

School Principals' Strategies in Improving Primary School Teachers Performance: Literature Review Study

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ABSTRACT

This study aims to explore the strategies employed by school principals to enhance the performance of primary school teachers by conducting a comprehensive analysis of existing literature, highlighting effective strategies, implementing these strategies at the primary school level, and evaluating their impact on teacher performance. The research findings are expected to provide valuable insights for school leaders and education stakeholders regarding effective strategies, their implementation, and their effects on teacher performance. The literature review method is utilized to gather and analyze information from various relevant sources. It is hoped that this research will contribute to creating a more supportive educational environment for teacher development, improving overall education standards, particularly at the primary school level, and refining educational practices through the informed implementation of strategies derived from this extensive review, thereby laying a strong foundation for advancing future generations.

Keywords:

Principal
Strategies,
Primary School,
Teacher
Performance

INTRODUCTION

Education serves as the primary foundation in shaping future generations that are excellent and of high quality. Within the education system, teachers play a crucial role in shaping the intellectual, moral, and social development of students. Teachers have a significant role in the education process, where they become key elements influencing students' learning success (Zubair et al., 2017). The early phases of character and academic ability formation in children occur in elementary school, making teachers crucial in providing a strong educational foundation to students. Teacher performance refers to the achievements produced by teachers in carrying out their duties, depending on expertise, experience, integrity, and the efficient and effective use of time (Fitria et al., 2017). However, the quality of education depends not only on the individual competence of teachers but is also greatly influenced by school principals' leadership.

School principals play a crucial role as leaders in educational institutions. The responsibilities of school principals extend beyond school administration to the development and guidance of teacher performance. According to Wibawani et al. (2019), factors hindering school principals in carrying out their duties and their role in improving the quality and performance of teachers include a shortage of educators, minimal community participation in efforts to improve educational standards, insufficient community support in designing school programs, and a weak economic situation, all contributing to low school management. This aligns with the findings observed by researchers in June 2023. Additionally, the implementation of curriculum policies also impacts teacher performance.

The main challenge faced by school principals today is how they can enhance the performance of teachers to provide effective and relevant learning for student development. According to Nurchaeni et al. (2023), school principals can improve teacher performance through improving teacher competence. Teacher competence is

the specific ability that educators must possess to perform their duties well (Ningsih & Muhroji, 2022). Research results show that school principal leadership directly influences teacher performance by applying effective leadership styles, inspiring teachers in the teaching process, and collaborating to improve the quality of learning and teacher performance in schools (Fitria et al., 2017; Sophia, 2022). In efforts to address these challenges, school principals are required to develop effective and efficient strategies.

METHOD

This research uses a qualitative descriptive method through a literature review study. Literature study is collecting data from books and related research to build a theoretical basis for the research to be conducted. The research will involve a process of gathering and categorizing literature sources, followed by data analysis, reference citation, and interpreting information to generate knowledge that supports the research conclusions (Afiyanti, 2014; Andriani, 2022; Darmalaksana, 2020). The aim of this research is to evaluate various strategies employed by school principals in addressing challenges related to improving teacher performance in elementary schools. Through a literature review involving the analysis of various sources, this research will investigate recent theories and practices in educational management and relevant leadership (Balakrishnan & Forsyth, 2019; Kususmastuti & Khoiron, 2017). The analysis method will include a review of journals, articles and research documents discussing school principals' strategies in motivating and developing teacher performance. The initial phase will focus on understanding the common challenges faced by school principals to address these challenges. The collected data will be systematically analyzed to evaluate the effectiveness, sustainability, and impact of the strategies on teacher performance. This research is expected to provide in – depth insights into the most effective strategies that can be adopted by school principals to enhance teacher performance. Thus, this research is anticipated to make a significant contribution to expanding knowledge in educational management leadership strategies in elementary education.

RESULTS AND DISCUSSION

1. Challenges Faced by School Principals' in Improving Teacher Performance

The role of school principals in enhancing teacher performance in elementary schools is a crucial element in achieving quality education standards. However, in carrying out this role, school principals face several challenges. Firstly, time management is a primary factor as teachers have responsibilities outside the classroom that require efficient planning and implementation. Teachers at the elementary school level are expected to play a connecting role in the learning process (Munawar, 2019). School principals need to ensure that teachers have sufficient time to carry out these tasks without overwhelming them. Another challenge is providing training and professional development that meets the needs of teachers. Constraints may arise if resources or support from superiors are limited, such as difficulties in implementing a new curriculum leading to a decline in teacher performance. Motivation and job satisfaction of teachers are also essential aspects. The lack of recognition for good teacher performance results in a lack of motivation to improve their skills (Fredy, 2022; Indarti et al., 2023).

School principals must ensure that working conditions support teacher satisfaction and maintain their motivation. Challenges can arise from interpersonal conflicts among teaching staff or injustice in terms of promotions or recognition. conflict management becomes a crucial element that school principals must handle wisely, as unresolved conflicts can affect the school environment and teacher performance. Furthermore, monitoring teacher performance poses its own challenges. School principals must provide constructive feedback without creating an overly controlled environment understanding individual teachers is crucial each teacher has different needs and learning styles, and school principals need to provide support tailored to each teacher needs. Additional challenges stem from the uncertainty of the educational environment, such as changes in policies, curriculum, or regulations. School principals must ensure that teachers are engaged and informed about these changes. Additionally, resource limitations and parental involvement also require attention. Overcoming these challenges requires effective leadership, good communication, and active involvement of school principals in developing and supporting teaching staff. The better school principals understand their role and responsibilities in school leadership, the better the teacher performance and the quality of learning produced (Hadiansyah & Iskandar, 2023; Nabila & Fathurrohman, 2022; Pitriyani, 2023). With the right strategies, school principals can address these various challenges to improve teacher performance in elementary schools.

2. Implementation of School Principals' Strategies to Improve Teacher Performance

School principals have several strategies that can be applied to address various challenges in improving teacher performance in elementary schools. Firstly, in managing time, school principals can implement efficient time allocation strategies by setting priorities, providing support in lesson planning, and encouraging the exchange of experiences among teachers to enhance task efficiency outside the classroom. Secondly, training and professional development strategies can be realized through organizing workshops, seminars, or training programs tailored to the needs of teachers. School principals can also seek additional resources and leverage technology to facilitate self-directed learning for teachers. Thirdly, to maintain motivation and job satisfaction, school principals can build a positive work environment by providing rewards, recognition, and emotional support to teachers. This strategy includes reward programs for outstanding performance and fair policies in promotions and career advancement. Fourthly, school principals can address interpersonal conflicts among teaching staff by adopting mediation approaches or conducting open discussion forums. Fifthly, performance monitoring can be improved through constructive feedback and transparent evaluation, as well as utilizing technology to effectively monitor teacher performance. Sixth, a personalized approach in providing support and coaching to the teachers, including developing individual development plans based on the needs and learning styles of each teacher. Seventh, school principals can be effective communication facilitators by involving teachers in decision-making and providing up to date information regarding policy or curriculum changes. eighth, in resource management, school principals can implement wise budget management strategies by identifying priorities, seeking sponsors or donors, and optimizing the use of available resources. Lastly, to increase parental involvement, school principals need to develop effective communication strategies and build sustainable cooperation with parents through participation in school activities and

open communications channels. The combination of these strategies will help school principals address varied challenges in improving teacher performance in elementary schools. School principal strategies are crucial in motivating, inspiring, mobilizing and influencing others to achieve the goals set in educational institutions or organizations (Ajepri et al., 2022; Muhajirah et al., 2023; Prasetyono et al., 2023; Sari, 2019).

3. Impact of School Principal's Strategy Implementation on Teacher Performance

The implementation of various strategies by school principals has a significant impact on teacher performance in elementary schools. Each applied strategy has a specific purpose in addressing various challenges faced in efforts to improve the performance of educators. The strategy of efficient time allocation helps teachers manage tasks outside the classroom more effectively, ultimately optimizing time for the learning process. Furthermore, the strategy of training and professional development expands teachers' knowledge and skills, provides additional support, and enriches the use of technology in the teaching - learning process. Meanwhile, strategies that create a positive work environment and recognition programs can enhance teacher motivation and job satisfaction. On the other hand, conflict management tactics help resolve issues among teaching staff, creating a more harmonious work environment. Similarly, effective performance monitoring strategies provide feedback and better support to enhance teaching quality. Personalization approaches also play a key role in addressing the individual needs of teachers, strengthening their coaching and development. Overall, the combination of these strategies provides a solid foundation for school principals in facing various challenges in improving teacher performance in elementary schools. Evaluation is needed to assess the impact of the strategies implemented by the school principal. The school principal, together with all teachers conducts an evaluation of the planning and implementation of activities and analyzes the data on their implementation, which is discussed together to determine the next steps. Through this evaluation, it can be determined whether the goals of the implemented steps or strategies have been achieved or not (Hoesny & Darmayanti, 2021; Muhajirah et al., 2023; Prasetyono et al., 2023; Purwanto, 2021; Zahra Isnaini et al., 2020).

Discussion

The research findings highlight the multifaceted role of school principals in improving teacher performance, emphasizing the necessity for strategic leadership. According to transformational leadership theory, effective school principals act as change agents who inspire and motivate teachers, fostering an environment conducive to professional growth and development. By implementing efficient time management strategies, principals help teachers prioritize their responsibilities, thus enhancing productivity and minimizing burnout. This aligns with the concept of instructional leadership, where principals focus on curriculum and instruction, ensuring that teachers have adequate support and resources to meet educational standards. Furthermore, the provision of continuous professional development through workshops and seminars reflects the principles of adult learning theory, which posits that adults learn best when they are involved in the planning and evaluation of their instruction. Such initiatives not only enhance teachers' skills but also contribute to their sense of autonomy and competence, essential components of intrinsic motivation as outlined in self-determination theory.

The impact of these strategies on teacher performance is further elucidated through Herzberg's two-factor theory, which distinguishes between hygiene factors and motivators. The creation of a positive work environment, recognition programs, and fair promotion policies address both hygiene factors, which prevent dissatisfaction, and motivators, which promote job satisfaction. Conflict management strategies and personalized support tailored to individual teachers' needs highlight the importance of emotional intelligence in leadership, as principals must navigate interpersonal dynamics and provide empathetic guidance. The utilization of technology for performance monitoring and feedback exemplifies the integration of modern management practices in educational settings. By fostering open communication and involving teachers in decision-making processes, principals not only enhance their engagement and commitment but also build a collaborative school culture. These findings underscore the critical role of strategic leadership in overcoming challenges and driving improvements in teacher performance, ultimately leading to higher quality education.

CONCLUSION

The primary role of the school principal in enhancing the performance of elementary school teachers is the central focus of this article. Several challenges faced by school principals have been identified, including time management, professional training, teacher motivation, conflict management, performance monitoring, changes in the educational environment, parental involvement, and resource management. To tackle these challenges, several strategies can be adopted, such as efficient time management, appropriate training provisions, fostering a positive work environment, wise conflict resolution, careful performance monitoring, personalized approaches, effective communication, smart resource management, and parental involvement. The integration of these various strategies is expected to aid school principals in improving teacher performance, maintaining their motivation, and fostering better learning environment in elementary schools. The significance of evaluating the implementation of these strategies is crucial for measuring their impact and determining subsequent steps. This research is expected to provide valuable insights into understanding educational management and effective leadership strategies in elementary schools.

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