The impact of instructional leadership on Indonesian elementary teacher efficacy

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Abstract: This study was conducted with two purposes: firstly, to investigate the relationship between instructional leadership and teacher efficacy as perceived by teachers in Indonesian private elementary schools and, secondly, to examine which instructional practices affect teacher efficacy. It employed a quantitative survey design by incorporating Instructional leadership scale, teacher efficacy on group skill scale, and teacher self-efficacy scale for data collection. The sample included 339 teachers from 20 private elementary schools in ten provinces in Indonesia. Descriptive, correlation, and structural equation modeling (SEM) analyses were used to analyze the data. Findings showed that instructional leadership practices, as perceived by teachers, were positively related to teacher self-efficacy as well as teacher efficacy on group skills. Moreover, in the Indonesian private school context, instructional leadership practices, especially on the component of encouraging school climate, tended to be more influential on teacher efficacy group skills, while the components of establishing goals and ensuring the teaching and learning process determined teacher self-efficacy.

Keywords: Instructional leadership, teacher self-efficacy, Indonesian private elementary schools

INTRODUCTION

Many researchers reported the importance of instructional leadership in enhancing student achievements (Marks & Printy, 2003; Robinson, Lloyd, & Rowe, 2008; Shatzer, Caldarella, Hallam, & Brown, 2014) as well as school capacities in fulfilling government policies (Grobler, 2013; Lee, Walker, & Ling Chui, 2012). Furthermore, instructional leadership is necessary to develop a teacher network towards the improvement of student achievements (Alam & Ahmad, 2017), and the establishment of teacher-learning communities which coincides with teacher self-efficacy (Liu & Hallinger, 2018; Zheng, Yin, & Li, 2018). Prior research also examined instructional leadership and teacher demographics to determine the sub-scales of teacher self-efficacy and change student achievements. The study showed that instructional leadership were impactful on teachers' self-efficacy in their classroom management, instruction, and student engagement (Bellibas & Liu, 2017). Instructional leadership does not only affect teachers' beliefs about teaching-learning abilities but also shapes their perception of group capabilities on the teaching tasks in the school (Calik, Sezgin, Kavgaci, & Cagatay Kilinc, 2012; Cansoy & Parlar, 2018).

Sofo, Fitzgerald, and Jawas (2012) reported that instructional leadership was necessary for solving the student-achievement problem protruding Indonesia. Additionally, Raihani (2008) suggested that school principals needed to enhance school visions, strategies, capacities, and networks as well as cling firmly on the beliefs and values derived from cases of successful principals at outstanding schools. Thus, these prior studies indicated that instructional leadership should be applied by school principals in Indonesia to maximize school benefits. Moreover, the evidence that private schools in Indonesia had higher policy autonomy than the public ones supported the notion that instructional leadership practices influenced school improvement (Bedi & Garg, 2000).

Improved self-efficacy of Indonesian elementary teachers is the main focus of this instructional leadership research. Indeed, education policies were caused by the instability of political dynamics (Sulisworo, Nasir, & Maryani, 2017), and the fact that teachers in Indonesia

had to deal with the implementation of the recently-mandated thematic curriculum (Retnawati, Munadi, Arlinwibowo, Wulandari, & Sulistyaningsih, 2017). This idea is also supported by previous studies suggesting that the improvement of teacher self-efficacy extremely crucial in increasing teaching commitment (Chesnut & Burley, 2015; Coladarci, 1992), effectiveness (Sehgal, Nambudiri, & Mishra, 2017), performance, especially through the management of classroom climates that facilitate cognitive activation (Künsting, Neuber, & Lipowsky, 2016), job satisfaction (Caprara, Barbaranelli, Steca, & Malone, 2006), job-stress mitigation (Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010), and student achievements (Ross, 1992). Nonetheless, improving self-efficacy among teachers is not a simple process. Teachers with a high level of self-efficacy perceive difficult tasks, problems, and goals as challenges to be understood and solved (Bandura, 1993).

Previous studies implemented instructional leadership in some models and contexts. Nevertheless, the exploration and comparison of the instructional leadership practices on teacher self-efficacy, especially in the Indonesian contexts with quantitative analysis, have not yet been widely investigated. Thus, this study has two objectives including, firstly, to examine the relationship between instructional leadership, teacher efficacy on group skills, and teacher self-efficacy and, secondly, to examine the extent to which three main practices of instructional leadership predicts teacher efficacy on group skills and teacher-self efficacy in Indonesian private elementary schools.

LITERATURE REVIEW

Instructional Leadership Practices

Prior studies were mostly conducted on instructional leadership as a multidimensional construct (Blasé & Blase, 2003; Hallinger, 2005; McEwan, 2003). The instructional leadership in the current study show the specific practices of principal as variables to impact potentially on teacher beliefs. Hallinger and Murphy (1985) explained the basic instructional leadership model that could be adopted by school principals in their practices to determine teaching and learning processes in the school. Nevertheless, in early studies, instructional leadership practices must be adapted to the nature and needs of schools' particular contexts, while some practices must also involve shared values (Hallinger, 2010).

Weber (1987) showed that in instructional leadership, setting academic goals through school plans was the first action that school leaders should take. Additionally, Hallinger and Murphy (1985) suggested that a school leader has to be an effective communicator when implementing the goal through the staff. Then, Robinson et al. (2008) reported the importance of staff feedback in relation to school goals. Hence, we proposed that school principals need to establish school goals with a cycle to establish an operational framework and maintain periodic communication and reception of feedback.

Furthermore, as an instructional leader, a school principal should supervise teaching, and learning processes in action, coordinate curricular tasks, monitor student progresses, and observe that instructions are administered as scheduled (Alig-Mielcarek & Hoy, 2005; Blase & Blase, 2000; Glanz, 2005; Hallinger & Murphy, 1985; Robinson et al., 2008). Blasé and Blase (2003) suggested that supporting teacher-learning processes with collaborative approaches was more effective than allowing a teacher on a solo mission. Hence, based on this notion, school principals should discuss and coordinate with teachers about their work and procure the necessary tools to support relevant instructional tasks.

Finally, to offer desirable school climates, principals should determine achievement standards and teachers' work expectations, establish professional development for teachers, support a collaborative culture for teachers, encourage a positive relationship between teachers and parents (Alig-Mielcarek & Hoy, 2005; Blase & Blase, 2000; Lee et al., 2012; Robinson et al., 2008).

Teacher Efficacy on Group Skills

Teachers might be able to collaborate towards a mutual goal if they perceive there is an immediate challenge or issue at the school, which requires group efforts (Bandura, 1982). Teacher efficacy on group skills refers to a teachers' belief about collective capabilities, especially teaching skills that can accomplish a task at the school. Tschannen-Moran and Barr (2004) noted that teachers' belief in group abilities of instructional strategies and efforts on students' discipline was necessary to determine student achievements. Moreover, Goddard, Hoy, and Hoy (2004) viewed that these beliefs are related to teacher perception of group competence in schools. Despite the fact that this construct was derived from the collective teacher efficacy concept, focusing on teaching-skill efficacy, which creates appropriate learning and controls student discipline, is adequate because it represents collective teachers' efficacy towards student achievements.

Teacher Self-Efficacy

Self-efficacy is a psychological construct from the social cognitive theory, which is necessary for shaping human minds through activities and emotions (Bandura, 1982). It is a complex mechanism of self-persuasion based on the cognitive processes of various sources (Bandura, 1993). In schools, organizational contexts and teachers' perceptions of self-efficacy can be used to predict their behaviors (Gibson & Dembo, 1984), especially their levels of effort and commitment for tasks (Stajkovic & Luthans, 1998). Thus, teacher self-efficacy is a psychological variable that is defined as teacher judgment on self-capabilities to their work in their jobs (Skaalvik & Skaalvik, 2007; Tschannen-Moran, Hoy, & Hoy, 1998).

Gibson and Dembo (1984) referred teacher self-efficacy to a belief about self-skills that could be employed to facilitate students' learning, which could also be through the involvement of external factors in teaching tasks. Nevertheless, we asserted that teacher self-efficacy is an emphasis on teacher tasks, especially their perception of their instructional strategies, classroom management, and student engagement (Tschannen-Moran & Hoy, 2001). It is an understanding of the primary skills in teaching, which is more suitable than the use of external factors.

Indonesian School Contexts

Indonesia has two main types of schools: public and private, which operate under the supervision of the Ministry of Education and the Ministry of Religion (MOEC, 2016). Recent data indicate that there are nine compulsory levels of education comprising six Elementary years and three Lower Secondary years. Elementary and secondary schools in Indonesia commence in July. Children can enter elementary schools when they turn seven. Current public policies provide financial support for school operations and management. Schools are required to follow some policies, e.g., mandated curriculums and achievement standards. Fortunately, private schools have greater autonomy in some policies, such as human resources, student admissions, and curricular designs (Bedi & Garg, 2000). Furthermore, the Ministry of Education and Culture reported that, in the last three years, 11% of the elementary schools are private, and the ratio increased by almost 0.5% every year. The rise in number is contrastive with the total number of Indonesian public schools as it was decreasing during these last three years (MOEC, 2018).

METHODS

Research Design

This study employed a quantitative survey design. The data were collected from the respondents as they were asked using a list of questions (Wiersma & Stephen G. Jurs, 2005) from the Instructional leadership scale, the teacher efficacy on group skill scale, and the teacher self-efficacy scale.

Respondents

The respondents of this study included 339 teachers from 20 private elementary schools, which spread out in ten provinces of Indonesia. The response rate via a random sampling is 94%. Table 1 shows demographic information of the samples. Most teacher respondents were female (67.3%) with a bachelor's degree. There were two who completed a master's degree. The majority did not have much experience in teaching because 61.7% had no prior teaching experiences in previous schools, and 62.5 % had lower than three years of teaching experience in their current schools. Finally, most of them were assigned as a class teacher (79.4%), and others worked as a subject teacher (e.g., Sports and Arts).

Table 1. *Demographic information (N=339)*

Variable	N	%
Gender		
Male	111	32.7
Female	228	67.3
Educational background		
Diploma	30	8.8
Bachelor's degree	307	90.6
Master's degree	2	0.6
Teaching experiences in previous schools		
None	209	61.7
1-3 years	102	30.1
4-6 years	22	6.5
7-9 years	2	0.6
More than 9 years	4	1.1
Teaching experiences in current schools		
1-3 years	212	62.5
4-6 years	68	20.1
7-9 years	30	8.8
More than 9 years	29	8.6
Teaching position		
Class teacher	269	79.4
Subject teacher	70	20.6
Total	339	100

Variables and Measures

A questionnaire on instructional leadership was developed based on the literature review. Three components of the instructional leadership scale were employed as independent variables. The first component of instructional leadership is "*establishing the comprehensive school goals*," which reflects a principal's abilities to set an operational framework, maintain communication, and receive feedback from staff on school goals and other specific goals (three questions). The second component is "*ensuring the teaching and learning process*," which reflects a principal's skills to supervise, coordinate, and control learning progress (three questions). The third is "*encouraging school climate*," which reflects a principal's abilities to determine standards on learning outcomes, organize professional development activities, and foster teachers' collaboration (three questions). Subsequently, teacher efficacy on group skills was adapted and developed (Goddard, Hoy, & Hoy, 2000; Tschannen-Moran & Barr, 2004), and it included teachers' perception of collective skills to organize learning processes and control students' discipline. The teacher self-efficacy scale was adapted from Tschannen-Moran and Hoy (2001) to contain twelve questions describing teacher efficacy for instructional strategies, classroom management, and student engagement. The questionnaires were assessed for content validity by three experts from Thailand and Indonesia. Moreover, the pilot study was also conducted in two other private schools that were not included in the sampling.

Data Analysis

Firstly, a Cronbach's alpha reliability test was conducted to assess the degree of consistency between multiple measurements of a variable, with a minimum reliability standard of 0.70 (Hair, Black, Babin, & Anderson, 2013). Secondly, a confirmatory factor analysis (CFA) was employed to measure construct validity of the measurement model and this involved factor loadings and model fit indices, i.e., Goodness of fit index (GFI) with a cut value ≥ .90, comparative fit index (CFI) with a cut value >0.95, Standardized Root Mean Square Residual (SRMR) with a cut value < 0.08, Root mean square error of approximation (RMSEA) with a cut value < .08, Normed fit index (NFI) with a cut value ≥ .90 (Hu & Bentler, 1999).

Thirdly, a descriptive analysis, including means and standard deviations, was calculated. Correlation matrices were also calculated to determine the relationships among components of instructional leadership, teacher efficacy on group skills, and teacher self-efficacy in Indonesia private schools. Structural equation modeling (SEM) was adopted to assess the second research objective using Lisrel 6.60. Three components of instructional leadership were used as latent variables to identify which component could determine both teacher self-efficacy and collective teacher efficacy. The assessment of model fit indices and the significance of path were also obtained in this part.

RESULTS

Reliability and Construct Validity of the Scales

The five constructs consisting establishing comprehensive school goals (ECG), ensuring the teaching and learning process (ETP), encouraging school climate (ESC), teacher efficacy on group skills (TGS), and teacher self-efficacy (TSE) were assessed for reliability and construct validity. A Cronbach's alpha reliability test was employed to assess all constructs of the scales, and the results of the coefficients ranged from .69 to .90, which indicated that the constructs passed the minimum reliability standard of 0.70. Then, the construct validity was tested with confirmatory factor analysis (CFA) through factor loadings and average variance extracted (AVE). The results confirmed that the factor loadings for all estimate parameters met the requirement of the measurement standard (>0.70) (Hair et al., 2013) and the average variance extracted (AVE) for the five constructs met the designated standard (0.50) (Hair et al., 2013). Finally, a data fit assessment was conducted for the proposed conceptual model. The results indicated that the model was fit based on these values: GFI= 0.95 [>.90], NFI=0.98[>0.90], CFI=0.99[>0.95], RMSEA =0.058[<0.08], and SMRS =0.039 [<0.08].

Descriptive Statistics and Correlations

Table 2 shows the descriptive analysis for all the factor loadings of the instructional leadership practices, teacher efficacy on group skills, and teacher self-efficacy. Instructional leadership practices, especially the "framing the comprehensive goal," had the highest score (M=.90, SD=4.1), followed by other factor loadings. The same mean score was reported for both teacher efficacy on group skill factor and the three factor loadings of teacher self-efficacy (M=90, SD=3.9, and 4.0). Furthermore, Table 2 also reported that each factor loading of the instructional leadership practices was positively correlated with the components of teacher efficacy on group skills and teacher self-efficacy on a significant level p<0.01.

Moreover, Table 2 suggests that the three factor loadings of the first component of instructional leadership (Ecg1-Ecg3) had a higher correlation with teacher efficacy on group skills in producing student learning (Tsg1) than teacher efficacy on group skills in dealing with disciplinary problems (Tsg2). Nevertheless, the second and third components of the instructional leadership practices had higher correlation values with Tsg2 than Tsg1. Surprisingly, all factor loadings of the instructional leadership practices demonstrated strong correlations, and they were mostly with the teacher self-efficacy on instructional strategies (Tse1) rather than with the teacher self-efficacy on classroom management and student engagement (Tse2 and Tse3). Finally, Table 2 also describes that the constructs of teacher efficacy on group skills and teacher self-

efficacy were significantly correlated. Surprisingly, a high correlation between teacher efficacy on group skills in dealing with disciplinary problems (Tsg2) and teacher self-efficacy on classroom management (Tse2) was found (r=.60, p<.01).

Table 2. *Correlation matrices, means, and standard deviations of the indicators*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Ecg1	-													
2. Ecg2	.74	-												
3. Ecg3	.49	.61	-											
4. Etp1	.36	.44	.45	-										
5. Etp2	.48	.58	.52	.61	-									
6. Etp3	.35	.44	.44	.60	.54	-								
7. Esc1	.35	.47	.40	.39	.50	.37	-							
8. Esc2	.41	.47	.57	.51	.52	.42	.49	-						
9. Esc3	.39	.46	.49	.44	.54	.46	.37	.50	-					
10.Tsg1	.31	.35	.32	.32	.36	.30	.29	.32	.32	-				
11.Tsg2	.27	.34	.29	.36	.43	.33	.33	.34	.36	.58	-			
12.Tse1	.35	.44	.35	.34	.45	.37	.38	.27	.37	.42	.35	-		
13.Tse2	.30	.35	.29	.27	.33	.29	.32	.18	.32	.60	.36	.56	-	
14.Tse3	.26	.31	.30	.25	.34	.27	.24	.17	.25	.44	.33	.64	.65	-
A	.90	.89	.89	.89	.89	.89	.90	.89	.89	.90	.90	.90	.90	.90
Mean	4.1	4.1	4.0	3.9	3.8	4.0	3.8	3.9	4.2	4.1	3.9	4.0	3.9	4.0
SD	.69	.68	.77	.78	.74	.76	.75	78	.67	.62	.69	.46	.52	.46

Results of the Structural Equation Modeling (SEM)

As shown in Figure 1, SEM was conducted to examine the integrated model and explore the relationships between the instructional leadership practices with teacher efficacy on group skills and teacher self-efficacy in Indonesia's contexts of private schools. The model reached the model fit requirements at GFI=0.95 [>.90], NFI=0.98 [>0.90], CFI=0.99 [>0.95], RMSEA=0.058 [<0.08], and SMRS=0.039 [<0.08]. Furthermore, Figure 1 describes that there were positive relationships between instructional leadership practices, teacher efficacy on group skills, and teacher self-efficacy.

The components of Instructional leadership practices that could have different levels and types of effects on both the teacher efficacy on group skills and the teacher self-efficacy were assessed. The results indicated that the first component of the instructional leadership, i.e., establishing the comprehensive school goal (ECG), had a significantly direct and positive effect on teacher self-efficacy (β=0.19, p<0.05) but showed no significant effect on teacher efficacy of group skills. This evidence confirms the prior studies that it is important for school principals to pay attention to school goals by establishing an operational framework, maintaining communication, and listening for staff feedback. The second component of the instructional leadership, i.e., ensuring teaching and learning (ETP), illustrated significant influences over teacher self-efficacy (β=0.24, p<0.05) but indicated no significant effect towards teacher efficacy on group skills. This notion affirms that it is crucial for school principals to supervise operations and coordinate with teachers on teaching and learning tasks so that teachers' sense of efficacy improves. Furthermore, the third component of the instructional leadership, i.e., encouraging school climate (ESC), was found to produce a significant and positive effect on teacher efficacy on group skills (β=0.40, p<0.05) but contribute no significant effect on teacher self-efficacy. Evidently, this component demonstrated a strong influence on teacher efficacy on group skills. Finally, the model in Figure 1 also shows that the ways teachers perceive their group teaching skills were essential in actualizing the benefits of the instructional leadership practices and building teacher self-efficacy (β=0.36, p<0.01).
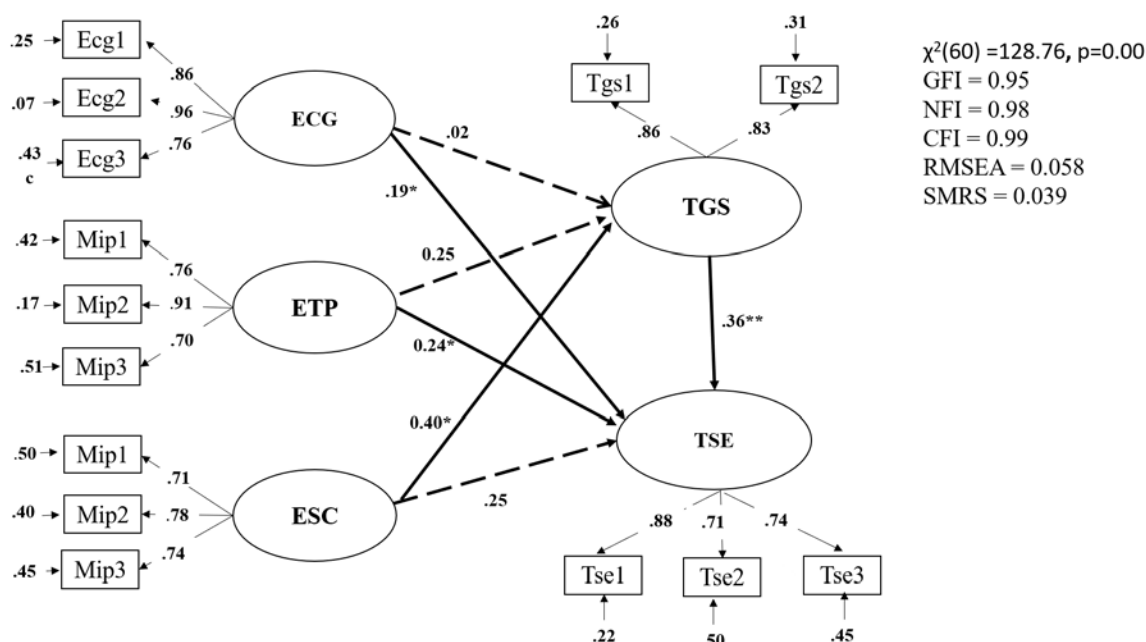
FIGURE 1. *Relationships between the instructional leadership components which included ECG (Establishing comprehensive school goals), ETP (Ensuring the teaching and learning process), and ESC (Encouraging school climate) with TGS (Teacher efficacy on group skills) and TSE (Teacher self-efficacy) in Indonesian private elementary schools*

*Solid lines indicate significance at *p<0.05 and **p<0.01.

DISCUSSION AND CONCLUSIONS

Based on the results, the roles of instructional leadership practices were significant, indicating positive relationships with teacher efficacy on group skills and teacher self-efficacy. In Indonesian private schools, principals often establish school goals by incorporating measures such as effective communication with staff, supervision of teaching and learning processes, suitable implementation of curriculum processes, and encouragement of teaching fulfillments and student achievements. Through these efforts, teachers are projected to feel positive about their group skills and abilities, e.g., teaching strategies, class management, and student engagement. Moreover, the results indicated a contrast as the instructional leadership influenced teacher efficacy on group skills and teacher self-efficacy.

The Relationships of Instructional Leadership, Teacher Efficacy on Group Skills, and Teacher Self-Efficacy

The empirical results showed that there were positive relationships between the instructional leadership practices and the teacher efficacy on group skills. In this study, the teacher efficacy on group skills was derived from collective teacher efficacy, which focused only on how teachers felt about the group skills in support of teaching and learning. Harris, Day, and Hadfield (2003) noted that based on teacher perceptions, an effective leader always improves the understanding of subordinates and students. Cansoy and Parlar (2018) reported empirical evidence showing that instructional leadership strongly encouraged teachers to realize self-competence, effectiveness, and skills as members of a group. This study revealed that teachers need to perceive group skills as key solutions to provide meaningful learning and solve student problems as the primary purpose of group competency is to deliver student-oriented teaching.

The empirical results showed that there were positive relationships between instructional leadership practices and teacher self-efficacy. Prior studies reported that instructional leadership practices were not only relevant but also influential for teachers in their teaching confidence. Bellibas and Liu (2017) confirmed that leadership practices could enhance

teacher activities through the development and build teacher self-efficacy on instructional strategies, classroom management, and student engagement. Specifically, the empirical results indicated that all components of instructional leadership practices had strong connections with most teacher self-efficacy on instructional strategies. Previous studies also provided evidence that the changes in teacher self-efficacy through instructional strategies were highly influenced by instructional leadership practices as teaching and learning processes were evaluated (Calik et al., 2012; Duyar, Gumus, & Sukru Bellibas, 2013).

This study revealed that there was a strong link between how the teacher perceived their self-efficacy and their actual efficacy on teaching skills. Prior studies consistently reported that there was a strong link between perceived self-efficacy and collective efficacy (Calik et al., 2012; Cansoy & Parlar, 2018; Zakeri, Rahmany, & Labone, 2015). After exploring the constructs of teacher efficacy on group skills from collective teacher efficacy with a focus on the assessment of teacher efficacy on teaching skills to facilitate learning and control student discipline, we asserted that there was a strong relationship with teacher self-efficacy. Finally, the results also confirmed that the level of teacher self-efficacy might be changed by the shared teacher efficacy on group skills. Chong and Ong (2016) reported that the relationship between self- and collective efficacy might lead to different paths based on cultural contexts.

Contrasting the Effects of Instructional Leadership Practices on Teacher Efficacy on Group skills, and Teacher Self-Efficacy

Instructional leadership practices, especially on establishing comprehensive school goals, significantly enhanced teacher self-efficacy. However, they evidently did not change teacher efficacy on group skills. Besides, Harris et al. (2003) reported that teacher perception of school principals concerning their communication of values and visions through consistent verbal expressions and behaviors impacted the implementational success of school goals. Principals' communication of school goals could become forceful self-belief rather than teacher perception of the group's capabilities. Additionally, Bamburg and Andrews (1991) noted that, in reality, it is possible for schools to have multiple goals, including official ones on general aims and operative ones on policy implementation and designation of outcomes. Thus, the complexity of school goals encourages teachers to make critical instructional decisions within the principal governance of instructional leadership (Heck, Larsen, & Marcoulides, 1990). It resulted in the teachers feel more confident in their abilities as they are aligned with school goals.

Furthermore, the results also revealed the importance of school principals and their direct involvement with teachers and their works through discussion, supervision, coordination, and evaluation of teaching and learning tasks. Blase and Blase (2000) also supported the roles of school leaders as advisors who are there to ensure that teachers could maintain positive emotional, cognitive, and behavioral conditions by supporting essential factors after engaging in two-way communication. This pattern also supports the meta-analysis of leadership (Hallinger, 2011), which reported the importance of school principals and their cooperation to establish work culture, work processes, and teacher characteristics within school contexts. However, Bamburg and Andrews (1991) suggested that a school principal, as an instructional leader, needs to maintain behaviors precisely in a strategic area when managing the teaching in school. Lee et al. (2012) suggested that a school principal should avoid over-practices in their instructional supervision, such as regular inspection of student homework and regular observation of classroom because such actions add excessive pressure to teachers. Moreover, instructional leadership can also help identify teachers who need special attention (May & Supovitz, 2011). A previous study reported that teachers gain positive reinforcement through leadership practices when school principals pay more thorough attention to the teaching from the beginning and consequently the teachers would also gain an increased level of efficacy (Walker & Slear, 2011).

Finally, the study confirmed that when school principals could encourage an effective school climate, it would promote a more positive perception among teachers of their teaching skills as a working group in school. Such a school climate refers to providing effective professional development for teachers and encouragement of values of collaboration among teachers.

Encouraging teaching professionalism through collaborative approach is essential in building teacher networks not only in the school's teacher group itself but also with their colleagues outside the school. Specifically, Blase and Blase (2000) noted that an effective instructional leader also promotes teacher collaboration with teamwork models, collaborative work activities, and peer observation for professional development. Qian, Walker, and Li (2017) mentioned that promoting collaborative relationships contributed to a positive learning climate, and hence, it was one of the critical instructional leadership aspects in China, an eastern country. Hallinger (2011) suggested that professional-development objectives should be directed to building teacher capacities on learning improvement through cooperation among school principals, teachers, and students. Consequently, principal leadership practices are employed to preserve school climates in a way that teachers find valuable as such realization help foster collective skills rather than a sense of self-ability in teaching although teachers might eventually benefit from these practices through self-abilities because the empirical results also described that teachers' perception of their skills in school could impact their self-confidence while teaching.

IMPLICATIONS

With respect to the contribution in the literature of leadership studies, this paper demonstrates a theoretical contribution to the body of knowledge in leadership by enriching the literature with a particular focus on instructional leadership and teacher efficacy in Indonesian private schools by confirming the findings and providing new insights. The findings of this study benefit, specifically, to school principals and policymakers in Indonesian private schools. In terms of practical contribution, this study was the first to present findings by suggesting that school principals should:

 (1) Take it seriously when determining school goals, especially in the Indonesian private elementary school contexts, when solving problems of school improvement. In the implications, the cycle indicates that school principals should establish operational frameworks, maintain communication, and listen for staff feedback. Policies should be made to improve school goals with details and simplicity to ensure that staff could understand, implicate, and offer appropriate feedback throughout the specified period.
 (2) Despite, instructional supervision and coordination being theoretically and empirically important for teachers in promoting a sense of self-ability in teaching, school principals need to practice it based on discussed patterns and avoid excessive intervention while teachers perform their teaching duties.
 (3) Coordination about teaching-learning standards should be conducted via mutual communication between school principals and teachers as it allows school principals proper occasions to lay out guidelines for their teachers rather than intervening during classroom supervision. This pattern of practice encourages teachers to develop their confidence to work autonomously and creatively while teaching. This is especially crucial among schools with a high turnover of teachers, or a high ratio of inexperienced teachers Teaching coordination is extremely essential, in this case, as it enhances teachers' confidence with predictable work pressure.
 (4) Professional development towards teacher collaboration is essentials to improve teachers' beliefs in group abilities. Schemes such as a professional learning community (PLC), a peer coaching, and a teacher exchange are recommended as they encourage positive teachers' perception towards the group. Consequently, they would feel more motivated to improve their self-abilities in teaching.

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