THE RELATIONSHIP STUDY OF TEACHERS' PERCEPTIONS

ON THEIR LEADERSHIP CAPACITY AND COMPETENCE

AT SECONDARY SCHOOL OF 1912 DOM BOAVENTURA SAME,

DISTRICT OF MANUFAHI, TIMOR-LESTE

Paulino Henrique

STUDENTS I.D. No. 6019501

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF EDUCATION

in Educational Administration

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By: PAULINO HENRIQUE RIBEIRO

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: ASST. PROF. DR. YAN YE

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

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(Assoc. Prof. Dr. Suwattana Eamoraphan)

Dean of the Graduate School of Human Sciences

Thesis Examination Committee

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(Asst. Prof. Dr. Watana Vinitwatanakhun)

………………………………………………Advisor

(Asst. Prof. Dr. Yan Ye)

…………………………………… **Faculty Member**

(Asst. Prof. Dr. Poonpilas Asavisanu)

...…………………………………. ….. **External Expert**

(Asst. Prof. Dr. Waraporn Thaima)

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ABSTRACT

I.D. No.: 6019501

Key Words: TEACHERS' PERCEPTIONS, LEADERSHIP CAPACITY,

TEACHERS' COMPETENCE

Name: PAULINO HENRIQUE

Thesis Title: THE RELATIONSHIP STUDY OF TEACHERS' PERCEPTIONS ON

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OF 1912 DOM BOAVENTURA SAME, DISTRICT OF MANUFAHI, TIMOR-LESTE

Thesis Advisor: ASST. PROF. DR. YAN YE

_____

The purposes of this research study were to determine the relationship between
teachers' perceptions on their leadership capacity and professional competence at Secondary
School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste. The study was
conducted during July 20th until August 10th, 2018. This study involved 72 teachers who teach
at the secondary level as population.

In this study, research instrument for Part I investigated the teachers' perceptions on
their leadership capacity adopted from Lambert's (2003) Leadership Capacity School Survey
(LCSS). Instrument Part II identified teachers' perceptions on their professional competence
was adopted from Medley's (1977) Teachers' Competence and Teachers' Effectiveness.

In order to identify teachers' perceptions on their leadership capacity and determine
teachers' perceptions on their level of professional competence according research objective
one and objective two, the researcher applied Descriptive Statistics; such as Mean, Standard
Deviation. Pearson's Product Moment Correlation Coefficient was used to determine the

significant relationship between teachers' perceptions on leadership capacity and professional competence according to the research objective three.

The result showed the level of teachers' perceptions on their leadership capacity and professional competence were high. Likewise, the finding and correlation analysis showed there was a significant relationship between teachers' perceptions on leadership capacity and professional competence.

In order to improve teachers' leadership capacity and their professional competence to guarantee sustainability of school performance; Principal and administrators are recommended to initiate training programs and related activities to enhance teachers' leadership capacity and professional competence. Principal may propose relevant training programs to the Ministry of Education to be considered, have frequent discussion and involve teachers in preparing school vision and actions plan to improve leadership capacity and professional competence for the benefit of the school. Teachers should also pay more attention on students' achievement.
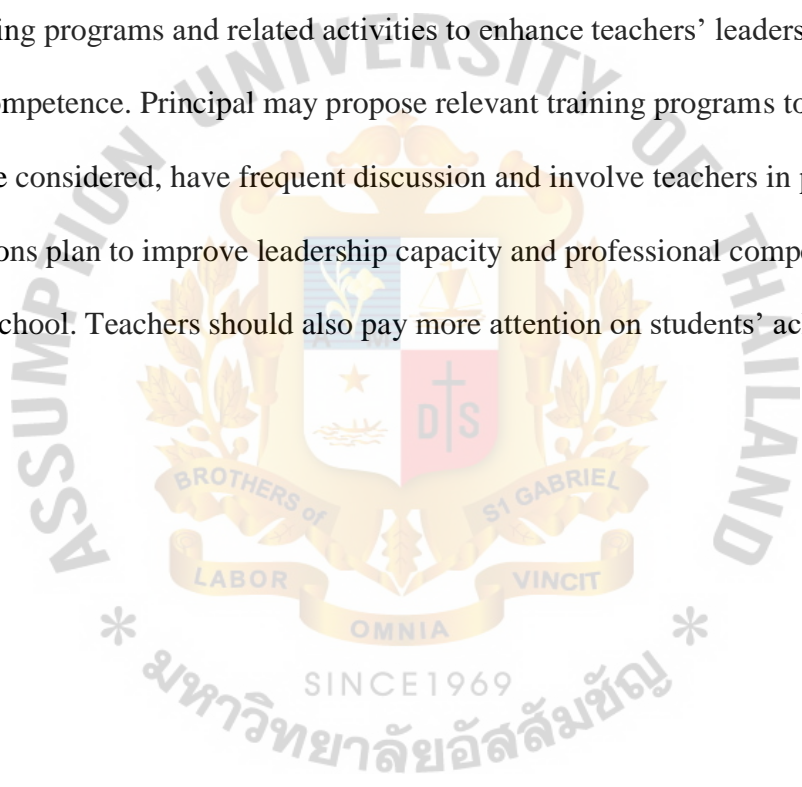
Field of Study: Educational Administration Student's signature……………..

Graduate School of Human Sciences Advisor's signature ………………

Academic Year 2018

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The journey to Assumption University was one of incredible story for me including studying this research work. It was really a delightful journey of learning which I could experience. Every challenge towards the completion of this thesis helped dan taught me something new as well as changed my paradigm of thinking. And I believe that it was happened upon God's will through many wonderful and high dedicated people surrounding me during this journey. I am indebted to many people who stood by my side to encourage, support and help me out to the completion of this paper work. With sincere and grateful heart, I am here to acknowledge and humbly thank them for their valuable assistance and guidance.

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Secondly, I would like to take this opportunity to thank my academic advisor, Asst. Prof. Dr. Yan Ye for the valuable time and her hard work in assisting and guiding me in accomplishing this paper work. I deeply admire her vast knowledge and experience in the field of research and enabling me to finish my study smoothly without significant obstacles. I will be ever grateful and indebted to her as my major advisor as well as research professor. Third, my heart- felt gratitude and appreciation goes to Honorable Assoc. Prof. Dr. Suwattana Eamoraphan, Dean of Graduate School of Human Sciences, Asst. Prof. Dr. Watana Vinitwatanakhun, Program Director of Educational Administration, Asst. Prof. Dr. Poonpilas Asavinu, Asst. Prof. Dr. Waraporn Thaima, final defense committee members and to all the professors at the Graduate School of Human Sciences; Asst. Prof. Dr. Richard Lynch, Asst. Prof. Dr. Orlando Rafael González, and Dr. Abedin Forhad for their encouragement and generous assistance throughout my study in Assumption University.

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I humbly would like take this moment to express my most sincere gratitude and appreciation to Honorable Rev. Bro. Bancha Saenghiran, f.s.g. Ph.D., President, Dr. Glen Chatelier, Director of International Affairs and all Assumption University Officials for giving me the opportunity to study in this prestigious university. It is such a precious gift for me.

My sincere thanks and appreciation also addressed to all my classmates, Graduate School batch and friends, especially Mr. Boom, Sr. Pacharaporn Nakpansa (Mon), Ms. Yanmei Pang, Mrs. Dan Yi, Fr. Mourice, Phra Khay, Sr. Elizabeth, Mr. Saw Thein and many others from different nationality; Thais, Burmese, Chinese, Philippines, Indian, Slovenian, Iranian and a New Zealand for building our mutual friendship and support each other during the challenging days and the best days ever.

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Finally, I would like to humbly dedicate this THESIS to my beloved late father and my inspiration, **Sir. Marçal Lourenço Ribeiro dan Silva** and my mother, **Sra**. **Graciana da Costa** as my sincerest thanks and gratitude for their wonderful dream on me as their son.

May Almighty God bless all of us.

Paulino Henrique Ribeiro

CONTENTS

CHAPTER II   REVIEW OF LITERATURE

CHAPTER III   RESEARCH METHODOLOGY

CHAPTER IV   RESEARCH FINDINGS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CCR   - Collaboration and Collective Responsibility

EC   - Evaluation Competence

ESD   - Education for Sustainable Development

EU   - European Union

ICT   - Information and Communication Technology

IFSV   - Intense Focus on Share vision

INNOTECH   - Innovation and Technology

KSA   - Knowledge, Skills and Attitude

LC   - Leadership Capacity

LCSS   - Leadership Capacity School Survey

NESP   - National Education Strategic Plan

RDTL   - República Democrática de Timor-Leste

RI   - Reflection and Innovation

SAD   - Student Achievement and Development

SD   - Standard Deviation

SEAMEO   - Southeast Asian Minister of Education Organization

SIREP   - SEAMEO INNOTECH Regional Education Program

TC   - Teacher Competence

UNESCO   - United Nations Educational, Scientific and Cultural Organization

UNTAET   - United Nations Transitional Administration for East Timor

CHAPTER I

INTRODUCTION

This chapter, presented the purpose of the study. The researcher consistently explained each of the following sub-headings; such as background of the study, statement of the problems, research questions and research objectives, research hypotheses, theoretical framework and conceptual framework, scope of the study, definition of terms and significance of the study.

Background of the Study

Teaching and learning is 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 and skills to realize educational activities in the level of implementation. Teacher become essential element in providing teaching and learning activities to the learners. In that sense, teacher should be considered as the most important component of resources in education process and become determinant factor in teaching and learning process.

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

In this context, teachers are required to have leadership skill and professional competence related to task accomplishment as well as enable them to address issues related to

the moral and social responsibility in the society. Therefore, the researcher is interested to conduct a study on teachers' perceptions on leadership capacity and professional competence which is related to professional development. This study focuses on two essential elements must be possessed regarding teachers' professional responsibilities as an educator.

First, teachers' perceptions on leadership capacity in the context of teaching and learning process as well as be aware of their responsibility for student and school development including their understanding on aspects related to school vision, reflection and innovation, collaboration and collective responsibility as well student achievement and development.

Second, the researcher investigated the teachers' perceptions on their professional competence and the application in teaching and learning process to achieve expected outcomes. In that context, researcher focused on teachers' perceptions on professional competence and how they apply the competencies standard into teaching and learning and their consideration on students-centered approach, how teacher apply appropriate evaluation to measure teaching and learning outcomes as well as students' performance.

The demands of 21st century education requires teachers to improve their knowledge and skills, especially the ability related to teaching and learning. Leadership capacity and teacher competence are the keys to achieve the educational goal as both components will contribute to improving quality of teaching and learning in schools. Quality of teaching and learning will be achieved when teachers have good leadership skills and a comprehensive understanding of deep teacher work and adequate professional competence. In the 21st century, leadership capacity and professional competence of teacher is no longer an option, but a profession demand that teacher should have.

Bacani (2009) coordinated SEAMEO Innotech researchers to conduct a study a focus on the following areas; (1) educational leadership and management, specifically capacity

building to support decentralized education; (2) educational policy focusing on teacher professional development and educational governance; (3) equitable access to education focusing 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. Based on that report, Timor-Leste was found serious obstacle in the implementation of teachers' competence standard as expected. Therefore, the agency recommended to the member countries especially Timor-Leste to undertake further study to improve teachers' competence so that they can carry out qualified teaching and learning in the future (SEAMEO Innotech, 2009).

In that context, SEAMEO engaged selected Southeast Asian teacher education experts to conduct their own 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.

Parliament (2005) constituted a fundamental law and regulation for Timor-Leste development guideline namely National Stretegic Development Plan with consideration of education as the keys factor for improving the life opportunities of the people and enabling them to reach their full potential. The country considers education as an essential key factor for sustainable development of economic, social and cultural.

To realize the Constitutional mandate, the Ministry of Education of Timor-Leste, formulates the National Education Strategy Plan (NESP) to serve as guidelines for education

development. The government of Timor-Leste, through the Ministry of National Education establishes and allocates budgets for teacher empowerment through competence-based education and training programs. Teachers' leadership capacity in the school level considered as important aspect in determining teaching and learning outcomes that would contribute to the country's human capital development.

In global a context, United Nations Educational, Scientific and Cultural Organizations (UNESCO) 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 21st 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).

Statement of the Problem

Nearly two decades government of Timor-Leste puts education as priority sector on the country's development agenda along with health and agriculture. Nevertheless, leadership in educational institutions and development of teachers' professional competencies remains a serious problem to the Ministry of Education and school level. In that sense, researchers consider it is necessary to conduct a study focusing on *teachers' leadership capacity as well as their competence* to identify how the two factors influence each other and its implication to the teaching and learning process.

Freitas (2012) pointed out that the Government of Timor-Leste is at the stage of reforming the national education system and curriculum of primary and secondary education and attempting to reorganize the career path of teachers based on professional competency

standard for teachers as civil servants, with a special career regime as stipulated in the education regulation. The Ministry of Education emphasized that leadership capacity and professional competence standard are essential components that necessarily required for teachers and educators in order to enhance teaching and learning quality for achieving better outcome of education.

Teachers are demanded to perform tasks professionally based on professional competence standard and pedagogical norms. However, teachers and the school community face challenges in teaching and learning process such as lack appropriate training related to professional competence, qualified trainers, adequate materials and guidelines on teacher profession, absence of supporting facilities and infrastructure as well as information and technology are become the major challenges and obstacles for the implementation of professional competence standard which affected quality of teaching and learning outcomes. Those challenges bring significant undesirable implication to *leadership capacity of the teachers* and *application of professional competence standard* in teaching and learning process to achieve expected quality of teaching and learning outcomes.

Based on the background of the study stated above, the researcher conducted this research to identify the relationship of teachers' perceptions on leadership capacity and professional competence standard as the focus of this study at Secondary School of 1912 Dom Boaventura Same, District of Manufahi in Timor-Leste.

There are two main reasons researcher selected 1912 high school schools to be the location of this study. First, Secondary School of 1912 Dom Boaventura is a public school under the supervision of the Ministry Education of Timor-Leste. The government prioritizes the improvement for all public schools in terms of management and leadership, capacity building for teachers and school community as well as infrastructures to achieve the expected standard of education quality. Second, the population of teachers in this school composted of

teachers who have taught for three regimes of government and experienced different education systems and curriculum such as teachers who taught since colonial Portuguese regime, Indonesian occupation and those who become teachers in the post-independence of the country.

Research Questions

1. What are the teachers' perceptions on their leadership capacity and competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste?

2. What is the level of teachers' perceptions on their competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste?

3. Is there any significant relationship between teachers' perceptions on their leadership capacity and competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste?

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.

Research Hypothesis

There is a significant relationship between teachers' perceptions on their leadership capacity and competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Theoretical Framework

The theoretical framework of this study was established based two major theories serve as foundation of analysis for its conceptual framework: (1) Leadership Capacity School Survey developed by Lambert (1998); and (2) Teacher Competence and Teacher Effectiveness by Medley (1977).

(1) Leadership Capacity Theory

Lambert (1998) defined Leadership capacity as a broad-based, skillful participation in the work that facilitates long-term commitment, energy, and vision for school reform. Developing leadership capacity of school leadership and teachers is ultimately to improve student learning. It is only possible to concretize when the authority is distributed and empowered to principal, teachers, principals, and students as well as the whole school community. Building leadership capacity and improving the coherence of the school's program and leadership skills among its teachers and administrators will support sustainability of school improvement.

Lambert (1998) proposed that the leadership capacity can be measured by six critical elements but the researcher only utilized four components in this research study that can greatly help teachers, principals and administrators to enhance the capacity of their leadership. 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.

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.

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).

(2) 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.

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.

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 compopnent 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.

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Conceptual Framework

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This research was aimed to identify teachers' perceptions on 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 theory and on the right side was based on teacher competence and teacher effectiveness theory developed by Medley's (1977).
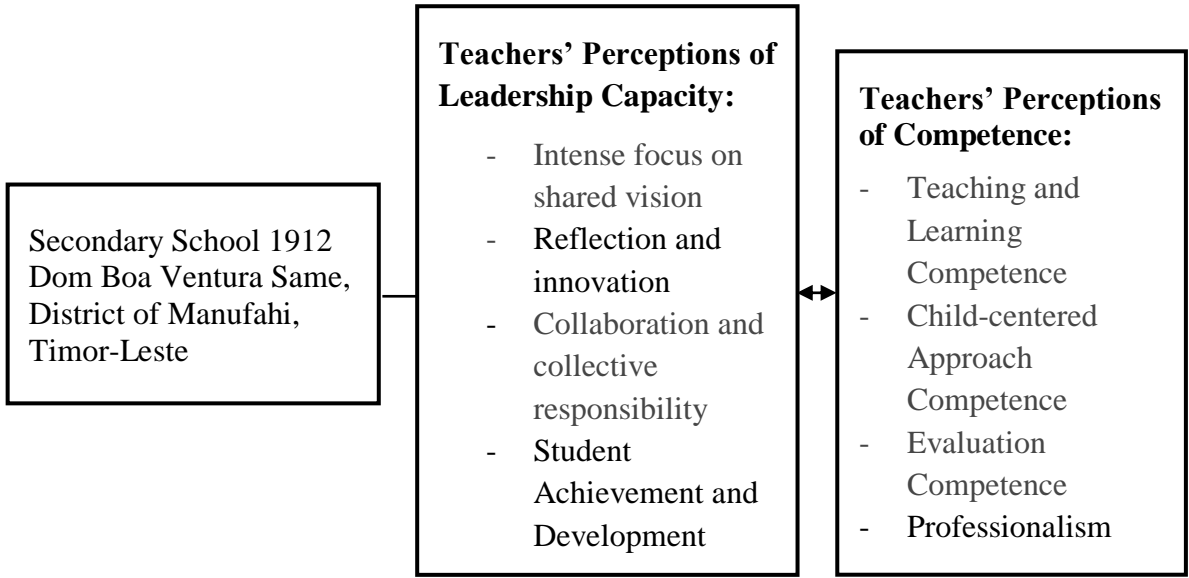
Figure 1. *Conceptual Framework*

Scope and Limitation of the Study

In this study, the researcher was focused on identifying the relationship of teachers' perceptions on their leadership capacity and competence at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

The researcher involved 72 full-time teachers who teach in that respective school as the population in this research study. The school Principal, administrators and other technical staffs were not included as respondents.

Definitions of Terms

Definition of terms briefly presented including the terminology and definition of each term used in this study to avoid misunderstanding.

- **Leadership capacity** referred to teachers' perceptions on skills and ability to accomplish their function as teacher and educator at Secondary School of 1912 Boaventura Same, District of Manufahi in Timor-Leste.

- **Teachers' perceptions** meant the insight or ability of teachers in either individual or collective possess understanding on leadership capacity. Each component have been measured by questions number 1 - 45.

- **Teacher** in this study referred to full-time teachers who teach at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

  - **Intense focus on shared vision** in this study referred to the ideals and desires that must be achieved by educational institutions. This component will be measured by questions number 1-5.

  - **Reflection and innovation** referred to the way of people thinking about what we have done before, during, and the next actions – is our cognitive guide for growth, and development, a way of thinking that we should engage in continuously. Reflection and innovation will be measured by questions number 6-8.

  - **Collaboration and collective responsibility** referred to the teamwork and sense of collectiveness for the benefit of students, institution, community and relevant stakeholders. This component was measured by questions number 9-12.

  - **Student achievement and development** in this study referred to the way of teacher perform their knowledge, skills and abilities to accomplish teaching and learning in order to bring benefit for students and school community. Questions number 13 - 15 were served this component.

- **Competence** referred to the knowledge, skills, abilities and attributes to accomplish a certain function efficiently and effectively.

- **Teacher Competence** referred to the knowledge, skills, abilities and experiences possessed by a teacher to teach properly. The study of teachers' professional competence focused on four domains and each of them measured by questionnaires number 16-45 within the questionnaire sheet.

- **Teaching and learning competence** referred to the skills and abilities possessed by a teacher in carrying out teaching and learning process in accordance with the responsibility entrusted and assumed. These elements were measured by questions number 16-21 of the questionnaire.

- **Child-centered approach competence** lead to the ability of a teacher to apply teaching and learning techniques in the classroom by making students as the center of attention. Questions 22-30 measured this component.

- **Evaluation competence** referred to the ability of teachers to apply evaluation techniques that are sourced from the content of the material taught in classroom by referring to the syllabus and curriculum as the reference for preparing examination materials. Questions number 31 - 39 served the domain of evaluation competence.

- **Professionalism** referred to the characteristic, attitude, behavior and professional involvement which extended beyond the classroom to assist students through teaching and learning process. Questions number 40 - 45 were the measurement of this element.

- **Secondary School of 1912 Dom Boaventura Same** in this study referred to the name of the school that provide teaching and learning activity at secondary level. The school residing at District of Manufahi in the south coast of Timor-Leste.

Significance of the Study

This research was conducted to study the relationship of Teachers' Perceptions on their Leadership Capacity and Competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste. There was no previous study done related to leadership capacity and teacher competence. Therefore, the result of this study would be beneficial for the teachers, Principal and administrators of the schools to understand relationship between

teachers' leadership capacities and competence to enhance the quality of their leadership capacity and professional competence.

The research findings would be helpful for teachers, school principal and administrators to evaluate current school performance and the implementation of teachers' leadership capacity and professional competence to develop effective learning process. The research finding would help administrators to analyze the various perceptions of teachers in relation to leadership capacity and professional competence and to prepare the model for the proper strategic planning and supervision befitting the school.

The research would help future researchers with theories, information and statistical data analysis result in carrying out further studies on the relationship of teachers' perception towards leadership capacity and professional competence.
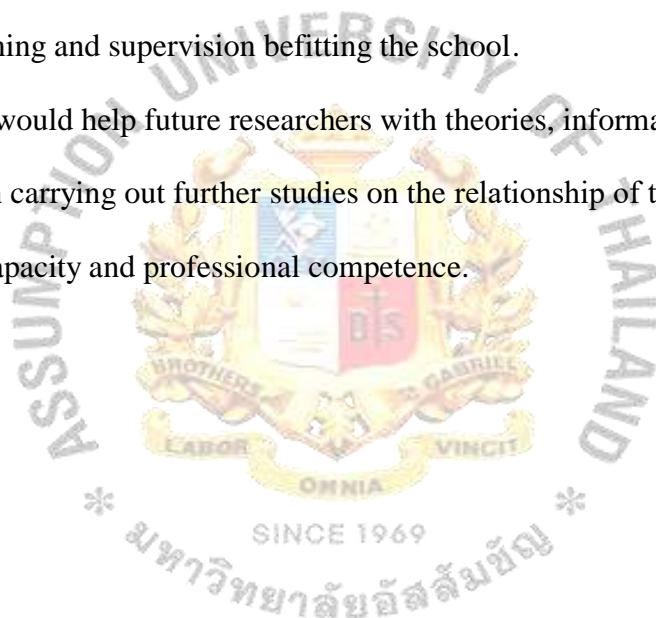
CHAPTER II

REVIEW OF LITERATURE

In chapter, the researcher presented review of literatures according to the conceptual framework to support the theoretical foundation of this study. The review of literature related to leadership capacity and teacher competence including overview of leadership theory and school leadership as an introduction. Leadership capacity and teacher competence theory including four components of each variable were presented as the main literature in this study.

The researcher also presented brief overview of previous studies on both leadership capacity and teacher competence as reference. In the last section, the researcher presented general overview of Timor-Leste Education System and brief historical background of Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

The study of teachers' perceptions on their professional competence, researcher described broadly teachers' professional competence standard, including four (4) components of teachers' competence, namely; *teaching and learning competence, child-centered approach competence, evaluation competence and professionalism* as the focus of this study. The description of others related theories; overview of leadership theory, school leadership, instructional leadership, transformative leadership and moral leadership which relatively related to leadership capacity and teacher competence presented as parts of theoretical foundation and conceptual framework.

The researcher also presented general overview of Timor-Leste education system under western colonial rules in the beginning of nineteen century and 24 years experienced of education system under Indonesia regime. Lastly, a brief historical background of Secondary School of 1912 Dom Boaventura Same in the District of Manufahi, Timor-Leste including school profile which related information.

Overview of Leadership Theories

Leadership is an important component which inherent in the instincts of every human being either as individual or collective, and more importantly leadership pertinent to the people who work together in a group or organization for particular reasons and purposes. In today's modern era, leadership is absolutely necessary and firmly connected to all aspects of human life.

Overton (2002), defined the leadership as the ability to get work done with and through others while gaining their confidence and cooperation. The definition further clarifies the argumentations stated by the experts in various leadership theories that leadership as science is also an art. Leadership is the art of motivating people to work together to achieve a common goal. This definition captures the essentials of a leader for being able to inspire, to lead and or to influence others to do something that the leader wants to achieve. Therefore, it is affirmed that every leader must absolutely have; (1) knowledge and skills, (2) having skilled subordinates, and (3) work environment or organization.

Furthermore, it is said that one's leadership actually comes from four fundamental powers, including; (a) legitimate power, which comes from being appointed by the organizations into a leadership role; (b) expertise or skill power that comes from having knowledge and skills which help the team to achieve the goals; (c) respect and affection power where a leader who is liked and respected by the subordinates, peers, superiors, will have influence over a group of people; and (d) reward and/or cohesive power, which comes from the power of influence pay, promotion and recognition of followers (Overton, 2002) described.

According to Kingsley (2013), leadership helps individuals find the meaning behind their professions beyond financial, technologies, or the day to day process. Moreover, the author stated that leadership is not just about the skills and strengths of a teamwork, or

placing employees in the right position, it is also learning what it takes to inspire people. Leadership in this context full of practical insights that potential to use as guideline in promoting teaching and learning in school as well as providing an environment for teachers who will consequently augment student learning.

Jones and George (2003), defined leadership as a process by which an individual utilizes influence over other people, group of peoples and inspires, motivates, and direct the activities to help achieve group or organizational goals. The person who exert such influence is a leader. The authors further emphasize that when leaders are effective, the influence they exert over others help the group or organization achieve its performance goals. In this point, authors clearly emphasize the aspects of *influence* as the key to achieve the best performance and achieving goals effectively and efficiently.

Clark (2016) described that leadership is the most engaging, inspiring, and deeply satisfying activity known to humankind. Through leadership people have the opportunity to progress, overcome adversity, change lives, and improve society. The most beautiful thing about leadership is that anyone can aspire to it. It's within reach if you are willing to learn, to work, and get out of your own way. Leadership scholars Warrant Bennis and Burt Nanus pointed out that the truth is that major capacities and competencies of leadership can be learned. Whatever natural endowments people bring to the role of leadership, they can be enhanced.

The author then emphasized that to be a better leader, a person will need both character and competence. Character to influence positively, while competence to influence effectively. These two elements bleed into each other. Leaders do not make decisions based on character or competence alone. The two components are overlapping magisteria; the heart and the head, motive and skills, intent and technique, moral strength and intellectual horsepower.

Northouse (2010), described the definition of leadership as a process whereby an individual influence a group of individuals to achieve a common goal. From this brief definition reflected leadership as *a process*, which involves *influence* on an individual to *a group* of people and attract their attention to *common goals*.

Leadership as a process means that it is not a trait or characteristic that resides in the leader, but rather a transactional event that occur between the leader and the followers. The process implied that the leader affects and is affected by the followers. It is then emphasized that leadership is not a linear, one-way event, it becomes available to everyone. Leadership is not restricted to the formally designated leader in group. The author then stressed the main point of leadership called *influence*. It is related to how the leader affects the subordinates. In that perspective, he underlined that without influence, leadership does not exist.

Leadership involves influencing a group of individuals who have a common purpose. It is about one individual influencing a group of people both small or large to be able to accomplish common goals. Leadership includes attention to common goals which means leaders direct their energies towards individuals who have the intention to achieve something together. In other word, the leader and the followers have mutual purpose and the same common objectives, (Northouse, 2010).

Huber (2010), focused on improving education management, teacher competence and teacher effectiveness as well as improvement of school leadership as the implication of globalization has been influenced numerous domains of educational policy and practice, in rapid growth of information and communication technologies, in economic transformation and international market competition which create new demands and pressures on educational leadership. Similar concerns were raised by different authors in various studies conducted in Europe and America as well as in developing countries particularly in Southeast Asian countries.

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.

Overview of School Leadership

Education is one of the most strategic sectors to prepare high-quality human resources to face the challenges and complexity of 21st century. Within this past ten years have introduced a radical transformation in school leadership. Principals no longer function as just managers and administrators.

Marshal (2018) described that school leaders nowadays must possess keen transformational leadership skills. School leaders are expected to deal with issues related to teachers and administrators, oversee improvements in student achievement and school performance, maintain functionality of administrative works, and intense contact with relevant stakeholders. Thus, they are also demanded to play leadership role that can guarantee sustainability service to students, parents and all education community as well as create a positive learning environment. Educational leaders must accountable for cultivating a positive school culture, productive and conducive to learning for student development. In many cases, this will involve a restructuring of programs and methodologies to reverse the trend of poorly-performing schools.

A recent study conducted by the University of Georgia emphasized that principals and administrators need to be engaged in at least five key functions to facilitate reforms and improvements in schools. These include:

1) *Vision*, whereas leaders must articulate a strong and positive vision of how they want to improve the school, along with showcasing adeptness at identifying problems and creating solutions.

2) *Planning and goal-setting*, leaders need to identify clear and achievable goals, and then communicate them to other stakeholders.

3) *Sharing the decision-making process*, which means leaders cooperate and work with faculty, staff, students, parents, and others. They also have enough flexibility to allow plans to evolve as necessary.

4) *Empowering and taking initiative*, referred to the concepts of effective school leader keeps the restructuring process that allows teachers and staff to bring their own visions and initiatives to the planning table.

5) *Development of teachers and staffs*. Effective leadership includes providing support and opportunities professional development, especially related to new teachers. The first three years are considered as critical moment to the development of their skills including leadership capacity. Principals and administrators can conduct regular visit and observe classrooms on a regular basis, offering to evaluate the strengths and weaknesses of educators and support staff plus provide constructive feedback. This allows them for sharing ideas and perspectives for student achievement and school development.

To deal with such demands, the education sector must improve itself quickly on all aspects that will contribute to improving the quality of education. Education leaders must think creatively, innovatively and proactively to improve education infrastructure, curriculum reform, improve the quality of human resources through various education and training

programs including improving the quality of teachers. Educational institutions, especially schools and universities are the leading institutions to prepare highly competitive human resources to face the era of globalization. When schools are held accountable and faced with the demands of the highest quality standards, strong leadership is very important for school success. Strong leadership is not only demonstrated by the principal, but leadership must be a collective responsibility based on the vision and mission that has been established together with the teachers and all the school community within the educational institution. In this context, teachers must play an active role in carrying out leadership tasks in order to improve the quality of leadership at the school level.

Brooke (2017) introduced at least four key powerful factors that commonly contribute to high leadership performance in the school. Effective school leaders have a strong knowledge of the range of instructional tools available to address their students' needs.

1) Organizational knowledge. The author emphasized that effective leadership begins with extensive knowledge of the instructional environment: individual student needs, strengths and weaknesses of staff members, aspects of the instructional programs, student data, and schedules. It is the manner in which school leaders weave these data sources together that they lay the foundation for effective school leadership.

2) Use of Data. Effective school leaders develop their organizational knowledge based, their understanding of student data. This includes the use of summative data analyzing outcome, spring to allocate resources and plan for the upcoming school year. Additionally, she argued that effective school leaders take an active role in data meetings, ensuring that teachers understand how the data indicate the instructional priorities for each teacher's classroom. An important factor of effective data meetings is having the right people in the meeting in order to act on the decisions made about the data.

3) Scheduling. High-performing schools consistently identify scheduling as one of the key factors of their success. High-performing schools place a high priority on scheduling data meetings. Data meetings must be considered as equally important to other aspects of the school day, particularly since the effective use of data will inform nearly every other aspect of instruction.

4). Positive beliefs and high expectations. High-performing schools often have a stated, school-wide belief in their students' abilities to achieve, despite significant obstacles such as limited resources or low parental involvement.

By developing a data-driven understanding and knowledge of the students, the principal and administrators can inform their decisions pertaining to resource allocation related to the number of teachers and availability of time to meet the needs of school; scheduling that relating to availability of time to provide instruction, and provide intervention for students in need; professional development is referred to teachers' instructional abilities requiring additional professional development; and funding and procurement. Funding is about the way of principal and teachers utilize the available sources of funding towards expected outcomes.

Krasnoff (2015) stated that the successful achievement of most educational institutions had been determined significantly by the leadership qualities of leaders including school principals. The author emphasized that leadership quality of principals become one of the factors that determine student achievement and the progress of the school.

Moreover, emphasized, effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers; ability to identify and articulate school vision and goals; effective allocation of resources; and development of organizational structures to support instruction and learning. The author suggested that success in all these areas of influence entails five key responsibilities; (1)

Shaping a vision of academic success for all students based on high standards, (2) Creating a climate hospitable to education so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, (3) Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision, (4) Improving instruction to enable teachers to teach at their best and students to learn to their utmost, and (5) Managing people, data and processes to foster school improvement.

Cordero and Cunningham (2014), emphasized that being a school leader requires a deep understanding of how adult learn. That point is essential for school administrators to not only recruit and hire teachers, but also to ensure that all teachers continue to have optimal opportunities to learn in order to improve their teaching performance. the success of school leadership is determined not only by the leadership qualities of principals and administrators, but the leadership of teachers played an important role and contributed to student achievement and overall school progress.

The authors then defined teacher leadership as a sense of empowerment to lead, a self-knowledge about one's potential for leading. Teacher leadership facilitates principled action to achieve whole-school success. It applies distinctive power of teaching to shape meaning for children, youth and adults. And it contributes to long-term, enhance quality of community life. Teacher leadership includes; (a) modeling positive attitudes and enthusiasm, (b) devoting time for doing whatever it takes to make the school performance better, (c) enhancing student learning collaboration with fellow teachers on improving pedagogy, and (d) being recognized, appreciated and valued for such efforts.

According to Cordeiro and Cunningham (2014), teacher leadership is the process by which teachers, individually or collectively, influence their fellow teachers, principal, administrators, and other members of school community to improve teaching and learning performance with the aim of increasing students learning and achievement. This definition

implies demands for principal, administrators, and all school communities to consider school leadership as a collaborative work and collective responsibility for students' achievement, to reach ideal school performance and educational objective.

Leadership Capacity

The concept of leadership capacity theory is more related to empowering principal, teacher and school community to be actively involved in every process of formulating the concept of teaching-learning and collective decision making. Leadership capacity can refer to an organization's capacity to lead itself and to sustain that effort when key individual leave, to the specific individual involved; and to role groups, such as principal, teacher, parents, and community members and students. Leadership capacity was pointed out as an organizational concept to provide specific understanding to teachers as educators in enhancing specific leadership skill as education personnel.

Additionally, leadership skills are required for collaborative work, involve understanding and skillful participation, share the sense of purpose with colleagues, facilitate group processes, communicate well, understand transition and change their effect on people and mediate conflict in a constructive perspective

Leadership capacity is an integral part of leadership theory that has its own characteristics and ability inherent in a particular leader in the implementation process. Such leadership capacity must be possessed by every teacher to be able to respond the complexities in this 21st century education. Effective leadership capacity is based on ideas that can be communicated to the followers or subordinates in a way that engages them to act as the leader wants them to act. Thus, before discussing about leadership capacity as the substance and focus of this study, researcher presents the definition of leadership which is generally taught in various theories of leadership.
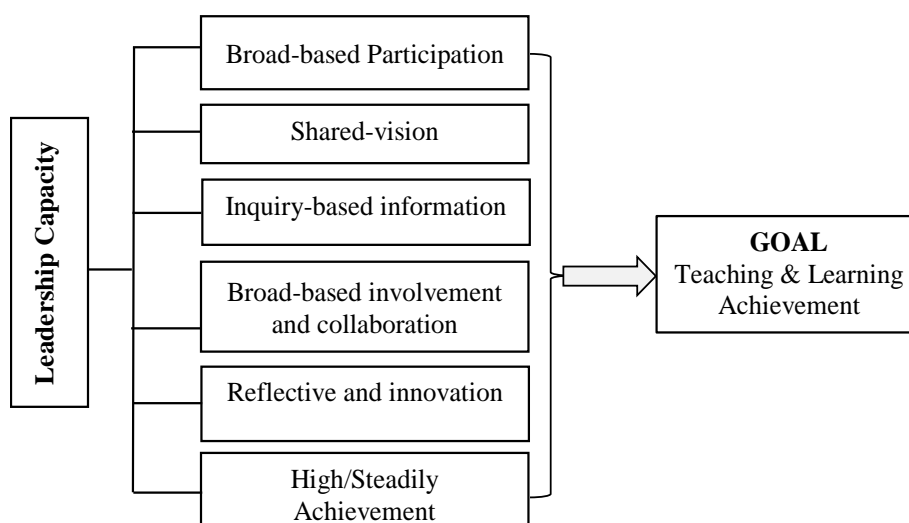
Figure 2. *The Scheme of Leadership Capacity (Source: Lambert, 1998)*

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.

In that sense, leadership can be defined as an ability to get work done with and through others. Moreover, leadership capacity refers knowledges, skills and expertise possessed by a person to lead a group within an organization. In fact, discussing about leadership capacity theory which constructed by Lambert will 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) stated.

Furthermore, Lambert affirmed explicitly in her book Building Leadership Capacity in School that leadership for school needs to be a broad concept that is separated from person, role, and discrete set of individual behaviors. The concept of leadership in educational institutions, particularly school needs to be placed as a comprehensive concept for the school community. It needs to be communicated extensively to those who also hold collective responsibility of the organization rather than to individual leaders. The author clearly emphasized that leadership is about learning together, constructing meaning collectively and collaboratively.

This affirmation strongly encourages teachers and school community in promoting collaboration and collective responsibility instead of individual performance. Further discussion on leadership capacity the author strongly emphasizes on the aspect of collaboration among teachers and school community in promoting collective responsibility in teaching and learning process in order to improve quality of students' achievement as the outcome of educational development process.

Lambert (1998), emphasized that in realizing the concept of leadership capacity through teaching and learning process, teachers should fully consider the following aspects as the key of reciprocal learning processes that engage the school community in the work of leadership and encourage community understanding to the essence of building leadership capacity.

1). ***Surface, clarify, define community values, beliefs, assumptions, perceptions, and experiences***. Which means, a teacher should be able to capture the views and expectations as well as appreciations of the community on their performance as educator, including tasks for students, staffs and school community within the school setting where they perform their daily work.

Such efforts require intensive communication and involvement of school components which will encourage them to come up with their personal schemes on what they already believe, think and know for the benefit of the school. Essentially, learning is about clarifying and consolidating personal beliefs and sharing goals are created and developed.

2). ***Inquire into practice***. This is a key word to prove the significance of a teachers' leadership capacity contributes to the development of students' understanding the knowledge and skills taught them in various ways and methods which are considered relevant and equitably in the teaching and learning process. In this context, inquiry into practice to ascertain whether the achievements of students or learners really reflect their wishes and the expectations of the community.

3). ***Construct meaning and knowledge*** by comparing beliefs and expectations with the results of the inquire. This part emphasizes more on the aspects of strategy, approach, and communication of the school to find a solution in addressing the gap between people's expectations and reality.

The distinction or discrepancy must be solved through appropriate approach and strategy including communication with the school community. It is intended for building comprehensive understanding related to three important points in this process, including the improvement of student learning, understanding of science concepts, and developing skills in collaboration and collective responsibility. Thus, intense of communication, attention to the

positive ideas and inputs, sharing information and mutual respect becomes important in the process of construct meaning and knowledge.

4). *Frame action and develop implementation plans on the basis of the various conversation*. The main focus of this point emphasizes on the planning and implementation of the concept of leadership capacity in the schools as educational institutions. Essentially, planning becomes an important aspect in any organization including schools. Planning becomes a reference that describes clearly the steps of the implementation of activities or work programs of an institution.

In conclusion, all four points described above are required for building leadership capacity as those points are the keys for leading people to continually perform appropriately and focus on the progress of work for the benefit of school and community.

According to Lambert (1998), leadership capacity is a broad and wide term that refers to the ability of a leader that had been widely used since the last 20 years. However, leadership capacity has described at least to two important aspects; *understanding* and *skillfulness* that influence the leadership capacity of a leader in an educational institution.

In building leadership for teachers, Lambert (2003) raised up four critical points that were seen as determining aspect for teachers' leadership capacity. These four points were also re-appointed by Pierce (2007) to be further study of her doctoral dissertation at the University of Missouri-Columbia by using the Leadership Capacity for School Survey (LCSS). The four critical points are; (1) intense focus on share vision, (2) reflection and innovation, (3) collaboration and collective responsibility, and (4) student achievement and development. To ensure the research on leadership capacity is based on the power of theoretical foundation, researcher described comprehensively four domains of leadership capacity school survey.

Four Components of Leadership Capacities

1) *Intense Focus on Shared Vision*

Lambert (1998) defined shared vision is the way of unifying and consolidating force that provide clear direction and give focus to all member of organization to possibly work collaboratively for achieving common goal. By contrast, focus on shared vision based upon the core values of participants and their hopes for the school ensures commitment to its realization. Moreover, she emphasized that realizing a shared vision is an energizing experience for participants (teachers) to work in clear direction and guidance.

In that sense, organization leader must deserve vision and mission to guide the people to achieve educational goal including schools. Vision is an aspirational description of organizations' goal to accomplish within certain period of time. A vision of organization most likely serves as guideline and aspiration which determine current actions and future development of organization. Thus, organization must be able to determine clear vision and objectives to be achieved in certain period of time and it must be the dream of every member of the organization. Vision must be communicated and embedded into the culture of school as the educational organization.

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.
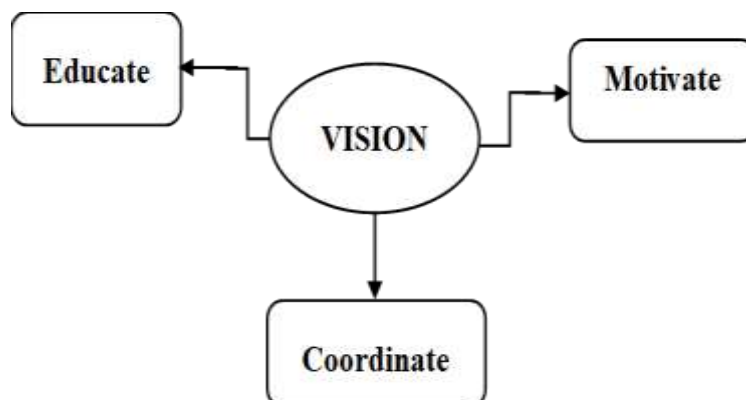
Figure 3. *The Role of Vision (Source: (Clark, 2016)*

Moreover, a vision is the beginning of reality, a portrait of the future, a life-giving force. Vision taps mental, emotional, spiritual, physical energy and boosts people forward. It is both a catalyst to start and a sustainer to continue. Form the economic and business perspectives, assured when the three functions work appropriately, the vision become the ultimate economy of scale and reduces the unit costs of making decisions by eliminating ambiguity that might otherwise necessitate thousands of conversations. An effective vision provides for the mass production of answers and creation of more efficient and effective coordinated actions. In this context, organizational metabolism, engagement, and productivity all rise together. Vision points to the future.

Lambert (2003) emphasized that to realize the shared vision of the school; teachers, administrators and all school community must unite individual views, beliefs and values into a shared vision of the organization. The school vision must be regularly communicated to school components through formal and informal meetings and relevant approach so that every member of organization has a comprehensive understanding and is committed for the implementation.

Owings and Kaplan (2012) argued that vision refers to a cognitive image of a desired future state which in leadership work vision as a mental model of an ideal future state that offers a picture of what could be – a realistic, credible, attractive future for the development of organization. A vision provides a bridge from the present to the future. The authors, stated further that leaders bring vision into action by sharing it with others and by championing a particular image of what is possible, desirable, and intended for organization's sustainable development. An essential leadership skill is the ability to influence and organize meaning collectively for the organization's members and has the ability to articulate and define what has previously unsaid.

In the implementation of the shared vision, teachers and school components must be able to consolidate the shared vision through the implementation of several critical points as the starting point of its concrete implementation. The following points can be considered as the keys to strengthen shared vision by; (1) accommodating individual beliefs and values into a shared vision in order to achieve a great vision of the organization or school to achieve its goals and realize the school vision collectively, (2) school community including teachers and administrators should drive their attention and focus on the shared vision of the school that has been stipulated in the curriculum as the target to achieve, (3) giving appreciation to the positive feedbacks of every teacher, administrator, student and school community for the development of the school from time to time, and (4) schools leader and teachers should be able to receive criticism and suggestions from student school community related to teaching and learning improvement to realize the quality of student learning and whole education outcomes.

According to Lambert (2003), those approaches will be able encourage the teachers, parents and school community to share the idea, belief, construct knowledge, involve in decision making, willing to participate in school dialogue and sharing values to focus on

students learning process as well as concern with quality improvement. In that sense, focus on shared vision and involving in decision making will lead to the improvement of leadership capacity and guarantee sustainability of teaching and learning process.

2) Reflection and Innovation

Lambert (1998) defined reflection and innovation as the manifestation of a philosophical thought that very essential to find new ideas and ways that more structured and systematic guideline in building a concept. Reflection also consider as a momentum for evaluating previous concepts, practices and actions that impact significantly to the organizational performance in the past. Reflection was described as an opportunity to evaluate the implementation of concepts relating to concrete actions and results experienced and achieved by the students and school community in the learning process over a period of time.

Additionally, Lambert (2003) mentioned various forms of reflection that become norms or tradition of educational organization, including reflections on beliefs, assumptions, best practices and collective reflection on dialogues which have been known as the first step in constructivism approach as well as coaching relationship. The process of reflection requires a certain time to be able to discover the gap between realization of concepts and actions. In the perspective of leadership capacity, teachers as leader can make the right decision for future improvements.

Reinhartz and Beach (2004) asserted that reflection involves all parties within the organization including teachers, administrators, students and the wider community who are concerned about the process of developing and improving education. The objective of community involvement in reflection process is to hear their critical thinking in resolving problems or at least sharing problem-solving experiences with others. Responding to inputs and experience sharing from outsiders, leaders must give appreciation and accommodate

critical views and thinking with positive answers and feedback. It is important to note that reflection is a mental process involving the cognitive and emotional capabilities of both direct and indirect observation and control.

To customize school community with such norm the availability of time required for reflection and it needs to communicate through dialogue and sharing. Reflection must be demonstrated in appropriate way and considered as an introduction before action. Moreover, Lambert (1998), suggested that reflection should be done simultaneously upon the collective agreements and responsibilities.

In addition, reflection is linked to previous learning by providing opportunity to compare current results with those were anticipated and intended. By linking previous learning with actual outcomes, school leader will be able to find out effects and search connection between and among causal factor through analysis, synthesis, and evaluation. Thus, the implementation of the reflection results will be more realistic and easier to evaluate.

3) Collaboration and Collective Responsibility

Lambert (1998) defined collaboration is a joint effort of multiple individuals or work groups to accomplish a task or project in certain institution or organization. Within an organization, collaboration characteristically involves the ability of two or more people to view and contribute to achieve common good. From the common definition above collaboration most like has similar meaning with the definition of teamwork in management and leadership context where involve two or more people in team to accomplish certain work.

School is a social institution demands collaboration and collective responsibility from all stakeholders; including involvement of principal, teachers, parents and community. Teaching and learning processes in schools, including extra-curricular activities should reflect the characteristics of collaboration and collective responsibility. In other words, school is not

just a place to transform science and technology to the students, but school must be able to build a culture of collaboration and social responsibility for students and society.

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.

Glickman and Gordon (2010) in the theory of Supervision and Instructional Leadership, highlighted collaborative supervisory which can resolve problem together and shared equally with the teachers. The member of organization is encouraged to present their own perception, idea and belief that consider as contribution for the organization's achievement. All participant or member of an organization will agree on any course of action according to collective ideas and beliefs have been formed. In case, there is any disagreement during the implementation or realization of concept the leader will restate the disagreement and communicate to the teacher to find mutual solution.

4) Student Achievement and Development

Lambert (1998) pointed out that student achievement is the most important component of a teaching and learning process, in which the teacher performance success rate can be seen from how much student achievement at the end of the learning process. In other words, the achievement of the students is a manifestation of institutional success.

Student achievement become the main focus of an education process or teaching and learning activity. Teaching and learning are systematic and methodical process based on pedagogical rules and takes place within a certain period of time according to curriculum requirement. Teaching and learning process lead to student achievement at the end and it reflects the performance of teachers, the role of administrator and school community in a particular period of time. Student achievement is the most important component of a teaching and learning process, in which the teacher performance success rate can be seen from how much student achievement at the end of the learning process. In other words, the achievement of the students is a manifestation of institutional success.

Moreover, Lambert (1998) emphasized that in order to improve the quality of student achievement and to continue guarantee sustainability performance of school, the principal, teachers and administrators should be more focus on the following key factors, such as realization of curriculum, instructions and supervision, capacity building for teachers, regular monitoring and evaluation. By conducting regular assessment on students' achievement school leaders and community will be able to immediately identify problems that potentially hinder teaching and learning process.

Weller and Sylvia (2000) argued that the school principal deserves the power and responsibility related student achievement in the school as educational unit. Thus, principal has the authority to organize and conduct relevant training and provides opportunities for teacher to enhance their leadership skills. Further, principals have the responsibility to facilitate opportunities for teacher leadership in the school system, and school community to participate relevant professional capacity that will contribute more effectively to learning and teaching process in the school.

Moreover, Lambert (2003), clearly emphasized that the principal hold the maximum responsibility of leadership capacity for the teachers and school community. In essence, the

author proposed that principal must possess the following understanding, skills and dispositions that enable him/her to develop teachers' leadership capacity. The principal must: (1) *Know himself and clarify his values*. As a leader of an educational institution, principal should clearly understand his leadership capacity based on the beliefs and concept of leadership can be followed by the entire school community. Thus, principal's leadership capacity will positively influence on the development of the institution. (2) *Extend these understanding to the school and staff*. Principal must be able to share his/her understanding and beliefs to the followers, especially the teachers and students under his/her responsibility as a leader of the educational institution. (3) *Formally and informally assess the leadership capacity of the school*. This point leads to the evaluation process that must be done on four important aspects such as periodical self-evaluation, assessment on staffs, assessment on institutional performance and materials (tools) as supporting instruments of policy implementation. (4) *Vow to work from the school's present state and walk side-by-side with staff toward further improvement*, rather than impose a prepackage agenda on the other school. This point strongly indicates the collaboration and collectivity to achieve goals based on solid team work instead of individual performances. (5) *Build trust*. This is a result of honesty, respect, and follow-through. Trust is another essential element of organization which will guarantee the public accountability and trust to the school as educational institution. (6) *Develop norms*. Norms refers to the rules and regulations existing in an organization including education institutions. Norm considers as a crucial point which is functioned as basic guideline to manage the resources within the institution. This point is an essential that can only be achieved by establishing the professional boundaries of mutual respect and working agreements. (7) *Establish mutual understanding with staff about decision rules that clarify which decisions* are made through consultation, advisement, consensus, individual choice, or not at all. The principal reserves the responsibility to make certain personnel, legal

and emergency decisions. (8) *Develop a shared vision*. The vision of an institution stands and serves as guideline or benchmark that will lead organization to achieve the goals. In the sense of school as an education unit the principal and teachers should ask themselves what students are doing that tells us our vision is alive and work well. (9) *Develop leadership capacity in others*. This point emphasizes the responsibility of principal as the leader of institution to extend the leadership capacity to all teachers and school administrators to determine the achievement of goals collectively. As leadership is developed, the teachers and administrators will develop their own theories of leadership. Principal as leader can play the role and strategy which enable the school community to explore their curiosity related to leadership capacity development. (10) *Establish the leadership team as a design team*. This part refers to the establishment of communication mechanism within the school as a collective institution. Communication plays an important role in an institution. Therefore, the principal should be able to play a leadership role to ensure the proper communication path for the entire school community in conveying opinions and aspirations for common progress. These include how to design internal school meetings, student learning groups, teacher meetings, community meetings and other participation patterns. (11) *Convene and sustain the conversation about teaching, learning, and leading*. Maintaining sustainability of teaching, learning and leading school are the most important responsibilities of principal. This part contains at least two major elements of responsibilities; institutional responsibility and responsibility to the community. Principal as leaders of educational institutions should be able to maintain public trust by ensuring appropriate communication mechanisms related to the teaching and learning process in school. (12) *Establish a cycle of inquiry*. Cycle of inquiry refers to the establishment of communication strategies that allow teachers and school community to communicate and share information relating to the teaching-learning process in school based on evidence, reflection and action. Establish appropriate communication mechanism enable

school to receive input and feedback from public for the school improvement. (13) *Create goals and plans of action for student learning* as a result of the inquiry process which also establishes an internal accountability system that enables teachers and administrators to continue doing self-assessment. (14) *Hone communication processes*, referring to the improvement of communication process teachers, students and principal as well as communication with school community in the sense of addressing challenges faced by concern parts related to teaching and learning process. (15) *Develop reciprocal relationship with district personnel*. Meaning, the school principal should be able to establish mutual relationship among the teachers and community in other schools related to conducting teaching and learning, extra-curricular activities and changing of information and concepts for the improvement and enhancing quality of teaching and learning. School principal as school leader must be able to demonstrate his/her leadership capacity in such demands.

According to Lambert (2003), building leadership capacity in school is then referred and emphasized by the five important assumptions about the conceptual framework for building leadership capacity. The author, then describes in detail those five assumptions as follows:

1. Leadership is not trait theory; leadership and leader are different. Leadership can mean reciprocal learning process that enable participant to construct and negotiate leading to share purpose of schooling.

2. Leadership is about learning that leads to *constructive change*. In this concept, learning is among participants and therefore occurs collectively. Learning has direction toward a shared purpose.

3. Everyone has the potential and right to work as a leader. In this context, leading is skilled and complicated work that every member of the school community can learn.

Democracy clearly defines the right of individuals to actively participate in the decision that affect their lives.

4. *Leading is a shared endeavor,* the foundation for the democratization of schools. The concept then emphasize that school change is a collective endeavor; therefore, people do this most effectively in the present of others. The learning journey must be shared; otherwise, shared purpose and action are never achieved.

5. Leadership requires the *redistribution of power and authority*. Shared learning, purpose, action, and responsibility demand the realignment of power and authority. Districts and principals need to explicitly release authority, and staff need to learn how to enhance personal power and informal authority.

Lambert (1998) concluded that the essence of leadership is related to learning together, constructing meaning and knowledge collectively. This definition involves opportunities to surface and mediate perceptions, values, beliefs, information, and assumptions through intensive communication, to explore and generate ideas together, to seek and reflect upon as well as realize the important of tasks and responsibility in the bases of sharing beliefs and information; and create actions that enable people to grow out of together in this new understanding. That is the key of leadership.

Viewing leadership as a collective learning process leads to the recognition that the dispositions, knowledge, and skills of capacity building are the same as those of leadership. Leadership capacity building, then, can be defined as broad-based, skillful participation in the work of leadership. This perspective focuses on two critical dimensions   of participation – breadth and skillfulness; broad-based participation and skillful participation.

Lambert (1998) then synthesized high leadership capacity theory into four fundamental components for leaders' guidelines and references for leading an educational organization's service delivery. The four mentioned components are *intense focus on vision,*

collaboration and collective responsibility, reflective and innovative, process and result oriented. The four components of the authors have contributed significantly to the improvement of school management and educational institutions.

Leadership capacity is closely connected to the effort of education institution, specifically school improvement. Leadership capacity considers as a requirement to enhance the improvement as it encourages people to builds trust and motivates them to perform collaboration and mutual understanding. In the literature of leadership capacity for lasting school improvement (LCSS) introduced by Lambert and Harris (2003), stated that in the sense of building leadership capacity, people should apply the following components:

(1) Surface, clarify and define values, beliefs, assumptions, perceptions, and experiences. Rookwood chose to use this process as a means to discover what they valued about students' learning (what pupils should know and be able to do). Such an effort requires many small and informal conversations as well as large-group work, in which teachers confront what they already believe, think and know about the school. Fundamentally, learning is about altering these personal schemas, and shared beliefs as new purposes are created and evolve.

(2) Inquire into practice. It means examining or generating information that could point to whether or not - and how well the students are learning. These data include pupil work and disaggregated performance and attendance data. Teachers must be involved in identifying and securing these data if they are to use what they find to generate priorities for improvement.

(3) Construct meaning and knowledge. In order to improve a school must decide upon strategies that fit the particular issue or problem that the school currently faces. In this sense the school must adopt a differentiated approach to change that pays attention to the particular context of the school and the specific challenges it is facing. In this respect, school

development and improvement should be 'custom built' in order to match the needs of school objective.

(4) Frame action and develop implementation plans. In sustaining improvement that has to be a means of implementation planning and evaluating progress. The drive for improvement is important if momentum is not to be lost or energy dissipated. Early signs of success are important, as is the presence of feedback systems that remind teachers of the progress and gains being made.

These processes are part of a repertoire of continuous learning interactions. Altering personal and collective understandings requires revisiting and reinterpreting ideas many times – in staff-rooms, informal small group dialogue, as well as departmental meetings.

Teacher Competence

A common definition of competence is associated to skills, ability to perform, capacity, and knowledge. As such, the term has been used lightly. The definition of competence will become meaningless when used casually to mean physical and mental abilities. However, it does matter when used in particular work analysis to describe requirements and performance standards related to certain profession. Competence takes more than skills and knowledge. It requires the right and appropriate attitude that eventually translates into behavior. This main theory of this study was constructed upon Medley's teachers' competence and teachers' effectiveness.

Medley (1977) competence is defined as set of knowledges, skills values, attitudes, capacities and beliefs people need for success in a profession. Teachers' professional competence include various competencies in different areas such as pedagogical, cultural, communication, personal, and intellectual which are needed for effective teaching.

The terminology of competence referred to demonstrating of the knowledge, skills, ability, and attribute to accomplish a certain function effectively. In the field of education, experts introduce the term 'professionalism' which is referred to eight professions; doctor, engineer, lawyer, architect, nursing, accountant and surveyor that recognized worldwide including teacher profession. The term is constructed of two words *professional* and *competence* to have a better understanding of the terminology and its definition will be meaningful. A profession may be defined as an occupation based on intellectual study and training, the purpose of which is to render better service to others and they entitled to decent wages or definite professional fees.

Medley (1977) also mentioned that teachers need the ability to produce desired learning results from teacher and student interactions in which assessment and instructional adjustments enhanced learners' success. It was called evaluation competence as an importance component of teachers' competence.

In this study, the researcher focused on four major components of teacher competence; namely teaching and learning competence, child-centered approach competence, evaluation competence and professionalism.

Crick (2008) formulated the definition of competence as a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain. Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision and adaptability. In EU context, teacher competence should cover the following aspects: (a) assumptions about learning, (b) purposes of education, (c) society's expectations and demands on the teacher, (d) available resources, priorities and political will, (e) the status of the profession, (f) perceived external or international pressures, (g) existing traditions and

culture, and (h) the broader societal context and environment in which teaching and teacher education occur.

Lucia and Lepsinger (1999), developed a competence model which claimed to play a vital role in every process of human resources management. Moreover, emphasized that by identifying the competencies necessary to be effective in a job, organization can focus on its selection, training and development, performance appraisal, and succession planning system on the behaviors that have the most relevant successful performance and contribute to the performance of organization in achieving its goals. Many studies have been undertaken on the subject of job competence for managerial and supervisory positions mostly cover the points of administrative competence, communication competence, supervisory competence, and cognitive competence.

These competencies were found to be the most critical components for managerial and supervisory effectiveness. Teachers in managing teaching and learning focus on cognitive aspects which involve problem identification and solution, assessing risks and decision-making, critical thinking, analytical and meaningful as major player in the school and related field of education.

Caena (2011) emphasized that competence should be viewed as a holistic concept, the dynamic combination of knowledge, understanding and skills. Moreover, the author argued that competence logically related to understanding on relevant knowledge, skills and ability of a person on something that can be demonstrated to a certain level of achievement continuously. Competence is related to the ability to encounter complex demands by mobilizing psychosocial resources, cognitive and practical skills and attitudes such as motivation, value orientations and emotions.

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.

There were many theories and research studies about teacher competence and teacher effectiveness. All of these theories and research studies different from one another in the way that the author views teachers' perceptions towards professional competence standard. The teacher generally shared in a similar perspective when dividing teacher competence into 4 major components such as teaching-learning, student development, school development competency which covers learning environment and professional development or commonly known as professionalism.

Caena (2011), described teachers' competence according to European Union context in improving teacher quality and teacher education, recall the need to improve teacher competence, as well as to promote professional values and attitudes, mentioning as teacher competence referred to the ability a specialist knowledge of subjects, pedagogical skills including teach heterogeneous classes, utilization of information and communication Technology (ICT), teach transversal competences, create safe attractive schools cultures/ attitudes of reflective practice, research, innovation, collaboration, autonomous learning.

That argumentation supported by the lifelong learning paradigm stated in the Lisbon agenda, which underlines the importance of transversal competences, such as digital learning, learning to learn and civic competences within the eight keys required in the meta-competence of learning to learn including adjusting to change, managing and selecting information which will contribute to teacher's professional competence standard.
The eight key competences for lifelong learning are; (1) competence of communication in mother tongue, (2) communication in a foreign language, (3) mathematical, scientific,

technological literacy, (4) digital competence, (5) learning to learn, (6) interpersonal, civic competence, (7) entrepreneurship and (8) cultural expression.

Medley (1977) additionally explained that competence can be classified into several sub-competencies which ultimately reach a stage in which sub-competence leads to sub skills and capabilities that every individual or collective teacher should possess. in the figure 4 below clearly illustrated that the teachers' general knowledge is related to the subject matter and the understanding of pedagogy directly related to the teacher's competence, attitudes and characteristics which basically determines the performance of the teachers. Teachers' knowledge of the substance subjects will influence significantly what the teacher teaches and how the subject be taught. The knowledge of these subjects is then linked to general pedagogy which includes general knowledge of lesson structures and general teaching methods.

Mastery of pedagogical content and curriculum knowledge greatly determines a teacher's competence. Knowledge of the content implies what the teacher knows about the content of the subject matter. In this context, teachers must have the ability to define concepts and should be able to explain how and why they are related to other concepts and therefore pedagogical content knowledge goes far beyond the subject matter knowledge. Curricular knowledge includes a complete knowledge of the whole range of programs designed to teach a particular subject and topic at a particular level, the availably instructional materials that can be used in particular circumstances.

Figure 4 below provided an overview of pedagogical aspects, content of curriculum that reflects the educational guidelines and objectives as well as the importance of understanding deeply the content of subject matter as the responsibility of teacher at the implementation level within the study of competence as sub skills in teacher context.
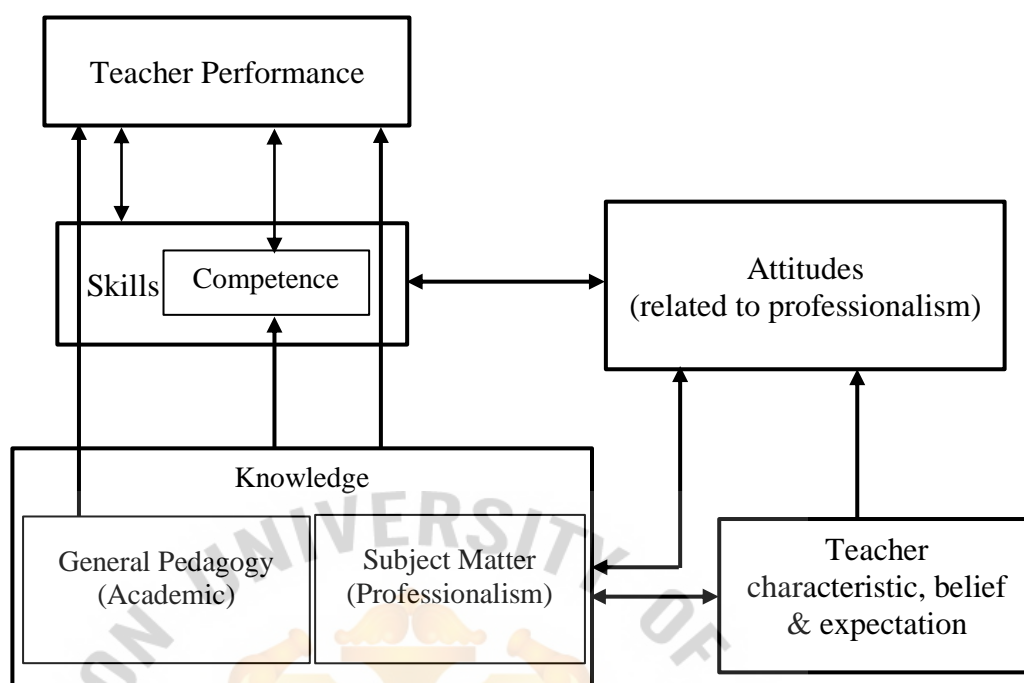
Figure 4. *Sub Skills within Teacher Competence (Medley, 1977)*

Shannon (1994), stated that on teachers' competence more specific emphasizes on competencies in teaching. Competence for teaching is defined in terms of having two types of knowledges; (1) the ability to master the subject matter, and (2) professional knowledge. Thus, the authors argued that teacher competence refers to the abilities, beliefs and knowledge a teacher possesses and brings to the teaching situation.

In essence, a profession may be defined as work based on intellectual study and training, whose purpose is to provide skilled service to other persons or parties whenever required and concerned to be entitled to a certain facility including component of wage. When we use the term 'Professional' for the job, the job should have certain distinguishable features that usually run with professions, such as: (a) evolves in the process of responding to certain specific needs of a society; (b) a profession is characterized by systematized body of knowledge that is unique to that profession; (c) a profession is characterized by a body of skills; (d) a profession is characterized by unique professional attitude seen among its

members; (e) a profession is characterized by a service orientation; (f) a profession is characterized by professional-client relationship; (g) a profession is characterized by a code of ethics followed by its members; (h) person who belongs to the profession takes the job as a principal or major activity and is known to the community as such with that identity; (i) a profession is also characterized by constant development of new professionals.

According to Selvi (2010), professional competence of teachers consists of the following nine areas:

1) Field competencies: They are the teacher competencies related to the subject that teachers will teach. Earlier field competences were given top most priority, but now the importance has declined as the teachers are considered as facilitators enabling the student to interact with the content rather than the older concept of transmitters of content.

2) Research competencies: refers to competencies of research methods and techniques and help the teachers in developing themselves and in their carrier. These competencies improve teachers' overall competencies.

3) Curriculum competencies: include curriculum development competencies and curriculum implementation competencies. These competencies incorporate both theoretical and practical competencies.

4) Emotional Competencies: include teachers' and students' morals, beliefs, values, anxieties, attitudes, empathy, motivation etc. Learning needs emotional supports that generate positive feelings for teaching learning process. These competencies can increase the students' willingness to learn. Emotional competences help teachers become effective teachers.

5) Lifelong Learning Competencies: is related to teachers' ability to learn continuously and also to responsibility of teachers to develop student lifelong abilities.

6) Social Cultural Competencies: refers to the knowledge about social cultural background of learners and teachers, democracy and human right issues, local and national values, team and collaborative work with others etc. Teachers' social cultural competencies promote humanistic approach and practice of social theories.

7) Communication Competencies: include voice, body language, speaking, tone of voice, touch, sign language, eye contact etc. They include intrapersonal and interpersonal communication skills.

8) Information and Communication Technology Competencies: include technologies that help to produce, store or communicate information. ICT competency is very important in the communication in the learning teaching process.

9) Environmental Competencies: include knowledge and skills about environment, management of ecological resources, feasible uses of natural resources, keeping clean environment etc. These competences are needed for ecological and environmental safety.

The concept of teacher competence should not be limited only to teacher tasks at school, but it should be discussed in various dimensions as the competencies described above to develop teachers to effective performance. This study focused on four components of teachers' competence as mentioned in the conceptual framework.

Four Components of Teacher Competences

1) Teaching and Learning Competence

Teaching and learning is the most critical component of any teachers' work. Teaching and learning is acknowledged as the most determinant factor for any educational performance as well as this domain will be more sophisticated than the others. In that sense, principal,

teachers and school community should focus more on the development of teaching and learning.

Three decades ago, teachers usually kept to conventional methods by which learners receive knowledge passively. This being an age of knowledge construction, students should develop the ability to solve problem independently and apply the theories they learnt in practical application. This can be achieved only through activity teaching. Educational experts around the world have listed many activities which can be given in classrooms for instance. The most well-known and popular method was oral activities, written activities, visual activities, and practical activities.

A competent teacher should ensure maximum participation of students and this can be achieved by activity-based teaching. Teachers especially teaching at secondary level of education, list out many difficulties to move through this approach, such as lack of time, facilities, the academic pressure they experience to cover-up prescribed vast syllabus in time, lack of adequate training and capacity building in applying technologies effectively and many more barriers. The need for competency in activity-based teaching and learning for a competent teacher is reinforced by various researchers and education experts.

According to Medley (1977) the old tradition of teaching strictly based on text books is to be replaced by an approach where students and teachers work in collaboration on the journey of discovery. Activity curriculum means curriculum design in which the interests and purpose of children determine the educational program of activities being planned co-operatively by teacher and pupils; and activity learning / teaching means any learning or teaching situation such as project work which is characterized by participation on the part of learners, as opposed to passive learning of information from a talk or observed demonstration. The need of the competency in preparing teaching learning material is mentioned in research

studies conducted by various researchers. For making teaching more effective, teachers are supposed to search suitable materials from various sources that supplement their teaching.

The discussion about teaching and learning competence, must be able to distinguish clear definition between teacher competence and teaching competence itself to avoid misconception on the meaning of teaching competence and teacher competence. As a general premise, it might be useful to distinguish between teaching competences and teacher competences.

Hagger and McIntyre (2006), proposed clear definition between teaching competence and teacher competence to avoid misinterpretation. Teaching competence described as the role of the teacher in the classroom, therefore directly linked with the skills of teaching. Teacher competence referred to teachers' professionalism which related to personal characteristics, attitudes and ethical standard which appear during the teacher carry out his/her duty as educator. Even though, disposition seem to be fundamental for both, they seem to play a decisive role for teacher competence as connected to the attitude, professional development, innovation and collaboration.

Moreover, competent teachers will be able to create low cost teaching learning material by themselves in collaboration with relevant school community. Self-made teaching and learning materials is found to be best tool for making meaningful teaching. These materials will catch the attention of pupils and usually they admire teachers who perform well in this aspect.

Additionally, pupils show an enthusiasm and interest in preparing and inventing new materials which assist their learning. While preparing teaching learning materials, several factors are to be considered. The most import among them are, age group of learners, individual differences, size of the class, number of students, the content that is to be transacted and aims and objectives that are to be achieved by learning.

MacDiarmid and Clevenger (2008) emphasized that teaching and learning competencies are considered as the most important element in the teaching profession. This review considers the perspective of 21st century demands on the need to expand the requirements in teacher professionalism including teacher competence. Consensus that is built in an international perspective seems to be integrated in the definition of teaching and learning competencies defined as the capacity and basic requirements for teaching that are articulated through knowledge and skills. The definition refers to the potential for sustainable development and achievement related to goals and objectives in the lifelong learning perspective.

Clevenger (2008) then summarized relevant features of knowledge and skills that must be possessed by a teacher, such as; (1) subject matter knowledge, (2) pedagogical knowledge, (3) curricular knowledge, (4) educational sciences foundations which included; intercultural, historical, philosophical, psychological, sociological knowledge, (5) contextual, institutional, organizational aspects of educational policies, (6) issues of inclusion and diversity, (7) new technologies, (8) developmental psychology, (9) group processes and dynamics, learning theories, motivational issues, and (10) evaluation and assessment processes and methods.

Additional skills that should be possessed by teacher to achieve expected teaching and learning outcomes are consisted the following:

1) planning, managing and coordinating teaching

2) using teaching materials and technologies

3) managing students and groups

4) monitoring and assessing learning

5) collaborating with colleagues, parents and social services.

Glickman and Gordon (2010) in the Supervision and Instructional Leadership Theory explainec that the goal of supervision is to enhance instructional improvement related to effective teaching and learning strategies. They argued that effective teaching depends what teachers are trying to teach. Teaching and learning applied different instructional and teaching strategies including method of approaching to achieve effective learning outcomes.

Additionally, emphasized that competent teacher must be able to identify adequate teaching and learning methods as well as apply appropriate instructional strategies which reflects the teachers' professional competence in teaching and learning process. Several points of views in relation to different goals and suitable strategies applied being applied with the expectation to achieve effective outcomes as of the following;

- If the goal required students to master basic skills, then effective teaching strategy might involve explanation, demonstration, feedback and necessary practice.

- When the goal is for students to become problem solver, then effective teaching might call for exposing students to real-world problems and actively involving the students in testing possible solutions and re4aching resolutions.

- If aware that the goal is social development, the most effective teaching strategy might consist of structuring development learning and community building activities.

- However, if the goal is personal development, the effective teaching might mean facilitating students' self-directed learning and self-assessment.

- And, if the goal that expected to achieve is critical inquiry, then effective teaching strategy might require the teacher to challenge students' values and assumptions and to ask students to criticize the existing and dominant belief system, and power relationship. Such supervision and instructional leadership emphasis, effective instruction is perceived as teachers' professional competence in applying various ways of teaching strategies to a variety of learning goals and students' learning style, (Glickman and Gordon 2010).

Harbison (2009) emphasized that effective teaching and learning processes can only be achieved with qualified, competent and effective teachers. Qualified teachers are those who are able to understand the goals and objectives of education and are able to adapt to the changing times very quickly including changes in information and communication technology. These demands directly affect the education system. To improve education standards to a high level, teachers are not only committed and devoted, but they must be more competent and effective.

THE STUDENT
Brings:
- ✓ their background
- ✓ their capacity for experience for learning
- ✓ their prior and current knowledge, skills, interests and understanding
- ✓ their proposed learning-style
- ✓ their current profile of intelligence

TO THE PACK
They bring:
- ▪ self-esteem & motivation
- ▪ mutual respect & high expectation
- ▪ shared commitment to learning goals
- ▪ Active participation in the learning & teaching process
- ▪ learning from each other
- ▪ reflection & performance feedback
- ▪ Willingness to take risks

THE TEACHER
Brings:
- ✓ Knowledge, enthusiasm and understanding about subject matter to be taught
- ✓ Understanding of the learning process
- ✓ A degree of teaching and learning that is fit for purpose
- ✓ an emphasis on instruction
- ✓ an ability to create a learning environment with appropriate learning conditions

Figure 5. **The Interdependence of Teacher and the Student (Gilchrist, 1997)**

Gilchrist, Myers and Reed (1997) argued that effective teaching can only be seen in relation to effective learning. Moreover, they emphasized that effective teaching and learning are agreements between teachers and students. Teachers need continuous reviews of their attitudes and beliefs about students and the learning process. They must motivate their students and show willingness to design appropriate teaching and learning for that purpose.

Effective teachers mainly focus on students and adopt a combination of various learning activities considering the educational context. They perceived classrooms as busy and crowded places where students with different interests and abilities gather to complete

various tasks. A large number of events can occur simultaneously which are unpredictable. To accommodate all the differences and manage them effectively, teachers need professional competence.

2) Child-Centered Approach Competence

In classical method of teaching, mostly teachers dominated the classroom, teachers define themselves as the single source of information and knowledge which lead to teacher-centered, while students are considered as object in the classroom during the learning process. It is contrary to the child-centered approach which become 21st century education trend and adopted by most of the school nowadays.

UNESCO (2018), emphasized that a student must be placed at the notional center of the learning process in which they are an active participant. Involves giving children choices of learning activities, with the teacher acting as facilitator of learning. Child-centered approach focus on the child, while teaching. Teacher as an educator, should give more flexibility on how a student learn.

Medley (1977) pointed out that to develop positive attitude, curiosity and interest of students and learning community in the different areas and to tackle behavioral problems of children, child-centered approach is the most ideal way. Teachers were emphasized to apply child centered approach in classroom and extra-curricular activities as it powerful in facilitating effective teaching and learning brings positive outcomes for students.

Loveless (2018) explained that child-centered approach or student-centered 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.

More importantly, learners are shown that what they feel, what they value, and what they think are essential for their lives. In the child-centered approach, teacher acts as educator, facilitator, activator and motivator. On the contrary, the author argued that in traditional teacher-centered approach environment, teacher is the center of the learning experience and plays active role of teaching, while students assume passive or receptive role. In contrast, in the student-centered learning environment, the interests of the students is the center of attention and the teacher gives students choice and voice, finding ways to provide learning experiences that focus on what students' value. In that sense, students take a more active role in the education experience, (Loveless, 2018).

Moreover, the author argued that competent teachers readily accept the need for adopting novel techniques for effective teaching. Some of the novel techniques in teaching area are interactive teaching, microteaching, constructivist teaching, the Brain storming method, the role-playing method, programmed learning method, methods which give importance to information and communication technology.

Weimer (2012) described that the learner-centered which is also known as child-centered approach is referred to active learning, student engagement and other strategies that involve students. Student is the focus of teaching and learning comparing to traditional method that put teacher as center of attention. According to the author, there are five main characteristics of a student-centered approach that can be applied by teachers in teaching and learning activities.

Moreover, the author emphasized the following points which perceived as the advantages of child-centered approach in teaching and learning; (1) *Child-centered approach* includes explicit skill instruction, which teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses and learning skills to mastering material in the discipline. (2) *Child-centered approach* encourages learners to reflect on what they are learning and how they are learning it. Students-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning with the intention to make students aware of themselves as learners and to make learning skills something students want to develop. (3) *Child-centered approach* motivates students by giving them some control over learning processes. Teachers search out ethically responsible ways to share power with students. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria. (4) *Child-centered approach* encourages collaboration. Teacher has the expertise and an obligation to share it to the learners. However, teachers can learn from students as well and work to develop structures that promote shared commitments to learning. Learning individually and collectively is the most important goal of any educational experience.

Competent teacher can introduce several innovative techniques suitable for their students and for specific topics of concerned subject. The importance of teachers' competence in adopting different techniques is reported in many studies. It was widely accepted that a teacher has a vital role in the field of education. The role and the functions of the teacher in the classroom, in the school and society prove teacher's capacity and effectiveness which is closely related with professional competence. If teachers are more effective with professional competence, whole process of education would become more effective. In that context, the expectation of gaining ideal and best learning outcomes can be realized and subsequent to that

productive teaching and learning activities both in classroom and extra-curricular activities in school will bring comprehensive quality of education for students and the whole school community.

3) Evaluation Competence

Teachers must have a deep and comprehensive understanding of the meaning, purpose and benefits of evaluation, especially in relation to teaching and learning process in education. According to educational experts, evaluation as a tool which has important and strategic functions in education that aim to measure the success of teaching and learning process. Evaluation to measure the progress and performance of an educational institution.

Medley (1977) argued that evaluation refers to the process of judging and ranking students related to their achievement during studying in a period of time. Evaluation considered as appropriate instrument to help the teachers in understanding how well their students' achievement. There are two major types of evaluation that commonly implemented in most of educational institutions.

The first one is formative evaluation which inform teachers about their pupils' performance, prior knowledge and skills and this information can be used to plan lesson or remediation to improve pupils' performance.

The second form of evaluation namely summative evaluation give a picture of how well a pupil perform over a period of time, on a set of specific learning goals in a particular subject. Formative evaluation has been found to have a strong effect on achievement. Summative evaluation is more useful for systematic quality control (Medley, 1977).

Hills, Nitko and Merwin (1990), defined evaluation as the process of obtaining information used to make decisions about the achievement of student learning outcomes, providing feedback on progress, discover strengths and weaknesses of students and assessing the effectiveness of teaching according to curriculum and policy. Evaluation competence is

understood as one of the basic competencies that teachers must possess. Various evaluation techniques include formal and informal observations, qualitative analysis of student and product performance, paper and pencil tests, oral questions, and analysis of student records. Assessment competence is knowledge and skills that are important for the role of teachers as educators.

One of the professional competency standards for teachers is the ability and skill to evaluate students. Evaluates students' learning activities is an important component of teaching and learning. Ideal learning process should place evaluation as an important element for measuring the results achieved. Thus, the ability of teachers to conduct evaluation is an integral part of teaching and learning. Evaluation competence is one of the prerequisites and professional characteristics for a teacher, therefore, teachers who do not meet this competence standard should learn to develop competence related to the ability and skills to evaluate students' learning and education activities.

Trice, Dianda & Schneider (1990) through the American Federation of Teachers, proposed that teachers should have the following points related evaluation competence.

1) *The teacher must be skilled in choosing appropriate assessment methods to support instructional decisions.* The ability to choose an effective assessment method, can be accounted for administratively, technically and fairly adequate is a prerequisite to support decision making. The teacher must be familiar with the types of information provided by various assessment alternatives, including their strengths and weaknesses. In particular, teachers must determine criteria and assessment methods in their teaching plans. Teachers who meet this standard will have conceptual skills on how to evaluate students. They will understand how assessments support instructional activities; such as providing appropriate feedback for students, diagnosing groups and

individual learning needs, planning individual education programs, motivating students, and evaluating learning procedures.

2) *The teacher must be skilled in developing appropriate assessment methods for instructional decisions.* Although teachers often use published or other external assessment tools, most of the assessment information they use for decision making comes from the approach they make and apply. Indeed, the demands of class assessment go far beyond available instruments. Teachers who meet this standard will have conceptual skills will follow the appropriate assessment principles for assessment of student learning outcomes. They will choose evaluation criteria, standards and techniques that are in accordance with curriculum guidelines and their observations during the teaching and learning process in the classroom.

3) *The teacher must be skilled in managing, evaluating and interpreting the results of the externally generated assessment methods produced by the teacher*. It is not enough that teachers can choose and develop good assessment methods; they must also be able to apply it correctly. Teachers must be skilled in managing, assessing, and interpreting the results of various assessment methods. Those who meet this standard will have conceptual skills in interpreting the results of formal, informal assessment and student performance in the classroom including individual and group assignments. They will be able to use the available assessment guides to assess the ability of students to absorb the subject matter taught and assess overall performance. Ability to analyze assessment results to identify student strengths and errors. From the results of the study examined, if it encounters inconsistent results, the teacher must be able to resolve the uncertainty before arriving at the decision. Teachers must be able to use assessment methods that encourage the development of student education and increase the overall level of school achievement.

4) *The teacher must be skilled in using assessment results when making decisions about students individually, planning teaching, developing curriculum, and improving school performance.* Assessment results are used to make educational decisions about student achievement in class, school performance in the community and the nature and purpose of education. By using the right assessment results to plan, evaluate instruction and curriculum, the teachers will interpret the results correctly and avoid common misunderstandings that often occur in the community about educational performance.

5) *Teachers must have the ability and skills in developing procedures to assess student performance and achievement.* Assessing student achievement is an important and vital part of professionalism as a teacher and educator. Evaluation is an instrument to measure the level of student achievement and student achievement. At the same time, evaluation shows the ability of a teacher to assess his performance. In essence, evaluation is an assessment to measure student achievement and teacher performance in realizing the evaluation concept itself in teaching learning activities. Teachers must be able to explain the elements of rationality, justice and recognize that these values reflect their preferences and judgments on all students objectively.

6) *The teacher must be skilled in communicating the results of the assessment to students, parents, other lay audiences, and other educators.* Each teacher must report regularly the results of the evaluation of their learning to students, parents or guardians. If the evaluation results are not communicated effectively, they can abuse or even not be used. Therefore, teachers must communicate effectively to parents the process of assessing students by using the right terminology and must be able to articulate and explain meaning, the limits of its implications for student learning continuity.

7) *The teacher must recognize unethical, illegal and inappropriate methods of assessment and the misrepresentation of assessment information.* Teachers must understand ethical and legal responsibilities in assessing student performance and achievement. Teachers must try to avoid assessment practices that are not in accordance with the norms and codes of ethics of the teaching profession. They must participate with the broader education community in determining the limits of professional behavior in accordance with the norms of assessment. Teachers must avoid assessment procedures that can be misused or overused so that they have harmful consequences that embarrass students, violate students' rights to confidentiality and inappropriately use student achievement to measure teaching effectiveness.

Medley (1977) pointed out that evaluation is an integrated process in a series of teaching and learning activities. Evaluation is a very crucial part in the education process. The benefit of evaluations are including; (1) a process of gathering information about the operation of something, which then the information is used to determine the right alternative in decision making, (2) an important instrument for teachers to measure the success of teaching and learning activities, and (3) evaluation considers as a continuous process; before, during and after teaching and learning process.

Thus, the evaluation of learning is a systematic, continuous and comprehensive process of activities in the context of controlling, guaranteeing and determining the quality of various learning components based on certain considerations and criteria as a form of responsibility of teachers in carrying out teaching tasks.

Arends and Scriven (1999) claimed that evaluation refers to the process of judging, valuing and ranking the students. The authors then classified evaluation into two types; the first type is formative evaluation which inform teachers about their students' performance,

prior knowledge and skills and this information can be used to plan lesson or remediation to improve pupils' performance. The second form of evaluation was namely summative evaluation which gives a picture of how well a pupil perform over a period of time, on a set of specific learning goals in a particular subject. Formative evaluation has been found to have a strong positive effect on achievement.

Black and William (1998), pointed out the power of summative evaluation, which is more useful for systematic quality control. They stressed that assessment and evaluation are vital tools for teachers and education system as they help in better planning of the lessons on the basis of strengths and weaknesses of their learners. Evaluation help the teachers in understanding how well their pupils are doing relative to the national norms.

Furthermore, Medley (1977), firmly emphasizes that evaluation has contain very wide dimension. The education expert clearly stated several core objectives and benefits of teaching and learning evaluation as follows:

1) Determine the progress of learning outcomes in students and to determine the level of understanding of learners of the subject matter. Another important function of an evaluation is as a report to parents, for the determination of class increase and student passing decisions.

2) As a systematic effort to stimulate learners to recall learning materials that have been taught as well as to know the level of behavior change in the face of learning activities both in the classroom and social behavior in the school environment.

3) As a process of designed for the teachers and educators to enable them to understand the background of students to know the causes of learning difficulties of the students.

4) As a feedback for teachers to improve teaching and learning methods as well as to prepare and design remedial programs for students.

4) Professionalism

Evetts (2017) stated that professionalism is closely related to one's profession or expertise in a particular field of work. Professionalism has received serious attention in various institutions because it relates to the attitudes and personality that must be possessed in relation to their duties and responsibilities. In the initial analysis of England and America context, professionalism was identified as an important value for the stability of one's personality as part of the formation of a social system foundation. In this interpretation, professionalism is characterized by a desire to collaborate, promote collegial and mutually supportive to achieve organizational goals.

Hargreaves (2017) identified four ages of professionalism: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and post-postmodern. The fourth age, post-professional or postmodern, which Hargreaves believes the profession is moving into is characterized by a struggle between groups or forces which are trying to de-professionalize the work of teaching and groups or forces who are trying to redefine teacher professionalism. These are some of the attributes that would be clear in postmodern professionalism. So rather than managing the line of performativity the new entrepreneurs have the opportunity to help re-define teacher postmodern professionalism.

Evans (2008) proposed that professionalism has to be something that people actually do, not something that government or any other agency thrusts upon them. These are about increasing teacher performance but for the benefit of the young people who have one chance of succeeding within the education system. It is a teachers' duty to continually improve, to value the underlying pedagogy, to have a much wider view of what education involves and to adopt more critical approach to the job.

Professionalism as the value of work. American sociologist Talcott Parsons argues that professions, through their collegial organizations and shared identities, shown alternatives

to the managerial hierarchy of organizations. Studies conducted at the beginning of the 21st century shown that professionalism benefits pupils and teachers in other ways of regulating teaching and learning in contemporary societies and organizations that provide market-oriented products and services.

Medley (1977) argued that the old practice of teaching and learning more rely on text books. Nowadays, education system has change as well as advancement of information and communication technology enable students and teachers work in collaboration on the journey of discovery. Today's education system demands teacher creativity to make teaching more effective and attract students' interest and attention to learning. The curriculum and syllabus are designed to only be a guide and framework, while teachers are expected to find suitable materials from various sources to support their teaching process in school.

Snoek (2009) defined characteristics of teacher professionalism that can be derived from the analysis of literature including:

1) Professional autonomy, through monopoly and control over their own work;

2) Involvement in the entrance to the profession;

3) Control over the central values and good conduct within the profession through the use of ethical codes, connected to sanctions for breaking the code;

4) Membership of professional societies that take responsibility for these elements;

5) A focus on integrity and dedication of the professional;

6) Public accountability for outcomes of professional performance;

7) A strong academic and practice-based knowledge that inspires professional activities;

8) Involvement in the development of knowledge base through involvement in academic research, action research and self-study;

9) Lifelong professional development of the members of the profession;

10) Collaboration with colleagues and stakeholders;

11) Involvement in the innovation of the profession;

12) Commitment of the teacher to support both the public and the state in their understanding of educational matters.

Snoek (2009) described three major components; knowledge, skills and attitudes that contribute significantly to teachers' professionalism and determine teachers' performance in the implementation of professional standard to achieve education goals. Three components of curricula and professionalism of teacher described briefly in the Figure 6 as the following:

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1) Knowledges

- In-depth knowledge of the subject
- Master the knowledge of teaching and learning process including being up to date with relevant educational outcomes
- Thorough knowledge of society
- Knowledge of policy and organization in education

2) Skills

- Able to communicate and discuss education issues with education community
- Able to conduct research within the practice of school
- Able to contribute to collaborative learning of professional communities
- Able to translate outcomes of educational research into innovations in the classroom/school

3) Attitudes

- Dedicated student learning orientation
- Committed to the profession and group of professionals
- Willing to contribute to the collective knowledge of the profession
- Committed to the ethical code of the professional integrity
- Willing to account the quality of work to the outside world
- Focused on continuous professional development
- Focus on improvement and innovation of teaching and learning

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Figure 6. *Components Contribute to Teacher Professionalism (Snoek, 2009)*

Previous Studies on Leadership Capacity

Mar (2014), from the Graduate School of Human Science, Assumption University conducted a research concerning the relationship of teachers' perceptions towards leadership capacity with their demographic factors in different schools in Mon State, Myanmar. Total population of his research was 90 teachers. Research question was adopted from Lambert (1998, 2003) about leadership capacity school survey (LCSS). The research objectives; (1) To survey teacher demographic including age, experience, education background; (2) To determine teachers' perceptions towards leadership capacity; and (3) To determine teachers' relationship of teachers' perceptions towards leadership capacity with their demographic factors.

Pierce (2007) quoted a definition of leadership capacity expressed by Lambert (2003) that leadership capacity is also one of six principles that significantly affect student achievement in high-performing schools. According to the findings from a number of studies carried out ensure that the six characteristics or principles are very significant guiding student achievement to achieve high performance and performance in school.
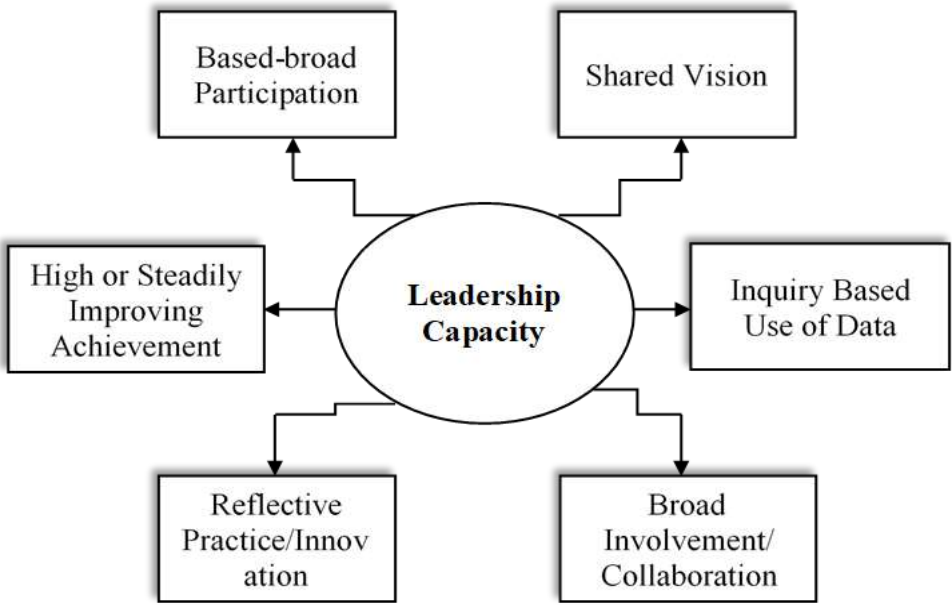

Figure 7. *Six Domains of Teacher Leadership Capacity (Source: Pierce, 2007)*

The six principles or components are: (1) general mission, vision, values, and goals, (2) ensuring achievement for all students, (3) collaborative collaboration, (4) using data to guide decision making and continuous improvement, (5) gain active involvement from family and community, and, (6) build sustainable leadership capacity. The predominant principle that emerges from Blankstein's meta-analysis is that sustainable leadership capacity must be built into the school culture to maintain student achievement over time.

According to the research findings on the teachers' demographic profiles, particularly related to working experience, the researcher had been reported as the following detail; 47,8 percent of the teachers have been served within 1-3 years, 25,6 percent have been working with school for 6 years and 8,9 percent have been served as teacher in the school 7-9 years and a significant number of teacher with duration of work more than 10 years or equivalent to 17,8 percent from the total number of teachers.

Leadership capacity was defined by Lambert (1998, p. 12) as broad-based skillful participation in the work of leadership. According to Lambert (2003), "high" leadership capacity was characterized by six critical features: (a) broad-based, skillful participation in the work of leadership, (b) shared vision resulting in program coherence, (c) inquiry-based use of information to inform shared decisions and practice, (d) roles and responsibilities that reflect broad involvement, collaboration, and collective responsibility, (e) reflective practice and innovation as the norm, and (f) high or steadily improving student achievement.

Previous Studies on Teacher Competence

SEAMEO Innotech (2009), Southeast Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology had conducted a study on teacher competency in Southeast Asian countries through teacher competency audit program. The study was carried out in collaboration with the Ministries of Education of 11 SEAMEO

member countries, namely; Brunei Darussalam, Cambodia, Lao PDR, Republic of Indonesia,

Kerajaan Malaysia, Myanmar, Republic of the Philippines, Singapore, Ministry of Education

of the Kingdom of Thailand, Democratic Republic of Timor-Leste and Socialist Republic of

Vietnam.

The main objective of the research was to improve the quality of teaching and learning,

tracking the performance of the education system, to determine the competencies of teachers

and school administrators as well as explored series of teaching competencies by investigated

how Southeast Asian countries develop components of teaching competency to achieve

quality education. Apart of those objectives above mentioned, the study also aimed to help

member countries in measuring and developing teaching competency standards. (Jea10)

Figure 8. *Five Domains of Teacher Competency in Southeast Asian*
(Source: SEAMEO Innotech, Philippines, 2009)

The study was conducted with a focus on the five domains of teachers' professional

competency standards. Those professional competency standards were: (1) professional

knowledge which was referred to the mastery of content and methodology for teaching, (2)

professional skills that referred to pedagogies, classroom management, and learner

assessment, meanwhile, (3) personal characteristics indicated to personal traits responsibility,

and (4) professional ethics/personal values standard which referred to ethical standards and

morality of the teacher as role model in the school and community as well as   (5) professional development and lifelong learning related to participation in professional teacher organizations and other elements that demonstrate a desire to enhance the teaching profession.

The research revealed that the Southeast Asian countries have points of similarity in the practical level of teaching competencies. However, in order to enhance teaching and learning quality in Southeast Asian countries, the teachers are expected to possess the following components into their professional competency standards. Those components such as; professional knowledge (refers to pedagogical knowledge), content knowledge, technological knowledge, lesson planning skills, curriculum design skills, awareness of school policies, knowledge of principles of learning, awareness of laws and legislations on education, knowledge of their schools' vision and mission, knowledge of child psychology, and awareness of required standards (SEAMEO Innotech, 2009).

Kavinda (2014), conducted a quantitative study with total a population of 65 teachers as respondent. The researcher distributed 38 questionnaire and applied descriptive statistic: Frequency and Percentage, Mean, Standard Deviation and Independent Sample t-test (two tailed) for data analysis as well as Cronbach's Alpha for data interpretation.

According to the findings, male teachers and female teachers were statistically significant differences. From the teachers' demographic factor reported that 92,3% of the population is female teacher and only 7,7 % of the total teachers are male teacher.

In terms of age, the school was still dominated by 89,7 percent of the teacher are more than 30 years old, meanwhile teacher under 30 years old only 10,3 percent. The most important demographic factor is level of education which was reported by the researcher that 97,4 percent of the teacher hold bachelor degree as dominant factor and only 2,6 percent for the total number of teachers still holds diploma level.

Overview of Timor-Leste Education System

The education system in Timor-Leste had been seriously influenced by colonial education system in the beginning of 19th century after the cold war as the country was under Portuguese colonization for four and half century. The country's education system received several influences from different historical periods which are necessary to identify in order to overcome the current existing challenges and constraints. The country has just gained its independence in 2002 as a new-born country in Southeast Asian in the beginning of 21st century. The country experienced education systems under three different regimes; (1) a long period of education system under Portuguese colonial era and it was ended by 1975, (2) twenty-four years experienced Indonesian education system from 1976 - 1999 as part of the regime, and (3) implementing current national curriculum and education system post-independence in 2002.

Portuguese Legacy of Education in Timor-Leste

The country was colonized from the Portuguese for about 500 years. The colonial heritage gave Timor-Leste different features from the rest of the region, particularly its near neighbor, Indonesia. Among other particularities, the adoption of Portuguese Language, the incorporation of some Portuguese words into the local languages and the introduction of Catholic Religion. Despite the fact that its closest neighbor gained its independence after Second World War, Timor-Leste still remained as one of Portuguese colony until it became independent on November 28, 1975.

UNESCO (2015) reported and statistically shown that during the Portuguese colonial era, the Catholic Church as a key education institution in Timor-Leste, established a number of basic and secondary schools using the Portuguese curriculum. In this respect, mass education was not a primary objective during this time, resulting in the fact that education was

mainly aimed at training for a social elite. As a result, based on the statistical data, in 1975, the illiteracy rate in Timor-Leste was estimated to be around 90 percent.

Indonesia Legacy of Education

During the Indonesian occupation from 1975 - 1999, education system replaced the previous Portuguese system as well as language of instruction switched from Portuguese to Bahasa Indonesia. The educational system comprised of two years of pre-school, six years of primary education, three years of pre-secondary education, and three years of secondary and technical and vocational. There was also two years of polytechnic and three to four years of higher education. In 1994, primary school enrollment became mandatory, however lack of proper instruments in the implementation level. The 1990 census showed that in the 35–39 age group, the illiteracy rate was as high as 72 percent for male adults and 89 percent among female adults were even higher among older generations (UNESCO, 2015) reported.

The changing of education system and curriculum as mentioned had significantly predisposed the process of determining career paths of teachers in education institutions level including reformulation of professional competence standard for teachers and commitment of the implementation. In fact, Timor-Leste went through unstable process which significantly impede the educational implementation process, particularly in determining career paths for teachers and the implementation of professional competence standard.

Another challenge which also significantly influences the implementation of professional competency standard for teacher education in Timor-Leste is the changing of language of instruction in teaching and learning process from Indonesia to Portuguese and Tetum as the official and national languages. Researcher believes that leadership capacity and professional competence of teachers become determinant factors in enhancing teaching and learning quality in school level and in the end will lead to the comprehensive quality of education.

Current Education System

A brief overview of the current challenges in the education sector. The challenges of building a new education system in Timor-Leste are monumental. Despite significant progress in access of children to schools, the quality of education is still a major challenge. The Government will continue to strengthen the system to provide universal access and will ensure the completion of quality primary and secondary education by all children.

The main challenge in Secondary Education is to ensure that students graduating from basic education have access to quality secondary education. To meet this challenge, there is a need to focus on expanding access and on providing adequate infrastructure, equipment and qualified teachers in secondary schools to improve the learning and skills outcomes of students graduating from this level of education. Secondary education in Timor-Leste is divided into general secondary schools and technical secondary schools, aimed to ensure better access to the labor market and greater encouragement to students to move up to higher education.

<p align="center">**Background of Secondary School of 1912 Dom Boaventura Same**</p>

Secondary School of 1912 Dom Boaventura Same as one of the public secondary school in currently under the supervision of Directorate General for Secondary Education, Ministry of Education of Timor-Leste. Originally, the school had actually established in 1987 by District Council of Manufahi during Indonesia occupation with the name of *Sekolah Menengah Atas (SMA)* Manufahi.

In 1999, the school was temporarily closed due to the political process for referendum in East Timor as the final solution for self-determination. Most of the teachers and administrators who previously served as civil servant under the teacher career regime of Indonesian administration dramatically left the school. Apart from human resources issue,

infrastructures development, school facilities and curriculum were considered serious challenges that need to be addressed immediately after referendum in order to re-establish and guarantee sustainability of education services for the community.

In academic year 2000, under the United Nations Transitional Administration for East Timor (UNTAET), the school was officially reopened to continue provide teaching and learning activity for student in that respective district with just 16 teachers, 4 administrators and remaining available resources. The school maintain runs two programs or departments; such as Natural Science and Social Science. On 20 May 2002, Timor-Leste celebrated its restoration of independence and took over the democratic government from the United Nations Transitional Administration and conducted first general election to form National Parliament, Government and Judicial institution, National Police of Timor-Leste and National Defense Force as well as other constitutional according to the law.

Afterward, the principal and the teachers reformulated new vision, mission and goals in accordance with the mandate of Constitution. Article 59 of the State Constitution confirmed that (Article 1." Government recognizes and guarantees the right of every citizen to get access to education and culture, creating universal basic education system, mandatory, free of charge and extent of nation's possibilities according to the available resources under the law". Article 2. Stated that "Everyone citizen has the right and equal opportunities for getting access to all level of education and professional training".

Referred to the mandate of the Constitution as affirmed in article 59 and the National Education Strategic Plan 2011-2030, the 1912 High School Dom Boaventura Same, District of Manufahi, Timor-Leste formulated the School's Vision and Mission as follows:

Vision: Organizing education and teaching for school-age citizens in accordance with the National Education Strategic Plan to realize the National Education Goals in accordance with the mandate of the Timor-Leste Constitution.
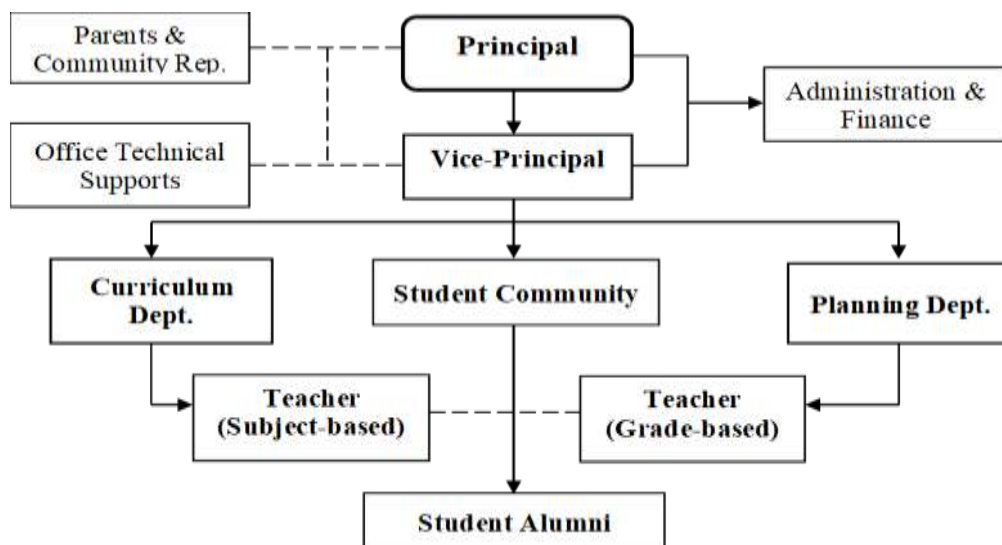
Figure 9. *Structure Organization*
Secondary School of 1912 Dom Boaventura Same, Manufahi

The mission of the school such as; (1) provides teaching and learning based on ethics and faith to Almighty God; (2) provides teaching and learning process based on three major aspects; cognitive, affective and psychomotor of the learners; (3) provides teaching and learning that enable learners to master knowledge, skills and technology that enable students to continue their study to higher education level; (4) develop a positive attitude, mutual respect and understanding on diversity values regardless of ethnicity, religion, race and social strata as well as being able to preserve the national cultural values (Constitution, 2005).

Currently, the school continue providing teaching and learning process with the total 72 number of teachers including 4 administrators. The total number increased significantly during the last 10 years which reached 1.368 students in academic year 2017. In addition, to enhance teaching and learning quality for students and educational community the school conducting teacher training and relevant education activities periodically under supervision Ministry of Education.

In the sense of improving the quality of secondary education and service delivery performed by the teachers and school administrators, the Ministry of Education through Directorate General for Secondary Education therefore conducted recruitment of new teachers

and affords basic infrastructure including teaching and learning equipment according to the budget availability.

In the period of V Constitutional Government 2007-2012 stipulated the National Basic Law for education and introduced National Education Strategic Plan (NESP 2011-2030) as National platform for education implementation in Timor-Leste. This effort then fully supported by Southeast Asian Ministry of Education Organization (SEAMEO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and relevant stakeholders. In the same time Government also established National Institute for Teacher Training "*Instituto Nacional para Formação dos Professores e Professionais Educativa (INFORDEPE)*" with the main responsibility providing regular teacher training and relevant courses for teachers and school administrators.

Summary of Literature Review

Teacher leadership capacity is considered as an important element that every teacher should possess in relation to their profession as a teacher and educator. By having a good leadership capacity, teachers will be able to perceive and realize the vision, mission and objectives of education goal through an effective and efficient teaching and learning process in schools as the leading unit of education implementation. The leadership capacity possessed by each teacher will enable them to articulate the vision and mission of education stipulated in the curriculum which become the guideline for the implementation of education.

Thus, they are able to harmonize the school vision and mission into practice in schools or units of education as part of their responsibility. It is true, that the school principal is the highest leader who hold maximum responsibility for an education unit. However, the school must be the collective responsibility of the entire school community including teachers, administrators, students and school community. Teachers and administrators carry out

important role and responsibility under coordination and direction of the principal as the highest leader in the school.

In that perspectives, the study of teachers' leadership capacity in relation to teaching and learning process should be based on skillful participation in the work of leadership, inquiry-based use of data to inform decisions and practice focused, broad involvement and collective responsibility for student learning, reflective practice that leads to innovation as well as focuses on student achievement and development as the core of teachers' leadership capacity to achieve the goals of education.

Moreover, professional competence for teachers is very important component that must be possessed to support their professionalism. The main components that are the focus of the attention of researchers in this study lead to four important domains related to the competencies that must be owned and implemented by each teacher which includes; teaching and learning, child-centered approach, evaluation and professionalism. This is a stable characteristic of the teacher and does not change significantly when the teacher moves from one situation to another.

Competent teacher refers to those who trained to transfer the knowledge, skills, experience, and attributes needed to carry out their duties and responsibilities effectively. In that sense, schools need competent teachers to ensure that the teaching and learning process can take place in a good and efficient manner. Professional competence can only be applied well and effectively when teachers have an adequate understanding of high leadership capacity to realize school mission and objectives.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented in detail the methodology and research process which covers research design, population and sample, research instrument, validity and reliability of the instrument, collection of data, data analysis and summary of the research process.

Research Design

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

This was a quantitative and relationship study, utilizing Lambert's (2003) Leadership Capacity and Medley's (1977) Survey Questionnaires as the major research instrument for data collection. The research applied descriptive statistical analysis such as; mean and standard deviation, and correlational method to determine teachers' perceptions on their leadership capacity and professional competence.

The questionnaire was divided into two parts: Part I related to teachers' perceptions on their leadership capacity with four components; (1) intense focus on share vision, (2) reflection and innovation, (3) collaboration and collective responsibility, and (4) student achievement and development. Meanwhile, Part II about teachers' perceptions on their professional competence which included four key components; (1) teaching and learning, (2) child-centered approach, (3) evaluation competence, and (4) professionalism.

Population

The target population for this study were all teachers who teach at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste. The total number of teachers at the school is 72 full-time teachers and all teachers were involved as participants and respondents in this research.

Research Instruments

This study was to attain information and data related to teachers' perceptions on leadership capacity and professional competence in relating to their performance as teacher and educator. In order to accomplish the study successfully, the researcher used the questionnaire to possibly fulfill the objective of this research.

The questionnaires were divided into two parts according to three research questions: 1). What are the teachers' perceptions about their leadership capacity at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste? 2). What is the level of teachers' perceptions on their professional competence as teacher? 3). Is there significant relationship between teachers' perceptions towards their leadership capacity and professional competence at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste? Questionnaire part I is adapted from Lambert (1998), Leadership Capacity School Survey (LCSS) which recognized and widely used for leadership capacity improvement. Subsequent to the conceptual framework, questions number 1-5 stand for the domain Intense Focus on Shared Vision, questions number 6-8 serve the domain of Reflection and Innovation. Questions number 9-12 stand for Collaboration and Collective Responsibility, and Student Achievement and Development served by questions number 13-15.

Lambert's (2003), emphasized that the teachers are required to answer the questionnaire according to their perception towards leadership capacity in their school by choosing the following score:

Table 1.

Questions for Four Components of Leadership Capacity

Teachers' Perceptions Towards Leadership Capacity	Questions No.
1) Intense Focus on Shared Vision	1, 2, 3, 4 and 5
2) Reflection and Innovation	6, 7 and 8
3) Collaboration and Collective Responsibility	9, 10, 11 and 12
4) Student Achievement and Development	13, 14 and 15

Questionnaire part (II), the researcher utilized and adopted the research questions of developed by Medley's (1977) Teachers' Competence and Teachers' Effectiveness. The questionnaires and had used by Kavinda (2014) in her study of teachers' perceptions towards competence. The instrument had also confirmed and recognized broadly in determining teachers' professional competence standard. The questionnaires were established to identify teachers' perceptions on their professional competence level at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Table 2.

Questions for Four Domains of Teachers' Competence

Perceptions Towards Teachers' Competence	Questions No.
1) Teaching and Learning Competence	16, 17, 18, 19, 20 and 21
2) Child-centered Approach Competence	22, 23, 24, 25, 26, 27, 28, 29 and 30
3) Evaluation Competence	31, 32, 33, 34, 35, 36, 37, 38 and 39
4) Professionalism	40, 41, 42, 43, 44 and 45

The researcher utilizing Likert scale for data interpretation and to measure the agreement level of respondents on each research question. The research instrument for of teachers' perceptions on their leadership capacity was adopted from Lambert's (1998). Moreover, questionnaire to investigate teachers' perceptions on their professional on their professional competence based the instrument developed by Medley (1977). The detail of interpretations scales of the instruments as shown in the following table 3.

Table 3.

Liker Scala Interpretation

Agreement Level	Score	Scale	Interpretation
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

Validity and Reliability of the Instrument

The study of teachers' perceptions on leadership capacity, the researcher used the instruments developed by Lambert's (1998) for leadership capacity for school survey (LCSS) as the key components to identify teachers' leadership capacity as a variable in this study.

Mar (2014) conducted a study on the relationship of teachers' perceptions towards leadership capacity was applied Lambert's (1998) research instruments. The study was conducted at 7 (seven) different national middle schools in Mon State, Myanmar. Mar involved 90 teachers from 7 school as population in that research study.

According to Mar, Cronbach's alpha indicated the survey had an overall reliability factor of 0.81, which represents a high level of consistency including reliability for the four

components found to be very high, ranging from 0.81 to 0.86. Overall value of Cronbach's alpha reached 0.81. Lambert's instruments had previously utilized by Pierce (2007) on her study to determined construction of reliability and validity for her dissertation in University of Missouri, Columbia with Cronbach alpha reached 0.94. This high reliability indicates that the research instruments are reliable and feasible to use in each study of school leadership capacity including the leadership capacity of teachers (Pierce, 2007).

Table 4.

Validity and Reliability of Teachers' Perceptions on Their Leadership Capacity of (N=72)

Components	Parts	Mar's (2014) Cronbach's Alpha	This Study
Component 1	Intense focus shared vision	.81	.90
Component 2	Reflection and innovation	.78	.88
Component 3	Collaboration and collective responsibility	.82	.89
Component 4	Student achievement and development	.86	.90
Overall		.81	.89

Note: Each Cronbach Alpha score described teachers' perceptions on their leadership capacity from the previous studies and recent study on 72 respondents in Timor-Leste.

Meanwhile, this study was conducted at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste and involved 72 teachers as participants. Based on statistical analysis to valid questionnaires from 72 respondents, the researcher found overall Cronbach's Alpha value was 0.89 where found in the range of very high including four components of leadership capacity.

Moreover, the study of teachers' perceptions on their professional competence including four key components, namely; teaching and learning competence, child-centered approach competence, evaluation competence and professionalism, the researcher adopted the instrument developed by Medley (1977) to survey the level of teachers' perceptions on their competence.

This study was conducted at Secondary School of 1912 Dom Boaventura Same, District of Manuhafi, Timor-Leste. The researcher involved 72 full time teachers as the population in this study. According to the result of statistical analysis, the researcher found the score of Cronbach's Alpha Correlation Coefficient was 0.88 where in the category of high including four components of teacher competence.

This research instruments had also ased by Kavinda (2014) in the previous study of teacher competence in two different schools in Northern Rakhine, Myanmar and Cronbach Alpha coefficient were reported 0.84.

Table 5.

Validity and Reliability of Teachers' Perceptions on Their Competence of (N=72)

Components	Parts	Kavinda's (2014) Cronbach's Alpha	This Study
Component 1	Teaching and Learning Competence	.95	.88
Component 2	Child-centered Approach Competence	.72	.88
Component 3	Evaluation Competence	.99	.88
Component 4	Professionalism	.70	.89
		.84	**.88**

Note: Each Cronbach Alpha score described teachers' perceptions on their competence from the previous studies and recent study in Timor-Leste.

Medley's instrument had been used widely by different researchers in various studies related to teacher professional competence with high degree of validity and reliability.

Collection of Data

The research aimed to identify teachers' perceptions on their leadership capacity and professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

In order to facilitate the data collection process successfully and possibly reach the research objectives, the researcher established communication with National Director of Secondary Education at the Ministry of Education and School to grant a permit for conducting research in the respective school. The researcher presented the purpose of the study to School Principal and expected contribution would be made to enhance teachers' leadership capacity and competence in the future.

Table 6.

Research Timeline

No	Timeline	Activities
1	July 5th, 2018	Requested permission from Graduate School of Human Sciences for conducting research.
2	July 7th, 2018	Accepted letter of permission from Dean for conducting research
3	July 20th, 2018	Meeting with School Principal and distributed survey questionnaires to 72 teachers in the school
4	August 12th, 2018	Collecting of survey questionnaires
5	September	Data input, computing, and analysis
6	October-November	Consultation, writing on chapter IV and V

Data Analysis

In this study, the collection of data was computed for each objective; the following statistical methods were utilized.

For Research Objective 1: Descriptive statistic, such as; mean and standard deviation were used to identify teachers' perceptions on their leadership capacity and competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

For Research Objective 2: Mean & Standard Deviation were applied to determine the level of teachers' perceptions on their professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Research Objective 3: Researcher applied Pearson's Product Moment Correlation Coefficient to determine significant relationship of Teachers' perceptions on leadership capacity and their professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Summary of Research Process

An overview of the research process and statistical analysis of data from this study

was presented in the following table:

Table 7.

Summary of the Research Process

Research objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis	Expected Results
To identify teachers' perceptions on leadership capacity at the Secondary School of 1912 Dom Boaventura Same, Manufahi, Timor-Leste.	Population will be **72 full-time teachers** with at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste	Questionnaire: **Part I**. Leadership capacity: - Intense Focus on Shared Vision - Reflection and Innovation - Collaboration and Collective Responsibility - Student Achievement & Development.	Mean and Standard Deviation	Teachers' perceptions on their leadership capacity at the Secondary School of 1912 Dom Boaventura Same, Manufahi, Timor-Leste will be able to identified.
To determine level of teachers' competency at Secondary School of 1912 Dom Boaventura Same, Manufahi, Timor-Leste.		**Part II**. Teachers' Professional Competence: - Teaching and Learning - Child-centered Approach - Evaluation - Professionalism		Will be able to determine the level of teachers' competence at Secondary School of 1912 Dom Boaventura Same, Manufahi, Timor-Leste.
To determine significant relationship of teachers' perceptions on their leadership capacity and their professional competence.			Pearson's Correlation Coefficient	There is a significant relationship between teachers' perceptions towards their leadership capacity and professional competence.

CHAPTER IV

RESEARCH FINDINGS

In the previous chapters, the researcher described the purpose and the importance of conducting this study. In chapter one, the researcher proposed two main theories namely Teacher Leadership Capacity for School (LCSS) by Lambert (1998) and Teacher Competence and Teacher Effectiveness developed by Medley (1977) through theoretical and conceptual framework. In chapter two the researcher provided relevant literature review, and discussed how this study would be carried out included research process.

This chapter presents the research findings, statistical analysis and interpretation of the data derived from 72 teachers involved in this study and the return rate was confirmed 100% according to the number of participants. The researcher personally approached Principal of Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste and proposed to conduct a study in that respective school. The researcher conducted this study upon authorization of Directorate General for Secondary Education at the Ministry of Education of Timor-Leste by presenting the letter of Dean, Graduate School of Human Sciences, Assumption University to the concerned authority in the Ministry of Education.

The researcher initiated the study on 25-26 July 2018 by presenting the letter of Dean, Graduate School of Human Sciences to the School Principal and proposed a technical meeting with the Principal and the teachers to present the objectives of conducting this study. Upon the authorization of the School Principal, researcher conducting short presentation related the research objectives and explained the benefit of the study to the teachers and school administrators as described in the scope and limitation of the study.

This study was a quantitative relationship study by using mathematical-based methods in statistics as the basis to form of tabulation, analyzing and interpretation of the data as well as to determine the relationship between two variables namely; teachers' perception on

leadership capacity and their professional competence. The questionnaires in this study was divided into two parts which covered two main research variables. Part 1: Teacher Perceptions on Leadership Capacity School Survey and Part 2: related to Teacher Perceptions on Their Professional Competence. The results of analysis presented in this study followed the sequence of research objectives and research hypothesis. The detail of three research objectives are described as follows:

1. To identify teachers' perception on their leadership capacity at the 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 professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Research Objective One

The research objective one was established to identify teachers' perceptions on their leadership capacity which involved four key components namely; Intense Focus on Share Vision (IFSV), Reflection and Innovation (RI), Collaboration and Collective Responsibility (CCR) and Student Achievement and Development (SAD) that teachers deal with every time in performing teaching and learning activity. Researcher, then developed questionnaire Part 1, composed of 15 statements or questions which covered four components of leadership capacity for teachers' self-assessment. Component 1) intense focus on share vision served by questions number 1-5, component 2) Reflection and Innovation served by questions number 6, 7 and 8, while component 3) collaboration and collective responsibility served by questions

number 9 to 12, and component 4) students' achievement and development were served by questions number 13, 14 and 15 within questionnaire part 1.

The questions number 1 to 15 which stand for leadership capacity school survey (LCSS) and questionnaires number 16 to 45 serves for teacher competence were rated on five points Likert scale with the following agreement level and interpretation. Scale number 1: which means strongly disagree that indicated to the interpretation very low and 5: means strongly agree which is indicated very high according to Likert scale interpretation. The detail of survey results and interpretation as shown in table 8 below.

Table 8.

Mean Score and S.D. of Component Intense Focus on Share Vision (N = 72)

1) Intense Focus on Share Vision	Mean	S. D.	Interpretation
I work based on planning, coordination and time management.	4.50	.605	High
I support generating new ideas for teaching and learning improvement.	4.40	.643	High
I have capabality for analysis and synchronize plan and actions within the unit.	4.17	.605	High
I have the ability to adapt with intersdisciplinary group of teachers.	4.00	.671	High
I aware that organization vision reflects in the middle and shorterm plan of this school.	3.86	.678	High
Total	**4.18**	**.360**	High

Overall, the total mean scores of component *intense focus on share vision* (table 8) reached 4.18 were interpreted as high. The item planning, coordination and time management was reached the highest mean score 4.50. However, school vision as an essential point to be integrated into both short-term and long-term plan of organization was still found lowest (3.86) compared to others according to teachers' perceptions in this study.

Table 9.

Mean Score and S.D. of Component Reflection and Innovation (N = 72)

2) Reflection and Innovation	Mean	S. D.	Interpretation
I practice and support new ways of teaching and learning as well as extra-curricular activities.	4.07	.861	High
I remind my fellow teachers to keep on track with the vision of school in our regular meeting.	4.06	.710	High
I support collective thinking on how to align standard, instruction, assesment with school vision.	3.88	.855	High
Total	**4.11**	**.564**	**High**

The second component namely *reflection and innovation* on table 8., overall means reached 4.11. The highest mean score was on the perceptions of teachers towards practice and support new ways of teaching and learning reached 4.07, while the lowest mean among the three items was in the item of collective thinking on how to align the standard, instruction, and assessment with school vision reached 3.88 as teachers perceived, but it was still in the range of high according Likert scale interpretation criteria.

Table 10.

Mean Score and Standard Deviation of Component Collaboration and Collective Responsibility (N = 72)

3) Collaboration and Collective Responsibility	Mean	S. D.	Interpretaion
I support and promote collective decision making.	4.46	.786	High
I support and promote collaboration and collectiveness for the benefit of school.	4.36	.657	High
I conduct periodical assessment on relevant tasks	4.26	.650	High
I involve actively in problem solving for the school.	3.97	.839	High
Total	**4.19**	**.561**	**High**

The total mean score of component *collaboration and collective responsibility* were found 4.19 which interpreted high. Moreover, the highest mean score was 4.46 in the perceptions of teachers towards colletive decision making, meanwhile the lowest mean score was 3.97 on the item of active involving in finding solution of problem and challenges in their school. The lowest mean score was actually occured to the essential point of the component according teachers' response.

Table 11.

Mean Score and S.D. of Component Student Achievement and Development (N=72)

4) Student Achievement and Development	Mean	S. D.	Interpretation
I concern and care for quality of outcomes.	4.42	.727	High
I set standards for individual role as a teacher	4.14	.718	High
I develop criteria regarding individual and share work.	3.94	.767	High
Total	**4.16**	**.475**	**High**

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.

As mentioned earlier, this was a quantitative research to identify four key components within teachers' leadership capacity school survey in which the reseacher focused on teachers' self assessment to find out their leadership capacity. The researcher then identified the mean scores and standard deviations of the components within the variable of leadership capacity. From the returned questionnares, researcher elaborated and identified the mean scores and standard deviation of each key component.

Table 12.

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

Leadership Capacity	Mean	S. D.	Interpretation
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
Total	**4.17**	**.490**	**High**

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

Table 12 provides an overview of the 15-research questions that represented by four components of leadership capacity were illustrated in the 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.

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 counducting assessment or evaluation and how teachers apply professional character into practical manner.

In order to determine and measure teachers' perceptions on their professional competence, researcher formulated questionnaire part 2 which composed of 30 research

questions. Comppnent of teaching and learning competence stands as the first part measured by questions number 16 to 21, Child-centered Approach Competence served by questions number 22 to 30, while component of Evaluation Competence measured with questions number 31 to 39 and professionalism served by questions number 40 until 45.

The research instruments were adopted from previous researcher, Kavinda (2014) who conducted research on teachers' perceptions towards competence and the scoring based on Likert scale interpretation. The result of analysis on four components related to teachers' perceptions on their competence described on table 13 below.

Table 13.

The Result of Teachers' Perceptions on Teaching and Learning Competence (N = 72)

1) Teaching and Learning Competence.	Mean	S. D.	Interpretation
I demonstrate adequate knowledge sharing in the subject matter.	4.25	.575	High
I use available methods to enhance teaching quality.	4.21	.786	High
I collect data to identify students' skills level in determining students' learning needs.	4.13	.730	High
I work effectively with individual, small and larger groups.	4.11	.815	High
I expect continuous improvement related to academic, social and emotional.	3.94	.820	High
I establish challenging expectations for students.	3.71	.879	High
Total	**4.05**	**.550**	**High**

The component of Teaching and Learning Component considered as the most critical part of teachers' professional competence. Observed the findings and statistical analysis showed in the total mean scores of this key component was 4.05 which perceived as *high*. The highest mean score in the component of teaching and learning competence was observed 4.25

which was at the range of 3.51 – 4.50 based on interpretation criteria. While, the lowest mean

of this component was found at 3.71 as the teachers perceived themselves.

Table 14.

The Result of Teachers' Perceptions on Child-centered Approach (N = 72)

2) Child-centered Approach Competence	Mean	S. D.	Interpretation
I provide feedback to the learners throughout the lesson.	4.61	.595	Very High
I help learners manitain and develop positive self-esteem.	4.61	.571	Very High
I promote friendly interpersonal relationship	4.46	.627	High
I use intructional time eficient and effectively.	4.43	.624	High
I provide clear information to the students in writting and verbally.	4.35	.808	High
I provide safe learning environment for students.	4.08	.765	High
I create conducive environment which encourage learners to enjoy learning.	3.96	.759	High
I use available technological tools to enhance teaching quality.	3.9	.891	High
I instruct students to use available technology to enhance their learning ability.	3.83	.888	High
Total	**4.24**	**.404**	**High**

In the component of Child-centered Approach Competence, the highest means were

4.61 on the units of providing feedback to learners and help learners maintain and develop

self-esteem. The highest scores reached in the two sub-components were found at the range of

very high in accordance with interpretation criteria of Likert scale.

While the lowest observed mean was 3.83 which related to the teachers' instruction of

using available information and communication technology (ICT) resources to enhance

learning quality. However, it is still interpreted as high on the criteria of interpretation's scale

between the range of 3.51 – 4.50.

Table 15.

The Result of Teachers' Perceptions on evaluation Competence (N = 72)

3) Evaluation Competence	Mean	S. D.	Interpretation
I demostrate a positive attitude toward learning.	4.35	.561	High
I use discussing and questioning strategies to stimulate student thinking.	4.25	.687	High
Istructure the learning environment to encourage students to become self motivated.	4.25	.852	High
I deal fairly with the learners.	4.21	.691	High
I plan instruction at varying and appreciate level of thinking.	4.17	.732	High
I establish climate which encourages student thinking.	4.14	.718	High
I adjust methods and resources as a result of analyzing assesment data.	4.13	.691	High
I use strategies which help the students to develop their intrinsic motivation.	3.92	.801	High
I maintain acceptable classroom behaviour.	3.58	.868	High
Total	**4.10**	**.513**	**High**

In terms of evaluation competence, the highest mean score reached 4.35 on the unit of demonstrating a positive attitude towards learning which shown the intrinsic motivation of the teachers to enhance their personal quality of teaching and learning. The lowest mean score was found 3.58 in the sub-component of maintain acceptable classroom behavior as teachers perceived themselves in this point. This was revealed disagreement from majority of the teachers in tolerating the negative classroom behavior of the students in any form and any level.

Table 16.

The Result of Teachers' Perceptions on Professionalism (N = 72)

4) Professionalism	Mean	S. D.	Interpretation
I treat all people with respect and dignity.	4.56	.625	Very High
I serve as a positive educational role model.	4.46	.691	High
I make effective use of time	4.44	.690	High
I exhibit cooperative behaviour in working within the school community.	4.38	.659	High
I execute responsibilities in a professional timely manner.	4.36	.756	High
I assume a pro-active role in communication of the schools' strategic plan	4.24	.702	High
Total	**4.40**	**.497**	**High**

The total mean score in the component of Professionalism was reached 4.56 in the point of treat all people with respect and dignity as revealed in the above table 16. This was found at the range of ***very high***. While, the lowest mean was found 4.24 in sub-component of assuming a pro-active role in communication of the school's strategic plan according to teachers perceived in this study.

However, that lowest mean is still perceived as high based on Likert scale interpretation criteria between the range of 3.51 – 4.50. In general, mean scores of all point within the component of Professionalism were perceived as high with the total mean score of 4.40 which is interpreted as high according to interpretation criteria.

Table 17 above provides general overview of the 30-research questions which represented four components of teachers' professional competence were demonstrated overall mean scores of each component. The highest observed mean score was 4.40 which corresponds to 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 found at the component number 1) Teaching and Learning Competence, which a score mean of 4.05, but it is still interpreted as high based on interpretation criteria between 3.51 – 4.50.

Table 17.

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

Teacher Competence	Mean	S. D.	Interpretation
1) Teaching and Learning Competence	4.05	0.55	High
2) Child-centered Approach Competence	4.24	0.404	High
3) Evaluation Competence	4.1	0.513	High
4) Professionalism	4.4	0.497	High
Total	**4.2**	**0.425**	**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.

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 very significant relationship between leadership capacity and professional competence.

Table 18.

Pearson's Correlation Coefficient (r) between Leadership Capacity and Professional Competence (N=72)

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

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

CHAPTER V

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter, the researcher presents a brief overview of how this research was carried out, what instruments were used to collect data, as well as research findings, draw conclusions, discussions, and recommendations for teachers who became participants in this study, recommendation for the school and reference for future study.

In this study, the researcher distributed questionnaires to identify leadership capacity of teachers and the implementation of their professional competencies in relation to the teaching and learning process. Leadership capacity and professional competence are important components in the teachers' profession.

This study aimed to determine teachers' perceptions on four domains of leadership capacity such as intense focus on share vision, reflection and innovation, collaboration and collective responsibility as well as paying attention on students' achievements and development. This study also focused on identifying teachers' perceptions on four key elements of teachers' competence namely teaching and learning competence, child-centered approach and evaluation competence, as well as professionalism which are parts of professional competence standard. The instruments were returned 100 percent from total of 72 research questionnaires have been distributed.

The final part of this research is to determine the significant relationship between teachers' perceptions on leadership capacity and their professional competence in relation to teachers' responsibility including teaching and learning activities in the schools.

There were three research objectives in the study teachers' perception on leadership capacity and their professional competence as the following details:

1. To identify teachers' perception on leadership capacity at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi in Timor-Leste.

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

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

Findings

1. **According to the statistical analysis of survey instruments obtained from 72 respondents, the findings of teachers' perceptions on leadership capacity at Secondary School of 1912 Dom Boaventura Same have described as the following details:**

   1.1. Total mean scores of teachers' perceptions on leadership capacity at Secondary School of 1912 Dom Boaventura Same were 4.17 with a range of 3.51 - 4.50. The mean scores reflected strongly indicated that teachers highly perceived on leadership capacity and they presumed leadership capacity as important component that would contribute to their teaching profession.

   1.2. While mean scores of four components were found that the component of intense focus on share vision reached 4.18. the component of Collaboration and Collective Responsibility reached the highest score of 4.19, while the component of Reflection and Innovation gained the lowest mean 4.11, but it is still in the range high category.

   1.3. Among four key components, the highest mean score was the components of collaboration and collective responsibility with the mean scores 4.19. This response

strongly indicated that the teachers considered collaboration and collective responsibility to be the most important points in leadership capacity. Subsequent to collaboration and collective responsibility was the intense focus on share vision with a mean score of 4.18.

2. **The findings about the teachers' perceptions on their professional competence at Secondary School of 1912 Dom Boaventura Same:**

   2.1. Total mean scores of teachers' perceptions towards their professional competence at Secondary School of 1912 Dom Boaventura Same, were 4.20 which in the range between 3.51 - 4.50, whereas this mean score strongly shown that the teachers positively accepted four key elements of teachers' competence and considered as important points for their professional competence development.

   2.2. The mean scores of four key elements of teachers' competence according to the valid returned questionnaires from 72 participants have shown that teachers' perceptions towards teaching and learning competence was 4.05, child-centered approach competence reached the point 4.24, meanwhile, the component of evaluation competence was 4.10 and professionalism reached the highest point of 4.40, which is all four key components were high according to teachers' perceived by their own understanding on their level of professional competence.

   2.3. Among the four components, professionalism has reached the highest mean score which 4.40 which meant most of the teachers at the Secondary School of 1912 Dom Boaventura Same, perceived professionalism as the most important point in their professional competence. While, the lowest mean score was teaching and learning competence with the mean score 4.05. However, this mean score was in the range of 3.51 – 4.50 which was high.

3. **The findings and statistical analysis of the relationship of teachers' perceptions on leadership capacity and their professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste:**

3.1. Referred to the findings and results of statistical analysis, the researcher found a significant relationship between teacher perceptions of leadership capacity and their professional competence. A very significant relationship is indicated by the level of correlation coefficient (*r*) in the range of 0.01 which is smaller than .05. The result of statistical analysis shown positive significant relationship between teachers' leadership capacity and their professional competence at Secondary School of 1912 Dom Boaventura Same.

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Conclusion

</div>

In this section, the researcher drew conclusions according to the findings and results of statistical analysis on the data obtained from 72 respondents. Based on findings and statistical analysis presented in chapter four, researcher have drawn the following conclusions teachers' perceptions on leadership capacity and professional competence at the Secondary School of 1912 Same, District of Manufahi, Timor-Leste.

The response received from 72 respondents in this study, generally demonstrated high perceived of their perceptions on leadership capacity which proved by mean scores of four components reached 4.17 which interpreted as high according to Likert scale interpretation criteria. Among four key components within the variable leadership capacity have obtained its mean scores in high category high with slight differences between one component to another which meant the teachers' perceived those components as important aspects of leadership capacity.

However, the components of reflection and innovation might need more attention and improvement in the future as that component reached the lowest mean score compared to other components within the variable of leadership capacity. Teachers' perceptions on that component indicated some teachers might not satisfy with school policy related to teachers' professional development and career path.

Likewise, the total mean scores of teachers' perceptions on their professional competence at Secondary School of 1912 Dom Boaventura Manufahi were high in general. However, teachers' perceptions towards teaching and learning competence observed mean was found 4.05 which lower than other components within teacher competence. Even though, it is still perceived high according interpretation criteria, it needs more improvement and attention in the future.

Overall, 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. The statistical analysis, researcher found that professionalism was obtained the highest mean score among four domains which indicated that teachers paid special attention to the aspect of professionalism in supporting their career as teacher and educator.

According to the findings and statistical analysis, there was a very significant relationship between teachers' perceptions towards leadership capacity and their professional competence at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste.

Discussion

The following discussion on about findings of this study were based on the 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.

According to the statistical data analysis from 72 respondents, the study found that the teachers at Secondary School of 1912 Dom Boaventura Manufahi highly well perceived their leadership capacity. It was proved by the overall high mean scores of leadership capacity through the survey and investigation including four components that reached (4.17). Statistically, overall mean score reached was on the range of 3.51 - 4.50 which interpreted as high reliable according to the criteria of interpretation.

In addition, regarding teachers perceived on the four key components of leadership capacity, found the mean score for intense focus on share vision was 4.18, teachers' perception on reflection and innovation component was 4.11, then the mean score of teachers perception on collaboration and collective responsibility reflection was 4.19, and teachers' perception on student achievement and development was 4.16, all of which have high scores and it shown that the teachers' leadership capacity at Secondary School of 1912 Dom Boaventura Manufahi is high.

In reference to the statistical analysis and findings from the four domains, generally appear that teachers' perceptions about the components of leadership capacity were overall high and positive compared to the previous studies. Therefore, the researcher assume that all the teachers in this school already deserved comprehensive understanding of leadership capacity as indicated by the acquisition of a high mean score (4.17).

However, after the researcher looked in detail teachers' response to each item within leadership capacity, there was low mean score on some important items that supposedly achieved high and positive response. This can be meant that not all the teachers in the school have comprehensive understanding on their leadership capacity in carrying out teacher work, especially with regard to school vision which has the lowest mean score (3.86) compared to others in the component of intense focus on share vision. Understanding of the school's vision is important because it is a shared ideal. The shared vision serves as the basis for establishing an annual work plan, formulating medium and long-term planning appropriately, resulting in program coherence that can be implemented.

In the component of reflection and innovation, it also showed lowest mean score (3.88) on the item collective thinking on how to align standards, instruction and assessment with school vision. This item is actually reflected manifestation of collaboration and collective responsibility to realize the vision for the benefit of the school including student achievement and development. Temporarily, researcher presume that the teachers were not reflect from the leadership perspective, but teachers focus more on student achievement and parents' satisfaction as the main target.

Lambert (1998) strongly emphasized that to realize the shared vision of organization; the teachers, administrators and all school community must unite individual views, beliefs and values into a shared vision of the organization. The school vision must be regularly communicated and committed to be implemented. Such efforts require intensive communication and involvement of school components. Essentially, learning is about clarifying and consolidating personal beliefs to achieve common goals.

Mar (2014) as previous researcher conducted study on The Relationship of Teachers' Perceptions Towards Leadership Capacity with their Demographic Factors at Mon National Middle Schools, in Ye Township, Mon State, Myanmar. Generally, teachers from Mon

National Middle School perceived good enough leadership capacities though most of the teachers were with working experience relatively only between 1-3 years.

The objectives of the study to (1) identify teachers' demography including; age, educational background, work experience and training experience; (2) to determine teachers' perceptions towards leadership capacity; and (3) to determine the relationship of teachers' perceptions towards leadership capacity with their demographic factors: age, educational background and working experience. The researcher reported that teachers from all selected schools perceived on teachers' leadership capacities with overall mean scores of (2.92). That research indicated that the teachers perceived good enough according to the interpretation standards which was in the range of 2.51-3.50.

When viewed from the perspective of mean scores obtained, each component about leadership capacity has reached a high mean score based on the valid answers from all respondents. Based on these answers, researcher concluded that the teachers at Secondary School of 1912 Dom Boaventura have deserved high leadership capacity. However, it is necessarily required more improvement on the components of reflection and innovation as well as student achievement and development were obtained lower mean scores among four key components about leadership capacity. These components require immediate improvement in order to maintain teachers' leadership quality and increase the school leadership in general.

The study of teachers' perceptions on leadership capacity and their professional competence, the researcher established 45 questionnaires and divided into two parts; where part one composed of 15 research questions with its investigation focused four key components about leadership capacity. The researcher established four key components about leadership capacity with 15 research questions adopted from Lambert, (1998).

In reference to the result of statistical analysis obtained from 72 participants respondents regarding the 15 research questions which covered four key components of leadership capacity in this study, 85 percent (%) of the respondents expressed their positive perception about leadership capacity.

According to Pierce (2007) from Graduate School of Education, University of Missouri, who conducted a cross-sectional case study for doctoral dissertation entitled "A Determination of Reliability and Construct Validity of the Leadership Capacity School Survey" developed by Lambert (2003). The result of the study reached .97 of Cronbach's Alpha which meant very significant. The findings admitted that the effectiveness of leadership capacity can be measured by positive changes that occur significantly in schools which is a positive contribution from the implementation of effective leadership capacity in schools. The research results obtained could be a guideline for school leaders and teachers to practice and attempt to improve the quality of teaching and learning in their schools through developing leadership capacity.

Leadership capacity school surveys (LSCC) of Lambert (2003) considered as powerful instrument in identifying the need for professional development in schools. It is very important that build reliability and establish the validity of this survey to determine its effectiveness as a psychometric tool that is able to measure the perception of the phenomenon of the leadership capacity of teachers in schools (Pierce, 2007), argued.

According to the findings and statistical analysis, this study reached the total mean scores reaching of 4.17 from all components in leadership capacity which indicated the teachers at the Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste perceived leadership capacity and considered essential for their careers as teachers which found higher than mean score from the previous researcher. However, statistical analysis found out low perceptions of teachers about school vision (3.86), collective

thinking on align standard, instruction and assessment with school vision (3.88), developing criteria regarding individual and share work (3.94) strongly indicated that the teacher did not well perceive leadership capacity as teacher and educator.

This study was to identify teachers' perceptions on leadership capacity as well as to determine the level of teachers' perceptions on their professional competence at Secondary School of 1912 Dom Boaventura Same in Manufahi, Timor-Leste. Likewise, the total mean scores in relation to teachers' perceptions on their professional competence also achieved high mean scores (4.20) which significantly demonstrated that the teachers in this School had perceived high competence standards in accomplishing teaching and learning.

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.

Kavinda (2014) was the previous researcher who had conducted A Study of Teachers' Competence at Two High Schools in Northern Rakhine, Arakan State, Western Myanmar to compare the level of teachers' competence standard to their demographic background using the instrument of Medley's (1977). Research instruments distributed to 65 from two schools as participants in that study. According to the findings and statistical analysis of data gathered form the respondents found out the total mean scores of teachers' perceptions towards four elements of teachers' professional competence were (4.38) which meant high. The conclusion was teachers' perceptions towards professional competence were positive.

Even though all 65 the teachers from two school perceived well their professional according to the study, Kavinda (2014) recommended the school to consider further training

and competence development related to skills and ability for teaching, involving in discussion with colleagues to acquire speaking skills, general knowledge and other characteristic.

Generally, overall mean score of this study based on findings and statistical 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 fact opposed the concept of Crick (2008), who emphasized that competence is the combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in a particular domain. Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision and adaptability. These findings of this study should be able to help the teachers to enhance their professional competence so that they can provide teaching and learning in appropriate way to the learners and educational stakeholders.

Moreover, referred to Bacani (2009) who lead Regional Center for Educational Innovation and Technology (SEAMEO-Innotech) previously conducted a comprehensive study on teachers' professional competency standard in eleven-member countries. The study resulted in the identification of common domains of teaching competency standards for

Southeast Asian which have been served as basic platforms for teachers including Timor-Leste. According to the research findings, there were five key findings that strongly recommended to implemented by teachers in eleven-member countries, namely; (1) professional knowledge, (2) professional skills, (3) personal characteristics, (4) professional/Personal ethical standards and values, and (5) professional development and lifelong learning.

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 coefficiens were reached .891 which meant very significant.

The final part of this study is to find the significance level of the relationship between teacher perceptions of the variables of leadership capacity and professional competence. Thus, in this study, researchers applied Pearson's product moment correlation coefficient to determine the relationship between teacher perceptions of their leadership capacity and professional competence in the 1912 Same, Timor-Leste High School. From the results of the statistical research and analysis, it shows that there is a very significant relationship between teacher perceptions of leadership capacity and professional competence where the significance value is 0.01 which was smaller than 0.05.

Thus, the hypothesis was proven that there were a significant relationship between teachers' perceptions of leadership capacity and professional competence. Furthermore, the value of Pearson's Correlations Coeficient (r) was found at the level of 0.773 ** it proved that there is a very strong positive relationship of teachers' perceptions on their leadership capacity and professional competence.

In conclusion, the leadership capacity and professional competence of the teacher play the most important role in the process of creating human resources and developing 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.

Recommendations

As this study was to find out the relationship of teacher's perceptions on their leadership capacity and professional competence, the researcher would like to recommend the findings and statistical analysis of this study as an input and reference for the teacher and administrators at Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste. The following recommendations would help the School teachers, school principal and administrators as well as future researchers for consideration in the next study about leadership capacity and teachers' competence and related studies.

For Teachers

Generally, all the *teachers* involved as participants in this study provided response according to their own understanding and perceptions according to the research questions . When viewed from the general perspective related to the four domains for both leadership capacity and teachers' professional competence which reflected in the survey questionnaires

the mean score demonstrated that teachers well perceived leadership capacity and professional competence.

However, after the researcher carefully scrutinized each subscale integrated both in the variable of leadership capacity and professional competence, there were several important points that actually obtained the lowest mean score. The lowest mean scored on important aspects related to the main tasks of a teacher could mean the teachers do not understand their duties and responsibilities as teacher and educator. Thus, the researcher considers it is important to conduct further evaluation on teachers and administrators in all schools along the territory with regard to the implementation of leadership capacity.

In reference to the lowest mean score on several essential aspects within leadership capacity and teachers' competence according to the findings and statistical analysis, the researcher recommends that teachers should pay more attention to the school vision and objectives that was incorporated into the medium- and long-term plan of the school. Researcher also strongly recommends the teachers to pay attention to aspects of teaching and learning as the main tasks of a teacher. Competence should be improved by access to additional training plans developed and implemented.

Teachers should be categorized by competence, skills and ability in order to provide qualified educational service. The teachers of Secondary School of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste are qualified, but lack in some areas in terms of skills, knowledge, abilities and other characteristics.

For Administrators

Educational institutions have been on its journey to 21st century. In education context, the challenges of the 21st century lead *administrators* and teachers to what is known as 4C; critical thinking, creativity, collaboration and communication. Administrative and management service in educational institutions must be based on critical thinking, creativity,

collaboration and persuasive communication. Education in this new era, requires administrators to think critically and act creatively in order to find ways and more opportunities for teachers to share ideas, more often involve in discussion and help each other in preparing work plans and problem solving.

The role of administrators in an educational institution determine daily operations of the institution in providing services students, teachers, parents, education community and relevant stakeholders. In that sense, leadership capacity and professional competence for educational administrators are important components and greatly contribute to the outcomes of education processes. Leadership capacity and professional competence in managing educational institutions including school management is an absolute requirement for principals, teachers and educational administrators.

Both components should be owned by every single education practitioner such as the school principal, administrator and teacher. Administrators and teachers must have sufficient leadership skills and professional competence to be able to encounter the challenges the 21st century education and the huge demands of education society.

Administrators need to work together and collaborate in preparing the school's vision and mission to achieve organizational goals and to increase leadership capacity in schools. It is important for administrators to make extra efforts in initiating harmonious relationships between colleagues, teachers and the entire school community so that everyone feels respected, is collectively responsible, and contributes an important part in improving the school as a whole. Administrators must pay attention to the needs relating to efforts to improve the skills of teachers by proposing activities such as educational seminars and workshops, in-house training and the like relating to new knowledge and teaching methods.

Administrators or principals must pay full attention to the recruitment of qualified teaching staff who are equipped with the latest knowledge capable of providing services to prepare students for the challenges of the 21st century.

Looking at the low perceptions of the teachers on the school vision and objectives as well as teaching and learning aspects as their main responsibility, researcher would like to recommend that Principals and administrators need to propose and organize relevant training program to improve teachers' understanding on their main duties as teacher. Principal and administrators should also conduct regular monitoring and assessment of the teachers' performance.

For Future Researchers

Future *researchers* can investigate more deeply and specifically teachers' perceptions on leadership capacity and professional competence by considering the findings and statistical analysis with more attention to the several aspects with lowest score in this study. Whenever possible, further researchers can consider utilizing qualitative descriptive methods to investigate deeper, more specific and accurate the teachers' perceptions on their leadership capacity and professional competence in order to gather more information and facts in the context of implementation.

Future researchers can consider conducting research by involving grade three and/or 3rd year students as population who possibly represent students' perceptions on their teachers' leadership capacity and professional competence as no research had been done on this issue due to the limited number of researchers. The study on teachers' leadership capacity and professional competence including each of the domains may continue focus on the components propose in this study as the basis of investigation. Teaching and learning, child-centered approach, evaluation competence and professionalism should be included in further study.

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APPENDICES

Appendix-1
Research Questionnaire (English Version)

Bangkok, July 15, 2018

Honarable Teachers,

The purpose of this study is to achieve a better understanding of your leadeship capacity and professional competence in teaching and learning process and your preferences for how you would doing more efforts to reach the best of your leadership capacity and professional competence as a teacher.

This questionnaire consist of two parts : Part 1 : Teachers' Perception on Leadership Capacity. While Part 2 : the questionnaire for Teachers'Perceptions on Professional Competence which serves as instrument to gather information related to your professional competence in performing task as teacher.

Your assistance in this research is really valuable and highly appreciated. Thank you very much for extending your time and assistances to make this study possible.

Your sincerely,

Paulino Henrique Ribeiro

Graduate School of Human Sciences, Assumption University, Thailand

Part I. Questionaires for Teachers' Perceptions Towards Leadership Capacity

This questionnaire is formulated based on Lamber (1998) Leadership Capacity School Survey (LCSS) to gather information of perceptions on leadership capacity. There is no right or wrong answer required. Please just give your answer to each of the statement in accordance with your understanding and preferences which you perform in teaching and learning. Give check point (√) inside the coloum number 1-5 as the level of agreement.

NO	DESCRIPTION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1) Intense Focus on Shared Vision	**1**	**2**	**3**	**4**	**5**
1	I aware that organization vision reflects in the middle and shorterm plan of this school.					
2	I have capabality for analysis and synchronize plan and actions within the unit.					
3	I work based on planning, coordination and time management.					
4	I support generating new ideas for teaching and learning improvement.					
5	I have the ability to adapt with intersdisciplinary group of teachers.					
	2) Reflection and Innovation	**1**	**2**	**3**	**4**	**5**
6	I support collective thinking on how to align standard, instruction, assesment with school vision.					
7	I remind my fellow teachers to keep on track with the vision of school in our regular meeting.					
8	I practice and support new ways of teaching and learning as well as extra-curricular activities.					
	3) Collaboration and Collective Responsibility	**1**	**2**	**3**	**4**	**5**
9	I support and promote collective decision making.					
10	I support and promote collaboration and collectiveness for the benefit of school.					
11	I conduct periodical assessment on relevant tasks					
12	I involve actively in problem solving for the school.					
	4) Student Achievement and Development	**1**	**2**	**3**	**4**	**5**
13	I concern and care for quality of outcomes.					
14	I am willing develop criteria regarding individual and share work.					
15	I set standards for individual role as a teacher					

Part II. Questionaire for Teachers' Competence

This questionnaire is designed Medley (1977) Teacher Competence and Teacher Effectiness. There is no right or wrong answer required. Please just give your answer to each of the statement according to your understanding and preferences which you perform in teaching and learning. Give check point (√) inside the coloum number 1-5 to show the level of agreement.

NO	DESCRIPTION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1) Teaching and Learning Competence	**1**	**2**	**3**	**4**	**5**
16	I expect continuous improvement related to academic, social and emotional.					
17	I establish approximately challenging expectations for students.					
18	I collect data to identify students' skills level in determining students' learning needs.					
19	I demonstrate adequate knowledge sharing in the subject matter.					
20	I work effectively with individual, small and larger groups.					
21	I use available methods to enhance teaching quality.					
	2) Child-centered Approach Competence	**1**	**2**	**3**	**4**	**5**
22	I instruct students to use available technology to enhance their learning ability.					
23	I provide clear information to the students in writting and verbally.					
24	I provide feedback to the learners throughout the lesson.					
25	I use available technological tools to enhance teaching quality.					
26	I use intructional time eficient and effectively.					
27	I provide safe learning environment for students.					
28	I create conducive environment which encourage learners to enjoy learning.					
29	I help learners manitain and develop positive self-esteem.					
30	I promote friendly interpersonal relationship.					

	3) Evaluation Competence	1	2	3	4	5
31	I establish climate which encourages student thinking.					
32	I plan instruction at varying and appreciate level of thinking.					
33	I use discussing and questioning strategies to stimulate student thinking.					
34	I maintain acceptable classroom behaviour.					
35	I deal fairly with the learners.					
36	I demostrate a positive attitude toward learning.					
37	Istructure the learning environment to encourage students to become self motivated.					
38	I use strategies which help the students to develop their intrinsic motivation.					
39	I adjust methods and resources as a result of analyzing assesment data.					
	4) Professionalism	1	2	3	4	5
40	I assume a pro-active role in communication of the schools' strategic plan					
41	I exhibit cooperative behaviour in working within the school community.					
42	I treat all people with respect and dignity.					
43	I serve as a positive educational role model.					
44	I make effective use of time					
45	I execute responsibilities in a professional timely manner.					

Appendix-2
Research Questionnaire (Tetum Version)

Bangkok, Julho 2018

Ex.cias Senhores/as Professor/a,

Objetivu no intensaun hosi estudo ida ne'e atu bele hetan informasaun hosi tereno kona ba itaboot sira nia preferencias relaciona ho capacidade de lideranca no itaboot sira ida-idak bele identifika nivel de competencia profecionais nudar manorin nain iha contesto aprendisajen (manorin no aprende).

Rezultado hosi itaboot sira bele sai nudar instrumento no sasukat nebe racional hodi halo esforco atu hakbit no haklean liutan itaboot sira ida-idak nia capacidade de lideranca no konhesimentu profunda kona standar competencias profecionais nebe itaboot sira ida-idak tenki deserva nudar manorin nain.

Atu informa mos ba itaboot sira katak questionario ba estudo ida ne'e kompostu hosi parte rua. Part 1 : relaciona ho Percepsaun Professores ba Capacidade de Lideranca. Part 2 : questionario relaciona ho Percepsaun Professores ba Competencias Profesionais nudar manorin nain.

Senhores/as Professores sira nia asistencia no kolaborasaun iha estudo ida ne'e sei fo'o biban ba pesquijador atu bele hetan informasaun nebe digno no valido iha estudo ida ida ne'e. Nudar pesquizador, hau hakarak aproveita hikas biban ida ne'e hodi hato'o apresiasaun no obrigado wain ba itaboot sira nia tempo investe ba estudo ida ne'e.

Ho neon,

Paulino Henrique Ribeiro
Graduate School of Human Sciences, Assumption University, Thailand

Parte I. Questionario sobre Percepção Capacidade Lideranca ba Professores

Questionario ida ne'e prepara bazeia Lambert (1998) nia teoria relaciona ho estudo sobre capacidade de lideranca itaboot sira nia preferencias relaciona ho capacidade de lideranca ba professores sira nudar manorin nain. Laiha resposta "lo'os ka sala" iha estudo ida ne'e. Itaboot sira fo'o resposta tuir itabbot sira preferencias bazeia ba realidade iha prosesu manorin. Fo'o sinal ponto de visto (√) iha coluna numeru 1-5 nudar itaboot nia preferencias.

NO	DESCRIÇÃO	La Aceita Total	La Aceita	Neutro	Aceita	Aceita Tebes
	1) Intensivamente Focus ba Visaão	**1**	**2**	**3**	**4**	**5**
1	Hau hare vizaun edukasaun refleta iha plano medio no curto prazo escola nian.					
2	Hau iha capacidade halo analiza no syncroniza plano no asaun.					
3	Hau halo plano, coordenasaun no jestaun ba orario de trabalho.					
4	Hau suporta no promove hanoin foun no ideias atu melhora prosesu aprendisajen					
5	Hau iha abilidade jere grupo interdiciplinario entre professores.					
	2) Reflecção no Inovação	**1**	**2**	**3**	**4**	**5**
6	Hanoin kolektivo oinsa alinha standar, ordem de trabalho no avaliasaun ho vizaun escola.					
7	Hau fo'o atensaun regular ba vizaun escola nian.					
8	Hau supporta no pratika meius foun kona ba hanorin no promove atividade extra-curicular.					
9	Hau halo valiasaun periodika ba atividade hanorin					
	3) Collaboração no Responsabilidade Colectiva	**1**	**2**	**3**	**4**	**5**
10	Hau suporta no promove decizaun colectivo.					
11	Hau promove kolaborasaun no colectividade					
12	Hau involve iha buka solusaun ba problema.					
	4) Prestação no Desenvlvimento ba Estudantes	**1**	**2**	**3**	**4**	**5**
13	Hau preokupa ho qualidade aprendisajen.					
14	Hau suporta no promove akuntabilidade pessoal no grupo iha escola.					
15	Hau halo standarizasaun pessoal nudar professor.					

Parte II. Questionario Sobre Competencias Professionais Nudar Professores

Questionario ida ne'e prepara bazeia Medley (1977) nia teoria kona ba competencias profesionais tenki sai matadalan ba professores sira nudar manorin nain. Laiha resposta "lo'os ka sala" iha estudo ida ne'e. Itaboot sira fo'o resposta tuir itabbot sira preferencias bazeia ba realidade iha prosesu manorin. Fo'o sinal ponto de visto (√) iha coluna numeru 1-5 nudar itaboot nia preferencias.

NO	DESCRIÇÃO	La Aceita Total	La Aceita	Neutro	Aceita	Aceita Tebes
	1) Competença Kona ba Prosesu Aprendisajen	**1**	**2**	**3**	**4**	**5**
16	Hau kontinua hadiak competencia academic, social no relasaun emocional.					
17	Hau trasa dezavius nebe racional ba estudantes.					
18	Hau rekolha dadus hodi identifica alunos nia abilidade hodi determina nececidades aprendisajen.					
19	Hau demonstra konhesimentu adequado iha prosesu hanorin.					
20	Hau servico efetiva ho individu no suporta servico iha celectivo iha grupo.					
21	Hau utiliza metodologia adequado hodi atinji qualidade aprendisajen.					
	2) Competença Aprocimação ba Estudantes	**1**	**2**	**3**	**4**	**5**
22	Hau enkoraja alunos sira uza tecnologia nebe viabel hodi hakbit sira nia abilidade academic.					
23	Hau fornece infomasaun verbal no por escrita ba estudantes sira.					
24	Hau informa rezultado avaliasaun ba estudantes.					
25	Hau utiliza tecnologia no metode nebe viabel hodi atinji prosesu aprendisajen nebe diak.					
26	Hau promove diciplina, efisiensi no efetividade tempo estuda ba alunos sira.					
27	Hau kria envairamento diak ba estudantes sira.					
28	Hau kria envairamento conducivo ba estuda.					
29	Hau ajuda alunos sira atu maintein atitude diak.					
30	Hau promove espirito amizade entre estudantes.					

	3) Competençia Avaliação	1	2	3	4	5
31	Hau promove diskusaun no divergencia iha expresaun hanoin.					
32	Hau kria klima de estudo nebe encouraja no estimula alunos atu hanoin.					
33	Hau aplika discusaun no perguntas nudar estrategia hodi estimula estudantes atu hanoin kritiku.					
34	Hau simu atitude tolerabel nebe akontese iha aulas.					
35	Hau halo ligasaun nebe justo ba alunos sira.					
36	Hau sai nudar modelo ho atitude positivo ba prosesu avaliasaun estudo.					
37	Hau jere envairamento nebe diak hodi encoraja estudantes sira atu motiva sira nia an rasik.					
38	Hau utiliza estrategia nene enkoraja alunos bele desenvolve sira nia motivasaun intrinsic.					
39	Hau ajusta metodo no recurso bazeia ba resultado analyza no avaliasaun nebe prova ho dadus.					
	4) Professionalismo	1	2	3	4	5
40	Hau asume komunikasaun pro-ativo professores sira sobre plano estrategico escola nian.					
41	Hau hatudu espirito cooperasaun ho komunidade escola nian.					
42	Hau atende ema hotu ho respeito no dignidade.					
43	Hau demonstra caracter positivo nudar modelo de educador.					
44	Hau Utiliza tempo ho efetivo.					
45	Hau executa ordem ho responsabilidade nudar professional nebe aprecia tempo.					
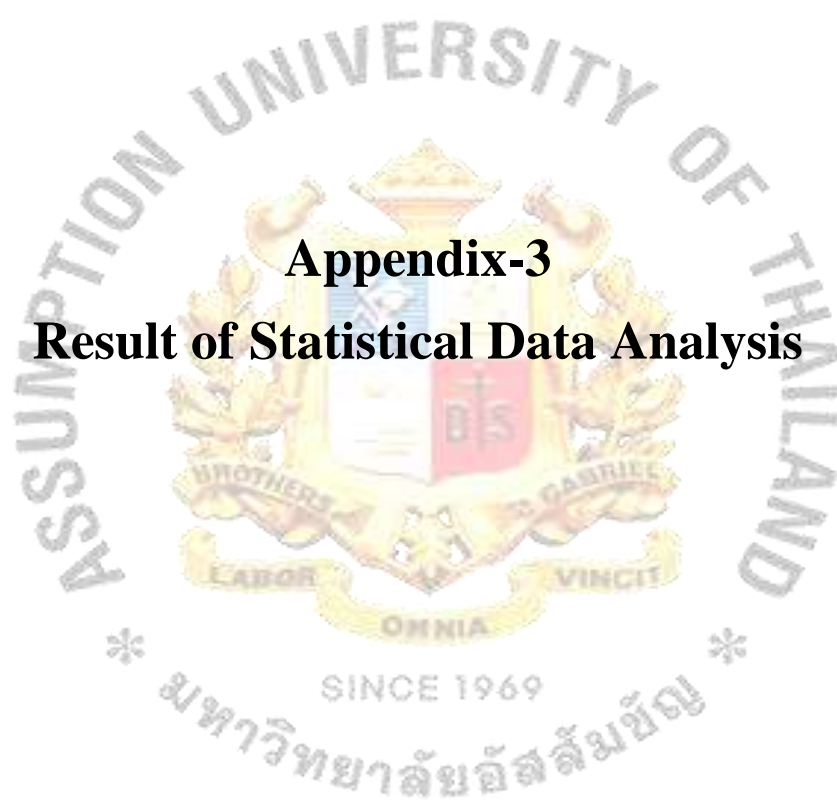
Appendix-3
Result of Statistical Data Analysis

Result of Teachers' Perceptions on Leadership Capacity (*N* = 72)

No	1) Intense Focus on Share Vision	Mean	S. D.
1	I aware that organization vision reflects in the middle and shorterm plan of this school.	3.86	.678
2	I have capabality for analysis and synchronize plan and actions within the unit.	4.17	.605
3	I work based on planning, coordination and time management.	4.50	.605
4	I support generating new ideas for teaching and learning improvement.	4.40	.643
5	I have the ability to adapt with intersdisciplinary group of teachers.	4.00	.671
	2) Reflection and Innovation		
6	I support collective thinking on how to align standard, instruction, assesment with school vision.	3.88	.855
7	I remind my fellow teachers to keep on track with the vision of school in our regular meeting.	4.06	.710
8	I practice and support new ways of teaching and learning as well as extra-curricular activities.	4.07	.861
	3) Collaboration and Collective Responsibility		
9	I support and promote collective decision making.	4.46	.786
10	I support and promote collaboration and collectiveness for the benefit of school.	4.36	.657
11	I conduct periodical assessment on relevant tasks	4.26	.650
12	I involve actively in problem solving for the school.	3.97	.839
	4) Student Achievement and Development		
13	I concern and care for quality of outcomes.	4.42	.727
14	I develop criteria regarding individual and share work.	3.94	.767
15	I set standards for individual role as a teacher	4.14	.718

The Result of Teachers' Perceptions on Their Competence (N = 72)

No	1) Teaching and Learning Competence.	Mean	S. D.
16	I expect continuous improvement related to academic, social and emotional.	3.94	.820
17	I establish approximately challenging expectations for students.	3.71	.879
18	I collect data to identify students' skills level in determining students' learning needs.	4.13	.730
19	I demonstrate adequate knowledge sharing in the subject matter.	4.25	.575
20	I work effectively with individual, small and larger groups.	4.11	.815
21	I use available methods to enhance teaching quality.	4.21	.786
	2) Child-centered Approach Competence		
22	I instruct students to use available technology to enhance their learning ability.	3.83	.888
23	I provide clear information to the students in writting and verbally.	4.35	.808
24	I provide feedback to the learners throughout the lesson.	4.61	.595
25	I use available technological tools to enhance teaching quality.	3.90	.891
26	I use intructional time eficient and effectively.	4.43	.624
27	I provide safe learning environment for students.	4.08	.765
28	I create conducive environment which encourage learners to enjoy learning.	3.96	.759
29	I help learners manitain and develop positive self-esteem.	4.61	.571
30	I promote friendly interpersonal relationship	4.46	.627
	3) Evaluation Competence		
31	I establish climate which encourages student thinking.	4.14	.718
32	I plan instruction at varying and appreciate level of thinking.	4.17	.732
33	I use discussing and questioning strategies to stimulate student thinking.	4.25	.687
34	I maintain acceptable classroom behaviour.	3.58	.868
35	I deal fairly with the learners.	4.21	.691
36	I demonstrate a positive attitude toward learning.	4.35	.561
37	Istructure the learning environment to encourage students to become self motivated.	4.25	.852
38	I use strategies which help the students to develop their intrinsic motivation.	3.92	.801
39	I adjust methods and resources as a result of analyzing assesment data.	4.13	.691

	4) Professionalism		
40	I assume a pro-active role in communication of the schools' strategic plan	4.24	.702
41	I exhibit cooperative behaviour in working within the school community.	4.38	.659
42	I treat all people with respect and dignity.	4.56	.625
43	I serve as a positive educational role model.	4.46	.691
44	I make effective use of time	4.44	.690
45	I execute responsibilities in a professional timely manner.	4.36	.756

Appendix-4
Short Biography

BIOGRAPHY

Name   : Paulino Henrique Ribeiro

Date of Birth   : December 6th, 1969

Place of Birth   : Dili, Timor-Leste

Gender   : Male

Nationally   : Timorese

Religion   : Roman Catholic

Education Background

2007-2012 Master of Human Resources Management, School of Management Indonesia,

Malang, Indonesia.

2004-2009 Cand. Master of Education Management, Jakarta State University, Jakarta,

Indonesia.

1994-1999 Bachelors of Arts in Public Administration, School of Human Sciences (STISIP)

Pusaka Nusantara, Jakarta, Indonesia.

Works and Professional Experiences

2014-2018 Education Attaché, Embassy of the Democratic Republic of Timor-Leste to the

Kingdom of Thailand, Bangkok.

2012-2013 Deputy Executive Secretary, Human Capital Development Fund, Ministry of

Education of Timor-Leste.

2010-2012 Education Attaché, Embassy of the Democratic Republic of Timor-Leste, Jakarta,

Republic of Indonesia.

2009-2010 Education Attaché, Embassy of the Democratic Republic of Timor-Leste, Manila, Republic of the Philippine.

2004-2008 Technical Assistant to Education Attaché of Education, Embassy of the Democratic Republic of Timor-Leste, Jakarta, Republic of Indonesia.

2000-2003 Education Liaison Officer to the United Nations Transitional Administration for East Timor (UNTAET), Jakarta, Indonesia.

1991-1999 Heidelberg Cement Enterprise (Administration Officer), PT. Indocement Tunggal Prakarsa, Jakarta, Republic of Indonesia.

Professional Trainings and Developments

o Training Course on "Environmental Good and Services Negotiations" by United Nations Economic Social Commission for Asia and Pacific (UN-ESCAP), 2-3 March 2017, Bangkok, Thailand.

o Leadership Training "The Role of Public Policy in Private Sector Development Program" by National Institute of Development Administration (NIDA), 1-5 February 2016, Bangkok, Thailand.

o SEAMEO International Conference "Southeast Asia in Transition: Re-Thinking Education, Science and Culture for Regional Integration" by Southeast Asian Ministers of Education Organization (SEAMEO) and British Council Bangkok, 21-22 October 2014, Bangkok, Thailand.

o The International Conference on the "Teaching Profession in ASEAN" by The Teachers' Council of Thailand KHURUSAPHA, 4-6 October 2014, Bangkok, Thailand.

o Training Course "Standard Operating Procedures" Method and Technique, TEMPO Institute, 14 April 2011, Jakarta, Indonesia.

o Leadership Training "high Impact Leader: Build Trust to Success", by TEMPO Institute, 26 March 2008, Jakarta, Indonesia.

o SEAMEO International Workshop on "Strengthening Educational Quality in Southeast Asia through Networking and Partnership"'" by Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and Ministry of National Education of the Republic of Indonesia, 7-8 October 2008, Inna Garuda Hotel, Yogyakarta, Indonesia.

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