
How to Get an Effective School: The Roles of Principal Leadership, Professional Teacher Behavior, and Student Learning Practices

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ABSTRACT

The purpose of this study was to examine various factors of the principal's role in the development of teacher professional behavior in relation to student learning practices that predict on achieving an effective school. A stratified random sampling procedure was used to obtain 165 respondents from junior and senior high school teachers from a population of 9215 teachers. Using multiple regression and Exploratory Factorial Analysis to analyze the data with the help of SPSS. The results showed that the leadership role of the principal, the professional behavior of the teacher and student learning practices predicted effective school. There was a pattern showing that the role of the principal at the high school level was more effective than that of the junior high school. Further findings show that there are a number of significant latent structures for effective school in three dimensions and 12 sub-dimensions of the development of effective school modes. The school effectiveness model through this research provides useful information and is applied to policies to improve the quality of education.

Keywords

Keywords: effective school, the roles of principal leadership, professional teacher behavior, student learning practices

Introduction

The phenomenon of the quality of education in Indonesia is still low and uneven, based on the results of a survey measuring the performance of junior and senior high school students for mathematics and science conducted by the Program for International Student Assessment (OECD, 2019) shows the quality of education in Indonesia is ranked 72nd out of 77 countries. Based on these findings, it is necessary to make improvements and changes so that the learning system becomes effective.

Some educational experts believe that school effectiveness depends on internal and external factors related to school processes, inputs, and outputs (Ali, 2017). There are three models built for effective schools namely; goal model (pays attention to results), system resource model (pays attention to professionalism and teaching skills), and process model (student learning practice in class) (Saleem et al., 2012).

Process models in effective schools focus on the school curriculum (content, teaching process, and evaluation), school facilities, student services, school culture, professional development, a supportive learning environment (Shannon & Bylsma, 2007; Vivienne Lei Dela Paz, 2019). The

discussion about effective school factors is based on research by (Ostroff & Schmitt, 1993) finding factors such as school principal leadership, teacher professionalism, student learning practices in class (Amels et al., 2020) ; collaborative culture and school climate (Gruenert, 2005). Other studies have found that internal and external factors affect school effectiveness (Abdulkadhum Jabor AL-Muslimawi & Adhiem Hamid, 2019; Ali, 2017); the leadership role of school principals, teacher professional behavior, and classroom learning practices that greatly influence school effectiveness (Wahlstrom & Louis, 2008).

Literature Review

Effective School

School effectiveness is the extent to which the desired output level is achieved (Glas et al., 2006), the extent to which it controls the internal organization and external environmental conditions, in order to provide the output expected by constituents (Ardianti, 2022). Debate about efforts to gain school effectiveness has been going on for a long time since (Coleman, 2007) and (David & Jencks, 1977) that the roots of school effectiveness research are in input output studies. Likewise, the relationship between input and output processes has been studied by several

researchers (Edmonds, 1979; Rutter, 1983; Scheerens & Creemers, 1989). There are several theories that support research on effective school conditions including: life cycle theory from (Hersey & Blanchard, 1969), situational contingency theories such as path goal theory from (House & Mitchell, 2019), decision process theory from (Vroom & Jaago, 2007), cognitive resource theory from (Strube et al., 1988). All of these theories are considered to improve effective school conditions.

Meanwhile, (Wahlstrom & Louis, 2008) examined effective schools from a cultural perspective on how the principal's leadership role in improving teacher professionalism and learning practices in the classroom. Other research conducted by (Vivienne Lei Dela Paz, 2019) found that the dimensions of an effective school are effective principal leadership, curriculum, and school culture. While research from (Shannon & & Bylsma, 2007) found several indicators; focus on shared and clear goals, levels of cooperation and communication, curriculum that meets needs, learning processes that go beyond standards, development of a focused teaching staff, an environment that supports learning, and the involvement of parents and community collaboration.

Roles of Principal Leadership

Several researchers have studied the leadership role of school principals in achieving effective schools. It was found that the principal's role has changed from manager to instructional leader (Fink & Resnick, 2001; Hallinger et al., 2005; Thomas J. Sergiovanni, 1991). Principal behavior seeks to involve teachers in making decisions about issues related to curriculum and learning in the classroom to produce quality learning (Louis & Marks, 1998; Wahlstrom & Louis, 2008); principal's efforts to increase teacher commitment (Pounder, 1999); and improving school climate (Spillane et al., 2004).

Other research has found that principal leadership has implications for the creation of effective schools, the contribution of the principal's leadership role is 68.4% to effective schools (Arjanto & Mustiningsih, 2022; Mulyani et al., 2020). The leadership strategy is about how to optimize classroom learning, empower students' potential, and establish collaboration with various

parties (Marhawati, 2017). The principal's leadership behavior always directs, motivates, guides, supervises and improves teacher professionalism to improve the quality of learning (Muljawan, 2018).

Furthermore, several studies have found dimensions and indicators of the principal's leadership role for effective schools, namely; shared leadership, teacher collaboration, professional development, shared goals, collegial support, learning partnerships with parents and community (Gruenert, 2005; Shannon & & Bylsma, 2007; Wahlstrom & Louis, 2008).

Professional Teacher Behavior

Teacher professional behavior is an important determinant in obtaining educational excellence (Toh et al., 1996). So that education experts have long discussed teacher professionalism about how pedagogic abilities, teacher-teacher relationships, commitment to teaching, and service learning support policies for obtaining effective schools (Bryk et al., 1999; Lee et al., 1991; Louis & Marks, 1998; Prentice, Mary and Robinson, 2010; Toh et al., 1996).

Teacher behavior in class guarantees a good teacher-student relationship and motivates students to solve learning difficulties (Fajriah, 2017; Munna & Kalam, 2021). The teacher ensures that the learning process can be effective by using several theories such as conditioning through imitation (Watson & Rayner, 1920).

The Two Factor Theory, also known as Herzberg's Motivation-Hygiene theory, has proposed since 1957, simultaneously indicating several learning motivators, such as challenging nature, exciting work, while research by (Prentice, Mary and Robinson, 2010) proposes service learning participation to improve student learning outcomes. Based on the motivator theory states that if students find an interest in learning something it becomes very easy for the teacher to teach them. Furthermore, cognitive development theory encourages students to think intellectually (Bruner, 1957).

Previous research suggests that teacher professionalism is a broad concept consisting of several dimensions. However, despite variations in the dimensions used to define teacher professionalism from one researcher to another, there are fundamental similarities with which

teacher professionalism can be operationalized (Toh et al., 1996).

Variation of dimensions used by several studies of teacher professionalism behavior such as; management of learning, teacher-teacher relationship, pedagogical abilities, management of learning, commitment to teaching, teacher-teacher relationship (Prentice, Mary and Robinson, 2010; Toh et al., 1996; Wahlstrom & Louis, 2008).

Student Learning Practices

Student learning practices are used as teacher experience to find out students' perspectives on the needs and problems of learning difficulties faced by students (Li & Oliveira, 2015). On that basis, teachers can improve attitudes by involving student learning participation to improve learning outcomes of knowledge about facts and how abilities and skills are mastered (Prentice, Mary and Robinson, 2010).

Some findings from previous research on student learning practices show that teacher-student relationships are more influential than teaching strategies on mastery of the material being taught, student feedback can be used to improve teaching strategies, teachers create classroom environmental conditions and even pay attention to students' emotional states, managing emotions can have a positive effect on learning (Fajriah, 2017; Shuck et al., 2007).

Conditions for student learning practices in the classroom are created to understand the needs of students, students are asked to tell everything what they like or what they don't like (Everett, 2013). They can also criticize the way the teacher teaches, they are asked to provide some information about the needs related to teaching methods, scope of lesson content, facilities, and teacher attitudes (Loughran, 1996).

Other research findings state that students always ask the teacher to teach something contextual, even students need to learn in a relaxed and fun way during the learning process, need humor so they don't feel bored, and the teacher doesn't focus too much on content and doesn't get angry (Zhou et al., 2015).

Several previous studies have found dimensions of student learning practice such as rules and procedures, discipline and consequences, teacher-student relationships,

student emotional control (Everett, 2013; R.J. Marzano et al., 2005; Shuck et al., 2007).

Based on the problems identified in the literature, we discuss several hypotheses:

Hypothesis

H1: There is a simultaneous effect of roles of principal leadership, professional teacher behavior, and student learning practices on effective school

H2: There is a latent structure of roles of principal leadership, professional teacher behavior, and student learning practices on effective school

Methods

Population

The data source for this analysis is the teacher survey which was developed for research on effective schools. The target population in this study were junior and senior high school teachers in Karawang, West Java, Indonesia as many as 9215 teachers from 92 public and private junior high schools and 49 public and private high schools in Karawang.

Samples and Sampling

According to (Navarro Sada & Maldonado, 2007), sample size, confidence level and confidence interval for a random sample, from a population of 9.215 teachers from 92 public and private junior high schools and 49 public and private high schools were accessible. Multistage sampling technique was used in the selection of samples by initial stratification of the area into urban, suburban and rural areas. A purposive sampling technique was used to select 9215 teachers. While proportional random sampling technique was used to select a sample size of 175 teachers, and 165 teachers can be analyzed consisting of 92 junior high school teachers and 73 high school teachers.

Instrument

The research instrument was first tested for validity and reliability. The instruments used in this study include the following four variable instruments:

I. The effective school instrument was developed based on the School Effectiveness Questionnaire (SEQ) by (Baldwin et al., 1993). There are 20 items with Cronbach's Alpha score = 0.89. Measurements use a Likert scale 1-5, Example

items: "The principal and teacher set high, but appropriate and achievable goals for students"; "Students feel that school is a good place to excel"; "The principal determines the school culture according to the goals of an effective school";

II. The roles of principal leadership instrument was developed based on an adaptation of the Principal Instructional Management Rating Scale – Teacher by (Henry Li, 2013) there are 20 items with Cronbach's Alpha score = 0.91. Measurement uses a Likert scale 1-5, Example items: "The principal develops a focused set of annual school goals"; "The principal encourages collaborative work between staff"; "The principal develops an atmosphere of caring and trust"; "The principal communicates the school's mission effectively to members of the school community."

III. Professional teacher behavior instrument, adapted from the Teacher Professionalism Instrument (TPI) (Toh et al., 1996). There are 20 items with Cronbach alpha .95 using a Likert scale 1-5. Example items: "Teachers are able to convey subject matter and determine methods of interacting with students"; "teachers discuss and coordinate with the homeroom teacher regarding student development"; "teachers design learning core activities and varied learning methods"; "teachers prepare learning resources for certain subjects in teaching"; "I am dedicated and responsible for teaching tasks"; "I entered class to teach right at the hour that has become the rule at school".

IV. Student learning practices instrument, developed from (R.J. Marzano et al., 2005; Wahlstrom & Louis, 2008) there are 20 items with Cronbach's Alpha score = 0.86. Measurement using a Likert scale 1-5. Example items: "The teacher conveys the rules and procedures of learning"; "Teachers direct students to study well"; "Teachers often organize classes well"; "I often create a comfortable classroom situation"; "I give orders to students to be active in learning activities in class"; "the teacher maintains the emotional stability of students in dealing with learning problems"; "The grouping of students in my class depends on the needs of students".

Data Analysis

To answer the question, we use a stepwise linear regression model. First, the tabulation of the

school list consisted of 92 public junior high schools and 49 senior high schools with a sample of 165 teachers consisting of 92 junior high school teachers and 73 high school teachers. The second tests the feasibility of the data with the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) on the dependent variable; roles of principal leadership, teacher professional behavior, student learning practices, and independent effective school variables. The three hypothesis testing uses a summary model of multiple linear regression and Exploratory Factorial Analysis with the help of SPSS v23 software.

Results and Discussion

The results of the first analysis of the perceptions of junior high school teachers were found that the leadership role of the principal, professional teacher behavior, and student learning practices, significantly predicts effective schooling, as evidenced by the standard coefficients of multiple regression analysis: the role of school principal leadership ($\beta = .055, p < .000$); professional teacher behavior ($\beta = .015, p < .000$); and students' learning practices ($\beta = 0.954, p < .000$). Coefficient of determination $R^2 = .954$; $F = 608,987^{***}$.

Second, from the analysis of high school teacher perceptions it was found that the leadership role of the principal, professional teacher behavior, and student learning practices significantly predicts effective schooling, as evidenced by the standard coefficients of multiple regression analysis: the role of school principal leadership ($\beta = .130, p < .000$); professional teacher behavior ($\beta = .241, p < .000$); and students' learning practice ($\beta = 0.632, p < .000$); The coefficient of determination $R^2 = .899$; $F = 184,688^{***}$.

It was also found that the contribution of the three independent variables (the roles of principal leadership, the teacher's professional behavior, and student learning practices) could significantly explain the effective schooling of 89.9%. The next finding is that the leadership role of the high school principal is more effective than that of the junior high school ($\beta = .055 > .130$; $M = 78.30 > 77.95$); and the professional behavior of high school teachers is more effective than

junior high school teachers ($\beta = .015 > .241$; $M = 79.68 > 79.05$).

This finding is still relevant to several previous studies such as; (Ostroff & Schmitt, 1993) state that the principal's leadership plays a role in creating a school culture and climate, so that a conducive school environment is formed where teachers and students feel comfortable and feel satisfied in receiving services; school principals develop teacher professionalism to improve the quality of learning (Navarro Sada & Maldonado, 2007) teachers always pay attention

to the emotional state of students in learning practices (Shuck et al., 2007); Furthermore, the principal's leadership, student learning practices in class, and teacher's professional behavior significantly predict school effectiveness (Wahlstrom & Louis, 2008); this finding is still in line with (Mulyani et al., 2020) research that the leadership role of the school principal, teacher's professional behavior has a significant influence and contributes as much as 68.4% to an effective school.

Tabel 1. Regression Standard on Effective Schools for Two School Levels

	Middle School Teachers					High School Teachers				
	M	SD	B	t	Sig	M	SD	B	t	Sig
Constant				-.304	.000 ^b				-.304	.000 ^b
Roles of Principal Leadership	77,95	12,11	.055	.300	.000 ^b	78,30	11,54	.130	1,877	.000 ^b
Professional Teacher Behavior	79,05	11,78	.015	2,974	.000 ^b	79,68	11,06	.241	2,974	.000 ^b
Student Learning Practices	82,15	10,49	.948	23,19	.000 ^b	82,27	10,09	.632	9,082	.000 ^b
	R2				.954	R2				.899
	F			608,987***		F			184,688***	
	N			92		N			73	

Based on data analysis from table 2 explaining the dimensions and sub-dimensions of effective schools: First, the factor analysis of effective school variables based on the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and the Bartlett's Sphericity test obtained $KMO = .883$, $Chi2 = 5815.723$, $p = .000$ which indicates that factorial analysis can be performed according to this data. Furthermore, the results of exploratory factorial analysis (EFA) based on eigenvalues and Total Extraction Squared Loadings (principal component analysis with varimax rotation). Four factors were found that were clear (eigenvalues more than 1.0), contributing 79.9% of the total variance namely; sub-dimensional 1 is named effective principal leadership (eigenvalue = 11.605), sub-dimensional 2 is named level of cooperation and communication (eigenvalue = 1.889), sub-dimensional 3 is named learning processes (eigenvalue = 1.367), sub-dimensional 4 is named learning-enabling environment (eigenvalue = 1.133).

The first research findings stated that the first dimension that was most liked by the respondents was the roles of principal leadership, for example the item "The principal and the teacher set high, but appropriate and achievable goals for students." This statement has similarities with the goal model which emphasizes results for effective schools (Saleem et al., 2012). The second dimension is professional teacher behavior, for example the item "teachers are able to convey subject matter and determine methods of interacting with students." This statement has similarities with the system resource model that emphasizes input on teacher professionalism (Saleem et al., 2012). The third dimension is student learning practices, an example of the item "The grouping of students in my class depends on my teaching goals." This statement has similarities with the process model which emphasizes the learning process for effective schools (Saleem et al., 2012).

Second, exploratory factor analysis of the roles of principal leadership variables ($KMO = .883$, $Chi2 = 5815.723$, $p = .000$) and principal

component analysis with varimax rotation. Four factors were found that were clear (eigenvalues more than 1.0), contributing 79.9% of the total variance namely; sub-dimensional 1 is named collaborative leadership (eigenvalue = 11.605), sub-dimensional 2 is named unity of purpose (eigenvalue = 1.889), sub-dimensional 3 is named collegial support (eigenvalue = 1.367), sub-dimensional 4 is named professional development (eigenvalue = 1.133).

Third, the professional teacher behavior variable (KMO = .855, Chi2 = 5425.403, p=.000) has an eigenvalue of more than 1.0, contributing 78.6% of the total variance. Four clear factors were found: sub-dimension 1 was named pedagogical abilities (eigenvalue = 11.605), sub-dimension 2 is named management of learning (eigenvalue = 1.889), sub-dimension 3 is named commitment to teaching (eigenvalue = 1.367), sub-dimension 4 is named teacher-teacher relationship (eigenvalue = 1.133).

Fourth, student learning practice variables (KMO= .888, Chi2 = 5418.073, p=.000) and

principal component analysis with varimax rotation. Four clear sub-dimensions were found (eigenvalue greater than 1.0), contributing 78.6% of the total variance: sub-dimensional 1 was named rules and procedures (eigenvalue = 10.773), sub-dimensional 2 was named discipline and consequences (eigenvalue = 1.956), sub-dimensional 3 is named teacher-student relations (eigenvalue = 1.601), sub-dimensional 4 is named student emotional control (eigenvalue = 1.194).

The research findings are consistent with previous research. These emerged from factor analysis of items that measure the roles of principal leadership, teacher professional behavior, and student learning practices in effective schools and are derived from previous instruments (Bryk et al., 1999; Lee et al., 1991; Louis & Marks, 1998; Wahlstrom & Louis, 2008). Four sub-dimensions with eigenvalues greater than 1 appear, each containing groups of items that are consistent with the literature.

Table 2. Exploratory Factorial Analysis On Effective Schools, Roles of Principal Leadership, Professional Teacher Behavior, Student Learning Practices

Component	Total	Initial Eigenvalues		KMO MSA Bartlett's	
		% of Variance	Cumulative %	Test	
EFFECTIVE SCHOOL					
Effective Principal Leadership	10,941	54,704	54,704	KMO	,878
Level of Cooperation And Communication	2,160	10,800	65,504	Chi Sqr	5396,510
Learning Processes	1,405	7,025	72,529	Sig	,000
Learning-Enabling Environment	1,209	6,044	78,572	Df	190
ROLES OF PRINCIPAL LEADERSHIP					
Collaborative Leadership	11,605	58,025	58,025	KMO	,883
Unity of Purpose	1,889	9,445	67,470	Chi Sqr	5815,723
Collegial Support	1,367	6,837	74,307	Sig	,000
Professional Development	1,133	5,663	79,970	Df	190
PROFESSIONAL TEACHER BEHAVIOR					
Pedagogical Abilities	10,888	54,439	54,439	KMO	,855
Management of Learning	2,052	10,261	64,700	Chi Sqr	5425,403
commitment to teaching	1,533	7,666	72,366	Sig	,000
teacher-teacher relationship	1,260	6,299	78,666	Df	190
STUDENT LEARNING PRACTICES					
Rules and procedures	10,773	53,864	53,864	KMO	,888
Discipline and consequences	1,956	9,780	63,644	Chi Sqr	5418,073
Teacher-student relations	1,601	8,004	71,648	Sig	,000
Student emotional control	1,194	5,968	77,616	Df	190

Table 3 describes the main component analysis of the three dimensions of an effective school, namely; the roles of principal leadership, professional teacher behavior, student learning practices. Factor scores are calculated for each rotated component.

The first dimension is called the roles of principal leadership, the instrument is compiled based on (Henry II, 2013) there are 20 items with a Likert scale using the varimax rotation factor analysis found four clear sub-dimensions: first, the collaborative leadership sub-dimension (factor

loading = .753) contained in ten items, for example items: "The principal encourages collaborative work, develops an atmosphere of caring and trust"; Second, the sub-dimension unity of purpose (factor loading = .894) is contained in four items, for example items: "The principal develops a series of focused annual goals and communicates the school's mission effectively to members of the school community"; Third, the collegial support sub-dimension (factor loading = .892) is contained in three items, for example items: "the principal encourages the participation of all components of the school in decision making and strong support from members of the school community"; Fourth, the professional development sub-dimension (factor loading = .898) is contained in three items, an example item: "the principal develops staff and teachers attend high-level training for professional practice in the classroom".

This finding is still in line with some previous research that sub-dimensions of principal leadership roles in creating effective schools such as; collaboration, teacher efficacy, professional values, community involvement, defining school missions (Ali, 2017). The role of school principals that can be linked to effective schools such as; shared leadership, collective responsibility, professional community, teaching quality and teacher's sense of personal efficacy (Wahlstrom & Louis, 2008).

The second dimension is called professional teacher behavior in which the instruments are arranged based on (Toh et al., 1996) there are 20 items with a Likert scale using factor analysis and varimax rotation found four clear sub-dimensions; Pedagogical abilities (factor loading = .738) are included in ten items, for example the items: "The teacher's ability to deliver subject matter and determine the method of interacting with students"; Management of learning is loaded (factor loading = .907) is loaded on four items, for example items: "the implementation of learning is based on school conditions and student characteristics" "the teacher prepares subject matter clearly and on time"; commitment to teaching (factor loading = .914) is contained in three items, for example the items: "the teacher identifies the needs of learning materials according to the competencies to be

achieved"; The teacher-teacher relationship (factor loading = .911) is contained in three items such as the example item: "the teacher discusses and coordinates with the homeroom teacher regarding student development". This finding is still relevant to several previous studies which found several sub-dimensions of professional teacher behavior in effective schools, namely; teaching competence, commitment to teaching, cooperative learning, in-service learning, and learning management (Toh et al., 1996). Likewise, student learning participation is part of the sub-dimensionality of the teacher's pedagogic ability (Prentice, Mary and Robinson, 2010).

The third dimension is called student learning practice whose instruments are arranged based on (R.J. Marzano et al., 2005; Wahlstrom & Louis, 2008) found 20 items with a Likert scale of 1-5 using varimax rotation factor analysis found four clear sub-dimensions; The sub-dimensional rules and procedures (factor loading = .746) is contained in nine items, such as the example items: "The teacher introduces the rules and procedures before learning begins"; The discipline and consequences sub-dimension (factor loading = .908) is contained in four items, for the example items: "The teacher disciplines students in learning activities and immediately reprimands students who break the rules"; The teacher-student relations sub-dimensional (factor loading = .917) is contained in four items, for example the items: "teacher-student communication is two-way and the message conveyed is clear"; The sub-dimension student emotional control (factor loading = .901) is contained in three items, for the example item: "the teacher teaches students to manage emotions that are stable and controlled in conditions of sadness, anger, and stress".

This finding is still relevant to several studies such as the sub-dimensional rules and procedures in student group work; the discipline and consequence sub-dimensions refer to the feedback or reaction aspects of the teacher giving rewards for student behavior; the sub-dimensional teacher-student relationship refers to three aspects, namely how the teacher encourages personal interest in students, is fair and answers questions firmly, and understands the needs and learning difficulties of various types of students (Li &

Oliveira, 2015; R.J. Marzano et al., 2005). The sub-dimensional Student emotional control refers to aspects of how teachers teach students

emotional control during learning (Everett, 2013; Shuck et al., 2007).

Tabel. 3 Component Loading for Variable the Roles of Principal Leadership, Professional Teacher Behavior, Student Learning Practices on Effective Schools

Sub Component	Component (factor loading)		
	Roles Of Principal Leadership	Professional Teacher Behavior	Student Learning Practices
Collaborative leadership	.753		
Unity of purpose	.894		
Collegial support	.892		
Professional development	.898		
Pedagogical abilities		.738	
Management of learning		.907	
Commitment to teaching		.914	
Teacher-teacher relationship		.911	
Rules and procedures			.746
Discipline and consequences			.908
Teacher-student relations			.917
Student emotional control			.901

Conclusion

This study analyzes the influence of the Principal's Leadership Role, professional teacher behavior, and Student Learning Practices on effective schools and analyzes the dimensions and sub-dimensions of effective schools. The research findings show that principal's leadership role, teacher professional behavior, and student learning practices are predictors of effective schools. The next finding is that the leadership role of senior high school principal leadership is more effective than junior high school. The second research finding is that there is a latent structure in an effective school consisting of three dimensions, namely; principal leadership roles, professional teacher behavior, student learning practice. The next finding is that there are twelve sub- dimensions of effective school, namely; collaborative leadership, unity of purpose, collegial support, professional development, pedagogical abilities, management of learning, commitment to teaching, teacher-teacher relationship, Rules and procedures, discipline and consequences, teacher-student relations, student emotional control.

Implication of the study

This study will inform policy makers, heads of district education offices, school supervisors,

principals and teachers about the dimensions of effective schools in the contexts stated. Principals and teachers can make assessments for effective schools through the dimensions found in this study.

Future Research

It is suggested that this research be further developed for other districts in Indonesia, to make it easier to choose the dimensions of an effective school according to the characteristics of the districts in Indonesia, the above three dimensions and twelve sub-dimensions are found to be quite suitable.

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