



Transformational Leadership Competence of Principals in Improving Teacher Performance

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Article History:

Received: Jan 30, 2023

Revised: Feb 28, 2023

Accepted: Mar 14, 2023

Online First: Mar 16, 2023

Keywords:

Headmaster,

Leadership,

Performance,

Transformational,

Teacher

Kata Kunci:

Guru,

Kepala Sekolah,

Kepemimpinan,

Kinerja,

Transformasional

Abstract: This article aims to explain the competence of transformational leadership of school principals in improving teacher performance at Daarul Qur'an Karanganyar Science High School. This research method includes qualitative research with an ethnographic design. The data extracted in this research is information and documents about the transformational leadership competencies of school principals, including ideal influence, intellectual stimulation, inspirational motivation, and attention to individuals to improve teacher performance. Data collection techniques used are observation, interviews, and documentation. The results of this study, namely, the principal of the Daarul Qur'an Karanganyar Science High School showed that he had a powerful category of ideal influence competence, a substantial variety of Intellectual Stimulation competence, a strong type of inspirational motivation competence, a potent class of attention competence towards individuals. The results of the teacher performance assessment of 20 teachers considered to have scored in the excellent category. This study concludes that school principals understand their leadership competencies in improving teacher performance as Hendrayadi's theory, namely ideal influence, intellectual stimulation, inspirational motivation, and attention to individuals. The principal's efforts to improve teacher performance are (a) motivating teachers, (b) increasing teacher discipline, (c) creating a conducive working atmosphere, and (d) increasing teacher competence. The implication of this research is as input to school principals in improving the performance of Daarul Qur'an Karanganyar Science High School teachers.

How to cite:

Hidayat, S. N., Sumardjoko, B., & Muhibbin, A. (2023). Transformational Leadership Competence of Principals in Improving Teacher Performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), 587-597.

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Abstrak: Tujuan artikel ini untuk menjelaskan kompetensi kepemimpinan transformasional kepala sekolah dalam meningkatkan kinerja guru di SMA Sains Daarul Qur'an Karanganyar. Metode penelitian ini termasuk penelitian kualitatif dengan desain etnografi. Data penelitian yang digali dalam penelitian ini adalah informasi dan dokumen tentang kompetensi kepemimpinan transformasional kepala sekolah yang meliputi pengaruh ideal, stimulasi intelektual, motivasi inspirasional, dan perhatian terhadap individu untuk meningkatkan kinerja guru. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Hasil penelitian ini yaitu kepala sekolah SMA Sains Daarul Qur'an Karanganyar menunjukkan bahwa memiliki kompetensi pengaruh ideal kategori sangat kuat, kompetensi Stimulasi Intelektual kategori kuat, kompetensi motivasi inspirasional kategori kuat, kompetensi perhatian terhadap individu kategori kuat. Hasil penilaian kinerja guru dari 20 guru yang dinilai memperoleh nilai dengan kategori baik. Simpulan penelitian ini adalah kepala sekolah dalam meningkatkan kinerja guru sangat memahami kompetensi kepemimpinannya sebagaimana teori dari Hendrayadi, yaitu pengaruh ideal, stimulasi intelektual, motivasi inspirasional, dan perhatian terhadap individu. Upaya kepala sekolah dalam meningkatkan kinerja guru yaitu (a) memotivasi guru, (b) meningkatkan disiplin guru, (c) menciptakan suasana kerja yang kondusif, dan (d) meningkatkan kompetensi guru. Implikasi penelitian ini adalah sebagai masukan bagi kepala sekolah dalam meningkatkan kinerja guru SMA Sains Daarul Qur'an Karanganyar.

A. Introduction

Principals occupy a position and play a function central to the school. It will be challenging for a school to flourish and progress for the better without a school principal. As seen by a school's growth and decline, the leadership quality of a school's principal significantly impacts the institution's viability (Ican et al., 2021; Rahman & Nasryah, 2019). When a school principal can motivate and manage all school members and contribute to the growth of national education, it is claimed that he has demonstrated exemplary leadership (Murjani et al., 2023; Prasetya et al., 2022).

A school principal's leadership exerts a strong influence on teacher performance. According to Septiani (2020), it makes perfect sense that the loss in quality in an educational organization results from a leader's incapacity to create and implement educational methods relevant to the changing education and development demands. Accordingly, a principal must possess leadership skills to manage and direct all his school members.

The principal is primarily responsible for implementing school management with the assistance of teachers and education professionals under his direction (Kamaruddin et al., 2023). Together or individually, teachers play a crucial role in realizing the evolution of education in schools. This is corroborated by Beare et al (2018), who argues that schools must be adequately administered to achieve expected educational outcomes because school institutions carry such a significant load. Hence, a competent school principal is required to adapt to changes in the world of education.

A school principal has a significant amount of responsibility for the execution of education management within school organizations. This responsibility stems from the principal's role as a manager, manager, thinker, and problem-solver, as well as school quality enhancement. Following Sultan (2019), principals must be able to operate professionally and have overall control over their job beyond the teachers and education employees under their guidance to fulfill their responsibilities.

Transformational leadership is a leadership style a leader uses to carry out his duties and obligations (Sundi, 2013). In an era of education rife with obstacles, such as the present one, the transformational leadership style is the ideal model for educational organization leadership. Implementing the transformational leadership style is demonstrated by the principal's capacity to accomplish a change to improve and enhance the school's quality (Anderson, 2017; Andriani et al., 2018). Principals who can employ a transformational leadership style are typically intellectually capable of transforming their resources into concrete, progressive tasks. The transformational leadership model can be an intelligent choice for school administrators since this leadership style can be applied to steer educational organizations toward improved and more advanced school quality and quality. If a school principal can convert existing resources into change energy, they can improve school quality effectively.

Mahdi (2012) study, titled Efforts of the Madrasa Head in Enhancing Teacher Performance at MTs Al-Fauzul Kabir, Jantho City, Aceh District, yielded the following findings: (1) The leadership of the Madrasah Principal in boosting job commitment by

encouraging teachers in their respective domains. The principal oversaw teachers during the evaluation and follow-up phases. Coaching and rewarding exemplary teachers as part of a school's standard operating procedure. (2) Madrasah Principal Leadership boosts morale via professional development at work and reviewing teacher education programs.

Internal Principal Strategy Improving Teacher Performance at Public Middle Schools in Masjid Raya District Aceh Besar District, by [Mukhtar](#) (2015), concludes that the principal's strategy seeks to enhance teaching quality in the learning process, namely through coaching the ability of teachers in the learning process, improving teachers' discipline, increasing teachers' motivation, namely by creating a harmonious situation and increasing teachers' commitment.

The study by [Senny](#) (2018) titled Application of Transformational Leadership Style in PAUD Management in Sidorejo District, Salatiga. As a result, the transformational leadership style has been applied in several schools in Sidorejo District, Salatiga, and is operating exceptionally smoothly and efficiently. Several school principals in Sidorejo District Kindergarten institutions are evidence of this, as they consistently provide inspirational motivation and intellectual stimulation to teachers and education staff, as well as individual attention to maximize the strengths of each subordinate so that assigned tasks are carried out to the greatest extent possible.

Based on relevant research, the distinction between what will be examined and what will not be studied concerns the principal's leadership, namely the principal's transformational leadership competencies and the emphasis on teacher performance. [Mahdi](#) (2012) research focuses more on teacher professionalism in the learning process, while [Mukhtar](#) (2015) focuses more on school principals' motivation for teacher performance. In addition, [Senny](#) (2018) emphasized the importance of transformative leadership in school administration.

All of the research, as mentioned earlier, studied the method of school principals for increasing the quality of schools, specifically by enhancing teacher performance ([Ahya et al., 2021](#); [Qutni et al., 2021](#)). However, this study focuses more on the transformational leadership qualities of principals for improving teacher performance. This researcher's role is to develop an earlier study, as this is not preliminary research on the part of school principals in enhancing teacher performance.

Addressing the explanation of transformational leadership to schools, school principals must be able to coach the teachers they lead effectively ([Hoppey & McLeskey, 2013](#); [Yirci et al., 2014](#)). In reality, however, not all teachers who receive coaching from the principals can improve their professionalism. This is due to some factors, including a need for more appreciation for their knowledge and a reluctance to improve their professionalism. Such conditions can occur at all levels of education, including Daarul Qur'an Karanganyar Science High School.

Based on the initial observations, the obtained data revealed positive developments, including: (1) the first year the school was founded in 2021, it obtained four study groups; (2) in 2022, it was able to obtain operational permits from the Ministry of Education and

Culture of Central Java Province; and (3) the construction of school infrastructure, including laboratory rooms and classrooms. (4) The acquisition of facilities and infrastructure to facilitate teaching and learning.

However, the principal's leadership to improve teacher performance at Daarul Qur'an Karanganyar Science High School has yet to go as intended. Initial interviews with instructors and students yielded the following information: (1) the teacher's work discipline needed to improve. Some teachers still need to be present during teaching and learning activities. (3) precise timing is needed in the teaching and learning process. The instructor left the class book. (5) The teacher's care for the challenges kids experience needs to be higher. (6) Not all instructors can engage in the school principal's activities, training, and task overlap program. Based on the background of the problems described regarding the principal's leadership in improving teacher performance, this study aims to elaborate on the competency of transformational leadership of school principals in enhancing teacher performance at Daarul Qur'an Karanganyar Science High School, Surakarta.

B. Method

This qualitative study employs an ethnographic design (Sutama, 2019). The study took place in Daarul Qur'an Science High School, Karanganyar. The investigation spanned six months, from August 2022 to January 2023. This study uncovered information and documents regarding principals' transformational leadership qualities, including ideal influence, intellectual stimulation, inspiring motivation, and attention to individuals to enhance teachers' performance (Hendrayadi, 2010). The data source comprises observations, in-depth interviews, and documentation from the principal, teachers, school committee, and students of SMA Daarul Qur'an Karanganyar Science High School about the transformational leadership competencies of the school's principal (Moleong, 2013). Observation, interviews, and documentation were employed as data collection strategies (Sugiyono, 2010). Data reduction, display, and conclusion drawing comprise the data validity technique (Sugiyono, 2014). The implementation sequence for this study is as follows:

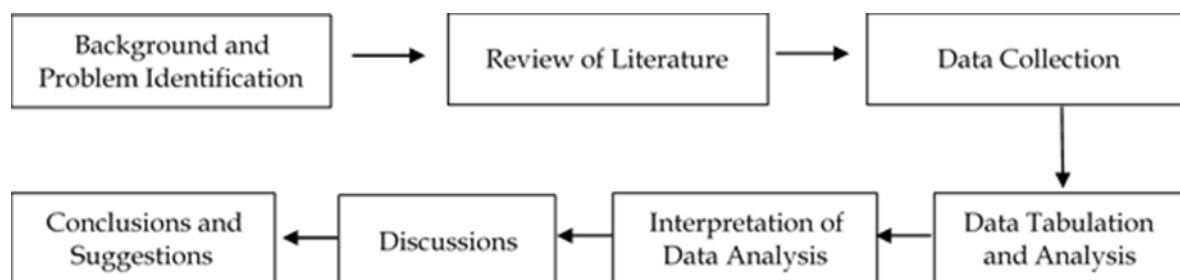


Figure 1. Research Implementation Flow

C. Results and Discussions

Results

a. Leadership Competence of the Principal of Daarul Qur'an Karanganyar Science High School

Based on the results of the evaluation of Transformational Leadership Competence, which contains four components: ideal influence, intellectual stimulation, inspiring motivation, and individual focus, the following illustrates the overall score for the variable Transformational Leadership Competence among 14 respondents:

Table 1. Overall Score of Transformational Leadership Competency Indicator for the Principal of Daarul Qur'an Karanganyar Science High School

Indicators	Empirical Score	Ideal Score	Percentage	Categories
Ideal Influence	307	392	78,32%	Very strong
Intellectual Simulation	210	280	75,00%	Strong
Inspirational Motivation	430	616	69,81%	Strong
Attention to Individuals	330	504	65,48%	Strong
Total Score	1.277	1.792	71,26%	Strong

Source: Primary data

b. Daarul Qur'an Karanganyar Science High School Teachers' Performance

Principals conduct performance evaluations of teachers in schools. The principal chooses the supervisor or coordinator teacher as an assessor for teacher performance evaluations. Assessors must meet the following requirements.

1. Holding the lowest position or rank equivalent to the teacher or principal being evaluated.
2. Holding a Teaching Certificate.
3. Having a suitable educational background and command of the subject of teacher studies
4. Possessing a solid commitment to actively enhancing the quality of learning.
5. Exhibiting integrity, honesty, fairness, and candor.
6. Understanding teacher performance evaluation and having the expertise and the ability to evaluate teacher performance.

Implementing the teacher performance evaluation yielded a total value translated into a value scale by Regulation No. 16 of 2009 issued by the Minister of State for Administrative Reform and Bureaucratic Reform. This conversion is accomplished using the following formula.

$$\text{PKG's Value (Scale 100)} = \frac{\text{PKG'S Value}}{\text{Max PKG's Value}} \times 100$$

Based on the findings of converting teacher performance evaluation scores to a value scale in line with the rule of the Ministry of Administrative and Bureaucratic Reform,

Number 16 of 2010 about Teacher Functional Roles and Credit Scores, the designation and percentage of the credit score can be established as detailed in Table 2.

Table 2. Conversion of Teacher Performance Ratings to Credit Point Percentages

The score of Teachers' Performance Rating	Predicate	Credit Points Percentage
91 - 100	Very good	125%
76 - 90	Good	100%
61 - 75	Enough	75%
51 - 60	Medium	50%
≤ 50	Low	25%

Source: the rule of the Ministry of Administrative and Bureaucratic Reform Number 16 of 2010

Following Daarul Qur'an Karanganyar Science High School's teacher performance evaluation, the following is a summary of the final scores of the 20 teachers based on the results of the teacher performance evaluation, as shown in Table 3.

Table 3. Final Teacher Performance Evaluation Score for Daarul Qur'an Karanganyar Science High School

No	Teachers' name	Subjects	Final score
1	Tri Rejeki, S.Pd.	B. Indonesian	77
2	Ratih Dewanti, SH, S.Pd., Gr.	Social Science	78
3	Ulfa Azizah, S.Pd.	B. English	88
4	Sigit Pramono, S.Si., Gr.	Natural Science	82
5	Nurul Ummi A, M.Pd. I	Islamic Religious Education	83
6	Muhammad Muadzin, S. Kom	Crafts	82
7	Mulyaningtyas C., S.Pd., Gr	B. English	79
8	Arif Rahman, S.Ag., M. Pd	Islamic Religious Education	84
9	Liya Purwaningtyas, S. Pd	Civics Education	80
10	Rahmatika Nur M., S. Pd	Mathematics	86
11	Makhfudin, S.Pd., Gr	Mathematics	88
12	Aminatul Munawaroh, S. Pd	B. Indonesian	86
13	Rifa'in, S. Pd	Mathematics	83
14	Danu Peramasandi, S. Pd	B. English	82
15	Dewi Tri Cahyani, S. Pd	Physical and Health Education	80
16	Duta M. P., S.Pd., S. Kom., Gr	Mathematics	84
17	Rudyanto, S. S	B. Javanese language	82
18	Septana Nur Hidayat, S. Pd	Natural Science	85
19	Irfan Nur D., S. Pd	Social Science	80
20	Muh. Izzatul Ikhsan, S. Pd	Social Science	79

Source: Primary data

Discussions

a. Transformational Leadership Competence of the Principal of Daarul Qur'an Karanganyar Science High School

The results of the research on the transformational leadership competence of the headmaster of Daarul Qur'an Karanganyar Science High School indicate that the ideal influence indicator is 78.32%, which is included in the robust category, the Intellectual Stimulation indicator is 75.00%, which is included in the strong category, the inspirational motivation indicator obtained 69.81%, which was included in the strong category, and the indicator of attention to the individual was 69.81%, which was included in the strong category. In the meantime, the Daarul Qur'an Karanganyar Science High School's acquisition of a total score for applying transformational leadership abilities qualifies as vital, as the percentage gain is 71.26%.

This research indicates that the implementation of Daarul Qur'an Karanganyar Science High School's headmaster's transformational leadership competency in leadership falls within the strong category. This indicates that the principal has been capable of employing transformational leadership competencies, which include dimensions of ideal influence, intellectual stimulation, inspirational motivation, and attention to individuals who are effective at mobilizing, motivating, and influencing people who are willing to take actions aimed at achieving the school's vision and mission through cooperation with a strong sense of responsibility for managing school activities. Hence, transformational leaders can communicate a change to those they manage by building an appealing vision and mission, motivating employees to perform effectively, and focusing on individuals inside an organization.

The transformational leadership competency of school principals can describe all the indicators proposed by [Hendrayadi \(2010\)](#), who asserts that principals with transformational leadership should acquire competencies such as ideal influence, intellectual stimulation, inspirational motivation, and individual focus. This was confirmed by the explanation provided by the vice principal of the Daarul Qur'an Karanganyar Science High School curriculum, who stated:

"At every coordination meeting for school program execution and evaluation, the principal always encourages all teachers and administration. The motivation provided by the school's principal was for all teachers to innovate the learning process, enhance classroom discipline and working hours, and advance the teaching profession by attending seminars and Subject Teacher Deliberation events. In addition to motivating the teachers, the principal motivates the students."

Based on this excerpt, the principal of Daarul Qur'an Karanganyar Science High School already demonstrates the transformational leadership skills necessary to guide the school through change so that it becomes more accomplished and produces competent graduates.

b. Daarul Qur'an Karanganyar Science High School Teachers' Performance

To motivate instructors to improve their performance, school principals consistently reward those who excel, even as a simple thank you. Teachers who excel, particularly those certified by the government, receive substantial incentives. Consequently, I always warn you to keep your responsibilities since the government has rewarded you. By the findings of the evaluation of all teachers' performance, twenty teachers are deemed to have scored in the "good" category. This demonstrates that the transformative leadership of the principal can increase teachers' performance at Daarul Qur'an Karanganyar High School.

Efforts I make to motivate the work of teachers and other teachers by creating an atmosphere and harmonious, cooperative relationships through weekly meetings (often three meetings) motivate the work of teachers and other teachers. In addition, the first thing I always impart to teachers is advice and encouragement to remember their unique primary responsibilities. Teachers have the right to communicate their views or desires throughout the implementation. Whenever an issue arises, it will be resolved collaboratively by involving teachers in various school activities. This is consistent with [Bush et al \(2008\)](#) assertion that principals with transformational leadership should offer teachers and education staff participation in the change process.

The principal always encourages teachers to improve their performance in the learning process and gives direction and advice in carrying out the learning process. As teachers, we always do our best by innovating learning according to students' psychological growth. This is confirmed by the science teacher's explanation, which considers that:

"We as teachers are motivated to improve our performance in teaching and aiding students due to the school principal's encouragement and system. Thus, many teachers have improved their performance, such as attendance, teaching methods in the class, mentoring student character development, attending education-related workshops, and participation in Subject Teacher Deliberation".

Based on this reasoning, the principal's leadership competency favors teachers' teaching performance and professionalism. This is by [Hakim \(2011\)](#), who elaborates that school principals with transformational leadership should be able to generate opportunities for teachers and education professionals to acquire knowledge and skills in creating self-competences, particularly during the learning process.

D. Conclusions

Based on the discussion, it can be concluded that principals in improving teacher performance at Daarul Qur'an Karanganyar Science High School honestly acknowledge and implement their leadership competencies as described in this assertion using the theory of Hendrayadi, especially regarding ideal influence, intellectual stimulation, inspiration, and motivation. Principal efforts to increase teacher performance at Daarul Qur'an Karanganyar Science High School include (a) motivating teachers, (b) enhancing teacher discipline, (c) establishing a pleasant working environment, (d) enhancing teaching competence, and (e) enhancing academic competency.

In an endeavor to enhance teacher performance at Daarul Qur'an Karanganyar

Surakarta Science High School, the findings of this study serve as input for school administrators.

Based on the results of the conducted research, the authors make recommendations, including (a) conducting research on other aspects, such as the role or effectiveness of transformational leadership among school principals in enhancing teacher performance, and (b) conducting research on other aspects, such as the competency of school principals in enhancing school culture or student achievement.

Acknowledgment

The researcher would like to thank the director of the master's program in education administration at Muhammadiyah University Surakarta, as well as the supervisor who assisted in examining the research's findings for their contributions to the success of this project.

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