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# THE INFLUENCE OF SCHOOL PRINCIPAL SUPERVISION, MOTIVATION, AND WORK SATISFACTION ON TEACHERS' PERFORMANCE

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Mukhyar Amani\*, Jumriadi, Abdul Hafiz

## Abstract.

Teachers' performance is vital in improving students' achievement and school efficiency. Theoretically, internal and external factors may influence the performance of the teachers. Therefore, this study examined the impact of motivation, job satisfaction, and the principal's supervision on teachers. Motivation and job satisfaction represent the internal factors, while the principal's supervision is the external. Tabukan State Senior High School 1 Barito Kuala Regency was the setting of this study, and the researchers used 23 teachers as the samples. Furthermore, four types of questionnaires were used for data collection and then analyzed using multiple regression analysis. The results showed that school principal's supervision, motivation, and job satisfaction have positive and significant effect on teachers' performance both partially and simultaneously. Since supervision has the greatest impact, this study suggested that the school should improve the quality of supervision, which enhances teachers' performance.

**Keywords:** principal supervision, teachers' performance, work motivation, job satisfaction

## 1. Introduction

Teachers have a significant role in school because they are the main actor in learning process. All the actions they take affect students' learning motivation and subsequently their achievement (Hein, 2012). For example, they need to professionally and proportionally pay attention to students in the classroom and help them in the learning process (Kiany & Shayestefar, 2011). Besides, their actions in the classroom and school environment have implications on students' academic abilities, and also influence their attitudes and behavior (Blazar & Kraft, 2017). Therefore, a teacher needs to provide good examples for students to behave and always strive to improve self quality in order to achieve the school's goal in increasing students' achievement and character

(Darling-Hammond, 2000). Also, teachers' actions and behavior affect their own performance, and further have implications on the students.

Theoretically, the internal and external factors of the teacher affect their overall performance. The internal factors include motivation and job satisfaction, while the external include supervision by the school principal.

Through high work motivation, an individual will be more enthusiastic in carrying out a work (Gunawana, Hariyatia, & Gayatri, 2019). In fact, when all workers have good performance, it improves the productivity of the company or organization (Eide & Aspelund, 2020; Mahlamäki, Rintamäki, & Rajah, 2019). Also, when teachers improve their performance, it has a great impact on school progress. According to Arshadi (2010), job satisfaction has an important role in influencing performance. Individuals who do not like their work will find it difficult to perform optimally, but when they love it and satisfied with what they do, their performance will be optimal. Therefore, fostering workers' job satisfaction is important because it has

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Universitas Terbuka, UPBJJ-UT Banjarmasin, Jl. Sultan Adam No.128  
Banjarmasin, South Kalimantan 70122, Indonesia  
\*E-mail correspondence: mukhyar@ecampus.ut.ac.id

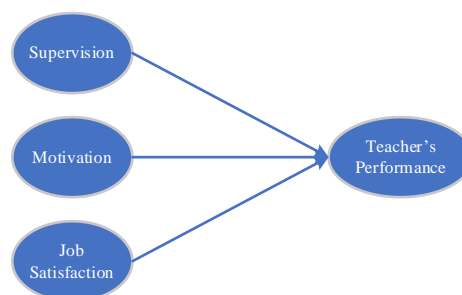
an impact on the institution's productivity (Bao, Cheng, & Smith, 2020). This is also applicable in schools, where teachers' satisfaction need to be maintained in order to work optimally.

According to Porter (2019), the principal has a role in improving teachers' performance, as well as the school welfare. Also, personal qualities of a school principal contribute to overall performance (Hutton, 2017). In addition, the principal has the task of supervising the activities of the school, and ensures maximum productivity. The control objectives include professional and motivation development, as well as teacher quality (Hartanto & Purwanto, 2019). Proper monitoring improves teachers' ability to carry out learning more effectively and increases student understanding (Veloo, Komuji, & Khalid, 2013). In other words, the principal's ability to supervise school activities impacts teachers' performance.

This study therefore aimed to determine the effect of principal supervision, work motivation, and job satisfaction on teachers' performance. Tabukan State Senior High School 1 Barito Kuala Regency was the research setting. Furthermore, this study described how internal and external factors play a role in teachers' performance. The school may consider this information in implementing programs that are related to improving teachers' efficiency.

## 2. Method

This is an ex post facto study aimed at ascertaining the influence of school principal's supervision, motivation, and job satisfaction on teachers' performance. The researchers selected Tabukan State Senior High School 1 Barito Kuala Regency as the setting of the study. Meanwhile, questionnaires were used to collect necessary data from a saturated sample of 23 teachers. The questionnaires were 4, namely the teachers' motivation, job satisfaction, headmaster's supervision, and the teachers' performance measurement questionnaires. Before using the instruments, the researchers tested the validity and reliability of those questionnaires to ensure that the data were valid and reliable. Furthermore, the collected data were quantified and analyzed using multiple regression analysis to determine the effect of supervision, motivation, and job satisfaction on teachers' performance both partially and simultaneously. Before the multiple regression tests were conducted, multicollinearity and heteroscedasticity test were carried out as a prerequisite. In addition, SPSS 16.0 was used for data analysis. The constellation of relationships between variables in this study is available in Figure 1.



**Figure 1.** Constellation The relationship between research variables

## 3. Result

The purpose of this study was to determine the effect of principal's supervision, motivation, and job satisfaction on teachers' performance. To achieve this goal, the researchers conducted a multiple regression test. However, to conduct the analysis, the data were tested with several prerequisites. After passing the multicollinearity and heteroscedasticity tests, the regression analysis was then carried out. The followings are the results of the prerequisite tests.

### Classic Assumption Test of Multiple Linear Regressions

Some classic assumptions of multiple linear regression analysis include:

#### A. Multicollinearity Test

Multicollinearity is a test conducted to determine the existence of a perfect or interrelated relationship between independent variables in the regression model. Furthermore, it detects whether there is a correlation (relationship) between independent variables in a study. The existence of multicollinearity can be seen from the value of VIF (Variance Inflation Factor). When the VIF value is <10, it means that there is no Multicollinearity (Candiasa, 2010). From the results of the test on the independent variables, namely the principal supervision, motivation, and job satisfaction of teachers, the value of VIF for each variable is available in Table 1.

**Table 1.** VIF Value

No	Variabel	VIF
1	Supervision	1,122
2	Motivation	1,125
3	Job Satisfaction	1,125

Source: Research Result

Based on Table 1 above, all independent variables have a VIF value less than 5. Therefore, it can be concluded that the model for all variables

does not experience multicollinearity. The independent variables did not experience multicollinearity, therefore it continued to the heteroskedasticity test.

### B. Heteroskedasticity Test

Heteroskedasticity occurs when the probability distribution remains the same (constant) in all variables observations, and the variance of each residual is the same for all values of the independent variable. One way to detect the presence of heteroskedasticity is to conduct the Glesjer or Park Test. In this study, to test the presence or absence of heteroskedasticity, the researchers used the Glester test by integrating absolute residual value on the independent variables. The criterion is whether the results of the residual regression have a value of sig <0.05, which means heteroscedasticity did not occur (Candiasa, 2010). Table 2 showed the results of the heteroscedasticity test.

**Table 2.** Heteroscedasticity Test Results Using Glejser Test

No	Variabel	Sig.
1	Supervision	0,021
2	Motivation	0,024
3	Job Satisfaction	0,014

The data in Table 2 showed that all independent variables of school principals, motivation, and job satisfaction have sig values <0.05. Therefore, the conclusion was that all variables do not have heteroscedasticity problems. The analysis then proceeded to the inferential test phase using multiple regression analysis.

### C. Regression Analysis Results

After analysis using the multiple regression tests, the results influenced the independent variables, namely the principal's supervision, motivation, and job satisfaction on teachers' performance are available in Table 3.

**Table 3.** Results of Multiple Linear Regression Analysis and Hypothesis Tests

Variable	Reg Coef	Beta	T Measure	Sig.
Constanta	0,342	-	0,757	0,051
Supervision	0,743	0,619	6,602	0,000
Motivation	0,530	0,488	4,255	0,000
Job Satisfaction	0,338	0,294	3,314	0,000
	R Square	R Adjusted	F Measure	Sig.
	0,872	0,851	25,110	0,000

Source: Research Results

Based on the regression analysis results shown in the table above, the mathematical equation of the model is as follows:

$$\text{Teacher's Performance} = 0,342 + 0,743\text{Supervision} + 0,530\text{Motivation} + 0,338\text{Job Satisfaction} + e$$

In order to determine whether there is an influence of principal's supervision, motivation, and job satisfaction on teachers' performance, hypothesis tests were conducted. The followings are the results of the partial hypothesis test.

#### 1) Hypothesis Test for Partial Influence of Independent Variables (Statistical T-Test)

This test aimed to ascertain the influence of one independent variable in explaining teachers' performance variations. The results of the Significance Test (see table 5.9) individual parameters (T-Test Statistics) are as follows:

Because the value of t-score variable X1 is 6.602 greater than the value of t-cv = 1.676, the decision taken was to reject Ho. In other words, the principal's Supervision partially has a significant effect on teachers' performance.

- Because the value of t-score motivation variable is 4.255 greater than the value of t-cv = 1.676, the decision taken was to reject Ho. This means that Motivation partially has a significant effect on the teachers' performance.
- Because the value of t-score variable X3 is 3.314 greater than that of t-cv = 1.676, the decision taken was to reject Ho. In other words, the variable Job Satisfaction (X3) partially has a significant effect on Teachers' performance.

#### 2) Hypothesis Test of Simultaneous Effect of Independent Variables (Statistical F-Test)

This test aimed to ascertain whether all independent variables, namely the Principal's Supervision, Motivation, and Job Satisfaction have an effect on teachers' performance. The simultaneous regression test result showed that the adjusted R-value is 0.851. This means that the contribution of the three independent variables to the dependent variable is 85.1%. Meanwhile, the remaining 14.9% is explained by other variables outside of all independent variables. From the analyzed data, it was found that the significance value of F (0.000) was smaller than  $\alpha$  (0.05). Therefore,  $H_0$  was rejected, while  $H_1$  was accepted, and the independent variables simultaneously had a significant effect on teachers' performance.

### 3) Determine Dominant Variables

This test aimed to determine which variable has dominant influence on teachers' performance by analyzing the value of the standardized coefficient hypothesis tested:

$H_0 = \beta_1 > \beta_2$ , then the Principal Supervision variable ( $X_1$ ) does not have a dominant influence on Teachers' performance.

$H_1 = \beta_1 > \beta_2$  and  $\beta_1 > \beta_3$ , then the Supervision variable ( $X_1$ ) has a dominant influence on Teachers' performance.

From the mathematical equation formed, the regression model showed that the three independent variables have a value of  $r$  or a positive relationship. This means that changes in the three variables will be followed by alterations in teachers' performance. Meanwhile, without the influence of the three independent variables, performance statistically has a value of 0.342. Also, the Principal Supervision regression coefficient value of 0.743 showed that every effort to increase teachers' ability to improve performance is 0.743 units. The regression coefficient of motivation has a value of 0.3420.530, which showed that every effort to increase motivation improved the Teachers' performance by 0.530 units. The job satisfaction regression coefficient ( $X_3$ ) with a value of 0.338 showed that any increase will improve the performance by 0.338 units.

It was concluded that the School Principal Supervision variable has a dominant influence on the teachers' performance. Also, the results of this study showed that the adjusted R-value of 0.851, or 85.1% of the teachers' performance is influenced by the independent variables, while other variables outside the model influence the amount of 14.9%.

### 4. Discussion

From the research findings above, several points can be discussed, which are:

### Principal's Supervision has a Significant Effect on Teachers' Performance

One of the objectives of supervision is to improve teachers' performance, therefore the results of this study showed that the principal at Tabukan State Senior High School 1 has achieved this goal. Empirically, some researchers

proved that the implementation of supervision contributes to teachers' performance. Furthermore, Inprasitha (2014) found that the application of supervision proved to improve teachers' efficiency in implementing the teaching and learning process. Similar findings were obtained by Aisyah, Manarus, and Sidik (1996), which found that principal's supervision improved the performance of teachers in primary schools. In the implementation, several essential factors need to be met. These include:

The motivation of the supervisor, in this case, the principal (Faikhanta & Clarke, 2018);

The approach or method used by supervisors for surveillance, where teachers usually expect them to be study partners and make the success of supervision a shared responsibility to create a sense of family within the frame of professionalism (Moradi, Sepehrifar, & Khadiv, 2014);

Supervisors need to build collegial relationships with teachers in the implementation of supervision as much as possible. This facilitates friendship which will help teachers in improving performance. Also, supervisors need to avoid treatment that only focuses on the teacher's mistakes without providing solutions and guidance that are clear and easily understandable (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014).

The method of implementing supervision needs to be updated always (Wilson, 2006).

The ratio of the number of supervisors to teachers needs to be limited in order for the process to be effective (Zoulikha, 2014).

Furthermore, in conducting supervision, there are often differences of opinion between supervisors and the teachers. These differences usually appear in the selection of approaches, methods, and learning strategies. The contrast of view between teachers and supervisors is a natural phenomenon that produces positive things to enrich the insights into the learning process (Al-Balushi, Ambusaidi, Al-Balushi, Al-Hajri, & Al-Sinani, 2020)

The role of the principal in improving teachers' performance is not only through supervision activities. According to research conducted by Wullur, Senduk, & Maramis (2018), the principal's managerial ability is no less important in influencing efficiency (Wullur, Senduk, & Maramis, 2018).

Furthermore, the qualities of the principal affect student attendance, which is also an indicator of a school's success (Bartanen, 2020). Based on the above explanation, it is recommended that each school principal supervise optimally and continuously improve self quality and managerial excellence.

#### **Motivation has a significant effect on teachers' performance.**

In general, teachers' work motivation affects the readiness of schools to achieve the expected vision (Gokce, 2010). In particular, it also has a direct relationship to teachers' performance (Kiuru, et al., 2020). This means that those with higher work motivation tend to have better performance, especially in the teaching and learning process, which will in turn facilitate students to obtain better learning achievement (Bernaus, Wilson, & Gardner, 2009). Besides, Moskovsky, Alrabai, Paolini, & Ratcheva (2013) found that a teacher's work motivation affects the learning motivation of the students. For example, when the teacher is enthusiastic about carrying out the learning process, the students will also automatically join in the enthusiasm. In other words, the teacher's interest affects students' activity in the class (Mahler, Großschedl, & Harms, 2018). This also applies to the way the teacher communicates (both verbal and non-verbal) with the students. Also, when the students feel happy, then the learning process will be fun, and they will more easily understand the material they are learning (Bambaeeroo & Shokrpour, 2017). Conversely, when the teacher does not have motivation or enthusiasm in teaching, students will also become passive or not motivated to learn, which will ultimately affect learning outcomes (Shen, et al., 2015).

Motivation has a significant influence on performance in the education environment as well as in other fields. The research conducted by (Gunawana, Hariyatia, & Gayatri, 2019) found that nurses' motivation influences their performance. Similarly, in a company, a manager's motivation has an effect on the company's overall productivity (Eide & Aspelund, 2020; Mahlamäki, Rintamäki, & Rajah, 2019). In addition to motivation, improving the ability and performance of training teachers is very important, because of its influence on students (Webster-Stratton, Jamila Reid, & Stoolmiller, 2008). In this digital era, training on the use of information and communication technology in the learning process is also critical, keeping in mind that students taught at this time are generations that cannot be separated from gadgets and the internet (Dalle & Ariffin, 2018).

#### **Job Satisfaction and Teachers' performance**

The results of this study showed that job satisfaction has a significant effect on their performance. This phenomenon also occurs in the business world, such as manufacturing industry, which proved to have a significant effect on the performance of employees (Inuwa, 2016; Eliyana, Ma'arif, & Muzakki, 2019). Similarly, the study conducted by Kurniawan, Hariyati, & Afifah (2019) in the field of health found that nurses' job satisfaction had a significant effect on their performance in hospitals. When viewed from aspects that can make people feel satisfied with their work, some points affect one's job satisfaction, which are the type of work, support from superiors, promotions, income, workplace environment, and supervision (Rabbanee, Yasmin, & Mamun, 2012; Javed, Javed, & Hassan, 2014). For this reason, the activities or programs carried out in schools should relate to aspects that trigger job satisfaction.

#### **5. Conclusions and Recommendations**

Based on all the explanations in the analysis and discussion section, this study concluded some points. Partially, the principal's supervision, motivation, and job satisfaction each has a significant effect on the teachers' performance. Simultaneously, these variables are proven to have a positive and significant effect on teachers' performance, e.i., 85.1%. Considering the influence of supervision, motivation, and job satisfaction, all school members need to support the implementation of surveillance, and always strive to increase teachers' motivation and job satisfaction

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