The Role of Leadership Styles and Motivation on Teacher Performance

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*Abstract*—*Teacher performance is one of the main factors for the quality of education, therefore increasing teacher performance needs attention from school management, and efforts to improve factors related to teacher performance such as principal leadership and work motivation. The aim of this study was to investigate the role of leadership style and work motivation in the performance of teachers. This research uses a quantitative approach with associative methods, using a questionnaire to collect data. The research sample was 80 An-Nur Senior Hight School teachers, which were taken by using a proportional random sampling technique. Multiple Linear Regression analysis is used for hypothesis testing. The results showed that teacher performance is influenced by the principal's leadership style, strong leadership can direct member behavior, so that performance improvement is achieved. Other findings indicate that teacher performance is also influenced by motivation, so the higher the teacher's motivation will increase their performance. The research was only conducted at one private school so the generalization level was low, further research is recommended to use a wider sample. Also, the performance appraisal is based on the subjective measurement of the respondent, so that there may be bias.*

Keywords—leadership, work motivation, teacher performance

# Introduction

In recent years, public interest in and recognition of schools based on Islamic religious education has increased[1], schools based on Islamic religious education are no longer the second choice when admitting new students, but parents have determined the choices or priorities of their sons and daughters to enter based schools. Islamic-based education for continuing studies, this shows that Islamic religion-based schools are not inferior to a public or public schools[2]. One of the factors that determine the quality of Islamic school education is the leadership and performance of human resources. Teachers are one of the important resources in schools that will ensure the achievement of educational goals. Therefore teacher performance will be the key to the successful management of education in schools. Leadership in an organization can increase satisfaction and will positively affect the performance of subordinates[3], leadership will motivate subordinates, build trust in relationships and encourage creativity[4], employee performance is influenced by how the employee's work motivation[5].

Previous research has explained that leadership has a positive effect on performance[6][7][8]. Leadership needs attention because it will improve performance[9]. Specifically, transformational leadership is a leadership style that affects performance[10][11], employee performance is influenced by democratic leadership[12], the principal's participative leadership style affects teacher performance[13]. So leadership plays a role in directing the behavior of organizational members, the goal is to achieve individual performance that will support the achievement of organizational goals.

Although research has acknowledged the role of leadership in performance, there is still debate about the role of leadership on performance, where other findings suggest that leadership does not affect performance[14][15][16]. More specifically, it is stated that servant leadership and transformational leadership do not affect performance[17][18]. Therefore it is necessary to further investigate the role of leadership style on performance, in this case, a study was developed with the motivation variable as a factor that determines performance. This is based on the fact that work motivation will affect teacher performance, the higher work motivation will be followed by a good teacher performance[19][20]. The study aimed to investigate the effects of leadership style and work motivation on teacher performance.

## A. Leadership Style and Performance

Leadership is an activity to direct the behavior of subordinates to achieve the expected performance[21]. The leader's job is to carry out management functions, so leadership cannot be separated from management, the focus of leadership is how the organization copes with change[22].

Path-Goal theory suggests that leaders will use different behaviors for different subordinates and conditions, depending on the subordinates and the situation [23]. This study, using three types of leadership behavior, namely directive, supportive and participative[22].

* Directive

The leader directs subordinates about the tasks that must be done, including the expected results, as well as the time to complete certain tasks, therefore there are performance standards and clear rules[24]. Directive behavior is well-suited for complex types of tasks and requires strong authority.

* Supportive

Pemimpin dekat dengan bawahan, peduli terhadap kesejahteraan dan kebutuhan, dan ramah[24]. Perilaku suportif tepat sangat cocok untuk tugas sederhana, dimana otoritas formal lemah.

* Participative

Leaders are close to subordinates, care about their welfare and needs, and are friendly[24]. Appropriate supportive behavior is best suited for simple tasks, where formal authority is weak..

Previous research has shown that school leadership is a factor that influences teacher performance[13][6][25][26], leadership is an significant variable that requires high attention to increase teacher performance[9]. Further, more specific research related to leadership styles suggests that transformational leadership styles can enable followers to achieve organizational objectives and missions by collaborating with them[11], leading to success or outcomes[10]. Likewise, the style of democratic leadership, when democratic leadership is implemented, would increase the performance of employees[12]. Leadership style is a management tool intended to strengthen positive relationships with employees, improve the organizational climate and improve performance[27].

H1: Leadership style has a positive effect on performance

## B. Work motivation and performance

McClelland's motivation theory states that a person's motivation is based on three basic needs, namely Achievement, Affiliation, and Power[28].

* Need for Achievement (nAch)

Achievement Theory explains that motivation and performance can differ based on the degree of a person's need for achievement. The need for achievement is the need to do something better, to complete a challenging task and to overcome obstacles[29]. Individuals who have a high need for achievement tend to prioritize high results, are conscientious, and tend to set challenging targets for themselves[30].

* Need for Affiliation (nAff)

Someone who has a high need for affiliation would enjoy being with others and feel a member of the group[29]. People with a high need for affiliation are friendly people, they will try to establish social ties, they will be confident in their ability to work in teams[30].

* Need for Power (nPow)

The need for power is a desire to feel powerful, a desire to control others[29], a desire to influence others, an encouragement to others to achieve[30].

Motivation plays an important role in achieving organizational objectives[31] because a high degree of motivation would encourage employee responsibility to achieve their work[32] and thereby increase performance[33][34]. Employees with a high degree of work motivation will do their best to advance the organization, will play a role in improving employee performance[26], higher work motivation will be accompanied by a good teacher performance[35][36].

H2: Work motivation has a positive effect on performance

# Method

Study using a quantitative research methodology using a survey method. The questionnaire was filled in as a study sample by the teachers of SMP Islam An-Nur Bululawang Malang Regency, namely 80 teachers. Variables consisted of leadership style and motivation as independent variables, and performance as a dependent variable. Leadership style is measured using indicators such as: guideline, supportive and participative leadership (12 items). Teachers' motivation for work is measured by three three basic needs, namely Achievement, Affiliation, and Power (12 items). Teacher performance is measured by indicators of quality of work, quantity of work and timeliness (6 items). All indicators are measured using the Likert 5-point scale, ranging from strongly agree (5) to disagree (1).

Test the validity of the leadership style, work motivation, and performance questionnaire using the corrected item-total correlation technique, and all the items used satisfied the validity criteria. The reliability of the questionnaire was measured using the Cronbach Alpha method and the questionnaire met the criterion for reliability, with the result that the value of Alpha Cronbach for leadership was 0.781, the work motivation was 0.776 and the performance was 0.784.

Furthermore, descriptive statistical analysis and Simple Linear Regression were conducted for testing of hypotheses. Analyze data using SPSS software.

# Result and discussion

## A. Descriptive Statistics

Descriptive statistics explain the results of the measurement of leadership style, work motivation and performance based on the results of the data collection (Table 1).

Tabel 1. Descriptif Statistics

|  |  |  |
| --- | --- | --- |
| **Variable & Indicator** | **Mean** | **Stdev** |
| Leadership Style | 4.1213 | 0.67714 |
|  | Directive | 4.1750 | 0.74884 |
|  | Supportive | 4.0688 | 0.76097 |
|  | Participative | 4.1187 | 0.70259 |
| Work Motivation | 3.8881 | 0.73702 |
|  | Need for Achievement | 4.1812 | 0.60845 |
|  | Need for Affiliation | 4.0344 | 0.79828 |
|  | Need for Power | 3.4469 | 1.10715 |
| Performance | 4.3099 | 0.54148 |
|  | Quality of work | 4.3125 | 0.64325 |
|  | Quality of work | 4.3937 | 0.62487 |
|  | Timeliness | 4.2250 | 0.67926 |

The results of this study of the leadership style, motivation and performance of teachers at An-Nur Islamic Senior High School indicate that the principle applies to the directive, supportive and participative leadership, where the directive and participative leadership are more dominant than supportive leadership.

## Measurement of work motivation shows that An-Nur Islamic Senior High School teachers have a high degree of motivation at work with an average of 3.89 (Score 1 to 5), which is supported by the opportunity to increase their achievement and contribute to teamwork.

## Measurement of teacher performance indicates that An-Nur Islamic Senior High School teachers have a high performance average of 4.31 (Score 1 to 5), which is supported by good work results in terms of quality , quantity and timeliness.

## B. Hypothesis testing

The results of the Multiple Linear Regression related to leadership style and work motivation for teacher performance are summarized in Table 1.

Tabel 2. Hypothesis testing

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **B** | **Sig.** | **Result** |
| Leadership style | 0.276 | 0.001\* | Support |
| Work motivation | 0.271 | 0.001\* | Support |

\* *Significant at 0.05*

The results of the study showed a leadership style coefficient β1 = 0.764 (sig. 0.05), suggesting that the leadership style had a positive and significant effect on the performance of the teacher, thereby supporting H1. These results explain that the principal's style of leadership will guide the teacher's behavior towards achieving the expected performance. The findings of this study support previous studies that leadership will have a positive effect on performance[9][8][7]. Leadership may increase teacher performance, because good leadership has the capacity to guide and direct human resources to achieve individual and organizational objectives. In addition , effective leadership has helpful skills or is willing to provide help for any teacher difficulties in completing assignments. Leadership must also be participative, directly involving teachers to achieve school objectives. If the directive, supportive and participative leadership abilities are applied by the principal, it would have an effect on the improvement in teacher results.

The motivation coefficient β2 = 0.546 (sig. 0.00) indicates that the motivation for work has a positive and significant effect on the performance of the teacher, thereby supporting H2. These results demonstrate that the higher the motivation of the teacher to work will have an effect on improving their performance. The findings of this study support previous research into the effect of work motivation on performance[35][5][30]. Motivation is a drive that comes from inside and outside a individual, which includes the need for achievement, affiliation, and power. If these needs are fulfilled, the teacher will be able to achieve high performance, because their needs have been met by their work.

# Conclusion

This study aims to investigate the effects of leadership style and motivation on teacher performance. The findings indicated that the leadership style of the principal had a positive influence on the performance of the teacher. Implementation of the directive, supportive, and participative leadership by the principal will improve the teacher's performance. The encouragement of teachers at work has a positive influence on teacher performance. If the basic needs of teachers, namely the needs for achievement, affiliation, and power, can be met, it can make teachers more motivated and increase their performance.

This research has limitations, which are only conducted in one school, so the degree of generalization is low. In addition, performance measurement is conducted by self-assessment, so there is a risk of bias. Future researchers are recommended to extend the study to a variety of organizations/schools and, in order to minimize bias, could use to use the results of teacher performance measurements.

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