

THE EFFECT OF PRINCIPAL MANAGERIAL LEADERSHIP ON THE PERFORMANCE OF SENIOR HIGH SCHOOL TEACHERS IN SAMARINDA, EAST BORNEO- INDONESIA

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ABSTRACT: The objective of this research was to define the effect of the principal managerial leadership on the performance of the teachers in senior high schools. The research was conducted in Samarinda by survey method and the data was analyzed using path analysis. samples of 154 teachers from state schools in Samarinda were selected randomly. The results show that managerial leadership significantly affected the performance, competence, and commitment for achievement of the teachers. Yet, supervision appears to negatively affect the performance, competence, and commitment for achievement of the teachers. Meanwhile, commitment for achievement has a direct effect on the performance, yet otherwise for the competence of the teachers. Teacher's competence has a direct effect on teacher's performance. The performance of public school teachers in Samarinda can be improved through principal managerial leadership

KEYWORDS: commitment, managerial leadership, performance, supervision, teacher

I. INTRODUCTION

Teacher, as one of the educational components, is responsible for teaching and learning process. Teachers need to actively play their role as a professional. In which, they serve not only to teach or transfer their knowledge to their students, but also need to transfer values, lead and guide the students, as well as improving their capacity.

The main tasks and functions of teachers as professional educator are stated in Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System. Article 1 Section 1 states that educational personnel have the duties to carry out administration, organization, development, monitoring and technical services to support educational processes in a unit of education. Article 2 section 2 states that educators are professionals who have duty to plan and implement learning processes, to assess education outcomes, to carry out counseling and training, and to conduct research and community service, especially for the educators in higher educational institutions.

In order to perform their duties and responsibilities based on the above law, teachers are required to have certain competencies and skills. Teacher professional competencies are specified in Law number 14 Year 2005 on Teachers and Lecturers. Article 10 Section (1) states that "teacher competencies specified in Article 8 include pedagogical, personality, social, and professional competencies obtained through professional education".

Performance is one of the important factors related to teacher professionalism. It is a universal concept which determines the effectiveness of an organization, as a part of an organization and its personnel based on the predetermined standard and criteria (Colquit, et.al, 2009:37). Furthermore, according to Kulkarni and Khot (2012) in Zulkifly, (2017), an effective performance measurement system is to represent the whole system, able to influence the behavior of the entire system and provide information system performance for decision makers and stakeholders. Performance measurement is a glue that is capable of creating value for strategic planning and plays a major role in monitoring the implementation of that strategy. Meanwhile, Jumriati, et al., (2018) stated

that there are positive relation of social interests with teacher performance. This is indicating that teacher performance is an indicator of the accomplishment in the field of education at all levels, including school, regional and national levels.

Based on the result of direct observation conducted by previous study and the above data, there were a lot of problems faced by teachers, both in public and private schools in Samarinda,. One of which is the low level of teacher performance. The low performance could be caused by some factors, such as work motivation, organization commitment, leadership, discipline, emotional intelligence, commitment, competence, principal supervision, and work culture.

The result of a study conducted by Sinaga showed that there was a positive effect of supervision on the quality of school principal services (Sinaga, 2016). A supervisor who provides a good development activity will improve the services given by the school principals. Likewise, a good supervision given by a supervisor to the teachers will also increase teachers' performance.

Study conducted by Kumalasari (2014) revealed that there was a positive direct effect of teacher commitment on the teacher work discipline in the public senior high schools in Pohuwato District (Kumalasari, 2014). This finding implied that the teachers with high and good commitment for achievement will positively affect their performance. Furthermore, the studies conducted by Lunenburg Ortein (2000) and Sjamsir (2017) in Sapri et.al. (2018) stated that teachers' performance is influenced by the school management roles, such as leadership, managerial, curriculum, and instructional roles. In this case, teachers' performance is influenced by school management and regulations.

The result of teacher competency test conducted in 2015 which involving between 8000 -12000 teachers in Samarinda did not show significant improvement compared with the result in the previous year. It means that teachers in Samarinda need to improve their competence in 10 aspects which were tested, especially in pedagogical and professional competence.

Based on the above explanation, it can be described that performance will not be improved without being followed by improvement and consistency in all aspects including principal managerial leadership, supervision, teachers' commitment and teacher competence. Therefore, this study was aimed to determine the effect of principal managerial leadership, supervision, commitment for achievement and competence on the teachers performance.

II. MATERIALS AND METHODS

This research applied survey method with path analysis technique. The population of this research was the entire teachers of State SHS in Samarinda. The subject of the research was 154 teachers. The data were collected through questionnaire. The data were validated by validity test and reliability test. The assumptions were tested by normality test and linearity test. The hypothesis was tested using simple regression, that is, by comparing the value of t-table and t-computed and multiple regression was tested by comparing F-computed and the level of significance.

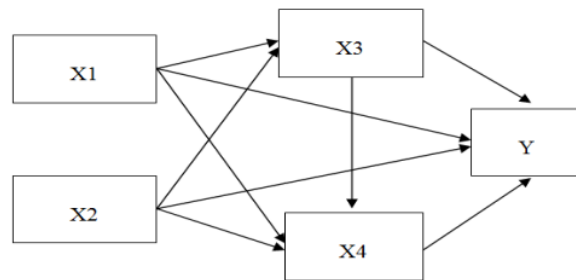


Figure 1. The Constallation of the Research

Notes:

X₁: Principal managerial Leadership

X₂: Supervision by Supervisors

X₃: Commitment for Achievement

X₄ : Teacher Competence

Y : Teacher Performance

III. RESULTS AND DISCUSSIONS

1. Principal Managerial leadership and teacher performance

Based on the results of hypothesis testing, the research findings supported the theoretical assumptions and the results of analysis that had been conducted by experts. According to Siagian (2003), leadership plays a dominant role in determining the success of an organization in implementing various activities, which can be seen particularly from the performance of the employees. Leadership can be seen from how a leader is able to influence his/her subordinates to work together in order to produce effective and efficient outcomes..

A leader may choose leadership behaviors which match with the situation by considering three different powers: (1) the powers existing in his/her own self; (2) the powers possessed by his/her subordinates; (3) The powers existing in particular situations. A leader with human relationship orientation or with work orientation will be effective if it is applied in a situation which is appropriate with each orientation. According to this theory, a leader is considered effective if he/she is able to influence his/her subordinates so that they are motivated to work hard and are satisfied and proud of their jobs. This is in line with the study conducted by Fleishman and Haris (1962), that the subordinates usually feel satisfied if they have a leader who gives at least a moderate attention.

2. Supervision and Teacher Performance

Performance is a universal concept which determines the operational effectiveness of an organization, a part of organization and its personnel based on the predetermined standard and criteria. Colquitt, Lepinne and Wesson (2009) define performance as: "the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment." Furthermore, Ivancevich, Robert Konopaske and Michael T. Matteson (2014:172) define performance as follows: "job performance is a set of employee work related behavior designed to accomplish organizational goals". In addition, Williams (2011:493), Muchinsky (2005), Kusumaningtyas (2015), Davies (2010), Elliott (2015), and Zulkifli (2017) define performance as follows: "job performance is how well someone performs the requirements of the job". Performance is a set of values of employee behaviors that contributes positively or negatively to accomplish organizational goals. It is obvious that the performance of the teachers can be seen from their behaviors in working during office hours.

In order to improve the quality of teacher performance, it is recommended to improve the implementation of teaching supervision. In this case, the teachers who are going to be supervised need to have a preparation. The supervision needs to emphasize the development of individuals rather than groups; and follow-up activities that are given immediately after the implementation of the supervision is finished. As science and technology are developing in every single day, teachers are expected to always develop their competences.

The findings of this study confirm that supervision will have an effect on teacher performance if it is planned and scheduled based on correct, effective and sustainable techniques.

3. Commitment for Achievements and Teacher Competence

Commitment is an internal psychological aspect existing in human and it plays roles in doing something best. This internal role is called motivation. Work motivation is usually considered as a determinant factor for one's future success. People who have high work motivation are those who are happy, confident, popular and more successful in schools. They are able to control their emotion, establish good relationships with others, manage their stress and have good mental health.

A person who has a high work motivation will definitely get advantages. These advantages will affect his/her satisfaction in dealing with other people, satisfaction in accomplishing his/her jobs and other satisfactions which depend on his/her objectives.

This is related to the statement given by Robbins (1994) that emotional response of an individual person against an event will change depending on his/her mood. Finally, emotions affect a number of performance variables and satisfaction variables such as organizational behaviors, organizational commitments, the level of endeavor, the intention to resign, and distortion in the workplace. In addition, emotions existing in one particular time influence performance. Since mood fluctuates from time to time, its effect on performance also fluctuates.

There are three attitudes which are related to duties, namely the performance which reflects the level of individual satisfaction in his/her jobs; organizational commitment which refers to the attitude reflecting individual identification and connection to the organization; and work involvement which becomes the result of individual tendency which exceeds normal expectations related to his/her jobs.

These findings match with the statement given by Elangovan (2001) that commitment possessed by employees is an important instrument to improve performance.

4. Teacher Competence and Teacher Performance

The results of this study are related to the opinion of Spencer (in Moehariono, 2009) means "Competence is a characteristic that underlies an individual who causally relates to criteria that are defended effectively and superior performance in a job or situation". In other words, it is a characteristic that improves a person who uses causal or causal relationships with references that are effective, effective or excellent or superior at work or in certain parts.

and also is adapted by Palan (2007), who said that competence refers to the characteristics which underlie behaviors which describe motives, personal characteristics, self-concepts/values, knowledge and skills which are brought by a person with excellent performance in the workplace.

Competence brings about more effective performance. This is possible if the employees are able: to focus on the assigned jobs, to take care of the workplace in a well-organized way, to show consistent endeavors, to ask questions, to understand everything fully, to take persuasive actions, to understand organizational climate and culture, to have contact related to the job, to express positive expectations towards others, to speak objectively, to be corporative, to improve group effectiveness, to have job variations, to make new concepts, to control emotions, to be confident, able to always follow the procedure and not to rebel.

The ability of employees to direct other people, establish cooperation, lead a group, have emphatic feeling, and have an orientation to customer's satisfaction will make them able to perform effectively in an organization.

5. Principal managerial leadership and teacher competence

The result of this research also showed that a school principal is the most important person in a school because the principal is the key for the development and improvement of a school. Success indicator of a school principal is when a school serves its function well, especially when the students can reach maximum achievements.

This research finding is in line with the opinion of Idochi Anwar and Yayat Hidayat Amir (2000) who stated that "the school principal as the manager has a duty to develop personnel performance, especially teacher professional competences". What is meant by teacher professional competence here is not only related to the mastery of materials but also all types of competence as well as its contents.

6. Supervision and teacher competence

Sahertian, (2000) said that there are three dimensions of supervision, namely: 1) administration. 2) curriculum, and 3) teaching. Related to the three dimensions, it is necessary to have more observation about whether a supervisor has introduced those three dimensions to the teachers or not. It is possible that a supervisor comes to the school under his/her responsibility once in a month considering that a supervisor is responsible to supervise 7 schools and 40 teachers.

Considering the result of this research, which showed no effect on teacher competence, it can be said that there are a lot of factors contributed to this finding. Besides the fact that the three dimensions above were not well implemented, it was possible that the supervisors themselves did not perform their job optimally.

The research finding also gives a recommendation to the supervisors and teachers in Samarinda to work sincerely based on their own main duties and functions. Working well will give self-satisfaction because of the ability to perform responsibilities as what is expected. The existence of supervisors becomes a source of information exchange and a form of good cooperation and consultation to improve teacher performance. The presence of supervisors should not be taken as something frightening for teachers because this will give psychological impact on teacher performance.

7. Commitment for achievements and teacher competence

An individual who has a high commitment will see himself/herself as a long-term member of an organization. On the contrary, an individual who has a low commitment tends to see himself/herself as an outsider and will not see himself/herself as a long-term member of an organization. This statement implies that individuals who do not have a high commitment will be ignorant, disloyal, will not involve in activities because they do not have a responsibility to accomplish their jobs.

Commitment or dedication possessed by teachers did not support the competence of the teachers. Teacher competence consists of 4 aspects so that it is possible that some aspects of the competence are not possessed by teachers, making the existing commitment not supported by the ability or competence they have.

8. Principal managerial leadership and commitment for achievement

Every teacher has different basis and behaviors depending on the commitments they have. The teachers with affective-based commitments are different in behaviors from those with continuance-based commitments. The teachers who sincerely become members of an organization will have intentions to make efforts based on the organizational objectives. On the other hand, those who are forced to be members will avoid financial loss and other disadvantages so that their efforts are not maximal.

In addition, normative components which are developed as the outcomes of socialization experiences will depend on how far teachers perceive their responsibilities. Normative components create a feeling that teachers are responsible for returning what they have received from the organization.

Therefore, those who have high commitments will have identification for the organization, involve seriously in the organization, have loyalty and positive affection towards educational activities in schools. In addition, their behaviors are directed to the goals of organization and they have an intention to integrate with the organization for a long period of time.

The most important point is that teachers should know the main factors which make people unable to defend the commitments that they have made before. Those factors are (1) internal factors, such as (a) being careless in making decision, which makes them regretful in the future, (b) not using a long-term thinking when analyzing the risks that will be faced when making decision, (c) having loose belief because they do not have a strong mental. (2) External factors such as (a) Environment, in which a person sometimes fails to defend his/her commitment because of the influence of environment. In this case, environment includes the roles of family, spouses, or relative/friends. (b) Misleading life styles. Time development gives not only positive impacts but also negative impacts. (c) The influence of money; it cannot be denied that money has a strong power in human life. If someone does not have a strong mental, their commitment will be stuck in the middle of the journey. (d) They are not able to survive from the high and low tides of life. .

9. Supervision and commitment for achievements

The position of supervisors in an educational institution is very strategic because they assess and develop the performance of teachers, school principals and administration staffs in educational management at schools at the same time. Assessments intended to find out whether the objectives that have been stated before are achieved or not. Meanwhile, development is intended to improve and increase the performance of teachers, school principals and administrative staffs in achieving educational objectives. One of the important duties of supervisors is conducting periodic and continuous supervision in the schools under their responsibilities. However, in its implementation in the field, a supervisor is much influenced by factors which make him/her not

able to accomplish his/her job professionally. This may be the reason why the finding of this research showed that supervision did not have an effect on teacher commitment for achievements.

IV. CONCLUSIONS & RECOMMENDATIONS

It can be concluded that managerial leadership significantly affected the performance, competence, and commitment for achievement of the teachers. Yet, supervision appears to negatively affect the performance, competence, and commitment for achievement of the teachers. Meanwhile, commitment for achievement directly affect the performance, yet otherwise for the competence of the teachers. Teacher's competence has a direct effect on teacher's performance,

There is a direct positive effect of principal managerial leadership and positive effect on teacher performance with the significance level of 0.034. This implies that managerial leadership which is appropriate with the needs of teachers will improve teacher performances, 2) there is no a significant direct effect of supervision on teacher performance with the significance level of 0,473. This means that a good supervision will affect the improvement of teacher performance, 3) there is a significant direct and positive effect of commitment for achievement on teacher performance with the significance level of 0.038. This means that a high commitment for achievements will improve teacher performance, 4) there is a significant direct and positive effect of teacher competence on teachers' performance with the significance level 0,002. This implies that a high teacher competence will affect the improvement teacher performance. 5) there is significant directly and positive effect of principal managerial leadership on teacher competence with the significance level of 0,000. It means that if the principal managerial leadership is high, it will improve teacher competence, 6) there is a direct positive effect of supervision on teacher competence with the significance level of 0,816. This means that supervision did not cause the improvement of teacher competence, 7) there is not a direct effect of commitment for achievements on teacher competence with the significance level of 0.535. It implies that commitment for achievements does not cause the improvement of teacher competence, 8) there is a significant direct and positive effect of managerial leadership of the school principals on the commitment for achievement with the significance level of 0.005. This means that a high managerial leadership will bring about improvement in teacher commitment for achievement. , 9) there is not a direct effect of supervision on the commitment for achievement with the significance level of 0.102. This means that supervision does not cause the improvement of the teacher commitment for achievements.

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