Leadership and Teacher Development in an English Education Institution in Indonesia

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Abstract: The purposes of this research is to determine the leadership factors that effect and predict teacher's development in a non formal education institution in Jakarta. After finding the result of this research, institution leader and the management could utilize the information to enhance teacher's development in institution. This research is supported by qualitative and the quantitative research that will lead to communicative are significantly related to employee development. Based on this research, it can be determined which leadership factor that predicts teacher's development in institution.

Key words: Leadership, leadership factors, employee development, teacher's development, Jakarta

INTRODUCTION

Leadership plays an important role in the organization. Each organization has its own leadership which employees can feel in term of motivation and development in the job. Decisions and work processes that occur within the organization could not be separated from the influence of the prevailing leadership. Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2009). Leadership is an interpersonal relation in which others comply because they have by Merton (1957). The leader's job is to create condition for the team to be effective (Ginnett, 1996). A leader in leading employees should pay attention to the needs and development of his/her employees. It is an action that focuses resources to create desirable opportunities (Campbell, 1991). In this way, a leader becomes an instrument in developing the potential of employees and in return this employee's development will determine the future of the company or institution concerned.

Human resource is a factor of production that could not be ignored and is the main asset of an organization. They are the active planners, thinkers and doers of each organization's activities, even a very strategic agent in realizing the availability of goods or services, in supporting the achievement of the organization or company. The quality and quantity of human resources in an organization should be adjusted to the needs of the organization or company concerned to be effective and efficient in supporting the achievement of objectives of the organization or company. Therefore, human resources must be managed and developed on an ongoing basis to obtain a maximum quality so that the work performed will produce something as desired or on target. In this research, researcher conducted a study on a non formal education institution. It is a non formal English course and a franchise business. Institution focuses on English language education. In a highly developed area, the demand to learn English is increasing and more professional English teachers are required. This English language education institution is widespread in Indonesia. There are 44 affiliates in Java and Bali, 10 affiliates in Sumatera, 2 affiliates in Borneo and 2 affiliates in Sulawesi. Institution has been established over 50 years. The research was conducted in one of the affiliate in Jakarta. This affiliate has the highest number of students (1000 students in year 2010-2011) and teachers (30 teachers) compared with other affiliates in Jakarta. Although there are many affiliates of this institution, the application of teacher salaries in each affiliates set by institution headquarter. With 1000 students and few teachers there, this affiliate lack of teacher. A practical reason that leads to such situation is the incompatibility of the salary and the work rendered.

Based on interview with teachers in the institution, there are some problems that could be found in the institution which are, first dissatisfaction of teachers with their salary that they feel is not in accordance the load of their work. They are paid by the number of hour they teach. Their salaries range or take home pay from IDR 2.000.000-2.300.000 a month and only few of them are full

time teachers. The regional minimum wage in Jakarta is IDR 2.200.000, based on the regulation of Governor of Jakarta number 189 year 2012. This amount could not fulfill their needs because the augmentation of daily needs price in every month. Last, institution's management does not provide or create career improvement for teachers. After several of years of working in the institution, it is hard for teacher to be appointed to be a coordinator or branch manager while they feel that they deserved for that position. To discuss and offer a solution to the issue, the researcher identified the problem which are what are the leadership's factors in institution which can boost teacher's development what is the relationship between leadership factors and teacher development in institution and which leadership factors that can predicts teacher's development. The objective of writing this research is to explain the phenomenon of leadership at institution by looking for factors of leadership that has connection to teachers' development, factors of leadership that affect teacher's development and which factors of leadership that can predict teacher's development. The scope of this research is focused on how the leader in his leadership can generate teacher's development in their job.

Literature review: Leadership is about influencing, motivating and enabling others to contribute toward the effectiveness and success of the organization of which they are members (House *et al.*, 2001). Leaders apply various forms of influence particularly persuasion and tactics to build commitment to ensure that followers have motivation and role clarity to achieve specified goals. Leaders also create a good work environment, such as allocating resources and altering communication patterns so that employees can achieve organizational objectives more easily (McShane and Von Glinow, 2010). Leadership is the ability of individuals to influence, motivate and make others able to contribute to the effectiveness and organizational success, leadership is the process of making sense of what people are doing together so that people will understand and be committed (Yukl, 2009).

Path-goal theory states that effective leader ensure that employees who perform their job well receive more valued rewards than those who perform poorly. Effective leaders also provide the information, support and other resources necessary to help employees complete their tasks (Evans, 2002). The four leadership styles are (House *et al.*, 2001):

Directive: This leadership style consists of clarifying behavior that provides a psychological structure for subordinates.

Supportive: In this style, the leader's behavior provides psychological support for subordinate. The leader has very close relationships with its employees and approachable, making the job more enjoyable, treat employees with equal and very concerned about the status, needs and welfare of its employees.

Participative: Participative leadership behaviors encourage and facilitate subordinate involvement in decisions beyond their normal work activities. Leaders do consultation with employees, asking their opinions and take ideas very seriously before taking a very important decision.

Achievement-oriented: This leadership style emphasizes behaviors that encourage employees to reach their peak performance. Trait of leadership theory is an attempt to identify specific characteristic (physical, mental, personality) associated with leadership success. Managers can increase employee-centered behaviors in a variety of ways (Ivancevich *et al.*, 2005).

After World War II, Edwin Fleishman and his associates at Ohio State University yielded a two-factor theory of leadership (Fleishman, 1953). A series of studies isolated two leadership factors, referred to as initiating and consideration. Initiating structure designates behavior in which the leader organizes defines the relationship in the group, tend to established well-defined patterns and channel of communication and spells out ways of getting the job done. The leader with a high initiating structure tendency focuses on goals and results. Consideration involves behavior indicating friendship, mutual trust, respect, warmth and rapport between leader and followers. The leader with a high consideration overview support open communication and participation.

Employee development is a key contributor to a business strategy based on developing intellectual capital. Employee development is also important to ensure that companies have the managerial talent needed to execute successfully a growth strategy. Regardless of business strategy, employee development is important for retaining talented employees (Noe *et al.*, 2006). To realize the employee development program, leadership that strongly supports its employees in professional and personal development is required. Based on path goal theory of leadership, leader determines employee development. It shows how leader acts, leads and behaves that brings its employee to the development and finally, it could determine company's future. Employee development is the pursuit of any activities that leads to continuous learning and personal growth and contributes

to achieving both the individual's and the organization objectives. It is a continuous learning process that deepens on an employee's understanding of his or her values, interest, skills, aptitudes, personality attributes and the competencies strengths (Dubois and Rothwell, 2004). Employee development depends on the leadership that prevails. A leader whose style is directive, supportive, participative and achievement-oriented can develop potential employees with a variety of existing approaches. And thus, it can develop employee development policies in other success companies. Every leader in the company acts as a knowledge leader in charge of developing knowledge of employees to be distributed to other employees in order to avoid termination of skills and experiences between generations to other generation in the company. The need to share expertise and to maintain complex knowledge processes require consistent and ongoing support to keep people involved and committed. Andrew notes the need to support knowledge users through the development of a sharing and adaptive culture, effective management structures and continuous improvement (Andrews, 2003). Leadership helps to construct the knowledge vision and to translate it into practice. According to Bass (1999) in his 2 decades of research, leadership enhances commitment, involvement, loyalty and performance of followers may induce more stress and how contingencies in the environment, organization, task, goals and relationship affect employees.

Approaches to employee development: Four approaches are used to develop employees.

Formal education: Formal education programs include off and on-site programs designed specifically for the company's employees, short courses offered by consultants or university.

Assessment: Assessment involves collecting information and providing feedback to employees about their behavior, communication style or skills. The employees, their peers, managers and customers may provide information.

Job experiences: Most employee development occurs through job experiences: Relationship, problems, demand, task or other features that employees face in their jobs. To succeed in their jobs, employees must stretch their skills, meaning to learn new skills to apply their skills and knowledge in a new way and master those new experiences.

Interpersonal relationship: Employees can also develop skills and increase their knowledge about the company and its customers by interacting with more experienced organization members. Mentoring and coaching are two types of interpersonal relationship that are used to develop employees. Leader can help people gain knowledge skills and competencies by acting as a coach, mentor and model. After the employees had learnt new things, the leader may direct the employee to transfer knowledge and experience to his colleagues.

According to Gilley and Boughton, a two-way technique known as expectation and inspection allows to manager and to guarantee that what they receive is what they expect while concurrently communicating to employees their accountability for improved skills and knowledge. Developmental managers share with employees what and how they are expected to perform as a result of new learning and change, including the quantity and quality of their performance outcomes (Gilley and Maycunich, 2000).

Recognition and reward: When an employee engaged in learning to improve their knowledge, skills, attitudes, values and understanding, they should be rewarded and recognized for their achievement. Thus, learning plans are not complete until the identification of reward and recognition improve performance growth and development. Providing an appropriate reward and recognition will encourage employees to continually improve and develop their knowledge and experience. Leader is responsible in providing reward and recognition to employees. Most of the employees want to have reward and recognition in improving their performance. If this award does not appear, employees often avoid transferring new skills and knowledge to their workplace. Failure to provide this reward by leaders will often give a result in delays in the transfer and no maximum learning achievement of the goals of the company. Establishing a connection between performance of growth and development and organizational rewards is the single greatest factor in improving individual achievements. Rewarding people for improvement performance encourages them to transfer learning (Gilley and Maycunich, 2000).

Practice of employee development and leadership: Morison *et al.* (2006) speaks on how leadership give a huge impact of their midcareer employees and managers in their professional development who should be at their peak of productivity, are the most disaffected segment of the workforce. Companies need to find ways to rekindle the fires of this vast, neglected group of people or risk

losing them altogether. They found the sources of frustration of the midcareer employees. Those sources career bottlenecks, work/life tension, lengthening horizon, skills obsolescence, disillusionment with employer, burnout and career disappointment. After having analyzed the problems, they came up with 6 strategies for revitalizing careers. Fresh assignment, career changes, mentoring colleagues, fresh training, sabbaticals and expanding leadership development are the strategies to solve the midcareer employees' frustrations. Leadership plays an important role in retaining and enhancing employees' professionalism.

Hewlett *et al.* (2005) tells about minority professionals often hold leadership roles outside work, serving as pillars of their communities and churches and doing more than their share of mentoring. It's time their employers took notice of these invisible lives and saw them as source of strength. Companies stand to benefit enormously if they can learn to nurture and support the cultural capital that minority professionals routinely develop outside work. Their research reveals 4 ways companies can discover and leverage these hidden skills; namely, companies need to build a greater of the invisible lives of their minority professionals, they need to appreciate and try to lighten the outside burdens these professionals carry, they must build trust in their ranks by putting teeth into diversity goals and encouraging more latitude in leadership style and they should finish the job of leadership development begun in minorities' off-hours activities so that those nascent skills can make a difference to workplace and competitive strength.

Leaders are encouraged to empower their followers by developing them into high involvement individuals and teams focused on quality and service (Bass, 1999). Idealized influence and inspirational leadership are displayed when the leader envisions a desirable future, articulates how it can be reached. The leaders also sets an example to be followed, sets high standard of performance and show determination and confidence as well. An intellectual stimulation is displayed when leader helps followers to become more innovative and creative. An individualized consideration is displayed when leaders pay attention to the developmental needs of followers or employees to support and coach the development of their followers. The leaders delegate assignment as opportunities for growth. According to this research, the importance of training and education is visible. Leadership is affecting employee or follower development where self-interests are sacrificed. From this study, it shows that leader took a crucial role in developing its employee through its behavior or value.

It could be concluded in this research that the specific practices that organizations and management development professionals must xecute to effectively build their leadership pipeline are (Groves, 2007):

- Develop the organization's mentor network by fully engaging all managers in mentoring relationship with direct reports and high potential employees in other work units
- Ensure active manager participation in the organization's method of identifying and codifying high potential employees
- Fully engage managers at all levels in leadership development activities, including teaching courses and creating projected-based learning experiences for high potentials
- Established a supportive organizational culture through active CEO and senior management participation in development program and performance appraisal and reward systems that reinforce managerial engagement
- Evaluate the effectiveness of leadership development practices through empirical studies that model program theory and assess knowledge, behavior and results outcomes

Leadership is important in enhancing the quality of employee development. Leadership factors are affecting the company's development through its leadership development programs.

Leaders can act as a motivator and communicator to their employees. Leaders motivate people by ensuring the audience can relate to the corporate visions and by involving them in the developmental process (Kotter, 1998). Leadership is a process and ability of influencing, motivating and enabling others and the making sense of what people are doing together so that people will understand and committed to achieve company goals. Leadership in the path-goal theory stated that effective leaders ensure that employees who perform their jobs well receive more rewards that those who perform poorly. Leaders also provide information, support and other resources necessary to help employees complete their task. With those responsibilities, leader is a person who in charge to enhance employee development with the organizational system that applied in the company or leader could give a contribution to enlarge the knowledge management system in the company. Employee development is activities that carried out by the company's activities through the leaders in each division to continue learning and personal growth to contribute to achieving organizational goals. Employee development activity aims to deepen understanding of an employee's their skills, aptitudes, values, competencies and the strength. Thus, the relationship between leadership and employee development is very close.

MATERIALS AND METHODS

The research is divided into 2 periods. First period; the researcher did some exploration such as interviewing teachers to explore the identifiable leadership practices that happened in institution. The researcher also joined in teacher's forum and gathering to know their teacher's development program. Second period; the researcher distributed questionnaires to be completed by all teachers for the purpose to get the leadership factors which could be tested by statistic test and by explaining those factors that influence employee development and researcher did deeper interview. The populations in this research were teachers at institution, amounting to 30 people. But, all questionnaires that amount of 30 are returned and had been processed. Data collection techniques used in this research was conducted using depth interviews and by questionnaire to all the teachers at institution to identify factors of leadership and teacher's development policies on teacher coordinator or leader.

Edwin Fleishman and his associates at Ohio State University stated that leader with high consideration involves behavior indicating friendship, mutual trust, respect, warmth and rapport between leader and followers (Fleishman, 1953).

H_1: Respect has significant impact to employee development. Participative leadership behaviors encourage and facilitate subordinate involvement in decisions beyond their normal work activities.

H_2: Encouraging has significant impact to employee development. In achievement-oriented leadership style, leaders set challenging goals, continually seeking improvements in employee performance and demonstrate a high level of confidence which employee would be responsible and complete the challenging goals.

H_3: Responsible has significant impact to employee development. Leader with directive style shows the way to achieve work objectives to its employee by emphasizing discipline and emphasizes standards for the achievement of these goals.

H_4: Discipline has significant impact to employee development. Supportive leadership style behavior provides psychological support for subordinate. It demonstrates the benefit of social support to help employees cope with stressful situation.

H_5: Supportive has significant impact to employee development. Leaders with participative leadership style do consultation with employees, asking their opinion and take ideas very seriously before taking a very important decision. Keep line of communication open at all times. Share information in manner that contributes to building and maintaining trust (Ivancevich *et al.*, 2005).

H_6: Communicative has significant impact to employee development.

RESULTS AND DISCUSSION

Based on the research of 30 respondents, it can be found that the respondents characteristic are as follows. Based on the data that have been obtained, it shows that female teachers (60%) are more than male teachers (40%) in institution. Based on the interview, this condition happens because of the insufficient salary that they earned. Based on the interview, teacher's salary in the institution approximately from IDR 2.000.000-2.300.000 per month. That is why being institution teacher is not an interesting career for young man because they want to earn more to fulfill their family necessities. While for female teacher, this condition is not the trigger to move from their job currently because woman is not a patriarch and not obliged to fulfill all the family necessities. The teacher's ages majority are above 30 years old. Teachers from 22-29 years old are 44% and for those who above 30 years old are 56%. Based on length of work, the majority of male teachers are working >8 years in institution, it indicates that male above 30 years old found their settled job in institution in their mature age. The majority of teacher's education backgrounds are undergraduates and few of them are graduates program.

From Table 1, it shows t-test, the results of all variables are above 0.05 or Sig. t-test >0.1. It is considered insignificant (Hair *et al.*, 2006). It shows that respect, encouraging, responsible, discipline, supportive and communicative do not have significant impact to employee development if each of factors is tested individually. Based on the interview, teachers in

Table 1: Multiple regression for leadership factor to employee development

Factors	Unstandardized coofficient			
	B	SE	t-test	Sig.
Constant	-0.169	0.732	-0.231	0.820
Respect	0.306	0.216	1.141	0.171
Encouraging	0.332	0.239	1.387	0.179
Responsible	0.233	0.324	0.719	0.479
Discipline	-0.122	0.390	-0.312	0.758
Supportive	-0.133	0.424	-0.313	0.757
Communicative	0.334	0.383	0.872	0.392

Table 2: ANOVA multiple regression of leadership factor to employee development

Factors	F-test	Sig.
Regression	8.630	0.000[a]

Table 3: Model summary multiple regression of leadership factor to employee development

R	R^2	Adjusted R^2
0.832[a]	0.692	0.612

[a]Predictors: Constant, communicative, supportive, encouraging, respect, responsible, discipline

institution also confirmed how important leadership factor as a whole is. This result shows that the 6 leadership factors are inseparable from one another.

The F-test shows in Table 2, the F-value 8.630 with the degree of significant 0.000 (Sig. F<0.1) (Hair *et al.*, 2006). It indicates that when all these variable are tested collectively the result showed that leadership factors in the institution have significant relationship to employee development.

From Table 3 of model summary, it shows that the value of adjusted R^2 is 61.2%. It indicates that leadership factor (respect, encouraging, responsible, discipline, supportive and communicative) influenced employee development in institution for 61.2% while the rest is affected by other factor outside of this research. The significant result means that the value of coefficient determination of 61.2% could be interpreted that model of multiple regression which earned from the research is deemed suitable because they are able to explain the influence or relationship of independent variables (respect, encouraging, responsible, discipline, supportive and communicative) to employee development is 61.2%.

CONCLUSION

Factors of leadership that predict teacher's development are communicative and encouraging leadership behavior. Communication got the highest value among the 6 factors and it showed that communication leadership behavior is the main key to improve teacher's development in institution. Teachers are willing to involve in development programs because of the good way of leader in communicating to teachers. Encouraging leadership behavior got high value. It shows in institution teachers interview that teachers like to teach in institution because of the leader is always encourage them to involve in employee development in institution.

IMPLICATIONS

From the result of multiple regressions t and F-test, researcher proposed the managerial implication. It draws

from the combination of theory that had been written in previous discussion and of result of institution teachers' interview during the research. When institution emphasized on employee development such as training, seminar, assessment and interpersonal relationship, it happened that the program does not correspond to their working performance. The insufficient of reward or salary affects teacher's working performance all the more. Thus, teachers in institution are not really excited towards development programs as offered by the management. Teachers are expecting the increment of their salary if they joined or involved in the development programs. A sufficient salary provokes teachers to produce outputs from the said program they joined in. The result is also indicating the lack of recognition and reward from institution itself. As stated in the theory by Gilley and Maycunich (2000) when employees engage in learning to improve their knowledge, skills, attitude, values and understanding, they should be rewarded and recognized for their achievement. Thus, it can be concluded that in institution learning plans are not complete until the identification of reward and recognition improve performance growth and development.

Institution leader should show a high respect to teachers. When institution leader asked them to involve in employee or teacher's development program, teacher felt respected through it. Lao-tse described effective leader as selfless, honest, fair and hardworking (McShane and Von Glinow, 2010). This statement indicates that leader must respect his followers like leader respect himself. It is also mentioned in path-goal leadership style that leader's behavior provides psychological support for subordinate and treat employees with equal and very concerned about the status, needs and welfare of its employees. This leadership behavior indicates respect factor in leadership. Based on Traits theory of leadership, it shows that respect could increase the relationship between leader and followers. If leader shows respects to his employees then employee will respect to leader as well. Respect could increase a sense of togetherness and build teacher's development. The sense of respect between leader and teachers in institution makes the development programs work.

Institution leader should encourage teacher to increase their capability in teaching or in their job in institution. As shown in leader's encouraging factor, teachers are willing to involve in development program and give their best effort to implement it to their daily job. Employee development effectiveness increases leader's encouraging behavior to teachers. As it stated by Rauch and Behling (1984), leadership is the process of influencing and organized group toward accomplishing its

goals. This statement shows that encouraging is an important factor in leader influence for improving employee development. One of the main categories of leadership competencies tells that leader has to drive and motivate. The leader's inner motivation to pursue goals and need for socialized power drive team or organizational goals. The research implicates that organizational goal could be pursued by leadership behavior in encouraging employee to involve or join in employee development program.

Employee development in institution increases teacher's responsibility. As stated in achievement oriented path-goal leadership style; leaders set challenging goals, expecting employees to do their work with maximum performance. Leader is also continually seeking improvements in employee performances and demonstrates a high level of confidence which the employee would be responsible and completes the challenging goals. This leadership style indicates responsibility in it. According to Andrews (2003) after employee development program is done by teachers, teachers is expected to produce output or result of the required quality post of employee development program. This is the responsibility of leader and teachers to avoid termination of skills and experiences between generations in the company. When teachers are involved in employee development program, teacher is responsible to increase their working performances to achieve company's goal. Leader should alert for the responsibilities of the teachers after employee development program.

Employee development does not strongly affected by the sense of discipline of institution leaders. Institution leader shows discipline attitude to teachers but it does not necessarily increasing teacher's working discipline. According to teacher's interview, leader in institution is considered a discipline person. The leader shows discipline behavior in daily working performance and they felt that it does not affect their salary improvement. According to Gilley and Maycunich (2000), providing reward and recognition will encourage employee to continually improve and develop their knowledge and experience. Leader, therefore is responsible in providing reward and recognition to employee in addition to delivering discipline behavior as leadership example. Employee development, then is an activity where there is a process of improving knowledge, attitudes and skills among employee along with good leadership practices. It could be concluded through employee development program that discipline factor from leader is expected by teachers, as well as employee expectation leader to improve their welfare through reward or salary.

Supportive leadership behavior gives little contribution to teachers in development program.

According to teachers' interview, leader has a supportive behavior to teachers in term of teaching. In this case, institution leader supports teacher's ways of teaching and help them in improving their job by giving advice and explanation to teachers if they found difficulty in their work. Supportive leadership behavior demonstrates the benefit of social support to help employee cope with stressful situation and assist new employees in an uncertain job situation and unfamiliar. This supportive behavior of leadership is suitable for new employee only and it seems not necessarily suitable for experienced employee.

It is also argued that supportive factor apparently gave a little contribution to employee development due to the teacher felt that institution does not really support them with reward or salary. According to Gilley, most of employees want reward and recognition in improving their performance. When this award is absent, employees often avoid transferring new skills and knowledge to their workplace. The failure of the leaders in providing this reward will result in delays of transferring new skill, knowledge and no maximum learning achievement of the goals of the company. The need to share expertise and to maintain complex knowledge processes require consistent and ongoing support of leadership behavior to keep people involved and committed (Andrews, 2003), as well as the fair salary and remuneration policy. This statement is also supported by employee-centered behaviors in traits theory that whenever possible, use reward for reinforcing and modifying behaviors and satisfying employees needs by creating supportive work environment (Ivancevich *et al.*, 2005).

Communicative leadership behavior gave a highest impact to teacher's development in institution. Leaders motivate people by ensuring the audience that can relate to the corporate vision and by involving them in developmental process (Kotter, 1998). Leaders can act as a motivator and communicator to their employees. Communicative behavior or the way leader communicates with teachers is very important in teacher's development in institution. Leaders arrange the work environment, such as allocating resources and altering communication patterns, so that employees can achieve organizational objective more easily (McShane and Von Glinow, 2010). Leaders do consultation with employees, asking their opinion and take ideas very seriously before taking a very important decision. It can be implicated that communication is a main key to develop teachers in their job in institution.

Institution leader should pay more attention to recognition and reward for teachers in their dedicated career in institution. Leader (teacher's coordinator) could become the liaison between teachers and management to

increase their income, bonuses or other benefits. It could satisfy and enhance teacher's working productivity. Leadership factor such as communicative is needed because it is very useful to facilitate teacher's need for management.

To researcher who wants to do research in this topic, it is hoped that researcher could examine the other factors beside leadership factors in this research to broaden the effect of leadership to employee development.

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