

**THE RELATIONSHIP STUDY OF TEACHERS'  
LEADERSHIP CAPACITY AND COMPETENCE AT  
SECONDARY SCHOOL OF 1912 DOM BOAVENTURA  
SAME, DISTRICT OF MANUFAHI, TIMOR-LESTE**

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**Abstract:** This study mainly aimed to identify teachers' perceptions on their leadership capacity and professional competence as well to determine the relationship between leadership capacity and professional competence at Secondary School of 1912 Dom Boaventura Same, Manufahi, Timor-Leste. The study conducted during July to August 10<sup>th</sup>, 2018 and involved 72 teachers who teach at the secondary level as population. Research questionnaire was divided into two parts. Questionnaire Part I was used to identify teachers' perceptions on leadership capacity adopted from Lambert's (1998), Leadership Capacity School Survey. Meanwhile, questionnaire Part II was to determine the level of their professional competence was adopted from Medley's (1977) related to Teachers' Competence and Teachers' Effectiveness. Mean, Standard Deviation. Pearson's Product Moment Correlation Coefficient were used in this study. The descriptive statistics results showed the levels of teachers' perceptions on their leadership capacity and competence were high. Similarly. Pearson's correlation coefficient proved a strong positive relationship existing between teachers' leadership capacity and competence.

**Keywords:** Teachers' Leadership Capacity, Professional Competence, Secondary School, Timor-Leste

### **Introduction**

Teaching and learning are considered as the most essential part of educational development at the implementation level. Teaching and learning fully relies on teachers as the key component of the development process with adequate knowledge, skills and ability to realize educational activities in the level of implementation. Teachers become essential educational manpower in providing teaching and learning activities to the learners.

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Teachers bear multi-dimensional responsibilities related to their profession as teacher and educator in any strata of society. The teacher undertakes responsibility related to the quality of teaching and learning in school, and the society requires high moral and social responsibility from the teacher both individual and collective represent educational institutions. For instance, teachers are demanded to take responsibility of the human resource development process by providing qualified and appropriate teaching and learning processes.

The demands of 21<sup>st</sup> century education requires teachers to improve their knowledge, skills, and ability related to teaching and learning. Leadership capacity and teacher professional competence are the keys to achieve the educational goal as both components contribute to improving quality of teaching and learning in schools. Quality of teaching and learning can only be achieved when teachers have leadership skills and comprehensive understanding their professional competence.

Bacani (2009) coordinated SEAMEO Innotech researchers to conduct a study focus on the following areas; (1) educational leadership and management, specifically capacity building to support decentralized education; (2) educational policy on teacher professional development and educational governance; (3) equitable access to education focused on technology-based innovations; and (4) educational partnerships specifically strengthening technology transfer possibilities with national partner institutions to maximize the regional outreach of the Center's training program interventions.

SEAMEO released the result of the study on teacher competence standards in eleven-member states. According to that report, Timor-Leste was found serious obstacle in the implementation of teachers' competence standard as expected. Therefore, the agency recommended Timor-Leste to undertake further study for improving teachers' competence so that they can carry out qualified teaching and learning in the future.

In that context, SEAMEO engaged selected Southeast Asian education experts to conduct inventory of teaching competence standards in their own countries. The center was focusing on the systems of developing, implementation, assessment and monitoring the standards of competence in eleven-member countries. The purpose of accelerating the implementation of teachers' competence standard to increase quality of teaching and learning educational management services. As an institution, SEAMEO intends to provide regional trends and best practices on developing teacher competency standards.

In global a context, United Nations Educational, Scientific and Cultural Organizations constituted education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. Education for sustainable development goal focuses on inclusive and equitable quality education and lifelong learning opportunities, improving people's lives and sustainable development, basic skills and competencies needed in the 21<sup>st</sup> century, knowledge, values, skills and behavior to promote sustainable development as well as concept of Education for Sustainable Development and pedagogy for developing teacher competence (UNESCO, 2017).

### **Research Objectives**

1. To identify teachers' perceptions on their leadership capacity and competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.
2. To determine the level of teachers' perceptions on their competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.
3. To determine significant relationship between teachers' perceptions on their leadership capacity and competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

### **Literature Review**

#### ***Leadership Capacity Theory***

Lambert (1998) defined leadership capacity as "broad-based skillful participation in the work of leadership. Lambert, (1998) then briefly discussed about high leadership capacity where it is characterized by six critical structures: (1) broad-based, skillful participation in the work of leadership, (2) shared-vision resulting in the program coherence, (3) inquiry-based use of information to inform shared-decisions and practice, (4) roles and responsibilities that reflect broad involvement, collaboration, and collective responsibility, (5) reflective practice and innovation as the norm, and (6) the last structure is high or steadily improving of student achievement.

Leadership capacity refers knowledges, skills and expertise possessed by a person to lead a group within an organization. In fact, discussing about leadership lead to two (2) important facts that stand as specific characteristic of leadership capacity; *breadth of involvement* and *understanding, and skillfulness* of those involved. Understanding and skillfulness involve more than knowledge of an innovation including curriculum, schedule or structural arrangement.

The skillfulness referred to specific skills and expertise that must be possessed by a teacher and/or group of teachers which enable them to understand the imagination of their colleagues, and that enable the person to negotiate real changes to the educational institutions or schools, and to tackle unexpected conflicts that may arise as a logic consequence from such courageous undertakings, Lambert (1998).

Cohen (2010), stated that leadership capacity in education involves thinking about the subject of globalization, cultures and leadership. The Global Partnership for Education works with developing countries to ensure that every child receives a quality of basic education, prioritizing the poorest, the most vulnerable and those living in countries affected by fragility or conflict. Subsequently, this focus has increased the demand to improve leadership capacity of school personnel, particularly teachers as major components of the educational and competency-based service of the education process.

Lambert (1998) defined Leadership capacity as a broad-based, skillful participation in the work of leadership that facilitates long-term commitment, energy, and vision for school reform. Developing leadership capacity of school leaders and teachers is ultimately to improve student learning. Building leadership capacity and improving the coherence of school's program and leadership skills of teachers and administrators would guarantee sustainability of school improvement and consistency of high student achievement.

Leadership capacity can be measured by six critical elements of Lambert (1998), but the researcher only utilized four components that can greatly help teachers and administrators to enhance their leadership capacity. These four components are; (1) intense focus on shared vision, (2) reflection and innovation, (3) collaboration and collective responsibility that reflect broad involvement and collaboration, and (4) student achievement and development. These four components were more important and determine in collecting data, analyzing and seemed like a plausible predictor to develop teachers' leadership capacity and is relevant to enhance knowledge and skills needed to build leadership capacity in school (Lambert, 1998).

*Intense Focus on Shared Vision*, means teachers engagement with fellow teachers in teaching and learning deliberations, mutual sharing and giving feedback to each other through regular discussion, share purpose and develop school vision and strategic plan for the benefit of their schools.

*Reflection and Innovation* lead to opportunity to run the school with idea, to see it through and encourage each other to involve and establish responsible

criteria for success, create realistic time line for monitoring and evaluation as integrated parts of school strategy and the work of leadership.

Clark (2016), pointed out that one of the cornerstones of leadership is a vision which is to see what does not exist. Vision is a portrait of the future and a seedling of reality. Operational, a vision partakes three functions. The first is the cognitive function to educate which means a teacher or an educator should have clear personal vision and being able to understand and articulate the vision of organization that he/she belongs to. The second function is related to the ability to motivate namely emotional function. The third is organizational function which is related to coordination. Teacher and school leader expected to have strong understanding of such functions in the operational level to guarantee achieving organization goals. The figure 3 below shown the direction of the three operational functions of a vision.

*Collaboration and Collective Responsibilities* as an important component that reflect broad involvement and cooperation for sharing understanding and responsibility in education development and the improvement of the effective teaching and learning practices in school. This role will lead to the changes in relationship and support each other. Through collaboration and collective responsibility all individuals learn and influence others by improving their personal strengths, motivation and leadership capacity.

Munroe (2005) defined collaboration as the ability to work together toward a common vision. Collaboration directs individual accomplishment toward organizational objectives, and teamwork is the fuel that allow common people to attain uncommon results. Moreover, the author emphasizes that a leader is always a collaborative player. True leaders are always conscious that there is no great accomplishment has ever been achieved by one individual. The spirit of collaboration gives more benefit to the team, such as opportunity for active participation, provides the environment for people's talents and gifts to be released, gives both individual and organization satisfaction, gives value to each part and member of organization and recognize the value of each individual contribution to the achievement of organization's goal.

*Student Achievement and Development* refers to the teachers' knowledge, skills and responsibilities in order to enhance teaching and learning outcomes for the benefit of students within school. Developing the teaching capacities of teachers has a more direct effect on the student outcomes (Lambert, 1998).

### ***Teacher Competence***

Medley (1977) defined teacher competence as set of knowledge, skills and capabilities of teacher to perform duties and functions of teaching effectively. Competence designates the skills, knowledge and abilities that a teacher possesses and brings to teaching context. Teacher competence is identified as stable characteristics that may not change even though the situations change. Teacher competencies also referred to functional abilities that teachers show in their teaching and learning activities. Teacher competence can be considered as an overall assessment of teachers' performance in classroom situations based on subject matter knowledge, strategies and techniques of teaching, teachers' personality, apply child centered practices, evaluation strategies used, classroom management and clarity of objectives.

Hagger and McIntyre (2006), emphasized that competence is an integration and combination of knowledge, skills, attitudes, values and personal characteristics, empowering the teacher to act professionally and appropriately in certain situation and applying them in a coherent way. Teacher competence, which imply a wider view of teacher professionalism, can be said to consider the multi-dimensional roles of the teacher on multiple levels of the individual, school, local community and professional networks.

Medley (1977) suggested four components of teacher competence that should be possessed by the teachers in carrying out their educational activities within and beyond the classroom. Those four components are: (1) Teaching and Learning Competence, (2) Child-centered Approach Competence, (3) Evaluation Competence, and (4) Professionalism were believed to be theoretical foundation in investigating teachers' perceptions on their professional competence.

*Teaching and Learning Competence* referred to the teachers' skills, ability and pedagogical knowledge to carry out teaching and learning activities according to curriculum, syllabus as guideline and references including apply appropriate teaching and learning method. It also referred to classroom teaching techniques, selection of suitable teaching methods to suit individual difference, adoption of child centered approach, arranging group activates and relevant techniques. The skills and ability of teachers in using adequate teaching and learning method would ensure and determine students' high achievement.

*Child-centered Approach Competence* referred to teachers' ability to conduct an active learning, engage student and other classroom strategies that involve students actively in teaching and learning activities. Student must be the focus

of teaching and learning comparing to traditional method that teacher dominates classroom and become the center of attention.

Loveless (2018) explained that child-centered approach learning environment is that student become the center of attention which is the focus of instruction is shifted from the teacher to the student with the goal of developing students who are autonomous and independent by placing the responsibility of learning in the hands of the students. It is one of the most effective ways to help students develop their skills required for independent problem-solving and lifelong learning. In child-centered approach teaching environment, students are encouraged be more active in playing the role of learning and the teachers act as facilitator to guide the students throughout effective ways. Involving the students actively in teaching and learning process by enabling them to interact with one another, the students feel a sense of community.

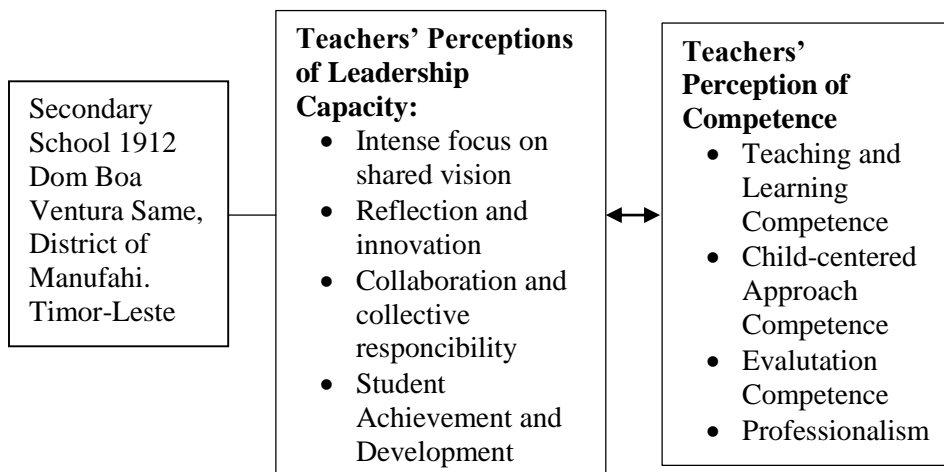
*Evaluation Competence* defined as a process of judging, valuing and ranking students' achievement results in certain period of studying. Evaluation is considered as an important component for teacher to measure strengths and weaknesses of their students and will help teachers to initiate remedial plan for those who do not meet standard of requirement. Evaluation enable the teachers in understanding how well the learners' achievement. Evaluation competence refers to the skills and ability of teacher to carry out process assessment by applying various evaluation techniques based on curriculum requirement.

*Professionalism* is related to the characteristics, attitudes, behaviors and attributes of an individual which reflect in the quality of service rather than the enhancement of status. Professionalism is a multi-dimensional structure consisting of person's attitudes and behaviors towards his/her work and referred to the achievement of high standard of quality. In education context professionalism refers to what capacities and competences the teacher should have to successfully accomplish teaching and learning. Professionalism is portrayed as an exciting broad social movement that protects and advances teachers' professionalism by providing them learning to work effectively with groups and institutions beyond school.

### **Conceptual Framework**

This research aimed to identify teachers' perceptions on their leadership capacity as well as to determine the level of teachers' perceptions on their professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Figure 1 below presented conceptual framework of this study. The essential components from left side was based on Lambert's (1998) Leadership Capacity School Survey (LCSS) and on the right side was based on teacher competence and teacher effectiveness theory developed by Medley's (1977).



**Figure 1. Conceptual Framework of this Study**

### **Research Instruments**

The questionnaire constructed by the researcher based on conceptual framework and literature review to identify teachers' perceptions on their leadership capacity and professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste. The questionnaire composed of two parts.

Questionnaire part I was adopted from Lambert (1998), related to Leadership Capacity School Survey (LCSS) to identify teachers' teachers' perceptions on their leadership capacity including four components, such as Intense Focus on shared Vision, Reflection and Innovation, Collaboration and Collective Responsibility as well as Student Achievement and Development.

Questionnaire part (II), the researcher adopted form Medley's (1977), Teachers' Competence. The study of teacher's professional competence, the researcher focused the investigation on four components, namely Teaching and Learning, Child-centered Approach Competence, Evaluation Competence and Professionalism. The questionnaires were established to identify the level of teachers' perceptions on their professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.



## Population

This research study focused the investigation on 72 full-time teachers who teach at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste as the population of this study. The teachers were requested to answer the questions according to their preferences and perceptions on their own leadership capacity and professional competence by referring to 5 points of Likert Scale interpretation criteria as the following detail showed in table 1.

Table 1. *Five Points of Likert Scale Interpretations*

<b>Agreement Level</b>	<b>Score</b>	<b>Scale</b>	<b>Interpretation</b>
Strongly Agree	5	4.51 – 5.00	Very High
Agree	4	3.51 – 4.50	High
Undecided / Not Sure	3	2.51 – 3.50	Neutral
Disagree	2	1.51 – 2.50	Low
Strongly Disagree	1	1.00 – 1.50	Very Low

## Results and Findings

The results and findings of this study based on statistical data analysis of the instruments returned form 72 teachers according to three research objectives. This study was a quantitative relationship study to identify and determine teachers' perceptions on their leadership capacity and competence.

### *Finding for Research Objective One*

The research objective one was established to identify teachers' perceptions on their leadership capacity including four key components such as Intense Focus on Share Vision, Reflection and Innovation, Collaboration and Collective Responsibility and Student Achievement and Development that teachers related to how teacher conduct teaching and learning process. The researcher then developed questionnaire

In component four, namely *student achievement and development* the total mean score were 4.16 and the highest mean score 4.42 was on the sub-component quality of school outcomes. While the item of developing criteria regarding share work was identified as the lowest mean score 3.94 compared to others sub-components according to teachers' perceived and understanding.

Table 2. *Summary of Mean Scores and Standard Deviation of Teachers' Perceptions on Their Leadership Capacity including Four Key Components (N = 72)*

<b>Leadership Capacity</b>	<b>Mean</b>	<b>S. D.</b>	<b>Interpretation</b>
1) Intense focus on share vision	4.18	.360	High
2) Reflection and Innovation	4.11	.564	High
3) Collaboration and Collective Responsibility	4.19	.561	High
4) Student Achievement and Development	4.16	.475	High
<b>Total</b>	<b>4.17</b>	<b>.490</b>	<b>High</b>

*Note: Each mean reflect in this table describes teachers' perceptions their leadership capacity with regards to four components.*

Table 2 provides an overview of the 15-research questions that represented four key components of leadership capacity were illustrated in the above table. The highest observed mean was 4.18 which corresponds to component number 3) Collaboration and Collective Responsibility, this was interpreted as having a high level of teachers' perceptions on leadership capacity. Despite this, the lowest mean score found at the component number 2) Reflection and Innovation, which a score mean of 4.11, however this is still interpreted as high according to interpretation criteria of Likert scale between 3.51 – 4.50.

### ***Findings for Research Objective Two***

Research objective two was established to determine the level of teachers' perceptions on their professional competence related to teaching and learning, the way of approaching the students, method of conducting assessment or evaluation and how teachers apply professional character into practical manner.

The Table 3 provides general overview of the 30-research questions which represented four components of teachers' perceptions on their professional competence were demonstrated overall mean scores of the components. The highest observed mean score was 4.40 which corresponds to teachers' professional competence at the component number 4) Professionalism. This was interpreted as having a high level of teachers' perceptions on professionalism. Despite the high mean in this component, the lowest mean score was found at the component number 1) Teaching and Learning Competence with the score mean of 4.05, but it is still interpreted as high based on interpretation criteria between 3.51– 4.50.

Table 3. *Summary Mean Scores and S. D. on their Professional Competence (N = 72)*

<b>Teacher Competence</b>	<b>Mean</b>	<b>S. D.</b>	<b>Interpretation</b>
1) Teaching and Learning Competence	4.05	.550	High
2) Child-centered Approach Competence	4.24	.404	High
3) Evaluation Competence	4.10	.513	High
4) Professionalism	4.40	.497	High
<b>Total</b>	4.20	.425	High

*Note: Each mean reflect in this table describes teachers' perceptions their professional competence with regards to four components.*

The finding and result of statistical analysis showed means score of four key components towards teachers' professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi in Timor-Leste were regarded high according to Likert scale interpretation.

#### ***Finding for Research Objective Three***

The research objective three was to determine the significant relationship between teachers' perceptions on their leadership capacity and professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

According to the research objective three, researcher applied Pearson's Product Moment Correlation Coefficient ( $r$ ) to investigate and determine the significant relationship between teachers' perceptions on their leadership capacity and professional competence.

The survey result of teachers' perceptions on their leadership capacity and professional competence showed a strong significant relationship between leadership capacity and professional competence.

Table 4. *Pearson's Correlation Coefficient ( $r$ ) of Leadership Capacity and Professional Competence (N=72)*

	Teachers' perception on their professional competence		Conclusion
Teachers' perceptions on their leadership capacity	Pearson's correlation coefficient	.773**	There is strong and positive relationship
	Sig. (2-tailed)	0.01	

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

## **Discussion**

The following discussion of this study were based on the findings and statistical data analysis in which guided by the research questions established for this quantitative relationship study. According to the research objectives, this study identified and discussed matters related to the implementation of teachers' leadership capacity and their professional competence.

### ***Teachers' Perceptions on Leadership Capacity***

According to data analysis, this study found the teachers highly perceived their leadership capacity. It was proved by the overall high mean scores of leadership capacity through the survey and investigation including four key components that reached high mean scores. All four key components were reached the mean and standard deviation were at the range of 3.51 - 4.50 according Likert scale interpretation criteria. The high mean score and standard deviation reached demonstrated the teachers' leadership capacity at Secondary School of 1912 Dom Boaventura Manufahi is high. The component of reflection and innovation showed lowest mean, but it is still interpreted as *high* according interpretation criteria between 3.51. – 4.50 which at the range of high.

The study of teachers' perceptions on their leadership capacity and professional competence, the researcher established 45 research questions and divided into two parts; where part one composed of 15 research questions focused on four key components of leadership capacity. While, questionnaire part two composted of 30 research questions to investigate teachers' professional components including four key components. The finding and statistical data analysis revealed that all respondents expressed their positive perception about leadership capacity. This study reached high mean scores of 4.17 for all components within leadership capacity which indicated the teachers at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste highly perceived leadership capacity and considered as important component for their career as teacher and educator.

### ***Level of Teachers' Perceptions on Professional Competence***

To determine the level of teachers' professional competence in this respective school, the researcher adapted research questionnaires of Medley's (1977) which the investigation including four key elements of teachers' competence. The validity and reliability of the instruments had been used extensively by various researchers for further studies on teachers' professional competence standard.

Overall mean score of this study based on findings and data analysis were found (4.20) which regarded as reliable high according to the interpretation criteria. However, if compared to the mean scores achieved by the previous researcher, all the mean scores of this study were found lower. Likewise, the mean score and standard deviation of the fourth element were relatively low if compared to the same items in the previous study.

The findings and statistical analysis of this study revealed the lowest mean score (4.05) occurred in the teachers' perceptions towards teaching and learning which considered as the most essential element of teacher competence. The lower mean scores that occurred to the essential key elements could mean the many of teachers in this school did not aware of teaching and learning competence as an essential component of professional competence standard for teachers. Observed this matter, the researcher presumed that the teachers might not graduate from educational institution with less pedagogical background.

This study found a very significant relationship between teachers' perceptions on leadership capacity and their professional competence at Secondary School of 1912 Dom Boaventura Sama, District of Manufahi in Timor-Leste. It was proven by the findings and statistical analysis were reached the high mean scores 4.20 according to the interpretation criteria well as Cronbach's correlations coefficients were reached .891 which meant very significant.

### ***The Significant Relationship of Leadership Capacity and Competence***

The researchers applied Pearson's product moment correlation coefficient to determine significant relationship between teachers' perceptions on their leadership capacity and professional competence at the Secondary School 1912 Dom Boaventura Sama, Manufahi, Timor-Leste. Data analysis strongly revealed very significant relationship between teacher perceptions on leadership capacity and professional competence. Statistical analysis demonstrated significance value 0.01 which was smaller than 0.05 and the value of Pearson's Correlations Coefficient ( $r$ ) was found at the level of 0.773 \*\*. It proved the significant relationship between teachers' leadership capacity and professional competence.

In conclusion, the leadership capacity and professional competence of the teacher played the most important role to the whole process of developing human resources and building the foundation of knowledge and technology. Education is the main pillar of human resource development, and teachers are the main and most important actors to realize qualified and highly competitive human resources. When teachers have high leadership capacity, personal

values and beliefs can be developed proportionally and the school will develop in a direction that is better and highly competitive. This will ensure integrated leadership capacity is consistent in schools and can reduce conflict and the ideal work climate can be created automatically. The leadership capacity and professional competence of teachers are believed to be the main foundation of the process of change in achieving sustainable competitiveness of schools or organizations.

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