School Head's Coaching Leadership Practice Against Teacher Efficacy in Teaching and Facilitation

Yoggeshwari Moghan, Mohd Izham Mohd Hamzah

School Head's Coaching Leadership Practice Against Teacher Efficacy in Teaching and Facilitation

Yoggeshwari Moghan, Mohd Izham Mohd Hamzah

Faculty of Education, National University of Malaysia, Bangi, Selangor, Malaysia
Corresponding Author's Email: p112268@siswa.ukm.edu.my

Abstract

This article discusses the school head's coaching leadership practice on teacher efficacy in teaching and facilitation (PdPc) of national primary schools in Jempol district. In the context of this study, the coaching leadership dimension is supported by three dimensions, which are identify, learn, and improve. While the teacher's efficiency, there are also three elements which are teaching strategies, efficiency in classroom management, and efficiency in student engagement. The practice of coaching leadership by the school head has several constraints such as being busy with outside and inside activities the school, the lack of competence of the head teacher to hold a coaching session. This study aims to determine the relationship between the school head's coaching leadership practice and the level of teacher efficacy in the implementation of PdPc in national primary schools in Jempol district. Previous studies prove that the leadership practice of coaching plays a role in helping to improve the level of efficiency of primary school teachers. Therefore, a correlation study was conducted to identify the relationship between these two variables. Questionnaires were distributed through 'google form' to collect data and Statistical Package for Social Science (SPSS) Version 26 was used to analyze the data. A study conducted on 237 primary school teachers showed that there was a modest positive relationship. This study will encourage the Malaysian Ministry of Education (KPM) to create trainings or courses to increase the knowledge of school heads and principals (PGB) about the leadership practice of coaching in the future. In summary, the practice of high-quality coaching leadership of head teachers will improve the efficiency of teachers in PdPc.
Keywords: School Head's Coaching Leadership, Teacher Efficacy, National Primary Schools in Jempol District

Introduction

Educational institutions are places to form balanced and quality human capital. Educational institutions are made up of preschool, primary school, secondary school, matriculation, public and private universities. The quality of educational institutions and educators is a component that is always given attention by the Malaysian Ministry of Education (KPM).
The Malaysian Education Quality Standard Document Wave 2 (SKPMg2) is one of the official documents upgraded from the Malaysian Education Quality Standard (SKPM) in 2017 for the

purpose of determining that all educational institutions in Malaysia reach a high level (KPM, 2017). SKPMg2 is the main reference source in the evaluation of the quality of educational institutions, especially schools and educators (Jemaah Inspectors and Quality Assurance, 2017). SKPMg2 contains five standards which are Standard 1: Leadership, Standard 2: Organizational Management; Standard 3: Curriculum Management, Co-curriculum and Student Affairs, Standard 4: Learning and Facilitation and, Standard 5: Student Development. These five standards aim to upgrade the implementation of school self-evaluation. This official document is used by the State Education Department (JPN), District Education Office (PPD), *School Improvement Partner (SIPartners)*, and *School Improvement Specialist Coaches* (SISC+) when making assessments in educational institutions (Kualiti, 2017).

Standard 1 in SKPMg2 emphasizes the leadership style of a school leader. The leadership style of a school leader is very important in the development of institutions, teachers and support staff in a school. Successful schools are interconnected with dynamic headmaster leadership. Headmasters have various roles in their field of work, namely curriculum management, co-curriculum and student affairs (Nurul & Azlin, 2017). Head teachers need to play a role in the development of teacher efficiency in the implementation of PdPc (Baharuzaini, 2016). Head teachers as *'coaches'* or known as mentors will improve the quality of teachers in schools in terms of PdPc management aspects. Since more than a decade ago, the practice of *'coaching and mentoring'* has been growing in the education sector (Mullan, 2012). The TS25 program which is one of the MoE programs has also outlined *'coaching and mentoring'* as the main method to strengthen leadership in educational institutions. Leadership in the form of *'coaching'* interrelated with the head teacher's instructional leadership (Knight's, 2017). The practice of *'coaching'* leadership is in line with the essence of SKPMg2 (2017) which is principals and head teachers (PGB) leading instructional activities effectively in Standard 1. Instructional activities are related to the implementation of PdPc observations, giving feedback, guiding and taking follow-up actions (SKPMg2, 2017).

The practice of guidance in the implementation of PdPc by the head teacher is very important because it will give support and satisfaction to the teachers' PdPc. As stated in the Special Circular No. 3/1987, the Ministry of Education and Culture instructs all PGBs to implement PdPc supervision, by following each principle of content that has been outlined. During the PdPc supervision the head teacher guides and demonstrates the appropriate methods for improving the PdPc of the teachers in the classroom. The practice of *'coaching'* in PdPc will be implemented during the supervision and observation of PdPc teachers with the aim of increasing the success and quality of PdPc. The practice of *'coaching'* is also a practice that shows the strength of working in *"teamwork"* that can improve the effectiveness of teachers' PdPc, teachers' attitudes in their profession (Dina & Yusoff, 2019).

Statement Of Problem
The head teacher as the highest leader in the school organization has the problem of time constraints and management workload in the field of curriculum, co-curriculum and student affairs (Elangkumaran, 2012). Matters related to management need to be dealt with proactively to avoid problems. Therefore, head teachers are always busy attending courses, training and various school programs. These factors become an obstacle for head teachers to carry out teaching supervision and guidance *(coaching)* as prescribed. There is also a question related to the guidance *(coaching)* of head teachers in PdPc, that is, are the head teachers skilled in the field of supervision and guidance *(coaching)* of those being guided (Kamal, 2016).

Further studies need to be done on the level of teacher efficacy and need to be evaluated because of the frequent transformations that occur in the education system (Awanis et.al., 2016). There are questions about the head teacher's guidance that is currently being implemented, which is less helpful in solving problems in the teacher's PdPc. The tutors in charge have less skills and competence in the subjects they tutor (Chen, 2018; Wahidah, 2015). It also contributes to the failure to implement PdPc guidance effectively.

One of the components in PLC, which is *'peer coaching',* plays a high role in the development of teachers' careers (Gutierez and Kim, 2018). Collaboration between instructional leaders and teachers through *PLC activities* can improve the knowledge, skills and quality of teachers. However, there is a question that the effectiveness of teachers in PdPc can be improved or not through the practice of *'coaching'*. In addition, the objective of the School Transformation Program (TS25) needs to be achieved by all schools, which is to strengthen leadership and maximize the ability of teaching staff in PdPc. Because the implementation of *'coaching' practice* is enshrined in TS25, this practice needs to be measured to see the level of implementation in schools. This study has three objectives to identify the *'coaching' leadership practice* according to the teacher's perspective, identify the level of teacher efficacy in PdPc and determine the relationship between the principal's *'coaching' leadership practice and the level of teacher efficacy in the implementation of PdPc.*

Literature Reviews

'Coaching' is said to be a *"teamwork"* which means the mentor focuses on producing work together (Dina & Yusoff, 2019). The head teacher holds two roles which are '*coach'* which is a guide and *'evaluator'* which is an assessment. Therefore, the person holding the responsibility of '*coach'* strives to improve the school's standard in PdPc which will bring continuous changes in the excellence of school students (Spiro.et.al., 2007). Meanwhile, Knight (2017) stated that '*coaching'* practiced in class by head teachers will help teachers to make self-reflection and be able to improve their PdPc sessions.

Head teachers are always ready to guide teachers to improve their skills and abilities together (Dina & Yusoff, 2019). Instructional guidance by head teachers will help teachers to increase their knowledge, personal skills and motivation (Aguiler, 2013). Siti Wahidah (2017) in a secondary school in Kota Banda Aceh stated that the principal's *'coaching' practice* can help improve *'coaching' skills* to supervise and guide teachers. Lochimiller's (2014) view that *'coaching'* can improve the leadership of school leaders and middle leaders in terms of determining direction, formulating strategies, and developing instructional activities.

Efficacy is given meaning such as self-confidence and self-ability to perform a task to achieve the desired goal (Bandura & Locke, 2003). Teacher efficacy can be improved comprehensively by implementing classroom activities, collaboration between teachers, feedback on teacher performance regarding PdPc and giving way for teachers to pay attention to the practices of other teachers (Bandura, 1997). Teacher efficacy is also associated with improving the quality and success of schools when teachers have high self-confidence (Nurahimah & Rafisah, 2010). Teacher efficacy also means the teacher's confidence in their own abilities and abilities to carry out PdPc activities in the classroom (Gibson and Dambo, 1984). High teacher self-efficacy will have an impact on student achievement as well as create effective teaching behavior (Norita, 2012).

A study with a sampling of 106 new teachers and trainee teachers found that teaching experience is an element that contributes to differences in teacher efficacy (Knobloch and Whittington, 2002). The findings of this study explain that there is a low level of relationship

between teaching experience *(r = .20)* and teacher efficacy. In the study by Giallo and Little (2003), a total of 54 novice teachers and 25 year-end trainee teachers were involved. The findings from this study indicate a positive relationship between teaching experience and teacher efficacy. Meanwhile, the study of Johari et.al (2009) states that teaching experience of more than five years and above has a high level of efficiency compared to teachers with experience of five years and below.

'Coaching' Leadership practice and teacher efficacy. Accordingly, there is a study of cognitive coaching (*Cognitive Coaching*) on teacher efficacy (Stacy, 2020). The findings of this study provide strong evidence that cognitive guidance positively affects teacher efficacy in overall performance in terms of teaching strategies, active student involvement, and classroom management. The data obtained from this study prove that cognitive guidance as a tool for professional development that gives positive results on teacher efficacy.

Methodology

The design of this study is a quantitative study in the form of a survey. This study focuses on national primary school (SK) teachers in Jempol district. The selection of the population for this study is due to the fact that there are no other studies based on the leadership practice of *'coaching'* head teachers in primary schools conducted in this district. Most studies on leadership practices have been conducted in this district such as autocratic leadership (Norzhaahirah, 2022), transformational (Borhan, 2018) and leadership styles (Kali & Raman, 2014). Therefore, this location was chosen to conduct the study. A total of 31 national schools are located in the Jempol district. According to data from the School Management Unit, Jempol and Jelebu District Education Office (August, 2022), the population of national school teachers in the location of this study is 891 people. Referring to the Krejcie & Morgan (1970) Sample Size table, a total of 237 teachers in SK primary schools in the Jempol area were selected for this study.

A research instrument in the form of a questionnaire was chosen to collect research data. This questionnaire is divided into three parts, namely part A consists of 3 items to collect information from respondents, part B contains 15 items about the leadership practice of *'coaching'* by the head teacher from the teacher's perspective which is divided into three dimensions namely identify *(identify),* learn *(learn)* and improvement *(improvement)* and part C has 15 items to study the level of teacher efficiency in the implementation of PdPc which consists of three dimensions of efficiency level, namely teaching strategy, efficiency in classroom management, efficiency in student engagement. The items in part B and C use a five-point likert scale. The research instrument was taken and modified from the questionnaire of (Dina & Yusoff, 2019; Gibson & Dembo, 1984).

Respondent Demographics
Table 1
Demographics of Respondents

Factor	Category	Frequency (f)	Percentage (%)
Age	25-29 years old	49	20.7
	30-34 years old	39	16.5
	35-39 years old	54	22.8
	40-44 years old	33	13.9
	45-49 years old	32	13.5
	50 years and above	30	12.7
Level of education	Teaching Certificate	12	5.1
	education diploma	20	8.4
	Degree	163	68.8
	Masters	42	17.7
	Doctor of Philosophy degree	0	0
Working period	1-5 years	46	19.4
	6-10 years	40	16.9
	11-15 years	55	23.2
	16-20 years old	33	13.9
	21 years and above	63	26.6

Table 1 shows the demographics of the respondents which contain three factors namely age, level of education, and length of employment.

The first factor is the respondent's age which is divided into age categories 25-29, 30-34, 35-39, 40-45, 45-49 and 50 and above. Among the 237 respondents aged between 25-29 there are 49 people equal to 20.7 percent. Meanwhile, 30-34 there are a total of 39 people with a percentage of 16.5 percent. Age between 35-39 there are many respondents as many as 54 people equal to 22.8 percent. Respondents aged 40-44 and 45-49 have almost the same number of 33 people (13.9%) and 32 people (13.5%). The age of 50 years and above is found in 12.7 percent with the number of 30 people.

Next, the level of education has five categories, namely Teaching Certificate, Diploma in Education, Bachelor's Degree, Master's Degree, and Doctor of Philosophy Degree. Doctor of Philosophy education level has no respondents. The highest number of respondents is among the Bachelor's Degree, which is a total of 163 people with 68.8 percent. Next, the second highest is Master's Degree with the number of 42 people equal to 17.7 percent. Education level Teaching Certificate and Diploma has 12 respondents (5.1%) and 20 respondents (8.4%).

The last factor is working period which has five categories namely 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 21 and above. The number of respondents between 1-5 years there are 46 people equal to 19.4 percent while, 16.9 percent with a total of 40 people are between 6-10 years. The working period of 11-15 years is 23.2 percent which is 55 people. The number of teachers as many as 63 people working for 21 years and above equals a percentage of 26.6 percent. Working period of 21 years and above is the highest working period.

Findings And Discussion
Finding 1: Identifying the head teacher's 'coaching' leadership practice according to the teacher's perspective in Jempol District national primary schools.

Coaching leadership practices of head teachers according to the teacher's perspective

No	Question	STS n %	TS n %	KS n %	Q n %	SS n %
Identify *(Identify)*						
B01	The head teacher is the person I meet regularly to discuss PdPc problems.	-	-	28 11.8	158 66.7	51 21.5
B02	The head teacher is the person I regularly discuss professionally about PdPc. *(PLC learning)*	-	-	25 10.5	155 65.4	57 24.1
B03	The head teacher always guides me to create strategic PdPc to achieve the goal.	-	-	29 12.2	151 63.7	57 24.1
B04	The headmaster is the person who helped me to identify PdPc problems.	-	7 3.0	38 16.0	149 62.9	43 18.1
B05	The principal helped me to identify ways to solve the PdPc problem.	-	-	24 10.1	169 71.3	44 18.6
Learn _						
B06	The headmaster will share his experience with me as a learning process from experience.	-	-	30 12.7	149 62.9	58 24.5
B07	The principal will not interrupt when I present ideas related to PdPc in the guidance process.	-	1 0.4	7 3.0	162 68.4	67 28.3
B08	The head teacher is friendly when making guidance.	-	1 0.4	18 7.6	165 69.6	53 22.4
B09	The head teacher helped me to find my own solutions	-	2 0.8	34 14.3	161 67.9	40 16.9
B10	The head teacher will ask me questions to get clearer information during guidance.	-	-	20 8.4	170 71.7	47 19.8
Improvement *(Improve)*						
B11	The principal will evaluate my PdPc to make improvements.	-	-	31 13.1	143 60.3	63 26.6
B12	The principal will give me enough time to improve my PdPc.	-	-	24 10.1	156 65.8	57 24.1
B13	The head teacher constantly monitors the progress after making improvements to the PdPc.	-	-	16 6.8	172 72.6	49 20.7
B14	The head teacher will help to modify the PdPc according to the needs of the students.	-	1 0.4	25 10.5	160 67.5	51 21.5
B15	The head teacher will give praise if there is improvement in PdPc performance.	-	2 0.8	24 10.1	153 64.6	58 24.5

*** STS= Strongly Disagree, TS=Disagree, KS= Disagree, S=Agree, SS=Strongly Agree**

Variables	Dimension Identify *(Identify)*	Learning Dimensions *(learn)*	Improvement Dimension *(Improve)*	Overall Practice of *'Coaching'* Leadership
Min Score	4.07	4.12	4.13	4.11
Standard deviation	0.416	0.395	0.393	0.334
Level	**High**	**High**	**High**	**High**

Table 2 displays the findings based on the first objective of the study, which is the head teacher's *'coaching' leadership practice* from the perspective of the teacher. In this section there are 15 questions divided into three dimensions to identify the principal's *'coaching'*

leadership practice. Descriptive findings show the detailed findings of the mean score of the head teacher 's 'coaching' leadership practice level for each item on the dimensions of 'coaching' leadership practice . Overall, the principal's *'coaching' leadership practice* at a high level. The mean score for the principal's *'coaching'* leadership practice is 4.11 at the standard deviation level of 0.334. If looked in depth, it was found that the teachers did not have a percentage of negative perspectives *(STS)* towards the head teacher's *'coaching' leadership practice.* In addition, the percentage of teachers for negative perspective *(TS)* is low which is between 0.4 to 3.0 percent and *(KS)* recorded a low percentage which is between 3.0 to 16.0 percent. Meanwhile, the data explains that the majority of teachers gave a positive response *(S and SS)* for the whole item which is between 16.9 to 72.6 percent which is at a high level. With this it can be concluded, according to the teacher's perspective, the leadership practice of *'coaching'* is practiced by head teachers in their respective schools and it is at a high level. This study supports the study of (Norihan & Roveena, 2019). From the students' perspective, the practice of *'coaching'* is satisfactory because it can improve understanding and performance in mathematics subjects. All the students gave a positive view with the implementation and it was at a high level. However, this finding also has a difference with the findings of Rosli.et.al's study (2018) which is that the practice of *'coaching'* of the leadership is at a level above medium to low. A study by Dina & Yusoff (2019) also gave different findings to this study, which is the head teacher's *'coaching' leadership practice at a moderate level in Klang primary schools.*

In the identify dimension *(Identify)* , the teachers agree that the principal helps me to identify ways to solve PdPc problems (*S and SS* = 89.9%), the principal is the person I often meet to discuss PdPc problems (*S and SS* = 88.2%), the head teacher always guides me to create a PdPc strategy to achieve the goal (*S and SS* = 87.8%), the head teacher is the person I often discuss professionally about PdPc *(PLC learning)* (*S and SS* = 86.5%) and the head teacher is the person who helped me to identify PdPc problems (*S and SS* =81.0%). However, the headmaster's aspect is that the person who helped me to identify the PdPc problem (*STS, TS, KS* = 19.0%) was noticed by the headmaster to take appropriate action. The identify dimension *recorded* the lowest mean score of 4.07 with a standard deviation of 0.416 compared to the learn *and* improve *dimensions*. This finding is supported by the results of a research interview by Azizah.et.al (2020) that head teachers have time constraints with the busyness of implementing school programs during the practice of *'coaching'* . Furthermore, to carry out the practice of *'coaching'* time is not available and difficult to find due to busyness. Through this finding, head teachers need to give space and time for teachers to help identify PdPc problems through the practice of *'coaching'* to avoid a low view of the head teacher's leadership.

In the learning dimension *(Learn)*, the findings of the study show the mean score value is 4.12 with a standard deviation of 0.395. The majority of teachers think that the head teacher will not intervene when I present ideas related to PdPc in the guidance process (*S and SS* = 96.7%). This finding reinforces the opinion of Shaker's study (2012) that a *'Coach'* needs to be a good listener to understand, evaluate and respond during coaching. With this through the perspective of the teachers in the Jempol district primary school admitted that the head teacher has high listening skills. The teachers also agree that the head teacher is friendly when making guidance (*S and SS* = 92.0%), the head teacher will ask me questions for get clearer information during guidance (*S and SS* = 91.5%), the head teacher will share experiences with

me as a process of learning from experience (87.4%) and the head teacher helps me to find solutions by myself (84.8%). The item *'The principal helped me to find a solution proposal myself'* has the highest percentage of negative feedback which is *STS, TS* and *KS* = 15.1%. Overall, the level of the learning dimension *(Learn)* is at a high level. In this dimension, head teachers guide teachers to increase knowledge related to PdPc. Therefore, head teachers need to have a high level of skills and knowledge to guide teachers effectively. This study supports the discussion of Azizah.et.al's study (2020) which is that the skills possessed by head teachers to carry out the practice of *'coaching'* are of a high level. Siti Wahidah's study (2015) also has the same view that the challenge of head teachers as *'coaches'* is to have a high level of competence to carry out the practice of *'coaching'*.

The last dimension which is the improvement dimension *(Improve)* shows a mean score value of 4.13 and a standard deviation of 0.393. The mean score of the improve dimension *(Improve)* and the dimension of learning *(Learn)* have almost the same mean score with a mean difference of 0.01. With this it can be concluded that the mean score of this dimension is at a high level. All items recorded a total percentage of over 89 percent except for the item *'the head teacher will evaluate my PdPc to make improvements'* with a percentage of 86.9%. The item with the highest teacher agreement is *'the head teacher always monitors progress after making PdPc improvements'* which is 93.3 percent. The total percentage of *STS, TS,* and *KS* ranged from 6.8% *(Headmaster always monitors progress after making PdPc improvements)* to 13.1% *(Headmaster will evaluate my PdPc to make improvements).* There are two items of this dimension that have the same negative percentage, namely *'the principal will help to make PdPc modifications according to the students' needs'* (*STS, TS, KS* = 10.9%) and *'the principal will give praise if there is an improvement in PdPc performance'* (*STS, TS, KS* = 10.9%). Teachers are always guided and given sufficient exposure to maintain enthusiasm and motivation in the implementation of PdPc nowadays. The head teacher as the head of the school organization needs to spend enough time to guide the teachers in an effective way. This study supports the findings of Lee.et.al (2020), namely the practice of *'coaching'* improves the performance *of the 'coachee'* with a very high level (min=5.00, sp=0.00). The results of this study also emphasize that a *'coach'* becomes a *'key player'* of an organization to create an excellent organization (Abdul Ghafar, 2011). Therefore, the head teacher's guidance plays an important role in improving and improving the quality of teachers and it can be approved by the national primary school teachers in Jempol district.

Finding 2
Identifying the level of teacher efficiency in the implementation of PdPc in national primary schools in Jempol District.

Table 3
Level of Teacher Efficacy in the Implementation of PdPc

No	Question	STS n %	TS n %	KS n %	Q n %	SS n %
Teaching Strategies						
C01	I can implement different teaching methods that are less boring for students during PdPc activities.	-	-	6 2.5	158 66.7	73 30.8
C02	I can generate new ideas to teach students by using various methods after guidance.	-	-	4 1.7	151 63.7	82 34.6
C03	I am very confident while doing the PdPc process using new methods after coaching.	-	-	6 2.5	160 67.5	71 30.0
C04	I was able to diversify the use of teaching aids during PdPc activities.	-	-	4 1.7	164 69.2	69 29.1
C05	I can use various assessment methods to assess students' level during the PdPc process.	-	-	3 1.3	154 65.0	80 33.8
Effectiveness of classroom management						
C06	I was able to create a friendly atmosphere while doing PdPc activities after coaching.	-	1 0.4	2 0.8	118 49.8	116 48.9
C07	I can control student behavior during the PdPc process.	-	-	3 1.3	158 66.7	76 32.1
C08	I can recognize the solution to the problem faced when there is PdPc disruption by students.	-	-	2 0.8	154 65.0	81 34.2
C09	I know how to manage students who make noise during PdPc.	-	-	1 0.4	135 57.0	101 42.6
C10	I was able to provide rules to be followed during the PdPc process.	-	1 0.4	5 2.1	128 54.0	103 43.5
Efficacy on student engagement						
C11	I will motivate students who do not do homework to do it.	-	-	-	148 62.4	89 37.6
C12	I always prepare activities that stimulate students to actively participate during PdPc activities.	-	-	-	144 60.8	93 39.2
C13	I will give importance to the students' readiness to continue PdPc on that day	-	-	5 2.1	148 62.4	84 35.4
C14	I will prepare group activities.	-	-	-	133 56.1	104 43.9
C15	Prepare students to do two-way communication activities.	-	-	1 0.4	163 68.8	73 30.8

* ***STS= Strongly Disagree, TS=Disagree, KS= Disagree, S=Agree, SS=Strongly Agree***

Variables	Teaching Strategies	Effectiveness in classroom management	Efficiency in student engagement	The level of teacher efficiency in the

				implementation of PdPc
Min Score	4.29	4.38	4.36	4.35
Standard deviation	0.365	0.378	0.331	0.300
Level	**High**	**High**	**High**	**High**

Table 3 displays the overall findings for the level of teacher efficiency in the implementation of PdPc (mean=4.35, sp=0.300). On average, the level of teacher efficiency is at a high level. When looking at the details of the data, the research findings note that the percentage of teachers giving negative perceptions *(STS, TS,* and *KS)* for all items is very low, ranging from 0.4% to 2.5%. While referring to the positive perception *(S* and *SS)* shows that the percentage value of teachers is very high, i.e. the percentage value is between 29.1 to 69.2 percent. This explains that teachers in national primary schools in Jempol district have a high efficiency in the implementation of PdPc in terms of strategic aspects of teaching, teacher efficiency in classroom management, and efficiency in student involvement. This finding is in line with the study of Mardiah and Adawiah (2017) which is that the effectiveness of teachers in Missionary secondary schools in the North East district, Penang Island is high. Through the study it can be concluded that supervision increases the confidence of the teachers and gets a high level of support from the supervisor. This study also supports the study of Nurahimah and Rafisah (2010) related to the supervision of PdPc with teacher efficiency also stating that the overall level of teacher efficiency is high. In this study it can be concluded that the teachers have high preparation and confidence to implement PdPc in an interesting and effective way. The study conducted by Sa'adiah (2020) supports the study, which is the level of teacher efficacy on the development of teacher professionalism at a high level. Mardiah and Adawiah's study (2017) is also in line with this study, which is that the level of teacher efficiency is very high due to the quality supervision of PdPc. There is a study by Aziah.et.al (2015) also states that the level of self-efficacy of teachers has a high level when doing a professional learning community (PLC). Johari's study (2009) states that the level of teacher efficiency is at a high level in Sabah. Part of this study proves that teachers have high efficiency in their work and it will increase if there is continuous training or courses.

In the strategic teaching efficiency dimension, the teacher is at a high level which is mean=4.29 with a standard deviation of 0.365. This dimension has the lowest mean score compared to the dimension of efficiency in classroom management and the dimension of efficiency in student engagement. The percentage of teachers who agree *(S* and *SS)* has a percentage value between 97.5% to 98.8% while the percentage *(STS, TS,* and *KS)* has a percentage value between 1.3% to 2.5%. This finding shows that the majority of teachers agree that they have high strategic teaching efficiency. The teachers agree that they can use various assessment methods to assess students' level during the PdPc process (*S* and *SS* = 98.8%), can generate new ideas to teach students by using various methods after guidance (*S* and *SS* = 98.3%), can diversifying the use of teaching aids during PdPc activities (*S* and *SS* = 98.3%), being able to implement different teaching methods that are less boring to students during PdPc activities (*S* and *SS* = 97.5%) and they are really confident when doing the PdPc process by using new methods after guidance (*S* and *SS* = 97.5%). On the other hand, teachers less agree *(KS)* that they are confident when doing the PdPc process by using new methods after guidance and being able to implement different teaching methods that are less boring

to students during PdPc activities (2.5%). This is due to teachers who are still not skilled enough to apply 21st Century Education (PAK-21). Their level of readiness for PAK-21 is moderate (Dina & Yusoff, 2019). The findings of this study support the study of Aziah.et.al (2015) that teaching strategies have a high level. Yahya.et.al's study (2018) gives findings that are parallel to the findings of this study, which is that this dimension is at a high level. These studies show that the teaching strategies used by teachers to implement PdPc in the classroom play a very important role in student achievement. Teachers who are always effective in changing teaching strategies for the sake of student excellence according to current education patterns.

The classroom management dimension recorded a high level value with a mean score (mean= 4.38, sp=0.378). The mean score of the dimension is among the dimensions that are very high compared to other dimensions of efficiency. Most teachers gave positive responses *(S* and *SS)* with a high percentage of knowing how to manage students who make noise during PdPc (99.6%), recognize the solution to problems faced when there is PdPc disruption by students (99.2%), can control student behavior during the PdPc process (98.8%), and can creating a friendly atmosphere while doing PdPc activities after coaching (98.7%). On the other hand, there is one item that has a negative perception *(STS, TS,* and *KS)* which is to provide rules that need to be practiced during the PdPc process (2.5%) but as many as 97.5% agree with this item. The preparation of classroom rules can control student behavior and reduce classroom management problems. Therefore, regular classroom rules need to be in place to control student behavior in the classroom. This study is in line with the study of Zaki & Julismah (2014) which states that the mean score of classroom management efficiency is at a high level which is mean=3.96 compared to the efficiency of student engagement and instructional strategies. Johari's study (2009) explains that novice teachers in Sabah focus too much on classroom management compared to other dimensions with a mean score value of (mean=6.74, sp=1.26). Through these past studies it can be concluded that teachers are very focused on classroom management. Their desire to create a better and more comfortable teaching environment in order to launch a smooth PdPc process.

The last dimension, which is the efficiency dimension of student engagement, also recorded a high mean score value of mean=4.35 with a standard deviation of 0.300. For the five items that were asked as in table 3, the teachers showed agreement from around 100 percent to 97.8 percent. There are three items that get 100 percent, which are motivating students who don't do homework so that they do it, always providing activities that stimulate students to be actively involved during PdPc activities and providing group activities. These three items could not have the negative perception shown by the teacher. This proves that teachers are confident of taking appropriate action to actively involve students in PdPc activities to improve student achievement and continue to improve self-efficacy. Motivating, stimulating students and group activities are among the ways to actively involve students in PdPc in line with one of the constructs of Standard 4 in (SKPMg2, 2017).

Finding 3: Determining the relationship between the head teacher's 'coaching' leadership practice and the level of teacher efficacy in the implementation of PdPc in Jempol District primary schools.

Headmaster's *'Coaching'* Leadership Practices and the Level of Teacher Efficacy in the Implementation of PdPc.

		Efficacy level of teachers in the implementation of PdPc
'coaching' leadership of head teachers	Correlation	0.467**
	Pearson Sig. (2-ended)	0.000
	N	237

** Correlation is significant at the 0.01 level (2-tailed)

Table 4 details the analysis and Pearson's Correlation test between the variables studied, namely the head teacher's *'coaching'* leadership practice and the level of teacher efficacy in the implementation of PdPc in Jempol district primary schools. From the table, there is a value of Sig. (2-tailed) between the head teacher's *'coaching' leadership* and the level of teacher efficiency in the implementation of PdPc is 0.000 < 0.01 indicating that there is a significant relationship between the two variables. This means that the principal 's 'coaching' leadership affects the level of teacher efficiency in the implementation of PdPc. Based on Table 4 above, the head teacher's *'coaching'* leadership practice variable has a Pearson Correlation value of 0.467 in relation to the teacher's effectiveness in the implementation of PdPc. Whereas, it gives a simple relationship between the two variables. This study supports the study of Stacy (2020) which is that cognitive guidance positively affects teacher efficacy. Although *'coaching'* has a positive relationship it is at a moderate level. Rosli's study. *et.al* (2013) stated that there is no significant relationship between the practice of *'coaching'* and the level of teacher efficacy. This study differs from the results of the study found in table 4. Their study states that it is possible that teacher efficacy can be influenced by the relationship between senior administrative assistants and teachers. Weaknesses in the leadership practice of *'coaching'* in schools by leaders such as busyness, lack of skills in *'coaching'* is also one of the reasons for getting a moderate level (Azizahet.al., 2020).

Conclusion
'Coaching' practice is very effective and suitable for achieving the TS25 Program's goal of strengthening school leaders. As stated in the Malaysian Education Quality Standard Document Wave 2 (SKPMg2) drafted by Jemaah Nazir dan Jaminan Kualiti (JNJK) about the quality of high-impact leadership in Standard 1 can be achieved automatically with this *'coaching'* practice. Through this study, MoE also took further initiatives to improve the leadership of *'coaching'* practice by holding courses and leadership training at the Aminuddin Baki Institute (IAB).
The leadership practice of *'coaching'* has a good effect on the leadership style of principals and head teachers (PGB) who can improve their leadership style to improve the quality of leadership. By implementing a method in the form of *'coaching'* can recognize the problems faced by teachers in their duties such as PdPc problems, organization and can improve guiding skills when carrying out this practice. Headmasters need to apply *'coaching' leadership practices* to teachers to improve their efficiency and skills in the implementation of PdPc as well as motivate teachers to implement *'peer coaching'* as a PdPc practice.

Furthermore, SKPMg2 Standard 4 emphasizes teachers as planners, controllers, guides, encouragers, assessors of PdPc. Teachers are people who help students to develop their full potential through the implementation of PdPc. Teachers need to be ready to listen and receive feedback when school leaders give guidance or motivation. This helps teachers to carry out their duties in an effective way. Teachers also need to take efforts to develop their potential to become highly effective teachers. Two-way communication between the principal and the teacher will improve the PdPc process effectively.

This study is proposed to be carried out in Tamil and Chinese national type schools to identify the level of head teacher *'s 'coaching' leadership practice* on the effectiveness of teachers in the implementation of PdPc on a large scale with many respondents throughout Negeri Sembilan. Use of *Goal Reality Options Will* Model *(GROW)* replacing the Instructional Guidance Model introduced by Whitmore (2009) can be used to identify the level of head teacher's *'coaching'* leadership practice.

The leadership practice of *'coaching'* is one of the types of leadership that head teachers need to practice in order to increase the level of teacher efficiency in their respective schools. *Coaching* skills such as relationship building skills, questioning skills, listening skills, accurate feedback skills, and observation skills need to be mastered by the head teacher as a ' *coach*' in the *'coaching' session* . The head teacher always gives enthusiasm and self-confidence to the teachers during each *'coaching' session* to increase the efficiency of the teachers to carry out their duties perfectly.

Reference

Abdul Ghaffar, M. (2011). Haluan Kerja KPM. Kuala Lumpur: KPM.

Kamal, A. A. (2016) Pelaksanaan penyeliaan pengajaran dan motivasi kerja guru di Sekolah Menengah Kebangsaan Negeri Selangor. University of Malaya. Retrieved from http://studentsrepo.um.edu.my/id/eprint/6934

Awanis, M., Ainunmadiah, M. N., & Siti Noor, I. (2016). Tahap efikasi guru dan hubungannya dengan pencapaian sekolah di sekolah-sekolah menengah dalam daerah Bachok. Proceeding Of ICECRS: 312-326.

Ismail, A., Loh, H. Y., & Abdul Ghani K. A. (2015). Komuniti Pembelajaran Profesional Dan Efikasi Kendiri Guru Sekolah Menengah Di Pulau Pinang. Jurnal Kepimpinan Pendidikan. 2(1): 1-12.

Azizah, S., Rostina, A., Kasmah, A., Melati, J., & Bernadette, J. (2020). Pengaruh Kemahiran *'Coaching'* dan Sikap Terhadap Pelaksanaan *'Coaching'* Dalam Kalangan Pemimpin Pertengahan Sekolah Program TS 25. Prosiding Kolokium Scholarly Activities: 112-121.

Baharuzaini, B., Hisham, M. A., Hanif, M. Z., Norhisyam, M. K., & Nurhaini, A. M. (2016). Gaya Kepimpinan Guru Besar Dan Tahap Efikasi Guru Di Sebuah Sekolah Rendah Luar Bandar Di Daerah Gua Musang, Kelantan. Journal of Personalized Learning, 2(1): 9-17

Bandura, A. (1997). *Self Efficacy: The Exercise Of Control. New York*: W.H. Freeman.

Bandura, A., & Locke, E. A. (2003). Negative Self-Efficacy and Goal Effects Revisited. Journal of Applied Psychology: 87-99.

Dollah, B. (2018). Pengaruh kepimpinan transformasional pengetua wanita terhadap motivasi kerja guru di sekolah-sekolah menengah kebangsaan daerah Jempol dan Jelebu. Fakulti Pengurusan dan Ekonomi. Universiti Pendidikan Sultan Idris.

Chen, C.-C. (2018). Facilitation of Teachers' Professional Development through Principals'

Instructional Supervision and Teachers' Knowledge-Management Behaviors. Contemporary Pedagogies in Teacher Education and Development.

Dina, A. H., & Yusoff, M. M. N. (2019). Tahap kepimpinan *'coaching'* guru besar dan kesediaan guru dalam pelaksanaan pembelajaran abad ke-21 di sekolah rendah. *International Journal of Education and Pedagogy*. 1(1): 50-71.

Elangkumaran, D. (2012). Perkaitan Antara Kepimpinan Pengajaran Guru Besar dengan Komitmen Kerja dan Kepuasan Kerja Guru Sekolah Rendah di Zon Tanjung Karang. Seminar Nasional Pengurusan dan Kepimpinan Pendidikan Kali ke-19.

Giallo, R., & Little, E. (2003). *Classroom behaviour problems: The relationship between preparedness, classroom experiences, and self-efficacy in graduate and student teachers. Australian Journal of Educational & Developmental Psychology*. 3(1): 21-34

Gibson, S., and Dembo, M. H. (1984). *Teacher Efficacy: A Construct Validation. Journal of Educational Pyschology*, 76(4): 569-582.

Gray, J. (2018. Leadership-focused coaching: A research-based approach for supporting aspiring leaders. International Journal of Educational Leadership Preparation, 13(1).

Gutierez, S. B., & Kim, H. B. (2018). Peer coaching in a research-based teachersí professional learning method for lifelong learning: A perspective. Alberta Journal of Educational Research, 64(2), 214-221

Hallinger, P., & Murphy, J. (1985). Assessing the instructional behavior of principals. The Elementary School Journal. 86(2) 217-247.

Henson, R. K. (2001). Teacher self-efficacy: Substantive implications and measurement dilemmas."

Johari, K. (2009). Pola Efikasi Guru-Guru Novis Sekolah Menengah. *Malaysian Journal of Learning & Instruction*. Vol. 6: 141-151.

Johari, K., Zurida, I., Shuki, O., & Tajuddin, A. O. (2009). Pengaruh jenis latihan guru dan pengalaman mengajar terhadap efikasi guru sekolah menengah. Jurnal Pendidikan Malaysia, 34(2): 3-14.

Kali. P., & Raman. (2014). Hubungan antara stail kepimpinan guru besar dengan tahap kepuasan kerja guru sekolah rendah jenis kebangsaan tamil. Masters thesis, Universiti Putra Malaysia

Kementerian Pendidikan Malaysia. (1987). Surat Pekeliling Ikhtisas bilangan 3/1987: Penyeliaan pengajaran dan pembelajaran di dalam kelas oleh pengetua/guru besar sekolah. Kuala Lumpur: Kementerian Pendidikan Malaysia.

Knight, J. (2017). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Thousand Oaks, CA: Corwin Press.

Knobloch, N. A., & Whittington, M. (2002). *Novice teachers' perceptions of support, teacher preparation quality, and student teaching experience related to teacher efficacy. Journal of Vocational Education Research*. 27(3): 331-341.

Krejcie, R., & Morgan, D. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement. 30: 607-610.

Lee, P. G., Muaaz, M., & Abu Bakar, A. (2020). *Coaching*: Persepsi Pemimpin Pertengahan Institut Pendidikan Guru Kampus Ilmu Khas. Jurnal Penyelidikan Tempawan: 113-124.

Lochmiller, C. R. (2014). *Leadership coaching in an induction program for novice principals: A three-year study. Journal of Research on Leadership Education*, 9(1): 59–84

Mardiah, J., & Adawiah, R. A. R. (2017). Hubungan Kualiti Penyeliaan Pengajaran Dengan Efikasi Kendiri Guru. 3(3): 1-16

Malaysia Education Blueprint, M. (2013). Malaysia Education Blueprint 2013 - 2025. Education, 27(1), 1–268. https://doi.org/10.1016/j.tate.2010.08.007

Mullen, C. A. (2012). *Mentoring: An overview. In Fletcher S. J., Mullen C. A. (Eds.), The SAGE handbook of mentoring and coaching in education* (pp. 7-23). Thousand Oaks, CA: Sage.

Nancy, L., & Dg Norizah, A. K. (2019). Hubungan Efikasi Kendiri Guru dengan Mindset Guru Sekolah Rendah. *Malaysian Journal of Social Sciences and Humanities*. 4(7): 122 – 125.

Nichole, R., Walsh, K. G., Nancy, A. (2020). *Benefits of Instructional Coaching for Teacher efficacy: A mixed method study with PreK-6 teachers in California. Issues in Educational Research*. 30(3): 1143-1161

Norihan, M., & Herleen, R. H. M. (2019). Kesan Pendekatan *Mentoring & Coaching* terhadap Pencapaian Topik Algebra bagi kursus Engineering Mathematics 1. Jurnal Sultan Alauddin Sulaiman Shah: 1-16

Norita, I. (2012). Kepimpinan Instruksional Pengetua, Kerenah Birokrasi dan Efikasi Kendiri Guru Di Daerah Pasir Puteh, Kelantan. Kuala Lumpur, Malaysia: Universiti Malaya

Norzhaahirah, A., & Jamalullail, A. B. (2022). Amalan Kepimpinan Autokratik Pengetua Dan Hubungannya Dengan Kepuasan Kerja Guru Di Sekolah Menengah Daerah Jempol Negeri Sembilan. Fakulti Pendidikan Universiti Kebangsaan Malaysia

Nurahimah, M. Y., & Rafisah, O. (2010). Hubungan Kualiti Penyeliaan Pengajaran Dan Pembelajaran Di Bilik Darjah Dengan Efikasi Guru. *Asia Pacific Journal Of Educators And Education*. Vol. 25: 53–71

Huda, N. A. R., & Norhaini, A. M. (2017). Tahap amalan guru besar serta pengajaran dan pembelajaran guru sekolah rendah. Malaysia Journal of Society and Space. 13(3): 65-74/

Sa'adiah, S., Jamal @ Nordin, Y., & Hamidah, Y. (2020). Pembangunan Profesioanalisme Guru Terhadap Efikasi Kendiri Sekolah Menengah di Negeri Selangor. Jurnal Pengurusan dan Kepimpinan Pendidikan. 33 (1): 21-33

Mustafa, S. (2012). Mudahnya *coaching* dan *mentoring*. Inteam Publication.

Wahidah, S. (2017). Pelaksanaan Supervisi Pengajaran Oleh Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di SMK Negeri 1 Banda Aceh. Jurnal Magister Administrasi Pendidikan. 3(3), 50-57

Parker, S. (2020). *Effects of Cognitive Coaching on Teacher Efficacy. Student Research Submission*. 367: 1-29

Tschannen-Moran, M., and Hoy, W. A. (2001). *Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education*, 17, 783–805.

Whitmore, J. (2009). *Coaching for performance: GROWing human potential and purpose- The principles and practice of coaching and leadership (4th ed.). London: Nicholas Brealey Publishing*