

The Effect of Principal's Leadership Style and Teacher's Job Satisfaction on Teacher's Performance

Yuniarti¹, Syarwani Ahmad², Yessi Fitriani²

¹SD Negeri 72 OKU, Indonesia, ²Universitas PGRI Palembang, Indonesia

Corresponding author e-mail: yunigiya@gmail.com

Article History: Received on 24 January 2023, Revised on 30 July 2023,
Published on 8 August 2023

Abstract: The purpose of this study is to identify and assess the effects of the principal's leadership style, teacher job satisfaction, and the combination of the two on the performance of elementary school teachers in the Sosoh Buay Rayap District. This study uses descriptive quantitative methods. There were 90 participants in this study, all of them were elementary school teachers employed by the Sosoh Buay Rayap sub-district. The entire research population is used as the research sample because the overall population is less than 100. Using surveys, observation, and interviews as data collecting methods. The findings demonstrated that the principal's leadership style had an impact on teacher performance, as indicated by the $t\text{-count} = 2.845$, $t\text{-count} > t\text{-table } 1.960$. It is possible to conclude that the relationship with subordinates and their performance will improve as a result of greater leadership. 46.4% of teachers said that their job satisfaction at school affects their performance. The $F\text{-count}$ score is $12.420 > F\text{-table}$, indicating that the principal's leadership style and work satisfaction have a considerable impact on teacher performance, according to the principal's leadership style and contentment with teacher performance.

Keywords: Principal's Leadership, Job Satisfaction, Teacher's Performance

A. Introduction

The leadership model or style that the school principle employs in performing his function as a leader cannot be isolated from the administration of education or school management. The success of the principal in directing and carrying out the educational process in schools will be correlated with the leadership style that he or she chooses. According to Atasoy (2020), there is a strong correlation between the principal's leadership style and the success of the educational process as a whole in schools. This means that the influence of the pattern or style of leadership used in an organization cannot be isolated from the influence of dependable human resources, since this will be reflected in the way the organization is implemented. A successful leadership style will be seen in the organization's ability to function in an orderly,

cozy, accommodating, and in line with the desired goals (Widarko & Anwarodin, 2022).

In an organization, leadership is a process that involves aspects of influence, cooperation, and leads to something as well as shared objectives because the dynamics of organizational life depend heavily on leadership (Cortellazzo et al., 2019). In this situation, the school principle is a figurehead in education whose capacity to lead a school or institution depends heavily on how well it is protected. A school principal must be able to inspire and motivate all school stakeholders in order to accomplish the desired outcomes (Setyaningsih & Suchyadi, 2021). They must also be able to set an example for others to follow. This is stated by Rohmad (2020), who states that leadership is the ability and readiness of a person possessed by someone to influence, encourage, invite, guide, move, direct and, if necessary, force people or groups to accept this influence and then act in a way that can help achieve a certain goal that has been set.

The effectiveness of leadership will be crucial to the organization's ability to reach its objectives (Alrowwad et al., 2020). Similar to other types of leadership, the principal's pattern or style of leadership will have a significant impact on the direction and educational policies that are developed. In order to achieve this goal, school principals must be able to mobilize and unleash all the organizational potential that is related to implementing various programs, processes, evaluations, curriculum development, learning in schools, extracurricular activities, processing of teaching staff, facilities and infrastructure, services to students and parents of students, and relationships with the community. Because of the significant responsibility that comes with being an educational leader, a school principal must be adequately prepared—mentally and psychologically—to perform his duties, particularly when dealing with the difficulties and difficulties that arise when trying to create and offer comfort for teachers and students at school. The effectiveness of a school principal's leadership is crucial in enhancing teacher performance and developing a targeted, effective, and appropriate learning process (Sun & Henderson, 2017).

A school principal can use a variety of leadership styles that are appropriate for the environment, traits, or culture of the school organization itself by modeling a particular style or behavioral norm when managing a school organization and influencing the behavior of others (Jamali et al., 2022). The qualities of a school as an educational institution will affect how well a leadership style is used. Whether it results in favorable outcomes or the opposite, the leadership style used will have an impact on how employees behave and shape the workplace environment. The learning process will go soberly because of the principal's attitude of having no authority, being passive, and acting disinterested toward subordinates. While this is going on, the principal's attitude should be one of authority, firmness, fairness, and

consideration for staff members, instructors, and students. This will produce a peaceful learning environment that will even result in academic success. In order for instructors to effectively teach, an organization's leadership must invest in staff development and create a motivating environment that leads to high levels of productivity.

The development and accomplishment of school goals can be influenced by the principal's leadership approach. School principals use a variety of leadership philosophies. Some leaders adopt an authoritarian approach, and their subordinates typically respond badly by exhibiting poor performance and low levels of productivity. The leadership style can be used in a directive, supporting, and participatory manner in a more positive manner (Mroz et al., 2018). These three leadership philosophies can be utilized in a leadership process in a balanced and concurrent way. A healthy mix of these leadership philosophies will promote teachers' productivity and job effectiveness. It is anticipated that the emergence of several school principal leadership philosophies will enable them to function as change agents in their institutions and actively contribute to raising educational standards.

A comfortable, supportive, and competitive school climate will foster strong work productivity or instructor performance. Teachers are encouraged by this situation to work more, be more disciplined, and perform well in the classroom. There will be a negative impact on teacher work or performance if the school atmosphere is unfavorable, such as when the principal's leadership style is indifferent to instructors who are conscientious and lazy, teachers are frequently absent or come late, and teaching hours are reduced for pupils. This is according to Kamble & Wankhade (2017), who states that "employees are disloyal, employees neglect such as absenteeism or arriving late, reduce the quality and quantity of work, and the rate of work errors increases, ultimately resulting in decreased performance." A principal's leadership style must be able to foster a positive attitude among teachers, a high degree of teacher discipline, and improved teacher performance in order to prevent this. If the principal's management style is acceptable for the school's culture, this invention will come to fruition. So that it may be hoped that it can produce a comfortable working environment in schools so that the teacher's attitude, teacher discipline, and teacher performance will seem nice and favorable for the activities at school related to the learning process.

Teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved properly through a learning activity carried out by the teacher in accordance with the targets and goals. A teacher's performance includes facilitating learning both inside and outside of the classroom in addition to performing other tasks like managing the school's administration and curriculum, providing counseling and

other services to students, and conducting assessments. A teacher's performance is essentially the work he or she does while performing his or her duties as a teacher. Because teachers have the most direct interaction with students during the teaching and learning process in educational institutions, their performance will have a significant impact on the quality of educational outcomes.

An employee's performance is the end result of the quality and quantity of work he or she produces while carrying out the obligations assigned to him. In order to accomplish school objectives, teacher effectiveness is crucial. Students have high expectations for teachers, so it is important for the teacher to provide an excellent example and serve as a positive role model for his pupils. For their students to be able to perceive their performance, teachers must be both genuinely skilled in their subject and capable of providing the best possible instruction. The school's vision and mission goals will be successful if the instructor performs well, and vice versa. The leadership of the principle and the organizational members' sense of job satisfaction both contribute significantly to teacher performance. Performance refers to the outcome of work that can be completed by an individual or group of individuals within an organization in accordance with their authority and responsibility in the context of efforts to achieve the goals of the organization in question legally, without breaking the law, and in accordance with morals and ethics (Sundi, 2013).

Analysis of the Effect of Job Satisfaction on Teacher Performance in accordance with the goals and objectives that have been set in order to realize the vision and mission (Silitonga et al., 2017). Factors that influence teacher performance include: encouragement to work, responsibility for assignments, appreciation for assignments, opportunities for development, attention from the school principal, teacher interpersonal relationships, subject teacher deliberations and teacher work groups (Mulyasa E, 2014) . From these data, it can be seen that the factors that influence teacher performance are the principal's leadership, the compensation received by the teacher, job satisfaction and adequate teacher competency.

As one of the districts in the province of South Sumatra, Ogan Komering Ulu has educational facilities for students from kindergarten through university level. Elementary schools, which are dispersed among a variety of sub-districts, are one of the educational institutions in the Ogan Komering Ulu district. The Sosoh Buay Rayap sub-district's elementary schools are the subject of this study. It takes 40 minutes to travel the about 20 kilometers from Sosoh Buay Rayap sub-district to Baturaja city.

The leadership style of school principals in organizations, particularly elementary schools in the Sosoh Buay Rayap sub-district, still has a number of flaws, such as an undirected leadership style that affects job satisfaction and teacher performance that

is not maximized, as mentioned in the previous paragraph. The authors' study project, *The Influence of Principal Leadership Style and Teacher Job Satisfaction on the Performance of Elementary School Teachers in Sosoh Buay Rayap District*, shares an interest with this topic.

B. Methods

The study was carried out in an elementary school in the OKU Regency's Sosoh Buay Rayap District. Descriptive research is the methodology employed in this study. The purpose of this study was to ascertain the association between teacher work satisfaction and the performance of elementary school teachers in the Sosoh Buay Rayap sub-district. The research's methodology is quantitative. There were 90 participants in this study, all of them were elementary school teachers employed by the Sosoh Buay Rayap sub-district. The entire research population is used as the research sample because the overall population is less than 100. According to the author's research, this study relies on primary data that was gathered through in-depth inquiry into the subject matter by asking questions of teachers and conducting interviews with those concerned in the issue at hand. By using questionnaires and field research (interviews and observations), the writers were able to gather this data accurately.

C. Results and Discussion

The Influence of the Principal's Leadership Style on Teacher's Performance

From the Coefficients table, the effect of the principal's leadership style on teacher performance is obtained by $t\text{-count} = 2.845$, while the $t\text{-table}$ value for $\alpha = 0.05$. with degrees of freedom ($df = \text{number of data } (n) - 1 = 90 - 1 = 272$) and the test is carried out on both sides that the value of $t\text{-table} = 1.960$. So that the value of $t\text{ count} > t\text{ table}$ ($2.845 > 1.960$). Thus, H_0 is rejected and H_a accepted. Likewise, the contribution of X_1 , namely leadership style to Y , namely teacher performance shows a value of $R = 0.711$ and the coefficient of determination ($R\text{-square}$) = 0.506. This means that teacher performance is influenced by 50.6% by the principal's leadership style. The findings of this study's statistical tests are consistent with and lend support to Adejumobi & Ojikutu (2013), which demonstrates a significant influence of the principal's leadership style on teacher performance, with a correlation of 80.10%.

The results of this study state that performance can be influenced by a strong leadership style. Like Mulyasa (2007), who came to the conclusion that a leader's role affects a team's effectiveness. The researcher created instruments based on the viewpoints of Hersey and Kenneth H. Blanchard from the findings of data processing in this study, specifically the leadership style of the school principle,

which includes instructive style, style consultative, participative, and delegative styles.

Of the four styles, most respondents tend to have a participative style, which is equal to 53.5%, which shows high supportive and low directive, where leaders and followers jointly make decisions with leaders as facilitators and communicators. Thus according to Cansoy (2018) that the principal's leadership style has developed. Based on the description of the discussion above, it can be interpreted that the better the leadership style, the better the relationship with subordinates and the better the performance of subordinates.

The Effect of Job Satisfaction on Teacher Performance

In the Coefficients table the effect of job satisfaction on teacher performance is obtained t value = 4.807, while the t -table value for $\alpha = 0.05$. with degrees of freedom (df) = number of data (n) - 1 = 90 - 1 = 272 and the two-sided test shows that the value of t table = 1.960. So that the t -count > t -table (4.807 > 1.960). Thus H_0 is rejected and H_a is accepted. While the contribution of X_2 , namely job satisfaction to Y , namely teacher performance shows a value of $R = 0.680$ and the coefficient of determination (R -square) = 0.464. This means that teacher performance is influenced by 46.4% by job satisfaction at school.

The Effect of Principal Leadership Style and Job Satisfaction on Teacher Performance

A value of $F = 12.420$ with $df = 2$ and a value of F -table = 3.04 at the 95% confidence level, or = 0.05, are obtained from testing the hypothesis that the leadership style and work satisfaction of the principal have an impact on teacher performance. This demonstrates that the relationship between teacher performance and principal style and work satisfaction F -count (12.420) F -table (3.04) is considerable. This is evident from the calculated instructor performance scores, which have a good value and an average score of 87.02. Similarly, the value of the R -square coefficient of determination is 0.793. This figure indicates that leadership style and work happiness have a 79.3% influence on teacher performance while other factors have a 20.7% influence.

The performance of public elementary school teachers in the Sosoh Buay Rayap District can be improved by combining good leadership styles with growing job satisfaction, leading to the conclusion that the better the leadership style and job satisfaction, the better the performance of the teacher.

D. Conclusion

Based on the results of the research analysis and discussion of the influence of the principal's leadership style and job satisfaction on the performance of public elementary school teachers in Sosoh Buay Rayap District, it can be concluded as follows: 1) The leadership style of the principal of a public elementary school in Sosoh Buay Rayap District shows a style of participation, delegation and consultation; 2) Job satisfaction in public elementary schools in Sosoh Buay Rayap District shows a culture of adhocracy, market, group and hierarchy; 3) The performance of public elementary school teachers in the Sosoh Buay Rayap District is already in the good category.

E. Acknowledgement

We would like to express our acknowledgement to our respondents, principal and colleagues in SD Negeri 72 OKU, and also Rector and Lecturers in Universitas PGRI Palembang who helped us in this article.

References

- Adejumobi, F. T., & Ojikutu, R. K. (2013). School Organizational Climate and Teacher Job Performance in Lagos State, Nigeria.
- Alrowwad, A., Abualoush, S. H., & Masa'deh, R. (2020). Innovation and Intellectual Capital as Intermediary Variables among Transformational Leadership, Transactional Leadership, and Organizational Performance. *Journal of Management Development*, 39(2), 196–222. <https://doi.org/10.1108/JMD-02-2019-0062>
- Atasoy, R. (2020). The Relationship between School Principals' Leadership Styles, School Culture and Organizational Change. *International Journal of Progressive Education*, 16(5), 256–274. <https://doi.org/10.29329/ijpe.2020.277.16>
- Cansoy, R. (2018). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies*, 12(1), 37. <https://doi.org/10.5539/ies.v12n1p37>
- Cortellazzo, L., Bruni, E., & Zampieri, R. (2019). The Role of Leadership in a Digitalized World: A Review. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01938>
- Jamali, A. R., Bhutto, A., Khaskhely, M., & Sethar, W. (2022). Impact of Leadership Styles on Faculty Performance: Moderating Role of Organizational Culture in Higher Education. *Management Science Letters*, 12(1), 1–20. <https://doi.org/10.5267/j.msl.2021.8.005>
- Kamble, R., & Wankhade, L. (2017). Perspectives on Productivity: Identifying Attributes Influencing Productivity in Various Industrial Sectors. *International Journal of Productivity and Quality Management*, 22(4), 536. <https://doi.org/10.1504/IJPQM.2017.087868>

- Mroz, J. E., Yoerger, M., & Allen, J. A. (2018). Leadership in Workplace Meetings: The Intersection of Leadership Styles and Follower Gender. *Journal of Leadership & Organizational Studies*, 25(3), 309–322. <https://doi.org/10.1177/1548051817750542>
- Mulyasa, E. (2007). *Competency-Based Curriculum: Concepts, Characteristics, Implementation, and Innovation*. Remaja Rosdakarya.
- Mulyasa, E. (2014). *Principal Leadership Management*. Bumi Aksara.
- Rohmad, A. (2020). Basic Values and the Morality of Islamic Education Leadership at State Junior High School 1 Jogorogo, Ngawi, East Java. *Istawa : Jurnal Pendidikan Islam*, 5(1), 114. <https://doi.org/10.24269/ijpi.v5i1.2613>
- Setyaningsih, S., & Suchyadi, Y. (2021). Implementation of Principal Academic Supervision to Improve Teacher Performance in North Bogor. *JHSS (Journal of Humanities and Social Studies)*, 5(2), 179–183. <https://doi.org/10.33751/jhss.v5i2.3909>
- Silitonga, P. E. S., Widodo, D. S., & Ali, H. (2017). Analysis of the Effect of Organizational Commitment on Organizational Performance in Mediation of Job Satisfaction (Study on Bekasi City Government). *International Journal of Economic Research*, 14(8), 75–90.
- Sun, R., & Henderson, A. C. (2017). Transformational Leadership and Organizational Processes: Influencing Public Performance. *Public Administration Review*, 77(4), 554–565. <https://doi.org/10.1111/puar.12654>
- Sundi, K. (2013). Effect of Transformational Leadership and Transactional Leadership on Employee Performance of Konawe Education Department at Southeast Sulawesi Province. *International Journal of Business and Management Invention*, 2(12), 50–58.
- Widarko, A., & Anwarodin, M. K. (2022). Work Motivation and Organizational Culture on Work Performance: Organizational Citizenship Behavior (OCB) as Mediating Variable. *Golden Ratio of Human Resource Management*, 2(2), 123–138. <https://doi.org/10.52970/grhrm.v2i2.207>