

TRANSFORMATIONAL LEADERSHIP: THE IMPACT OF LEADERSHIP STYLE ON SCHOOL CLIMATE AND TEACHER SELF-EFFICACY IN INDONESIAN SCHOOLS

Enceria Damanik and Jill Aldridge

The 21st century marks an important era in the history of the Indonesian education system. Law Number 20 and Government Regulation Number 19 were introduced in 2003 and 2005, respectively, to provide national policies and benchmarks aimed at improving education. Recent studies have indicated that school improvement efforts in Indonesia are being challenged by the capacity of the principal leadership. Because transformational leadership approaches have long been advocated as productive for school improvement, and evidence has suggested that transformational practice contribute to the development of capacity and commitment, this study aimed to investigate whether relationships exist between the teachers' perception of the principal's leadership style, school climate and their self-efficacy. As past studies have not provided a clear indication of the reliability and validity of instrument to assess transformational leadership approaches, the present study drew on the research literature and past questionnaires to develop and validate a new instrument, namely, Principal Leadership Questionnaire (PLQ) to assess teachers' perception of their principal transformational practices. The development used a multi-stage approach that included a review of pertinent literature, identifying salient scales and developing survey items before they are tested and refined on the basis of experts' opinions and a pilot test. The new survey involved 48 items with 6 scales, namely, Professional Interaction, Decision Making, Individual Support, Intellectual Stimulation, School Vision and Goals and Moral Perspective. In addition, two other surveys were used, one to assess teachers' perceptions of the school climate and one to assess their self-efficacy. All three surveys were administered to a sample of 604 teachers in 27 high schools in Indonesia. As a first step, this data was used to validate the newly-developed instrument. Analysis of the data confirmed that 39 out of 48 items had factor loading at least 0.40 on their *a priori* scale and no other. The Cronbach alpha coefficient for the five scales ranged from 0.89 to 0.95. Second, simple correlation and multiple regression analysis were used to examine the relationships between teachers' perceptions of the leadership style, the school climate and their self-efficacy. These results indicate strong and positive relationships between the dimensions of the PLQ and the school climate. There also was a strong positive relationship between teacher self-efficacy and the scale of Shared Decision Making, Intellectual Stimulation and Moral Perspective.