EXPLORING EARLY CHILDHOOD EDUCATION ENGLISH TEACHERS' SELF-VIEW ON TEACHER LEADERSHIP THROUGH THEIR LISTENING CLASS

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Abstract
This study explores the self-view of teacher leadership among Early Childhood Education (ECE) English teachers, focusing on its relationship with leadership perspectives and practices within the context of their listening classes. The study employed a mixed-methods research design and used a questionnaire as its instrument. questionnaire, in which its high reliability was guaranteed by the use of (Cronbach's Alpha = 0.930) and a validity test on its instruments, which confirmed that all items were valid for hypothesis testing. A group of 50 ECE English teachers offered their participation, and data was collected via a questionnaire. Descriptive analysis revealed positive feedback from respondents, concluding the significance of fostering listening skills in educational settings. The appropriateness of the data for regression analysis was ensured by employing classic assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation. Multiple linear regression analysis revealed a significant positive influence of both Teacher Leadership Perspective (β = 0.496) and Teacher Leadership Practice (β = 0.433) on Teacher Leadership Identity, with the model explaining 74.9% of the variance in the dependent variable. Findings stated the importance of understanding the interconnections among these constructs to enhance teacher leadership in educational contexts. It is recommended that educators facilitate programs focused on leadership and listening skills and establish professional learning communities to improve listening effectively. This study's limitation is its reliance primarily on quantitative and qualitative data. Future research may benefit from a cross-method approach to avoid reliance on a single form of data.
Keywords: Teacher leadership; perspectives; practices; identity; early childhood education

INTRODUCTION

Teacher leadership has emerged as a vital aspect of educational development (Grimm, 2023), influencing not only classroom practices but also the broader dynamics of school improvement. In early childhood education (ECE), the role of teacher leadership is particularly crucial, given the foundational nature of this stage in shaping lifelong learning habits (Rusmini & Samsu, 2023). Listening, as one of the four core language skills, according to Gilakjani & Sabouri (2016), as well as Kurniawati (2016), plays a significant role in early English language education. Learning helps people master a language by fostering comprehension, vocabulary acquisition, and communication skills. According to Katzenmeyer and Moller (2001), teacher leadership involves influencing colleagues and the school environment to enhance teaching and learning. When applied to listening classes, leadership requires teachers to create interactive, engaging, and scaffolded learning experiences that meet the developmental needs of young learners.

However, despite the extensive body of research on teacher leadership in primary and secondary education, its application and self-perception among ECE English teachers remain underexplored. Additionally, studies focusing on language skills often prioritize reading or speaking, leaving listening instruction relatively neglected in the literature (Nunan, 2002;

Haroutunian-Gordon & Waks, 2010). Listening classes, especially in ECE settings, present unique challenges, as well as opportunities, for teacher leadership (Zubaydulla qizi & Davronbek qizi, 2024; Alimbaev, 2022), because teachers must foster active listening skills (Maras, 2021) while navigating diverse learner needs (Little, 2017) and engage students in meaningful communication (Rahim & Hermawan, 2024). Furthermore, the self-perception of teacher leadership—how educators view their roles as leaders in these contexts—remains an area requiring deeper investigation. This creates a significant research gap, as listening classes in ECE settings present unique challenges and opportunities for teacher leadership.

This study addresses these gaps by exploring the self-view of teacher leadership among ECE English teachers through their listening classes. Drawing on Vygotsky's (1978) socio-constructivist theory, which emphasizes the teacher's role in scaffolding learning within social interactions, and Katzenmeyer and Moller's (2001) teacher leadership framework, the research examines how teachers perceive and implement leadership in the context of listening instruction. By investigating their unique experiences, strategies, and challenges, this study aims to contribute to the understanding of teacher leadership in ECE and provide practical insights that differentiate it from existing literature by focusing on a previously neglected area of study.

METHOD

This study employs a mixed-method research design to investigate the self-perception of teacher leadership among Early Childhood Education (ECE) English teachers, with a particular focus on their roles in reading instruction. It aims to explore how teachers view their leadership in the classroom and how this perception influences their teaching methods, students' literacy outcomes, and the overall learning environment. The data will be analyzed using SPSS software to uncover patterns and relationships within the collected information.

The study involves 50 English teachers from early childhood education institutions, selected through purposive sampling. Participants were chosen based on their active engagement in teaching reading classes at the ECE level, their willingness to contribute to the research, and their commitment to participating in both pre- and post-assessments. Additionally, the teachers attended workshops on teacher leadership and literacy-focused reading instruction, where they were introduced to strategies aimed at enhancing their teaching effectiveness and leadership capacity.

To gather both quantitative and qualitative insights, the study uses a combination of structured questionnaires and open-ended questions. The questionnaires feature closed-ended items to measure variables such as teachers' self-perceptions of leadership, instructional practices, and student literacy progress. Meanwhile, the open-ended questions allow participants to share detailed accounts of their experiences, challenges, and reflections on their leadership roles in reading classes. This mixed-methods approach integrates the statistical reliability of quantitative data with the depth and nuance of qualitative feedback, providing a comprehensive understanding of the research topic. The process includes designing and piloting the questionnaire to ensure its clarity and validity before administering it to participants. Quantitative data are analyzed using statistical techniques, while qualitative responses undergo thematic analysis to identify recurring patterns and themes in the teachers' narratives.

The analysis of quantitative data will be conducted using SPSS software, beginning with the definition and organization of variables such as teacher leadership self-view, teaching experience,

and literacy practices. Data cleaning procedures, including the identification and management of missing values and outliers, will be performed using descriptive statistics and visual tools like histograms and boxplots. Descriptive analyses will then summarize data trends, calculating means, standard deviations, and frequencies while presenting results through visual representations like graphs and charts.

The reliability of survey items will be tested using Cronbach's Alpha. To investigate relationships between variables, inferential statistical methods such as correlation analysis will be applied. Regression analysis will also be used to identify significant predictors of teacher leadership in the context of reading instruction. Group comparisons, such as examining differences based on teaching experience, will be conducted using T-tests or ANOVA. Qualitative data from open-ended questions will undergo thematic analysis to uncover key themes and insights, further enriching the findings.

By integrating quantitative trends and qualitative narratives, the analysis provides a holistic view of teacher leadership among ECE English teachers in reading classes. This rigorous approach ensures that the findings are both valid and meaningful, offering valuable contributions to understanding teacher leadership in early literacy education**.**

The data used in this research were primary data. To obtain the primary data required, a questionnaire was distributed to people willing to be respondents. The criteria for sampling in this research are: An active teacher who is still teaching English classes In early childhood education for more than three years. After three days, 50 participants responded to the researcher's call by sending the questionnaire results back to the researcher.

RESULTS AND DISCUSSION

A questionnaire is declared to be theoretically reliable if a respondent's answers to the questions are consistent or stable over time. The technique used in measuring reliability is the Cronbach alpha technique (Sugiyono, 2018). The test results are shown in the table below.

Table 1. Reliability test

	N	S
Valid	50	100.0
Excluded	0	0
Total	50	100.0

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
930	15

The Cronbach's Alpha value, calculated from the reliability test, is 0.930. This value serves to determine the reliability of the statement items used in the study. To assess the significance of this value, it is compared with the critical value from the r table, using a sample size (N) of 50 and a significance level of 5%. The r table yields a critical value of 0.278. As the Cronbach's Alpha value (0.930) is greater than the critical value (0.278), it can be concluded that the statement items used in the study are reliable. This implies that these items are valid data collection tools. Validity testing gauges the levels of validity of an instrument (Jaya, 2020). A questionnaire is considered valid if its questions effectively reveal information about the subject matter. In this study, validity tests were conducted on the variables Teacher Leadership Perspective, Teacher Leadership Practice, and Teacher Leadership Identity. The following are the test results:

Table 3. Validity test

	X11	X12	X13	X14	X15	X16
X1 Pearson Correlation	.814**	.774**	.837**	.723**	.838**	1
Sig (2-tailed)	.000	.000	.000	.000	.000	
N	50	50	50	50	50	50

The validity test results for the Teacher Leadership Perspective variable, with consideration of all items, yield r values of 0.814, 0.774, 0.837, 0.723, and 0.838. Utilizing the data with a sample size (N) of 50 and a significance level of 5%, the r table value is 0.278. This result indicates

that all questionnaire items from the Teacher Leadership Perspective variable have a Pearson value greater than the r table value. Consequently, these questionnaire statements for the Teacher Leadership Perspective variable are deemed valid and suitable for hypothesis testing.

Table 4. Validity test on X2

	X21	X22	X23	X24	X25	X26
X1 Pearson Correlation	.784**	.764**	.877**	.889**	.770**	1
Sig (2-tailed)	.000	.000	.000	.000	.000	
N	50	50	50	50	50	50

The Teacher Leadership Practice variable's validity test results, with all items considered, reveal r values of 0.784, 0.764, 0.877, 0.889, and 0.770. With a sample size (N) of 50 and a 5% significance level, the r table value is 0.278. As all questionnaire items from the Teacher Leadership Practice variable have a Pearson value above the r table value, these statements are validated. This confirms that the questionnaire statements for the Teacher Leadership Practice variable are appropriate for hypothesis testing.

Table 5. Validity test on Identity

	Y11	Y12	Y13	Y14	Y15	Y
Y Pearson Correlation	.773**	.826**	.872**	.676**	.734**	1
Sig (2-tailed)	.000	.000	.000	.000	.000	
N	50	50	50	50	50	50

Looking at the results of the validity test table above, the calculated r value for the Teacher Leadership Identity variable, for all items, has values of 0.773; 0.826; 0.872; 0.676; and 0.734. Based on the data examined with N=50, at a 5% significance level, the table value of r obtained is 0.278. This result concludes that all questionnaire items from the Teacher Leadership Identity variable have a Pearson value > r table. This means that all the questionnaire statements used for the Teacher Leadership Identity variable in this study are valid and can be used for hypothesis testing.

The following descriptive analysis discusses the overall variable data used in this study. The variables used in this study are Teacher Leadership Viewpoints and Teacher Leadership Practices, both serving as independent variables. The Teacher Leadership Identity variable acts as the dependent variable. The following table has been created to provide further information.

Table 6. Descriptive Statistical Test

Indicator	SS(5)	S(4)	N(3)	TS(2)	STS(1)	Respondent
X11	8	14	14	8	6	50
X12	11	25	4	6	4	50
X13	10	23	9	3	5	50
X14	10	19	11	6	4	50
X15	12	16	12	6	4	50
Total	**51**	**97**	**50**	**29**	**23**	

The table above indicates that the Teacher Leadership Perspective variable has a minimum Likert scale value of 1 and a maximum of 5. The results also show that most indicators, including X11, X12, X13, X14, and X15, received positive feedback from the respondents. Notably, indicator X14, which relates to "Establishing an atmosphere that encourages listening activities, such as storytelling or oral presentations, for students' listening skills development," received the highest number of responses, with 97 out of 250 respondents (38.8%) selecting this option.

Table 7. Descriptive Statistical Test – Teacher Leadership Practices

Indicator	**SS (5)**	**S (4)**	**N (3)**	**TS (2)**	**STS (1)**	**Respondent**
X21	11	18	8	9	4	50
X22	11	23	5	5	6	50
X23	10	20	6	9	5	50
X24	9	20	10	4	7	50
X25	8	22	8	4	8	50
Total	**49**	**103**	**37**	**31**	**30**	

Indicated in the Table 7 is the fact that the Teacher Leadership Practices variable has a minimum Likert scale value of 1 and a maximum of 5. The results also show that most indicators, including X21, X22, X23, X24, and X25, received positive feedback from the respondents. Among these, indicator X24, which pertains to

"Engaging students in discussions or activities that promote good listening and appropriate responses," received the highest number of responses, with 103 out of 250 respondents (41.2%) selecting this option.

Table 8. Descriptive Statistical Test: Teacher Leadership Identity

Indicator	SS (5)	S (4)	N (3)	TS (2)	STS (1)	Respondent
Y11	7	27	5	5	5	50
Y12	11	20	12	6	1	50
Y13	9	12	11	9	9	50
Y14	10	31	4	2	3	50
Y15	10	18	12	6	4	50
Total	**47**	**108**	**44**	**28**	**22**	

The Teacher Leadership Identity variable has the lowest Likert scale value of 1 and the highest value of 5, as Table 8 demonstrates. The findings also show that nearly every indicator—Y11, Y12, Y13, Y14, and Y15—used in this investigation was favored by the participants. However, with 108 responses, or 43.2% of the total respondent data (250), the fourth indicator (Y14), which focuses on "Leadership having a positive impact on the development of listening skills in early childhood education (PAUD) students," got the most responses from the respondents. In the data output below, it can be seen that the normality test results show a significance level (α) of 0.139 or 13.9%. This value indicates that the data is normally distributed because the value of α > 0.05 (Jaya, 2020).

The Multicollinearity Test is performed by analyzing the tolerance (a) and variance inflation factor (VIF), using an alpha/tolerance of 10% or 0.10, resulting in a VIF of 10. (Sugiyono, 2018). The calculation results are as follows:

Table 9. Result of Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
Constrant	1.496	1.537		.974	.335		
X1	.496	.105	.528	4.710	.000	.407	2.458
X2	.433	.123	.396	3.533	.001	.407	2.458

The output results above reveal that the Variance Inflation Factor (VIF) values for all variables are below 10, or VIF < 10, and the tolerance values for all independent variables are greater than 0.10, or Tolerance > 0.10. This suggests that there is no multicollinearity between the independent variables.

The Heteroscedasticity Test can be evaluated by comparing the significance level to the α value of 5%. If the significance value is greater than α, it can be concluded that heteroscedasticity does not occur. Based on the test results presented in the table below, all variables have Sig values greater than 0.05 (Sugiyono, 2018). Therefore, it can be concluded that there is no heteroscedasticity between the independent variables. The autocorrelation test is conducted to determine if there is a correlation between the disturbance errors in period t and the disturbance errors in period t-1 (previously) in a linear regression model. A high-quality regression model should be free from autocorrelation. In this study, the Durbin-Watson test (Jaya, 2020) is used to assess autocorrelation.

Based on the t-test results, it has been determined that the independent variables (Teacher Leadership Perspective and Teacher Leadership Practices) have a positive and significant effect on the dependent variable (Teacher Leadership Identity). This finding is supported by the significance value being less than 0.05 (sig = 0.05). The given result signifies that each variable x adjustment equates to a value of one unit change. Should the value of 'b' be positive, this change represents an increase; however, if 'b' is negative, it denotes a decrease. To put it differently: Alterations in variable x are represented by a single unit value, with a positive 'b' indicating growth and a negative 'b' signifying reduction. The constant value of 1.496 indicates that if all independent variables are assumed to be 0, the value of

Y is 1.496. In other words, if there are no variables of Teacher Leadership Perspective and Teacher Leadership Practice, then Teacher Leadership Identity shows a value of 1.496. The regression coefficient of the Teacher Leadership Perspective variable or X1

The coefficient value of the Teacher Leadership Perspective variable (X1) is 0.496, which means that for every increase in the value of the Teacher Leadership Perspective variable, the Teacher Leadership Identity increases by 0.496, assuming other independent variables remain constant. The regression coefficient value for Teacher Leadership Practice (X2) is 0.433, indicating that for every increase in the value of the Teacher Leadership Practice variable, the Teacher Leadership Identity will also increase by 0.433, assuming other independent variables are held constant.

The table displays the Adjusted R Square coefficient value as 0.749. This value signifies that approximately 74.9% of the dependent variable's influence can be attributed to the independent variable. The remaining percentage is affected by other factors or variables beyond the one being considered. In other words: An Adjusted R Square coefficient of 0.749 implies that around 74.9% of the dependent variable's behavior is shaped by the independent variable, while the rest is determined by other contributing variables.

Observing the calculated F value of 74.116 and a significance level of 0.000, which is lower than 0.05, we can conclude that the estimated multiple linear regression model is appropriate for explaining the relationship between the independent variables and the dependent variable. In simpler terms: With a calculated F value of 74.116 and a significance level of 0.000, it is statistically valid to say that the multiple linear regression model effectively captures the impact of independent variables on the dependent variable, as the probability of this outcome occurring by chance is extremely low.

DISCUSSION

To find out the participating teachers' self-view on teacher leadership through their listening classes, the researcher performed some statistical calculations. The first calculation of this study was to ensure the reliability and validity of the instruments used. The reliability and validity tests conducted on the questionnaire demonstrate that the instruments used were both reliable and valid, with a Cronbach's Alpha of 0.930 indicating a high level of internal consistency. This reliability is crucial as it ensures that the data collected accurately reflects the constructs being measured. The validity test results also indicate that all questionnaire items from the Teacher Leadership Perspective, Teacher Leadership Practice, and Teacher Leadership Identity variables have Pearson values greater than the r table value, confirming their validity.

The descriptive analysis of the data shows that the majority of respondents provided positive feedback for the indicators related to Teacher Leadership Perspective, Teacher Leadership Practices, and Teacher Leadership Identity. The indicator with the highest number of responses for Teacher Leadership Perspective was X14, which relates to establishing an atmosphere that encourages listening activities for students' listening skills development. For Teacher Leadership Practices, indicator X24, which discusses about engaging students in discussions or activities that promote good listening and appropriate responses, received the highest number of responses. Lastly, for Teacher Leadership Identity, the highest number of responses was for indicator Y14, which focuses on leadership having a positive impact on the development of listening skills in early childhood education students.

The results of the classic assumption tests—normality, multicollinearity, heteroscedasticity, and autocorrelation—indicate that the data is suitable for multiple

linear regression analysis. The normality test confirmed that the data is normally distributed, which is a fundamental assumption for regression analysis. This ensures that the statistical inferences drawn from the model are valid and reliable.

The multicollinearity test results revealed that the Variance Inflation Factor (VIF) values for all independent variables were below the threshold of 10. This finding suggests that there is no multicollinearity present among the independent variables, meaning that they are not highly correlated with one another. The absence of multicollinearity is crucial as it allows for the individual effects of each independent variable to be accurately estimated without distortion.

The heteroscedasticity test results also supported the conclusion that there is no heteroscedasticity among the independent variables. Heteroscedasticity refers to the presence of non-constant variance in the residuals of a regression model, which can lead to inefficient estimates and affect the validity of hypothesis tests. The absence of heteroscedasticity indicates that the model's residuals are evenly distributed, further validating the robustness of the regression analysis.

The result of the Durbin-Watson test indicated no autocorrelation in the residuals. Autocorrelation occurs when the residuals from a regression model are correlated with one another, which can violate the assumption of independence. The absence of autocorrelation suggests that the model's residuals are independent, reinforcing the reliability of the regression results.

The multiple linear regression analysis results indicate that the independent variables (Teacher Leadership Perspective and Teacher Leadership Practices) have a positive and significant effect on the dependent variable (Teacher Leadership Identity). The coefficient value of the Teacher Leadership Perspective variable (X1) is 0.496, and the coefficient value of the Teacher Leadership Practice variable (X2) is 0.433. This means that for every increase in the value of the Teacher Leadership Perspective variable and Teacher Leadership Practice variable, the Teacher Leadership Identity increases by 0.496 and 0.433, respectively. The constant value of 1.496 indicates that if all independent variables are assumed to be 0, the value of Y is 1.496.

The coefficient of determination (R2) test result of 0.749 indicates that approximately 74.9% of the dependent variable's influence can be attributed to the independent variable. The goodness of fit (F) test result of 74.116 and a significance level of 0.000, which is lower than 0.05, support the conclusion that the estimated multiple linear regression model is appropriate for explaining the relationship between the independent variables and the dependent variable.

Furthermore, the Goodness of Fit (F) test results, with a calculated F value of 74.116 and a significance level of 0.000, confirm that the regression model is statistically valid. This reinforces the notion that the model effectively captures the relationships among the variables, providing a solid foundation for understanding the impact of teacher leadership on early childhood education.

To sum up, the data collected in this study is reliable and valid, and the results of the multiple linear regression analysis indicate that Teacher Leadership Perspective and Teacher Leadership Practices have a positive and significant effect on Teacher Leadership Identity. These findings suggest that promoting positive teacher leadership practices and perspectives can have a significant impact on the development of leadership identity in early childhood education teachers.

The findings of this study reinforce the theoretical stigma that the better the perspective of leadership held by a teacher—such as the belief that teacher leadership plays a crucial role in shaping students' behavior and skills—the stronger their leadership identity will be. Moreover,

the leadership practices of teachers, such as guiding students, creating a positive learning environment, or being a role model, directly strengthen the teacher's leadership identity. This means that a teacher's leadership identity is not just about perception, but also the result of consistent concrete actions. Thus, the combination of a positive perspective on leadership and its application in daily practice forms a complete leadership identity, allowing teachers to more effectively fulfil their roles as educational leaders in the classroom.

Policies to improve the early childhood education but would require specifically tailored strategies to promote effective listening skills among educators as well as target teacher leadership. First and foremost, education practitioners should facilitate and implement programs aimed at dealing with leadership responsibilities and listening skill in particular. This is crucial as self-reflection in the context of leadership – in this case in the teaching aspect of their classroom – as how one perceives oneself has an impact on what that teacher teaches and also how students learn. Additionally, a cross-method approach is advocated to avoid reliance on a single form of data and only on quantitative data about teachers. Establishing norms among teaching staff and agreeing on practices that are most effective in fostering students' listening skills can be achieved through the formation of learning groups or professional development communities within the school. On the other hand, more emphasis ought to be put on the acceptance and practice of educational policies that would foster students' listening skills through modifying impacts of a particular education setting. Last but not least make sure that there are constant evaluations and provision of feedback to teachers on their leadership styles aimed at improving their effectiveness.

It is envisaged that through the introduction of these proposals, the function of the teachers as the leaders in the learning process will be enhanced in such a way that the standards of education in the level of ECE are improved.

CONCLUSION

The study has provided valuable insights into the correlation among the variables Teacher Leadership Perspective, Teacher Leadership Practice, and Teacher Leadership Identity. The instruments used for this research was tested for its validity and reliability first. The Cronbach's Alpha value of 0.930 indicates high reliability, and the r table value of 0.278 supports this finding. The validity test results further confirm that all questionnaire items from the three variables are valid and suitable for hypothesis testing.

The descriptive analysis reveals that most respondents provided positive feedback for the indicators related to Teacher Leadership Perspective, Teacher Leadership Practices, and Teacher Leadership Identity. The highest number of responses were recorded for indicators X14, X24, and Y14, which focus on developing students' listening skills through various activities and recognizing the positive impact of leadership on students' development.

The correlation analysis demonstrates a significant positive relationship between Teacher Leadership Perspective and Teacher Leadership Identity ($r = 0.496$, $p < 0.05$) and between Teacher Leadership Practices and Teacher Leadership Identity ($r = 0.433$, $p < 0.05$). These results suggest that as Teacher Leadership Perspective and Teacher Leadership Practices increase, Teacher Leadership Identity also tends to increase.

In conclusion, this study establishes the reliability and validity of the questionnaire items and provides evidence of the significant positive correlation between Teacher Leadership Perspective, Teacher Leadership Practices, and Teacher Leadership Identity. The findings can be used to inform strategies for enhancing teacher leadership in educational settings, ultimately contributing to improved student outcomes.

In order to enhance the quality of early childhood education, the strategies should focus on the listening and leadership capabilities of the educators. Certainly, such self-reflection programs of this nature, leadership and listening, are important as it affect both the teacher and the student. The teacher assessment using mixed methods, together with professional learning communities, will promote the use of effective listening skills. Educational policies should also improve the learning environment for students listening skills through regular assessment and feedback of teachers. These strategies will empower educators to create a more responsive and student-centered learning environment. Consequently, students will not only receive information but will also feel heard and valued, which is a crucial foundation for their social and emotional development. Such measures will consolidate the leadership of teachers and the standards of early childhood education.

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