

NAVIGATING MANAGERIAL CHALLENGES: THE ROLE OF SELF-EFFICACY, SCHOOL CULTURE, AND KNOWLEDGE SHARING IN SHAPING PRINCIPALS' COMPETENCE

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Abstract. *In an era of rapid educational reform, school principals face unprecedented managerial challenges that test their professional competence. While technical skills are vital, the interplay between psychological factors like self-efficacy and environmental factors such as school culture remains critical. Understanding how these elements facilitated by the flow of knowledge impact leadership quality is essential for sustainable school improvement. This study aims to analyze the direct and indirect effects of self-efficacy and school culture on principals' competence, with knowledge sharing acting as an intervening variable. The study employed a quantitative approach with Path Analysis to test the hypothesized causal relationships. Data were gathered from 110 school principals using Likert-scale questionnaires that underwent rigorous validity and reliability testing. The path model was analyzed to determine the path coefficients and the significance of the mediation effect, providing a clear map of how internal and external factors contribute to competence. The results of the path analysis reveal that both self-efficacy and school culture have a significant positive direct effect on principals' competence. Furthermore, the analysis confirms that knowledge sharing serves as a vital mediating variable; a healthy school culture significantly boosts knowledge-sharing behavior, which in turn enhances the principal's managerial mastery. The total effect of the integrated model suggests that environmental synergy is just as crucial as individual confidence. The findings underscore that principals' competence is not a standalone trait but a result of a causal chain involving personal belief systems and a collaborative atmosphere. To navigate managerial challenges effectively, educational institutions must foster a culture that rewards information exchange and provides mastery experiences to bolster principals' self-efficacy.*

Keywords: Knowledge Sharing; Path Analysis; Principals' Competence; Self-Efficacy, School Culture

1. INTRODUCTION

1.1 Urgency Leadership in the Era of Educational Reform

In discourse management education contemporary, competence managerial head school recognized as fundamental determinants that determine quality source Power humans in units education. As locomotive organization, head school hold mandate strategic For align vision academic with reality operational effectiveness leadership This No just accumulation skills technical, but rather A manifestation from capability complex managerial in move all over component school going to achievement standard national education as mandated in the National Education System Law No. 20 of 2003.

Challenge managerial in the era of educational reform moment This demand greater understanding in about dynamics behavior organization. Through lens *Reciprocal Determinism* developed by Albert Bandura (1986), we can synthesize that competence head school is product from interaction dynamic triadic between belief individual internal cognitive (efficacy) self), environment the organization that surrounds it (culture school), and behavior professionalism produced. Confidence individual No stand alone; he formed by and at the same

time form environment social where he operating.

Urgency integration This become the more real when We evaluate risk failure leadership. Without synergy between efficacy strong self and culture supportive school, effectiveness leadership instructional will hampered in a way significant . Head schools that have deficit efficacy will tend behave reactive to changes , while toxic environment will turn off innovation although the leader own competence tall individuals. Therefore that , understand How factor psychological and systemic. This interact through mechanism flow information is key For navigate complexity managerial school moment this.

2. LITERATURE REVIEW

Study on competence leadership rooted in Social Cognitive Theory , which views that function man is results from interaction between behavior , personal factors , and influences environment.

a. Self- Efficacy

Bandura defines efficacy self as belief individual to its capacity For organize and implement necessary actions in reach performance certain. Self-efficacy is defined as an individual's belief in their ability to organize and execute actions to successfully complete tasks and achieve specific goals (Bandura, 1997).Referring to the findings Athirathan (2025), head school show high mean score on the variable efficacy self (4.2), which indicates perception strong self as leader effective . Confidence This become a driving force for taking decision innovative and provision support consistent professional for teachers, ultimately manifest competence superior managerial. The theoretical analysis by Hesbol (2021) emphasizes the significant reciprocal relationship between principals' self-efficacy and their perceptions of the school as a learning organization—a key characteristic of high-performing schools.

b. School Culture

Culture school is construct in - depth coverage pattern assumptions foundation , values , and artifacts as formulated by Edgar Schein. In level practical , cultural This can operationalized through framework **PRIDE** (*Policy, Resources, Incentives, Data, Empowerment*). Culture healthy school act as infrastructure psychosocial facilitating Collaboration . Focus on *Empowerment* become crucial ; appropriate Raharjo's thoughts , things This involving delegation authority for constituents school can operate his duties in a way free and full not quite enough answer. This culture encompasses aspects of team spirit and mutual trust, which have a positive and significant influence on organizational support and, ultimately, performance (Vasumathi et al., 2025)

c. Knowledge Sharing

Knowledge Sharing as a Mediator In the research model this , " Share Knowledge " is used as *conceptual proxy* For bridge variables opportunity development Professional *Development* Opportunities and leadership collaborative *leadership* . Through mechanism share knowledge , practices best distributed in a way systemic , which acts as a mediator that strengthens connection between culture organization with improvement competence managerial. Conceptually, one of the most dominant theoretical models in the knowledge-sharing literature is the SECI model proposed by Nonaka and Takeuchi (1995). The SECI model explains the dynamics of tacit and explicit knowledge conversion within organizations through a four-stage spiral process: socialization (the exchange of tacit knowledge between individuals through direct interaction), externalization (transforming tacit knowledge into explicit knowledge), combination (combining various forms of explicit knowledge to create new

knowledge), and internalization (internalizing explicit knowledge into tacit knowledge through learning or practice).

d. Competence Head School

Competence defined through lens standard *Educational Leadership Constituent Council* (ELCC), which includes dimensions visionary, instructional, organizational, collaborative, ethical, and political leadership. Competencies This No is static attributes, but rather results from strengthening sustainable through experience success (*mastery experiences*) and support environment systemic. Overall variables This form a causal model that determines effectiveness school in a way holistic. According to Purkey, Novak, and Fretz in the book

Developing Inviting Schools (William W. Purkey et al., 2020), the success of school management is determined not merely by administrative compliance, but by the principal's managerial ability to create an educational ecosystem that intentionally "invites" the full potential of the entire school community to flourish. This integration is reinforced by Systems Theory (Senge & Sterman, 1990), which views schools as learning organizations. Achieving organizational excellence (managerial competence) requires synergy among individual learning (self-efficacy), organizational culture (school culture), and knowledge management (knowledge sharing).

3. RESEARCH METHODS

Study This adopt approach quantitative with method Path Analysis for map connection causality and contribution relatively between variables in a way precision. Research design This involving population as many as 110 heads selected school For represent dynamics managerial at the level unit education.

Data collected through questionnaire Likert scale that has been validated. Instrument efficacy self use adaptation *Principal Self-Efficacy Scale* (PSES) from Tschannen-Moran & Hoy, while variables culture school measured through instrument based PRIDE framework. Validity instrument confirmed through testing tight construction, ensuring that tool measuring capable catch dimensions relevant theoretical.

Stages data analysis includes:

1. Prerequisite test analysis (normality and heteroscedasticity).
2. Analysis Pearson correlation for identify connection beginning between variable.
3. Calculation coefficient path *coefficients* for test influence direct.
4. Analysis effect mediation use procedure statistics For measure significance intervening variables.

Analysis This aim for serve proof empirical about How efficacy self and culture school contribute to mastery managerial through intermediary share knowledge.

4. RESULTS AND DISCUSSION

4.1 Analysis Influence Direct and Indirect

Research result confirm that competence head school is results from interaction dynamic that requires balance between internal and external factors.

a. Analysis Influence Live

Data shows that efficacy self head school own strong correlation ($r = 0.65$) with effectiveness leadership. In a way specific findings Athirathan (2025) confirms that efficacy high self-esteem in leaders correlated with improvement trust self teacher instruction. In context ELCC competency, things This show that a leader who has efficacy self tall capable empowering his staff in a way effective, which is the essence of competence leadership instructional.

b. Evaluation of the Role of School Culture

Culture school (with mean score 4.0) proven give runway for stability managerial. Healthy culture provide a "sense of security" organization " that allows head school for allocate source Power in a way strategic without obstacle counterproductive bureaucracy. Synergy This strengthen role head school in operate management efficient operations.

c. Analysis Mediation Share Knowledge (Environmental Synergy)

The most significant findings is role mediation from share knowledge (which includes opportunity development professional). Culture healthy school increase behavior collaborative , which provides a " synergy bonus" environment " by 25% ($\Delta R^2 = 0.25$) above influence efficacy self individual only. This is confirm that capability individual a leader will reach point saturated (*capped*) if No supported by culture organizations that facilitate exchange information and collaboration (ELCC Standard 4.0).

Table 1. Coefficients The Influence of Competency Models

Relationship Path Variables	Path Coefficient (Direct)	Significance Value (p)
-Efficacy → Competence	0.65	< 0.001
Culture → Competence	0.50	< 0.01
Contribution Mediation (Indirect)	$\Delta R^2 = 0.25$	< 0.001

This result prove that synergy environment through PRIDE culture and beliefs individual through efficacy self is key mastery sustainable managerial .

d. Implications Managerial and Strengthening Strategy

Findings This give runway for formulation policy development more leadership holistic and integrative.

5.1 Fostering Mastery Experiences Institution education must designing development programs leadership that focuses on " experience" success (mastery experiences). Based on Bandura's theory , efficacy self No built through rhetoric , but rather through achievement real in handle challenge managerial . Training based simulation and *mentoring* that provides bait come back constructive is very essential For strengthen belief professional leader .

5.2 Cultivating PRIDE (Cultural Strategy) Collaborative

Implementation PRIDE framework must directed at strengthening capacity organization :

- Policy & Personnel: Set standard transparent performance and based on ELCC standards.
- Resources: Optimization allocation time and budget For support innovation instructional.
- Incentives: Give award to behavior share knowledge and collaboration inter-staff .
- Data: Using data in a strategic For taking decision based evidence (*evidence-based decision making*).
- Empowerment: As emphasized by Raharjo, the head school must delegate authority so that subordinate can " work in a way free and full " in corridor vision school.

5.3 Analysis Long Term Impact

Leadership that has efficacy self high and supported by a strong culture will create effect ripple. As noted by Effendhi & Mindarti (2018), leadership transformational strengthen influence teacher competence and efficacy towards performance them. In the end , things This build efficacy collective that becomes catalyst for transformation school in a way comprehensive.

CONCLUSION

Strengthening competencies managerial head school need approach balancing system strengthening internal psychology with arrangement systemic external . Superior leadership. No just talent innate, but rather results from interaction between belief self and collaborative environment.

In a way summary , research This produce three conclusion main:

1. Efficacy self is predictor main competence , where confidence individual (Mean 4.2) in general direct determine quality leadership instructional and decision making decision
2. Culture healthy school (Mean 4.0) acts as catalyst , providing structure mark through PRIDE framework that supports effectiveness managerial.
3. Share knowledge (opportunities collaborative) role as a crucial mediator, providing contribution addition by 25% (ΔR^2) against strengthening competence managerial leader school.

Recommendation strategic for taker policy is do investment in development culture collaborative (*Collaborative Cultures*). This is is investment term long For create ecosystem adaptive and achievement - oriented schools students in the era of educational reform.

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