates will feel cared for if their leader is sensitive to their needs and desires. Their performance will be positive if the leader is able to apply leadership in accordance with the conditions of the company and teachers. In addition, the leader must encourage (motivate) and foster each staff to develop optimally. Thus, a leader can be said to be a driver of the success of the work of an organisation or company. According to Albloush et al. (2020). Alhashedi et al. (2021) suggest that teacher performance is influenced by leadership, compensation and ability. Leadership is an encouragement from external teachers to work better, where a leader continues to support teachers to achieve the agency's work goals. Likewise, leadership has an effect on teachers. So that if the leadership in the agency is good and effective, the performance of the teachers in the line of command is also good and increases towards the work goals of the organisation. In a study conducted by According to Donglong et al. (2020); Fayzhall et al. (2020); Kadiyono et al. (2020) which results that leadership have a significant effect on teacher performance. In a study conducted by Khairizah et al., (2017) the results obtained that leadership had a significant effect on performance.

Several studies, including those by Albloush et al. (2020), Alhashedi et al. (2021), Asgari et al. (2020), Choi et al. (2020), Da'as et al. (2020), Djaelani et al. (2021) Performance is documented achievement in one or more job-related tasks or endeavours over a specified time frame. That person's performance is the outcome that meets the requirements of the job's size. Teacher performance is the result of a combination of internal factors, such as the teacher's work discipline, work motivation, knowledge, and skills, and the external environment, such as the organisation's leadership, organisational strategy, vision, and mission. Performance is the output generated by the functions or indicators of a job or profession within a certain time. Teachers are a crucial part of any organisation, as stated by Albloush et al. (2020), Alhashedi et al. (2021), and Asgari et al. (2020). Every business today must be able to continuously grow teacher excellence to compete in the face of rising levels of competition and retain a sufficiently staffed, competent, and innovative workforce. One's sense of self-efficacy is confidence in their ability to plan and carry out the steps necessary to deal with upcoming uncertain, uncertain, or stressful challenges.

2. METHOD

This study employs a quantitative approach and uses SPSS for data analysis. In order to collect this information, 210 primary school teachers in Tangerang were picked at random and sent online questionnaires. The questionnaire's validity and reliability were examined before it was sent out to

respondents. The product-moment correlation is used to assess validity, whereas the Cronbach Alpha () is used to test reliability. Results from a validity analysis of a questionnaire measuring educators' sense of competence, leadership skills, and effectiveness in the classroom.

Hypotheses

H1: Performance in the classroom is enhanced by leaders who are able to inspire and motivate their staff members to achieve personal bests.

H2 : There is a positive correlation between teachers' competence and student outcomes.

H3 : Teachers' effectiveness is enhanced when they feel capable of accomplishing their goals.

H4 : Teachers' effectiveness is boosted by transformational leadership, competence, and self-efficacy all at once.

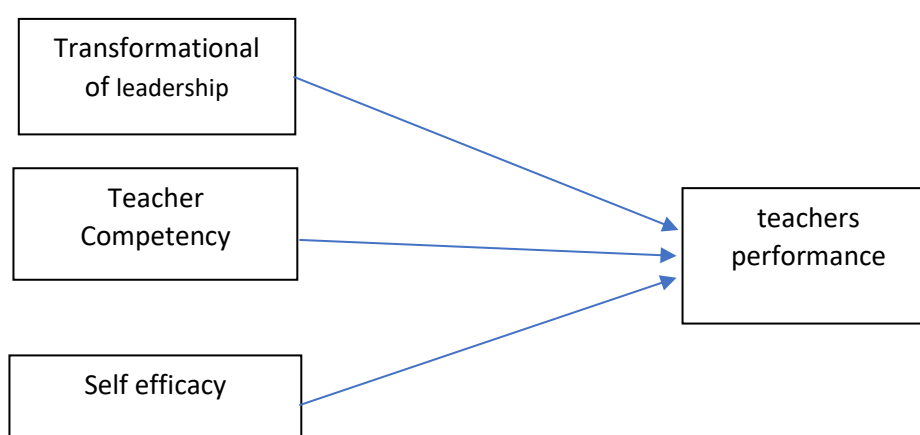


Figure 1. Research Model

3. FINDINGS AND DISCUSSION

Testing the appropriateness of the model employed for analysis was performed using the coefficient of determination (Adjusted R Square) to account for the ability of the independent variable to explain the dependent variable, and the F test was used to evaluate the model.

F test

The results of the transformational leadership, competency and self-efficacy regression tests for teachers' performance are as follows:

Table 1: F Test Results (Anova)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12,936	2	6,468	55,683	,000 ^b
Residual	11,499	99	,116		
Total	24,435	101			

A sig. score of 0.000 for the F Anova) test, indicating a significance level less than 0.05, suggests that the regression model utilised satisfies the Goodness of Fit criteria (see Table 1). The three characteristics of transformational leadership, competency, and self-efficacy all influence educator effectiveness simultaneously.

Determination Test

The following are the findings from the regression analysis evaluating the relationship between transformational leadership, teacher competency, and teacher self-efficacy and student achievement:

Table 2 Determination Test Results (Adjusted R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,745 ^a	,545	,521	,34123

Table 2 shows that the determination test of transformational leadership, competency, and self-efficacy effects on teachers' performance yields an adjusted R-squared value of 0.545. This value indicates that 54.5% of the variation in teachers' performance can be attributed to the model's transformational leadership, competency, and self-efficacy variables, while the remaining 48.0% can be attributed to factors outside the model.

Hypothesis Test (t-Test)

The following are the outcomes of a regression study looking at the relationship between transformational leadership, teacher competency, teacher self-efficacy and student achievement:

Table 3: Hypothesis Test Results

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Ket.
	B	Std. Error	Beta			
	transformational of leadership -> teachers performance	,565	,087			
teacher competency -> teachers' performance	,242	,075	0,270	3,238	0,002	Supported
self-efficacy -> teachers' performance	,386	,153	0,286	2,515	0,014	Supported

After doing a regression analysis based on table 3, the results of the hypothesis test are as follows:

H1: Performance in the classroom is enhanced by leaders who are able to inspire and motivate their staff members to achieve personal bests

Based on the beta value of 0.540 and the significance level of 0.000 less than 0.05, it can be concluded that the transformational leadership hypothesis has a positive effect on teachers' performance in elementary school teachers, indicating that transformational leadership has a positive and significant effect on teachers' performance. These findings corroborate those of studies by Nadeak et al. (2021); Nugroho et al. (2020); Pio et al. (2020); Da'as et al. (2020); Djaelani et al. (2021); Donglong et al. (2020), all of which found that transformational leadership improved teacher performance. There is a strong correlation between the influential Transformational leadership variable and teacher performance, such that a rise in the former will lead to a rise in the latter, and a fall in the latter will lead to a decline in the former. Leadership plays a crucial part in any company, as it is one of the factors that will determine how successful its mission, vision, and goals will be. Leaders greatly impact how well their staff performs in the classroom. Teachers might be inspired to meet the company's goals with the help of the correct management.

In order to motivate educators to do their jobs, you need the appropriate leader. If a leader is aware of what their students or employees need, they can better care for them. If the leader is able to use leadership in accordance with the conditions of the organisation and teachers, then they will have successful results. Several studies, including those by Albloush et al. (2020), Alhashedi et al. (2021), Asgari et al. (2020), Choi et al. (2020), Da'as et al. (2020), and Djaelani et al. (2021), have found that strong leadership, adequate compensation, and the teachers' own inherent skills all contribute to improved classroom performance. A leader is someone who constantly backs up their staff in order to help them reach their professional goals. Extensive prior research is consistent with this finding. Leadership outcomes have a sizeable impact on educator effectiveness, as evidenced by studies such as those conducted by Kadiyono et al. (2020), Nadeak et al. (2021), Nugroho et al. (2020), and Pio et al.

H2 : There is a positive correlation between teachers' competence and student outcomes

Results from multiple regression analysis indicate that competency has a positive and statistically significant effect on teachers' performance in elementary schools, with a beta value of 0.270 and a significance level of 0.002 less than 0.05. This supports the hypothesis that teachers' job satisfaction is positively related to their student's academic achievement. Consistent with the findings of Alhashedi et al. (2021); Asgari et al. (2020); Choi et al. (2020); Da'as et al. (2020); Pio et al. (2020); and Kadiyono et al. (2020), this study found that instructors' performance improved when they had higher levels of competence. If the influential Competency variable rises, the teacher performance variable will also rise, and if it falls, the teacher performance variable will also fall by a large amount.

H3 : Teachers' effectiveness is enhanced when they feel capable of accomplishing their goals

With a significance level of 0.014 (less than 0.05), the beta value of the influence of Self efficacy on Organizational Citizenship Behavior is 0.286, suggesting that the self-efficacy hypothesis has a positive effect on Organizational Citizenship Behavior among elementary school teachers. These findings are consistent with those of Djaelani et al. (2021); Donglong et al. (2020); and Fayzhall et al. (2020), who also found that teacher self-efficacy was positively associated with classroom performance. When teachers' levels of self-efficacy rise, student achievement rises, and vice versa when students' levels of self-efficacy fall. An individual's performance can be affected by their level of self-efficacy, which is affected by both the individual's mental attitude and the way they are treated in their environment. When their efforts are recognised and their needs are satisfied, employees feel appreciated on the job and perform better. A person's self-efficacy is their belief in their own capacity to plan and carry out the actions necessary to effectively demonstrate a certain set of talents. Self-efficacy is defined by Nugroho et al. (2020) and Pio et al. (2020) as a person's confidence in his or her ability to successfully perform activities within a certain time limit. Teachers with high self-efficacy don't need emotional support, whereas those with low self-efficacy are preoccupied with the possibility that their job will fail, as stated by Da'as et al. (2020), Djaelani et al. (2021), Donglong et al. (2020), and Fayzhall et al. (2020). There are many studies, like those by Fayzhall et al. (2020), Kadiyono et al. (2020), Nadeak et al. (2021), Nugroho et al. (2020), and Pio et al. (2020), which show that people who are confident in their talents at work are more likely to succeed despite the difficulties they may encounter. The findings that self-efficacy has a significant effect on teacher performance are consistent with those of studies by Donglong et al. (2020), Fayzhall et al. (2020), Kadiyono et al. (2020), Nadeak et al. (2021), Nugroho et al. (2020), and Pio et al. (2020).

H4 : Teachers' effectiveness is boosted by transformational leadership, competence, and self-efficacy all at once.

Since the significance level of the F test for the effect of transformational leadership, competence, and self-efficacy simultaneously on teachers' performance less than 0.05, we can conclude that the hypothesis that transformational leadership, competence, and self-efficacy simultaneously affect teachers' performance is accepted. These findings are consistent with those of Djaelani et al. (2021) and

Donglong et al. (2020), who found that transformational leadership, competency, and self-efficacy all substantially impact teacher performance when all three are present at once.

If the transformational leadership, competency, and self-efficacy variables all go up at the same time, it will lead to a significant drop in the teacher performance variable. If the transformational leadership, competency, and self-efficacy variables all go down simultaneously, it will lead to a significant drop in the teacher performance variable. Self-efficacy and leadership are two factors that affect how well a teacher does their job. Performance is a record of how well a job or activity turned out over time. So a person's performance is the result they get based on the size of the job in question. According to Albloush et al. (2020) and Alhashedi et al. (2021), several factors affect teacher performance. According to Albloush et al. (2020) and Alhashedi et al. (2021), performance is the result of a job's indicators, and teacher performance is the result of a number of factors working together. Internal factors include work discipline, work motivation, knowledge, and skills, while the organisation's internal environment includes. Teachers are an important part of what the company does.

There is a lot of competition in the business world right now, so companies need people who are skilled, creative, and have important skills. Every company must be able to keep improving teacher excellence. Self-efficacy is a person's opinion of how well they can plan and carry out a set of actions that will help them deal with unclear, unpredictable, and possibly stressful (Lee, 2017). The results of this study mean that every leader in an institution, especially in a school, should pay the most attention to how the principal's instructional leadership is put into place. This is because instructional leadership works to change the thoughts and actions of subordinates so they have more faith in the organisation's values and goals and put in their best effort to help the organisation reach its goals.

Not only does the principal run the school, but they can also judge how well teachers do their jobs and change how the school looks. He will also try to persuade, imitate, encourage, inspire, explore potential, stimulate, respect, and pay attention to subordinates. He will also try to make sure that his view of leadership is the same as everyone else's (Walker et al., 2012). When several people have the same skills, those who think they can do a task are more likely to do it well than those who don't think they can.

Influence of one's own sense of competence on one's own modes of thought, drive, and emotion. A teacher's confidence in her or his own ability to learn will influence how well the instructor does in the classroom (Bernacki et al., 2015). Competence as a teacher correlates with students' ability to learn, while self-efficacy, as defined by psychologists, is a person's assessment of his or her own capacity to perform given tasks, realise desired outcomes, and overcome barriers to success. It is anticipated that the findings of this study will be taken into serious consideration by all leaders, both now and in the future, as they carry out their responsibilities. This is due to the fact that subordinates choose leaders who are adept in instructional leadership in order to achieve the desired collective outcomes. In addition, there is a reciprocal relationship between instructional leadership and self-efficacy, which can lead to greater efficiency, creativity, and consistency in one's work.

4. CONCLUSION

The findings indicate that there is a favourable correlation between transformational leadership and teacher performance, as well as between transformational leadership, competency, and self-efficacy. In order for their students to remain prosperous and competitive as whole human beings, teachers must instil in them a sense of constant self-improvement and knowledge of the importance of high achievement motivation. Leaders should take an active role in all group projects and endeavours so that they may serve as role models for teachers and serve as motivators who can consistently direct and inspire their peers. Teachers can improve their own and their organisations' productivity by actively contributing useful feedback and ideas to the company's growth. These recommendations are made for the benefit of future scholars who may wish to investigate the topic of educational leadership

styles. They are urged to do in-depth analyses of the leadership's institutional organisation and to glean positive anecdotes from educators working within the institution.

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