



**Jurnal Ilmiah Teunuleh**

The International Journal of Social Sciences

*Vol. 4, Issues. 2, Jun 2023*

P-ISSN: 2807-193X | E-ISSN: 2746-4393

## **ANALYSIS OF MANAGERIAL CONCEPTION AND COMPETENCY OF SCHOOL HEADS BACKGROUND TEACHERS IN BANDA ACEH**

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### **Abstract**

This study aims to improve the concept of administration and supervision carried out by providing direction, guidance and a series of motivational activities for teachers related to learning management, staffing, discipleship, building and yard management, financial management, and managing school and community relationships to create an atmosphere which is conducive and fun in a school environment that can provide

motivation for teachers in carrying out their duties. The results of the research that have been analyzed show that the principal, who has a sports teacher background, has done his job well as a leader in the school. The principal as a supervisor is intended to increase supervision and control over teachers and other personnel to improve their performance. The principal as a supervisor is in charge of managing all aspects of the curriculum that applies in the school in order to provide results in accordance with predetermined targets. Curriculum aspects that must be mastered by the principal as a supervisor are subject matter, teaching and learning processes, curriculum evaluation, curriculum management, and curriculum development in schools.

**Keywords:** *Managerial Concept, School Head Competency, Teachers Background*

## **A. Introduction**

Schools are formal institutions that play a very important role in improving the quality of human resources. For the realization of a developed nation and country, it requires superior and reliable human resources in their respective fields, (Guo, Connor, Yang, Roehrig, & Morrison, 2012). Due to the large number of natural resources (SDA) available, it becomes useless in the hands of weak human resources in developing the nation and state. Therefore, schools play a very important role in creating skilled and reliable human resources. (Arikunto, Suharsimi, 2013). argues that: Education is an activity to plan educational business activities in such a way as to ensure that every individual (both a graduate and a school dropout) can enter society with the ability to continue to be a productive worker. In other words, education must produce graduates of various levels and types of skills that are ready to use, (Corkett, Hatt, & Benevides, 2011).

Based on the above opinion, it can be seen that education is designed to prepare qualified graduates. So that they can become productive parties and improve their welfare for the better. Thus, education is an important factor in determining the welfare of human life, see (Arikunto, Suharsimi, 2013; Sio Jyh Lih & Ismail, 2019). The success and quality improvement achieved by the school is of course not only the principal who moves alone, but also contributes to the teaching force. In UURI No. 20 of 2003 concerning the National Education System it is said that: "educators are professionals who are tasked with planning and implementing the learning process, assessing the results of learning, conducting mentoring and training, and conducting research and development to the community, especially for educators in tertiary institutions" (Arikunto, Suharsimi, 2013; Creswell, 2012). In this case what is meant by

teaching staff in schools is a tteacher. It can even be said that the influence of teachers is very large on improving the quality of schools. The reason is that teachers have a direct role in the educational process, namely the learning process. The success and quality improvement in schools can be seen from the success in the learning process,(Guo et al., 2012; Serrano, Shahidian, Sampaio, & Leite, 2013).

In an educational organization, namely a school, the principal is the leader who will lead the school towards the goals that lead to the achievement of school quality as targeted.(Arikunto, Suharsimi, 2013; Juwita, 2014; Sio Jyh Lih & Ismail, 2019) state that: "educational leadership is a process of influencing, coordinating and mobilizing the behavior of others and making changes in a more positive direction in striving for educational success". The principal is the key to the success and progress of improving school quality,(Arikunto, Suharsimi, 2013; Pardimin, 2018). This is because the school itself is an educational institution organization that must have a qualified leader. A quality leader should be able to bring the school to the direction of the goals in accordance with the vision and mission, and be able to overcome various obstacles faced,(Guo et al., 2012; Pelana, 2017)

The principal must also be able to regulate the physical environment to motivate teachers to be able to do assignments optimally. Creating a pleasant working atmosphere,(Arikunto, Suharsimi, 2013; Serrano et al., 2013). Giving encouragement, direction and support to teachers and giving awards to teachers will all raise the spirit of teacher performance. A school principal also needs to punish wrong teachers. He also plays a role in supervising teacher activities in implementing learning,(Guo et al., 2012; Selvi, 2010). The principal as the top manager in the school is expected to play a role in influencing his subordinates, especially teachers in improving their performance or job performance. To carry out a job like this is not easy because the job requires a number of competencies that must be possessed.

Principals are required to have the ability / knowledge, skills to control emotions to be able to understand themselves and others. Based on the results of the trait approach study, there are three kinds of personal characteristics a leader needs to have in order to be successful in leading him, namely: 1) physical characteristics, such as height and appearance; 2) personality, such as upholding self-esteem (self esteem); influential (dominant), and emotional stability; and 3) abilities or abilities, such as general intelligence (general intelligence), authenticity (originality), and social interviews (social insight),(Guo et al., 2012; Septiana, 2018). In addition to the above criteria, a candidate

for head schools must have a leadership spirit and good physical fitness,(Arikunto, Suharsimi, 2013; Setiawan & Dewi, 2019).

As a manager, the principal has a big dusty and responsibility in managing his school. The success of the principal in managing his school will not be separated from the ability of the principal as the school leader in carrying out the function and role of the principal. For this reason, a school principal is required to be able to have readiness in managing the school, the readiness of the leadership referred to here is the managerial ability with regard to Ministerial Regulation Number With good managerial abilities, it is hoped that each principal will be able to become a driving force and enforcer of discipline for teachers so that they are able to show their productivity well,(Creswell, 2012; Seyle, Widyatmoko, & Silver, 2013).

Every teacher who has achievements has the right to become a principal after going through a predetermined selection process,(Serrano et al., 2013; Skaalvik & Skaalvik, 2010). Likewise, sports teachers also have the same opportunity to become school principals in order to lead the education process in schools. However, there is an opinion among non-physical education teachers that sports teachers are deemed unfit to become school principals,(Guo et al., 2012; Susilana, 2014). This is due to the emergence of the perception that sports teachers practice more in the field so that they are unable to lead schools, especially in school management related to administration and institutional procedures. Sports teachers have educational backgrounds focused on physical education, health and recreation. Thus, the assumption appears that sports teachers educate students more in physical formation and health, (Corkett et al., 2011; Situmorang, n.d.). This causes sports teachers to not really understand other aspects of education such as school management or the development of programs in schools when sports teachers are appointed as school principals, (Sio Jyh Lih & Ismail, 2019; Tsigilis, Grammatikopoulos, & Koustelios, 2007).

In fact, the results of preliminary observations in schools in the city of Banda Aceh show that there are five schools led by principals who have educational backgrounds as sports teachers. Managerial school principals led by the principal are more focused on field implementation (practice). The principal is more focused on the policies that are implemented in schools. Meanwhile, administratively, the principal who has a sports teacher background has not been able to carry it out properly, such as writing reports and other administration. This is because sports teachers have educational backgrounds

that place more emphasis on psychomotor actions than practice. So, in its implementation, it has administrative problems.

## **B. Research Method**

This study used a qualitative approach using descriptive methods, namely describing, describing, and describing the implementation of the principal's leadership in increasing teacher work motivation based on facts in the field. All activities, circumstances, events, aspects, components or variables run as they are, so that researchers do not manipulate data or provide certain treatments to research variables. As emphasized by (Corkett et al., 2011; Zee & Koomen, 2016) which states that: Qualitative research is research based on the philosophy of postpositivism, used to examine the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument, data source sampling is carried out by purposive purposive or snowball, the data collection technique is done by triangulation (combined), the data analysis is inductive.

### **1. Place and time of research**

This research was conducted by all high school principals in Banda Aceh City, and was conducted from 10 November to 12 December 2020.

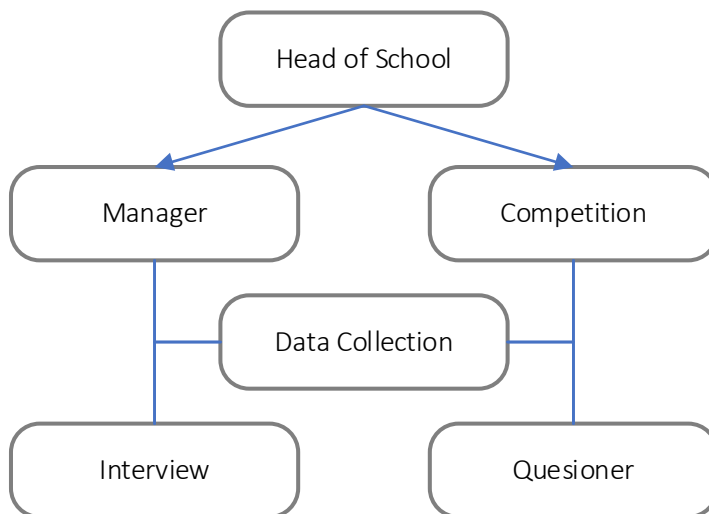
### **2. Population and Sample**

The population is the entire sample to be studied, which is the population in this study are all heads of SMA Banda Aceh, the category of school principals is 15 people. The sample in this study was determined by purposive sampling, which is taking samples based on considerations that focus on specific objectives. The samples in this study were all high school principals with a sports teacher background in Banda Aceh City.

### **3. Data collection technique**

Research instruments are tools used by researchers in their activities to collect data so that research activities become systematic and made easier by them. Based on this definition, the research instrument serves to determine the focus of research. This is in line with the opinion of saying: "qualitative researchers as human instruments, function to determine the focus of research, select informants as data sources, assess data quality, analyze data, interpret data and draw conclusions on findings". The instrument is also interpreted as a tool, for example a questionnaire, a check list.

Interview guide (interview guide or interview schedule) and observation sheet / guide.  
 For more details: Questionnaires, and Interview instrument.



**C. Result and Discussion**

**1. Finding**

Researchers have conducted several questionnaire studies and interview instruments with school principals in the city of Banda Aceh, to ensure and know about the direction of school policy are decisions made by the principal wisely and wisely to teachers to improve the quality of learning in schools by how to involve the teacher council in formulating school education policies to be mutually agreed on these policies.

Principal policies related to administration include several aspects, including policies in terms of learning management, personnel management, student management, building and yard management, financial management and management of school and community relations. This is consistent with the results of interviews with school principals regarding the involvement of teacher councils in formulating educational policies in schools. "In formulating policies in my school, I involve the board of teachers and staff as well as other stakeholders in order to make joint decisions to improve the quality of learning".

As explained by the principal, that all teachers are involved in formulating education policies in schools, so that the policies to be implemented can run in an orderly and smooth manner. This is because the teacher is the implementer of every policy decision at school so that decisions can be accepted by all parties, the teacher must be involved in making education policy decisions in schools. "Motivation is given with

freedom. I directed the teachers to arrange the administration and provide direction and guidance to the teachers so that they were included according to the roster”.

At the beginning of the semester the principal instructed the entire teacher board to collect the administration of the learning process through the vice principal to be researched and evaluated by the principal whether the Learning Implementation Plan (RPP) was prepared according to the syllabus, annual program (prota), semester program (prosem) , and the education calendar and the achievement of curriculum targets, to be clearer in accordance with the results of the researcher interview with one of the school principals is: "Every teacher in this school is obliged to collect administration including: syllabus, educational calendar, prota, prosem and lesson plans".

The results of the interviews conducted with the principal above are also in accordance with the opinion as conveyed by the deputy principal who stated that he had to prepare learning tools in the form of RPP (Learning Implementation Plan). The next steps are according to the lesson plan stages, given motivation for the children, told what they will learn, then enter what material will be taught in recording, usually if it is necessary to the laboratory, then enter the laboratory, if the laboratory does not have the material, you can use animation another. But for grade 3 it is rarely done because you are chasing the UN target, if it is combined with practicum then the UN material will not be finished”.

This is also in accordance with the opinion expressed by one of the teachers that "We were motivated by the principal to complete the administration needed in the learning process. The principal motivates us by directing and mentoring in compiling the administration of learning such as syllabus, lesson plans, prota, prosem and other equipment ”.

Based on the results of the interview above, it can be seen that the principal provides motivation for teachers in completing learning administration. The principal directs and guides the teacher in compiling it. So, the teacher can discuss and be given input by the principal. Policies carried out by school principals have a positive impact on teachers. Teachers are more creative in preparing learning administration planning, including in preparing learning media. This is as conveyed by the principal through the interview answer that "The benefits are many, the learning is more focused and the teacher is very responsible for teaching and learning activities, the results given seem to vary by modifying learning tools such as geography and physics lessons". Based on the principal's explanation, it can be seen that the principal has required the teacher to

compile and submit administrative completeness of the learning process to the principal through the deputy head of the curriculum in order to be researched and evaluated by the principal to measure the level of performance in carrying out his duties. This is in line with Permendiknas Number 41 of 2007 concerning the standard process for primary and secondary education units which obliges teachers to prepare lesson plans (RPP), learning syllabus, educational calendars, semester and annual programs and achievement of curriculum targets. But in reality, there are still teachers who are reluctant to complete the learning administration when the teaching and learning process is taking place, this is in accordance with the results of the researcher's interview with the principal as explained that "There are many obstacles, but can be addressed, for example; the teacher was unable to give assignments and exercises for the children or was replaced by another teacher. Teachers who have not completed the administration are called and guided and admonished".

From the explanation above, it can be concluded that in schools there are still teachers who are reluctant to arrange and complete learning administration even though the teacher has been given an understanding and understanding that the completeness of learning administration is very important to be compiled and used during the learning process so that the quality of learning can improve student learning achievement.

Researchers also found that there were still some teachers who were reluctant to compile and use the completeness of learning administration because researchers saw that the completeness of learning administration was not important and because they were not able to arrange the completeness of learning administration. But in fact, if we examine in depth, the teacher lacks commitment to compile the completeness of learning administration in schools.

Then the researchers continued interviews with other school principals about the sanctions against teachers who were reluctant to compile and use the completeness of the learning administration when teaching in class "to sanction withheld from granting certification and proposing promotion".

Based on the principal's explanation that teachers who are reluctant to prepare learning administration have been given strict sanctions against the teacher concerned, in the form of a temporary delay in granting certification allowance salaries and proposals for promotion in order to enforce the rules that have been set and not be copied by other teachers. This is in accordance with law number 14 of 2005 article 30 paragraph 2, where teachers can be given sanctions if they neglect their duties and obligations.

The action of the school principal gives sanctions to teachers who are reluctant to arrange and use the administration of completeness of learning in accordance with existing regulations. This means that the principal has shown a firm attitude in enforcing the policies that have been set collectively in accordance with the applicable rules.

The assertive attitude taken by the principal has a positive impact on teacher work motivation for teachers. Teachers feel more responsible in doing the tasks they have to complete, especially in preparing educational administration. According to researchers, this attitude needs to be maintained so that teachers are serious in carrying out their duties, especially related to the arrangement and use of learning administration tools in improving the quality of learning in schools. Thus, the teacher will grow a commitment to this.

The principal as the top manager must be able to enforce discipline on the employees (teachers and administration) continuously so that discipline becomes a habit for a teacher at school. With discipline, teachers will be able to carry out their duties as well as possible so that they are avoided from all violations that can harm students, schools and society.

In order to improve the quality of learning, the principal needs to improve several aspects of teacher work discipline so that all tasks carried out by the teacher can run according to applicable regulations.

Based on the results of the researcher interview with the principal that there are 8 (eight) aspects of teacher work discipline that are enforced in schools, namely; "Students are managed with discipline and especially teachers must be disciplined so that students will participate". The teacher comes to school on time, the teacher is obliged to notify if unable to attend school, the teacher is obliged to give assignments if unable to attend school, make teaching preparations before the teaching and learning process takes place, record student learning evaluation results, attend student attendance at every meeting, fill in absent every time they attend school and leave school when working or teaching hours are over.

From the principal's explanation that the teacher must come on time, notify if unable to attend school, give assignments if unable to attend school, make preparations before teaching, record student learning evaluation results, attend student attendance, fill absences every time they attend school, and leave school when work or teaching hours are over. According to the fact that there are teachers who have shown high work

discipline, according to the results of interviews with school principals that "for employees and teachers, for now almost all of them show high discipline".

Based on the principal's explanation that all teachers have shown a high attitude of discipline in carrying out their duties as teachers as well as possible. This condition must be nurtured and nurtured continuously by the principal so that he is disciplined the nurtured teacher can really be maintained. By continuing to tie up good cooperation between the principal and teachers and teachers with teachers and other school elements for the progress of the school in all aspects, especially in the field of improving the quality of learning in schools.

The principal as an education leader must be able to know and understand various positions, conditions and what the teachers and administration employees and other employees want. Thus, good cooperation will grow which can produce harmonious thoughts in school improvement efforts. Based on the results of the interview, it shows that "Employees and teachers are given tasks according to their main tasks and functions and in accordance with existing programs in the context of cooperation in improving the quality of teaching and learning activities (teaching and learning activities)".

This condition is according to the observations of researchers that it is true that the principal has shown a good attitude of cooperation with the teacher councils in the school in order to improve the quality of learning so that the output produced in schools is truly of high quality. The principal as an education leader must be able to increase teacher resources in his field of work through the supervision activities he does. This is because teachers have a very large share and role in the success of learning in schools. Therefore, the supervision carried out by the principal helps teachers carry out their jobs and duties properly.

## **2. Discussion**

Based on the results of interviews of researchers with school principals about increasing teacher resources related to efforts to improve the quality of learning that; "The relationship between the school and the environment is quite good, the community is invited if there are school activities, then if there are obstacles at school they are asked to be criticized, weaknesses and strengths are conveyed through the committee, and for the past 5 years there has been no criticism. The community supports the implementation of education". And he added that; "Guiding teachers through teacher guidance meetings and books".

From the principal's explanation, it can be concluded that he as the principal is fully aware that the heavy duty carried out by the principal is to foster teachers and employees so that educational programs in schools can run orderly and smoothly, for the realization of quality education. Thus, the success of a school lies in the leadership's ability to supervise all available resources including the empowerment of the surrounding community.

In order to empower teachers and employees in schools, the first step is to analyze the needs and areas of work required as well as the placement of teachers and employees based on job analysis to achieve educational goals. On this basis the researcher interviewed the principal that "The task was given after being seen, willing, able and sincere. As in the curriculum, there must be people who can understand teachers, student too, must be able to understand students and must be able to collaborate with parents of students, as well as public relations, people who can be relied on to connect with society and have programs ". Based on the explanation of the principal, the school principal has divided all the work that must be done by teachers and employees at the school.

The description above is in line with the results of the next researcher interview with the principal that: "The effect is there, because their function is a service function and they also have to be assisted by the TU head, by the principal as well, because this is a common goal not only the principal's goal of realizing the vision and mission ". From the principal's explanation, it can be concluded that teachers will grow commitment to carry out their duties as well as possible if the principal is able to build good cooperation between the head and the teacher. Because the value of commitment grows from within a teacher's heart and is influenced by outside forces that can influence the teacher's attitude.

The principal as a supervisor has an obligation to foster teachers to be committed to carrying out their duties. The supervision is carried out in order to motivate teachers to have good performance. Because of the high commitment in carrying out tasks, they will be motivated to stand side by side and achieve achievements in every work done, especially related to improving the quality of learning in schools. The principal as a supervisor in the field of education is highly required to have the skills to be able to overcome the difficulties faced by teachers in the learning process at school. This is as stated by the principal that; "The trick: Calling the teacher individually and kept secret, compromise, intensive guidance for teachers with serious problems".

## **D. Conclusion**

Based on the findings about the managerial and competency of school principals with a sports teacher background in Banda Aceh, it can be concluded as follows: Principals who have a sports teacher background are feasible and able to carry out their duties and obligations as school principals. Policies taken by school principals in the field of administration and supervision are carried out by providing direction and guidance for teachers related to learning management, staffing, disciplinship, building and yard management, financial management, and managing school and community relations to create a conducive and pleasant atmosphere. in a school environment that can provide motivation for teachers in carrying out their duties.

## **Acknowledgments**

On this occasion the author would like to thank: Principals of all Banda Aceh City; The Head of the Aceh Education Office, through the Head of the Ministry of Education, can foster and train school principals in managerial competence in leadership and tighten control of leadership implementation carried out by school principals. For further researchers, it can be used as a reference in order to see the managerial and competence of school principals with teacher backgrounds, both from sports teachers and other teachers.

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