

The Correlation Between Situational Leadership of Principal and Teacher Performance Through Work Motivation and Work Climate at Vocational School Teacher in Banjarmasin



Emelia Yulita¹, Metroyadi², Wahyu³

^{1,2,3}Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

ABSTRACT: This study aimed to examine the correlation between the situational leadership of the principal and teacher performance through work motivation and the work climate of state vocational school teachers in Banjarmasin. Using a proportional random sampling technique, a sample size of 170 people was chosen from among 296 teachers who have been certified to teach in state vocational schools in Banjarmasin as the population. Technique for gathering data was questionnaires that was distributed via Google Forms and questionnaires. Validity and reliability tests were used in instrument testing. The data was analyzed by using some techniques namely data description, path analysis, trimming, normalcy test, multicollinearity test, and heteroskedasticity test. The findings revealed a correlation between: (1) the situational leadership of the principal and teacher performance which was 0.841; (2) the situational leadership of the principal and teacher work motivation which was 0.857; (3) the situational leadership of the principal and work climate which was 0.865; (4) work motivation and teacher performance which was 0.128; (5) work climate and teacher performance which was 0.949; and (6) the situational leadership of the principal with teacher performance through work motivation which was 0.110, (7) situational leadership of the principal with teacher performance through work climate with the result was 0.949.

KEYWORDS: situational leadership; teacher performance; working motivation; working climate

I. INTRODUCTION

Performance is the consequence of a person's effort in completing tasks that have been assigned and completed in a timely manner, and is impacted by the person's abilities, skills, and the environment or background. Performance is related to a teacher's professional attitude and morale, which can be observed and judged by the teacher's duty in carrying out responsibilities or mandates, his profession, and his morals. This performance is evidenced by the compliance, dedication, and loyalty of teachers to enhance students' potential and advance school organizations (Priansa, 2017). A few of the variables that possibly impact teacher performance are the principal's leadership style, the teacher's work motivation, and the work climate.

Leadership is the capacity to exert influence over others so that they behave as the leader desires (Soekanto, 2015). Situational leadership is one of the styles of leadership. Situational leadership is based on the intercorrelation between the number of prompts and briefings given by the leadership, the quantity of socioemotional support offered by the leader, and the level of followers' preparation or maturity in carrying out particular duties, functions, or objectives (Thoha, 2015).

The motivation of teachers to work is another factor that must be considered in promoting teacher performance. Teachers require motivation to work well. Motivation is an attempt to rouse a person's capacity to work on something passionately in response to internal and external factors.

Another element associated to teacher performance is work climate. Physical, social, intellectual, and value environments comprise the school's working climate, in which the teacher performs his or her duties. The school's working climate will influence the behavior of school inhabitants as they carry out their obligations. The work climate of an organization is a set of factors from the work environment that are seen directly or indirectly by employees who operate in this setting and who presume that it will be the primary factor influencing their behavior at work (Agustin, 2019).

It can be concluded from the explanation above that a person carrying out his duties requires the presence of situational leadership, intrinsic and extrinsic motivation, and a suitable work environment. The teacher is viewed as a subject with ideas and emotions in this study, where situational leadership, encouragement or motivation, and the work environment have a substantial impact on his performance. Performance is a description of the level of accomplishment in the application of an activity, program or the wisdom in achieving the school's targets, purposes, mission, and vision.

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II. METODOLOGY

This study employs a quantitative descriptive correlational methodology. This study attempted to examine the direct and indirect correlation between the principal's situational leadership variables and teacher work performance, the principal's situational leadership with work motivation, the principal's situational leadership with the work climate, the teacher's work motivation with teacher performance, the work climate with performance, and the principal's situational leadership with performance through work motivation. This study's population consisted of 296 qualified State Vocational High School (SMKN) instructors from five schools in the city of Banjarmasin, and 170 out of the total respondents selected using random selection techniques. The data were collected by utilizing questionnaires. The instrument of this study was made up of four aspects namely teacher performance aspects (30 items), work motivation aspects (30 items), situational leadership elements (25 items), and work climate aspects (26 items). Validity and reliability assessments were performed on the instrument of this study. Path analysis, normality testing, multicollinearity, and heteroscedasticity were utilized to determine direct and indirect correlations between variables.

III. RESULT AND DISCUSSION

The model of track analysis to present the direct and indirect correlation between situational leadership of the principal (X) and teacher performance (Y) through work motivation (Z₁) and work climate (Z₂) in State Vocational Schools (SMKN) in Banjarmasin can be seen as following.

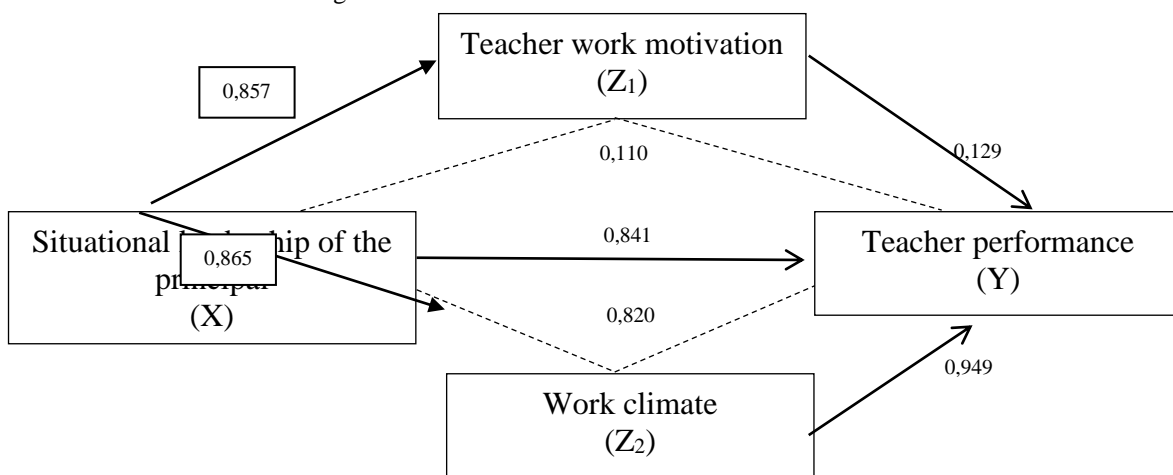


Figure 1. The model of track analysis of variables X, Y, Z₁ and Z₂

Based on the Figure 1, the hypotheses of this study were presented on Table 1 and 2.

Table 2. Hypotheses of direct correlation

Hypotheses	P	Decision
H 1 The correlation between situational leadership of principal and teacher work performance	0,841	Accepted
H 2 The correlation between situational leadership of principal and teacher work motivation	0,857	Accepted
H 3 The correlation between situational leadership of principal and the work climate	0,865	Accepted
H 4 The correlation between the teacher work motivation and work performance	0,129	Accepted
H 5 The correlation between the work climate and teacher work performance	0,949	Accepted

Table 2. Hypotheses of indirect correlation

Hypotheses	Direct	Indirect	Decision
H 6 The correlation between situational leadership of principal and teacher work performance through teacher work motivation	0,841	0,110	Accepted
H 7 The correlation between situational leadership of principal and teacher work performance through the work climate	0,841	0,820	Accepted

Table 1 is a summary of the decisions H1, H2, H3, H4, and H5 with the criteria of significance values less than 0.05 hence the hypothesis is accepted. Table 2 is a summary of the H6 and H7 hypothesis testing decisions provided that if the direct influence coefficient is smaller than the indirect influence coefficient, then the hypothesis is accepted. Based on the results of the analysis in tables 1 and 2, all hypotheses are accepted. Therefore, this study found an influence between variables that can be explained as follows.

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Table 1 provides an overview of the decisions for hypotheses H1, H2, H3, H4, and H5 that met the criterion of significance values less than 0.05, therefore the hypothesis is accepted. Table 2 shows the summary of the H6 and H7 hypothesis testing decisions, assuming that the hypothesis is accepted since the direct influence coefficient is smaller than the indirect influence coefficient. According to the analysis results presented in tables 1 and 2, all hypotheses are accepted. This study discovered a relationship between factors that are explained on the discussion below.

A. The Direct Correlation of Situational Leadership of Principal on Teacher Performance in State Vocational Schools in Banjarmasin

Based on the findings of the study, the situational leadership variables of the principal had an impact on teacher performance with a significance value of $0.000 < 0.05$. This implies that there is an effect of Telling, Selling, Participating, and Delegating indicators of the principal's situational leadership on teacher performance.

Situational leadership relies on the intercorrelation between the number of prompts and briefings given by the leader, the amount of socioemotional support provided by the leader, and the level of followers' preparation or maturity in performing particular tasks, functions, or specific objectives (Thoha, 2015). The ability to alter working conditions is made possible by the headmaster's ability to influence the conduct of teachers through action. The policies, social pressures on both teachers and students and the actions of policymakers all have an effect on teacher performance. Therefore, the principal's leadership affects the teacher performance in which it motivates teachers to enhance their own performance.

The findings of this study are supported by some previous studies such as the research conducted by (Patrianti & Wahyu, 2022) which found that the situational leadership of the principal produced a beta value of 0.520 with a significance value of 0.000. In other words, Patrianti and Wahyu's research showed that there is a direct effect of the situational leadership of the principal on the performance of state vocational school teachers in Gorontalo district. In addition, Harahap's research (2018) asserted that the situational leadership of principals can affect the teacher performance. Wardana, Aslamiah, 2022; Norparidah, Suriansyah, 2022; Mahdiana, Saleh, 2022; Amir Syarifudin, Suriansyah, 2022; Mistiah, Wahyu, 2022 also supported this claim that the teacher performance can be directly affected by the leadership of principal.

B. The Direct Correlation of Situational Leadership of Principal on Teacher Work Motivation in State Vocational Schools in Banjarmasin

Based on the findings of the study, the situational leadership variables of the principal had an impact on teacher's work motivation with a significance value of $0.000 < 0.05$. This implies that there is an effect of Telling, Selling, Participating, and Delegating indicators of the principal's situational leadership on the teacher's work motivation.

Situational leadership is the evolution of three-dimensional leadership based on the correlation between three factors: task behavior, correlation behavior, and maturity. Behavior refers to the supply of instructions by the leadership to subordinates, including specified explanations, what to do, when to do it, and how to do it, in addition to supervising them. Taking into account the level of maturity of the organization's members, the primary research focuses on situational leadership styles. In a situational style of leadership, the motivation, the willingness, and the skills of subordinates must be continuously evaluated in order to find the optimal combination of forces. With the proper leadership style, it is possible to affect the teacher's motivation.

The findings of this study are supported by the research conducted by Wardani & Aslamiah (2022). They suggested that the principal's leadership affects directly the work motivation of teachers of Private Vocational School (*SMK Swasta*) in Banjarbaru. In line with this, Suandi et al, (2017) advocated that there is an effect of situational leadership of the principal on the teachers' work motivation.

C. The Direct Correlation of Situational Leadership of Principal on The Work Climate in State Vocational Schools in Banjarmasin

Based on the findings of the study, the situational leadership variables of the principal had an impact on the work climate with a significance value of $0.000 < 0.05$. This implies that there is an effect of Telling, Selling, Participating, and Delegating indicators of the principal's situational leadership on the work climate.

Situational leadership styles encompass points of view (Wahjosumidjo, 2013), one of which is where the leader is influenced in carrying out his responsibilities by situational factors, such as the type of work, organizational environment, and characteristics of individuals involved within the organization. Leadership behavior is typically situation-dependent. Consequently, it is essential for each leader to have a thorough understanding of the situation, and the pattern of leadership action varies based on the circumstances in situational leadership. This demonstrates that through a situational leadership style, the principal's primary concern is the school's work climate.

The findings of this study are supported by the research conducted by Rikhe Adriani & Sulaiman (2022). Their research showed that the principal's leadership significantly correlated to the work climate. Hence, the higher the principal's leadership, the

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higher the teacher's work climate. In line with this, Mubarak (2021) suggested that there is a correlation between the situational leadership of the principal and the work climate.

D. The Direct Correlation of Teacher's Work Motivation on Teacher Performance in State Vocational Schools in Banjarmasin

Based on the findings of the study, there is a correlation between the teacher work motivation and the teacher performance with a significance value of $0.000 < 0.05$. This implies that the teacher's work motivation can affect the teacher performance which is measured by indicators: learning planning, active and effective implementation of learning, and assessment of learning.

Motivation, according to Wahjosumidjo (2007), is a psychological process that encompasses the interaction of attitudes, judgements, perceptions, and decisions that occur within a person (intrinsic) or external variables (extrinsic). Therefore, the decision to take a particular action is the result of a person's strong desire coupled with decision-making that is impacted by forces from within and outside of the individual. Good motivation can enhance an individual's performance. Performance in its implementation is demonstrated by the fulfillment of others' expectations, accuracy, quantity or volume of accomplished work, and adherence to schedules. In these settings, performance is rated as high since work objectives may be accomplished in accordance with processes and on schedule.

The findings of this study are supported by the research conducted by Martini & Ahmad (2022). They found that the teacher work motivation has a positive direct significant effect on teacher performance with 0.087. In other words, the higher the work motivation, the higher the teacher's performance. In line with this, Ningsih (2017) advocated that the work motivation correlates significantly to the teacher performance.

E. The Direct Correlation of The Work Climate on Teacher Performance in State Vocational Schools in Banjarmasin

Based on the findings of the study, there is a correlation between the variable of teacher work motivation and the work climate with a significance value of $0.000 < 0.05$. This implies that the work climate can affect the teacher performance which is measured by indicators: learning planning, active and effective implementation of learning, and assessment of learning.

The work climate of an organization can be defined as a collection of components from the work environment that are perceived directly or indirectly by employees who operate in this setting and presume it will be the primary factor influencing their work-related behavior (Agustin, 2019: 3). According to the opinion of Payne and Pugh quoted by Richard M. Steer in Magdalena, the work climate consists mostly of the prevalent attitudes, values, norms, and feelings of workers with regard to their organization (Agustin, 2019: 4). A positive work environment can improve the performance of teachers, as positive attitudes, values, norms, and feelings establish positive correlations between coworkers that can support the success of each worker.

The findings of this study are supported by the research conducted by Wиейanthi & Wahyu (2022). They found that the work climate directly affects the teacher performance. In line with this, Hamsah et al, (2019) also suggested that the work climate and teacher performance are correlated.

F. The Indirect Correlation of Situational Leadership of Principal on Teacher Performance through the Work Motivation in State Vocational Schools in Banjarmasin

Based on the findings of the study, it can be seen that there is an indirect correlation between the situational leadership of the principal and the performance of teachers through work motivation. This is shown by the value of direct effect which was 0.857 and the value of indirect effect which was 0.110. From these values, it is indicated that the indirect influence $<$ direct influence. Therefore, H_6 is accepted.

Situational leadership refers to the evolution of three-dimensional leadership based on the correlation between three factors: task behavior, correlation behavior, and maturity. Behavior can be defined as the leadership's distribution of instructions to subordinates, including specified explanations, what to do, when to do it, and how to do it, as well as their supervision. Taking into account the level of maturity of the organization's members, the primary research focuses on situational leadership styles. In a situational style of leadership, the motivation, will, and skills of subordinates must be continuously evaluated in order to find the optimal combination of forces. With the proper leadership style, it is possible to affect the teacher's motivation.

Motivation is a factor that stimulates a person, both internally and externally, to exert the maximum amount of effort necessary to accomplish goals. Herzberg's (1966) theory asserts that an individual's correlation with work is a fundamental correlation, and that an individual's attitude toward work substantially affects the individual's achievement or failure. Teacher work motivation entails anything that urges a person, both internally (internal motivation) and externally (external motivation), to accomplish work more optimally in order to attain goals. Good motivation can enhance an individual's performance. Performance in its implementation is demonstrated by the fulfillment of others' expectations, correctness, quantity or volume of accomplished work, and adherence to schedules. In these settings, performance is rated as high since work objectives may be accomplished in

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accordance with processes and on schedule. Good situational leadership can boost teacher motivation at work, provided that teachers are highly motivated to perform well.

Consequently, work motivation is a crucial factor in enhancing teacher performance. The findings of this study are also supported by the research (Aslamiah, 2016; Aslamiah, Suriansyah, & Amelia, 2019; Harahap, 2019; Elisabeth, 2011; Enueme & Egwunyenga, 2008; Keizer, 2018; Marks & Printy, 2003; Rahardjo, 2015; Sumaryana, 2014; Talib & Manda, 2016; Verawati, 2016) that finds similar results, showing that the situational leadership of principal correlates to the teacher performance through work motivation.

G. The Indirect Correlation of Situational Leadership of Principal on Teacher Performance through the Work Climate in State Vocational School in Banjarmasin

Based on the findings of the study, it can be seen that there is an indirect correlation between the situational leadership of the principal and the performance of teachers through work climate. This is shown by the value of direct effect which was 0.865 and the value of indirect effect which was 0.820. From these values, it is indicated that the indirect influence < direct influence. Therefore, H₇ is accepted.

Situational leadership refers to a leadership style that allows the principal to accurately diagnose the subordinates he is accountable for in order to identify the best course of action based on the circumstances. Performance in its implementation is demonstrated by the fulfillment of others' expectations, accuracy, quantity or volume of accomplished work, and adherence to schedules. In these settings, performance is rated as high since work objectives may be accomplished in accordance with processes and on schedule. This performance is evidenced by the compliance, dedication, and loyalty of teachers to develop students' potential and advance school organizations (Priansa, 2017).

Good leadership from a principal with the appropriate type of action based on the context can encourage good teacher performance. This is also helped by a positive work climate in the school setting. The work climate is the condition and status of the agency's work environment, which is comfortable, peaceful, and free from fear. The work climate is the condition and status of the agency's work environment, which is comfortable, peaceful, and free from fear. These features of the work environment can impact the work motivation of all organization parts to behave as the organization desires. The presence of this aspect in the work climate increases organizations' awareness of how a work climate can drive human resources to perform their duties well.

The findings of this study are in line with some previous research such as the research by (Guo, Chaoyou, & Yuqiang, 2014; Keizer, 2018; Liliyana, 2011; Mappamirring, 2015; Ndiha, 2016). They found the similar results on the research that there is a correlation between the principal leadership styles and teacher performance through the work climate.

IV. CONCLUSION

The correlation between the situational leadership of the principal and teacher performance through work motivation and the work climate of state vocational school teachers in the city of Banjarmasin can be stated as follows, based on the results of the analysis and discussion of the study findings as described above. (1) There is a positive and significant association between situational leadership and the performance of state vocational school teachers in the city of Banjarmasin. (2) A correlation of 0.857% exists between the situational leadership of the principal and the job motivation of state vocational school teachers in the city of Banjarmasin. (3) A correlation of 0.866 exists between situational leadership and the work climate of state vocational school teachers in the city of Banjarmasin. (4) A correlation of 0.129 exists between work motivation and the performance of state vocational school teachers in the city of Banjarmasin. (5) A positive and significant correlation of 0.94 exists between the work climate and the performance of state vocational school teachers in the city of Banjarmasin. (6) A correlation of 0.110 exists between the situational leadership of the principal and teacher performance through the work motivation of state vocational school teachers in the city of Banjarmasin. (7) There is a positive and significant correlation between the situational leadership of the principal and teacher performance through the work climate of state vocational school teachers in the city of Banjarmasin. According to the findings of the study, it can be interpreted that the higher the situational leadership of the principal is, the higher the teacher performance is. This occurs because the situational leadership of the principal, work motivation, and work climate are all significantly correlated with teacher performance at the state vocational schools in the city of Banjarmasin, both independently and simultaneously. Therefore, these three variables can be utilized as predictors of the performance tendency of state vocational school teachers in Banjarmasin.

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