

Principal Coaching Patterns and English Teacher Performance in Public Junior High Schools (Case study of Junior High School in Kolaka Timur Regency)

Annisa Sari^{1*}, Hermanto²

^{1,2} Manajemen Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta,
Indonesia

Correspondence author: Annisa Sari, annisasari.2022@student.uny.ac.id

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Abstract

Principal coaching is a strategic effort to improve teacher professionalism and performance through academic supervision, coaching, mentoring, and continuous professional development. However, the effectiveness of principal coaching in improving teacher performance remains inconclusive, warranting further investigation. This study aimed to identify principal coaching patterns, describe the performance of English teachers, and examine the effect of principal coaching patterns on English teacher performance in public junior high schools in East Kolaka Regency, Indonesia. A quantitative approach with a correlational design was employed involving 30 English teachers from 18 public junior high schools selected through total sampling. Data were collected using validated and reliable questionnaires and analyzed through descriptive statistics and simple linear regression. The findings revealed that both principal coaching patterns and English teacher performance were categorized as good. Nevertheless, principal coaching patterns did not have a statistically significant effect on English teacher performance ($R = 0.133$; $R^2 = 0.018$; $F = 3.177$; $p = 0.086$). Therefore, improving teacher performance requires collaborative efforts among school principals, teachers, school supervisors, and education authorities to support teachers' sustainable professional development.

Keywords: Principal Training Patterns, Academic Supervision, English Teacher Performance, Educational Management.

Abstrak

Pembinaan kepala sekolah merupakan upaya strategis untuk meningkatkan profesionalisme dan kinerja guru melalui supervisi akademik, coaching, mentoring, serta pelatihan dan pengembangan profesional. Namun, efektivitas pembinaan kepala sekolah terhadap kinerja guru masih menunjukkan hasil yang beragam sehingga perlu dikaji lebih lanjut. Penelitian ini bertujuan untuk mengetahui pola pembinaan kepala sekolah, mendeskripsikan kinerja guru Bahasa Inggris, serta menganalisis pengaruh pola pembinaan kepala sekolah terhadap kinerja guru Bahasa Inggris pada SMP Negeri di Kabupaten Kolaka Timur. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional yang melibatkan 30 guru Bahasa Inggris dari 18 SMP Negeri dengan teknik sampling jenuh. Data dikumpulkan menggunakan angket yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan statistik deskriptif dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa pola pembinaan kepala sekolah dan kinerja guru Bahasa Inggris berada pada kategori baik. Namun, pola pembinaan kepala sekolah tidak berpengaruh signifikan terhadap kinerja guru Bahasa Inggris ($R = 0,133$; $R^2 = 0,018$; $F = 3,177$; $p = 0,086$). Temuan ini menunjukkan bahwa peningkatan kinerja guru tidak hanya bergantung pada pembinaan kepala sekolah, tetapi juga memerlukan dukungan faktor lain, seperti kompetensi profesional, motivasi kerja, lingkungan sekolah, serta pengembangan profesional berkelanjutan.

Kata Kunci: Pola Pembinaan Kepala Sekolah, Supervisi Akademik, Kinerja Guru Bahasa Inggris, Manajemen Pendidikan.

INTRODUCTION

Quality education is largely determined by the performance of teachers in planning, implementing and evaluating learning effectively (Gunawan, Nur, et al., 2025; Izzulhaq et al., 2024). At the junior high school level, especially in English language learning, teachers are required not only to master the material, but also to be able to create interactive learning and encourage students to use language actively in various communication situations (Ramadana & Widayati, 2025; Said, 2025).

Optimal teacher performance is influenced not only by individual competence but also by the principal's leadership support through systematic and ongoing coaching. The principal's primary role is as a leader who controls the implementation of education, where education itself essentially functions as a transformation that transforms input into output. This ensures a process that occurs correctly and is maintained in accordance with the provisions of the educational objectives themselves (Andriani, 2021; Gunawan et al., 2026).

Efforts to achieve optimal teacher performance do not only depend on individual competence, but also require the support of a conducive school environment. (Gunawan et al., 2023; Gunawan, Ma'arif, et al., 2025). In this context, the principal has a strategic role in fostering and assisting teachers through various forms of ongoing professional development (Gunawan, Ma'arif, et al., 2025). The principal's guidance of teachers can be carried out in various ways, such as academic supervision, professional coaching, mentoring, and training (Kilag & Sasan, 2023). Therefore, the development of school principals is an important factor that is expected to be able to improve the quality of teacher performance and ultimately have an impact on improving the quality of learning.

Based on preliminary observations conducted in several public junior secondary schools in East Kolaka Regency namely SMP Negeri 1 Tirawuta, SMP Negeri 1 Ladongi, SMP Negeri 1 Loea, and SMP Negeri 1 Poli-Polia it was found that principals' professional development practices aimed at improving teacher performance continue to face several challenges. These initiatives have not yet been fully oriented toward teachers' continuous professional development but remain largely dominated by administrative academic supervision. Moreover, the professional development approaches implemented are not consistently tailored to the specific needs of English teachers, despite the fact that English instruction requires strong pedagogical and professional competencies, as well as the ability to implement communicative teaching approaches in line with current curriculum requirements.

The observations further revealed that both the frequency and quality of academic supervision varied across schools. In some schools, academic supervision was conducted systematically and according to a well-planned schedule, whereas in others it was primarily carried out to fulfill administrative requirements. Likewise, coaching and mentoring activities for teachers had not been implemented in a structured and systematic manner. In addition, although English teachers had participated in various professional training programs, these activities were not consistently followed by school-level coaching and follow-up support. Consequently, the knowledge and skills acquired through professional training had not been fully translated into classroom practice, indicating that the effectiveness of principals' professional development practices in enhancing teacher performance still requires further improvement.

This situation indicates that the effectiveness of principal coaching is determined not only by the frequency of supervision, but also by the coaching pattern applied. Coaching that is systematically designed, sustainable, and tailored to teacher needs is believed to be able to encourage improvements in professional competence, work motivation, and the quality of learning, which ultimately impacts teacher performance. Conversely, coaching that is not optimally planned and not accompanied by continuous follow-up has the potential to reduce the effectiveness of efforts to improve teacher performance, especially in facing the increasingly complex demands of 21st-century learning (Kasiman & Murtafiah, 2026; Muslikah et al., 2025). Through an effective coaching process, it is hoped that the principal will be able to encourage changes in attitudes, increased competence, and professional behavior of teachers in a better direction so that teacher performance in planning, implementing, and evaluating learning can continue to improve (Ariyanti, 2020).

Research conducted by Awam et al., (2024) Pangestu & Wijayanti, (2025) and Zohriah et al., (2022), This study shows a relationship between principal coaching and teacher performance. A reflective, collaborative, and sustainable coaching pattern has been shown to improve pedagogical competence, teacher self-confidence (professionalisme), and the quality of teacher learning practices, (Geletu, 2026; Gulo et al., 2026; Hasanah, 2025; Itje et al., 2025; Khawadits & Prasajo, 2025). These findings suggest that reflective, collaborative, and continuous professional development practices play a crucial role in enhancing the quality of teaching by strengthening teachers' competencies and professional performance.

However, previous studies have generally focused on a single aspect of professional development, such as academic supervision or coaching, and therefore have not provided a comprehensive understanding of principal professional development practices that integrate academic supervision, coaching, mentoring, and systematic follow-up for teachers' professional growth as a unified framework. Furthermore, studies specifically examining the relationship between principals' professional development practices and the performance of English teachers at the junior secondary school level, particularly in East Kolaka Regency, remain limited.

Based on these considerations, further research is needed to provide empirical evidence on how principals' professional development practices contribute to improving the performance of English teachers in public junior secondary schools in East Kolaka Regency. The findings of this study are expected not only to enrich the literature on educational leadership and teacher professional development but also to provide practical insights for school principals and other educational stakeholders in designing more effective, targeted, and sustainable professional development programs to enhance teacher performance.

RESEARCH METHODOLOGY

This study employed a quantitative approach with a correlational research design to examine the influence of principals' coaching patterns on the performance of English teachers at public junior high schools in Kolaka Timur Regency, Indonesia. The research was conducted in 18 public junior high schools according to the predetermined research schedule. The study population consisted of all English teachers working in public junior high schools in Kolaka Timur Regency, with a total sample of 30 teachers. A saturated sampling (total sampling) technique was employed, whereby all members of the population were included as research respondents.

Data were collected using a structured questionnaire based on a five-point Likert scale. The questionnaire was developed according to the indicators of the two research variables, namely principals' coaching patterns and English teachers' performance. Prior to data collection, the instrument was subjected to validity and reliability testing to ensure that each item accurately and consistently measured the intended constructs. The validated questionnaire was then distributed to all respondents included in the study sample.

Data analysis was performed using IBM SPSS Statistics software. The analytical procedures included descriptive statistical analysis, prerequisite tests comprising normality and linearity tests, and simple linear regression analysis to test the proposed research hypothesis. The findings were subsequently presented descriptively through tables and narrative explanations to facilitate readers' understanding of the respondents' characteristics, the results of the data analysis, and the relationship between principals' coaching patterns and the performance of English teachers.

RESULTS AND DISCUSSION

Principal Coaching Patterns

Based on the results of the descriptive statistical analysis of the Principal Coaching Patterns variable, the data presented in Table 1 were obtained. This variable was measured using a questionnaire administered to 30 English teachers at public junior high schools in East Kolaka Regency. The analysis was conducted using IBM SPSS Statistics to obtain minimum, maximum, mean, and standard deviation values to illustrate the trends in the research data.

Tabel 1. Descriptive Statistics of Variable X (Principal Coaching Patterns)

Statistics	Value
Number of Respondents (N)	30
Minimum Value	19
Maximum Value	25
Mean	21,27
Standard Deviation	1,639

Table 1 shows that the principal coaching pattern variable has a minimum score of 19, a maximum score of 25, a mean score of 21.27, and a standard deviation of 1.639. A mean score close to the maximum indicates that the principal coaching pattern is in the good category, while a relatively small standard deviation indicates that respondents' perceptions of the implementation of principal coaching tend to be homogeneous. The results of this study indicate that the principal coaching pattern is in the good category, indicating that the principal has effectively carried out the coaching function in supporting teacher professionalism.

This finding aligns with Hallinger et al., (2025) which concluded that the principal's instructional leadership has a positive influence on teacher efficacy, attitudes, and

professional practices through supervision, coaching, and support for ongoing professional development. In addition, Leithwood et al., (2020), confirms that effective school leadership can improve teacher capacity through professional development, the development of a collaborative culture, and support for the learning process. These findings indicate that the principal's coaching pattern is a crucial factor in creating a school environment conducive to improving the quality of learning and teacher performance.

English Teacher Performance

Based on the results of the descriptive statistical analysis of the English teacher performance variable, the data presented in Table 2 were obtained. This variable was measured using a questionnaire administered to 30 English teachers at public junior high schools in East Kolaka Regency. The analysis was conducted using IBM SPSS Statistics to obtain minimum, maximum, mean, and standard deviation values to illustrate the trends in the research data.

Tabel 2. Descriptive Statistics of Variable Y (English Teacher Performance)

Statistics	Value
Number of Respondents (N)	30
Minimum Value	32
Maximum Value	40
Mean	35,70
Standard Deviation	2,466

The analysis showed that teacher performance scores ranged from a minimum of 32 to a maximum of 40, with a mean of 35.70 and a standard deviation of 2.466. The mean score, which is close to the maximum possible score, indicates that the overall performance of English teachers falls within the good category. Meanwhile, the relatively small standard deviation suggests limited variability in the respondents' scores, indicating that teacher performance is fairly homogeneous across the sample. In other words, most teachers demonstrated relatively similar levels of professional performance.

These findings indicate that English teachers have performed their professional responsibilities effectively in carrying out the teaching and learning process. Their performance reflects their ability to fulfill various aspects of their professional duties, including lesson planning, instructional delivery, student assessment, and the continuous development of professional competence. The high mean score obtained in this study suggests that teachers have made consistent efforts to meet the professional competency standards expected in the implementation of school-based instruction.

The findings further reveal that the performance of English teachers in public junior high schools in Kolaka Timur Regency falls within the good category. This result is consistent with previous studies, which have likewise reported that teachers generally demonstrate satisfactory professional performance when supported by appropriate competencies, effective school leadership, and a conducive learning environment Leibur et al., (2021), which confirms that high teacher performance is demonstrated by the ability to meet professional standards through lesson planning, effective learning implementation, ongoing evaluation, and continuous professional development. Furthermore, the results of this study are also supported by Masuwai et al., (2022), which explains that the quality of learning is greatly influenced by teachers' ability to self-reflect, maintain professionalism, and continuously improve their teaching competencies. Therefore, the high average teacher performance scores in this study indicate that most teachers have carried out their professional duties in accordance with the competency standards expected of educators..

The Effect of Principal Coaching Patterns on English Teacher Performance

Based on Table 3, the Model Summary results show that the correlation coefficient (R) is 0.133, indicating a very weak relationship between principal coaching patterns and English teacher performance. The R Square (R^2) value of 0.018 indicates that principal coaching patterns explain only 1.8% of the variance in English teacher performance. The remaining 98.2% of the variance is explained by other factors not included in the regression model, such as teachers' professional competence, work motivation, teaching experience, school environment, leadership practices, and continuous professional development. Furthermore, the Adjusted R Square value of -0.017 indicates that the regression model has very limited explanatory power, suggesting that principal coaching patterns make a negligible contribution to predicting English teacher performance.

Tabel 3. Model Summary of the Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.133 ^a	.018	-.017	2.487

a. Predictors: (Constant), Principal Coaching Patterns

As presented in Table 4, the regression analysis yielded an F-value of 3.177 with a significance of 0.086. Since the significance value exceeds the 0.05 threshold ($0.086 > 0.05$), the effect is not statistically significant. These results indicate that the principal's professional development and coaching practices do not have a statistically significant effect on the performance of English teachers. Therefore, the regression model does not

provide sufficient evidence to explain the influence of principal coaching practices on teacher performance at the 95% confidence level.

Tabel 4. Simple Linear Regression Analysis Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.965	1	17.965	3.177	.086
Residual	158.335	28	5.655		
Total	176.300	29			

a. Dependent Variable: English Teacher Performance

b. Predictors: (Constant), Principal Coaching Patterns

Tabel 5. Regression Coefficients for Principal Coaching Patterns Predicting English Teacher Performance
Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	47.523	6.647		7.149	.000
Principal Coaching Patterns	-.461	.258	-.319	-1.782	.086

a. Dependent Variable: English Teacher Performance

Table 5 shows that the regression constant is 47.523, indicating that when principal coaching patterns are assumed to remain constant, the predicted English teacher performance score is 47.523. The regression coefficient (B) for principal coaching patterns is -0.461 , indicating a negative relationship between principal coaching patterns and English teacher performance. This means that a one-unit increase in principal coaching patterns is associated with a decrease of 0.461 units in English teacher performance. However, this relationship is not statistically significant, as indicated by the significance value of 0.086, which exceeds the 0.05 significance level. Furthermore, the standardized regression coefficient ($\text{Beta} = -0.319$) indicates that the direction of the relationship is negative with a relatively weak effect. Therefore, principal coaching patterns cannot be considered a significant predictor of English teacher performance in this study.

The regression equation is expressed as:

$$Y=47.523-0.461X$$

The findings of this study can be explained by the fact that principal coaching and professional development programs in the participating schools have not yet been implemented systematically, continuously, or in alignment with the specific needs of English teachers. Based on the observational findings, coaching activities were still largely dominated by administrative academic supervision, while coaching, mentoring, and post-supervision follow-up practices had not been carried out optimally. As a result, the

professional support provided has not produced a substantial impact on improving teachers' competencies or performance. In other words, the effectiveness of principal coaching depends not only on the frequency of its implementation but also on the quality of the coaching process, including constructive feedback, ongoing mentoring, and continuous evaluation.

The findings of this study differ from those reported in previous research Awam et al., (2024) which concluded that the principal's academic supervision made a positive and significant contribution to teacher performance. Likewise, Pangestu & Wijayanti, (2025) found that academic supervision is one of the factors that influences the improvement of teacher performance, while Zohriah et al., (2022) Similarly, previous studies have reported that principal-led professional development through academic supervision and instructional leadership contributes significantly to improving the quality of teachers' professional practice. The discrepancy between the findings of this study and those of previous research may be attributed to differences in respondent characteristics, school organizational culture, the intensity of professional development activities, and the contextual conditions under which these programs were implemented.

Although no statistically significant effect was found, the results of this study should not be interpreted as suggesting that principal coaching and professional development are unimportant. Rather, the findings indicate that the effectiveness of such initiatives depends largely on how they are designed and implemented. Professional development that integrates academic supervision, coaching, mentoring, and systematic follow-up is more likely to produce meaningful improvements in teachers' competencies and performance than approaches focused primarily on administrative compliance. Therefore, school principals should adopt more structured, collaborative, and teacher-centered professional development practices that address teachers' specific needs, thereby maximizing their contribution to enhancing the performance of English teachers.

CONCLUSION

This study found that both the principal's coaching patterns and the performance of English teachers in public junior high schools in East Kolaka Regency were categorized as good. Although principals had implemented coaching through academic supervision, coaching, professional training, motivation, and the reinforcement of a collaborative school culture, the analysis revealed that principal coaching patterns did not have a significant effect on

English teachers' performance. These findings indicate that teacher performance is not solely determined by principal coaching but is also influenced by various other factors that were not examined in this study. Therefore, efforts to improve teacher performance should adopt a comprehensive approach through continuous professional development, supported by collaboration among principals, teachers, school supervisors, and the local Education Office. Future research is recommended to investigate other factors that may influence teacher performance by involving a broader sample of respondents and a wider research area.

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