

THE INFLUENCE OF PRINCIPAL'S LEADERSHIP ON TEACHERS' COMPETENCY, MOTIVATION AND JOB SATISFACTION, AND ITS IMPLICATION ON TEACHERS' PERFORMANCE IN WEST JAVA

A. Jajang W. Mahri & M. Arief Ramdhany
Universitas Pendidikan Indonesia

ABSTRACT

The aim of this article is to analyze the empirical facts about the structure of the relationship among the variables that influence directly or indirectly, on teachers' performance, which consists of principal's leadership, teachers' competency, motivation and job satisfaction. This study used survey and verification research on 366 teachers in the Vocational High School in West Java Province, using Structural Equation Modeling (SEM) analysis. The descriptive analysis indicates that task-oriented behavior is more prominent in the leadership of principals than relationship-oriented behavior, not all teachers have a standard of professional competence, not all teachers demonstrate aspects of the high valence and instrumentality in supporting their performance, there is still a gap between the actual conditions of high employment and expectations about the job in supporting teachers' performance, mainly due to the dissatisfaction of teachers with reward system, and the performance of teachers has not been fully demonstrated commitment to students and students' learning, professional knowledge, teaching practice, leadership and school community, and continued professional learning. Results of verification analysis show that the principal's leadership has a direct impact on teacher competence, work motivation, and job satisfaction. However, the principal's leadership does not imply directly to the teachers' performance, but through teacher competence, work motivation, and job satisfaction. In this way, the principal's leadership may act more as a driver or enabler that allows an increase in competence, motivation and job satisfaction of teachers so that in turn it would improve teachers' performance.

KEYWORDS: Principal's leadership, competency, job motivation, job satisfaction, teacher's performance.

ABSTRAK

Tujuan dari artikel ini adalah untuk menganalisis fakta-fakta empiris mengenai struktur hubungan antara berbagai variabel yang mempengaruhi secara langsung maupun tidak langsung terhadap kinerja guru, yaitu kepemimpinan kepala sekolah, kompetensi guru, motivasi kerja guru, dan kepuasan kerja guru. Penelitian ini menggunakan pendekatan survey dan verifikatif terhadap 366 guru di Sekolah Menengah Kejuruan di Provinsi Jawa Barat, dengan menggunakan analisis Structural Equation Modeling (SEM). Hasil analisis deskriptif menunjukkan bahwa perilaku berorientasi pada tugas lebih menonjol dalam kepemimpinan kepala sekolah, belum seluruh guru memiliki kompetensi profesional yang standar, belum seluruh guru menunjukkan aspek valensi dan instrumentalitas yang tinggi dalam menunjang kinerjanya, masih terdapat kesenjangan yang tinggi antara kondisi aktual pekerjaan dan harapan mengenai pekerjaan dalam menunjang kinerja guru, terutama disebabkan oleh ketidakpuasan guru dengan sistem imbalan; dan kinerja guru belum sepenuhnya menunjukkan komitmen terhadap siswa dan pembelajaran siswa, pengetahuan profesi, praktik mengajar, kepemimpinan dan komunitas sekolah, dan pembelajaran profesi lanjutan. Hasil analisis verifikatif menunjukkan bahwa kepemimpinan kepala sekolah secara langsung berimplikasi terhadap kompetensi guru, motivasi kerja guru, dan kepuasan kerja guru. Namun demikian, kepemimpinan kepala sekolah tidak berimplikasi secara langsung terhadap kinerja guru, tetapi melalui kompetensi guru, motivasi kerja guru, dan kepuasan kerja guru. Artinya, kepemimpinan kepala sekolah lebih berperan sebagai driver atau enabler yang memungkinkan adanya peningkatan dalam kompetensi, motivasi, dan kepuasan kerja guru sehingga pada gilirannya akan meningkatkan kinerja guru.

KATA KUNCI: Kepemimpinan kepala sekolah, kompetensi, motivasi kerja, kepuasan kerja, kinerja guru.

INTRODUCTION

Teachers have a key role in the process of teaching and learning at school. Hoy and Miskel (2001) assert that the teacher is one of dominant inputs in the transformation process of education at school. Sanjaya (2009) also confirms that the component which has been strongly influenced the teaching-learning process is teacher. In other words, all other components, from curriculum, facilities, financing, and so on will be meaningless if the essence of learning—namely the teacher interactions with students—is not qualified. All other components, especially the curriculum will be lively “full of live” if it could be best implemented by the teacher. The teacher's role is crucial in transforming the educational inputs, so that many experts say that in school there will be no change or improvement without any change and improvement of teacher's quality.

The teachers' role in education in Indonesia so far has not been accompanied by their quality and performance. Jalal (2010) identifies that in 2009 the competencies, skills and performance of teachers in all regions of Indonesia were still relatively low. Up till now, that condition has not changed much compared to previous

years. One feature of the crisis of education in Indonesia is that the teachers have not been able to demonstrate adequate performance. In 2009-2010, West Java Province experienced the same phenomenon. Approximately 17.69% of vocational school teacher still have the qualifications below degree level (strata 1), compared with 9.23% for high school teachers. Description of vocational school teachers in West Java based on the status of civil servants and non-civil servants, as well as educational qualification, are presented in Table 1.

Table 1. The number of vocational teachers in West Java based on the employment status and educational qualification in 2010

Status	< Strata 1		Strata 1		> Strata 1		Total	
	f	%	f	%	f	%	f	%
Civil Servant	819	11.86	5,569	80.65	517	7.49	6,905	29.88
Non-Civil Servant	3,270	20.18	12,572	77.59	362	2.23	16,204	70.12
Total	4,089	17.69	18,141	78.50	879	3.80	23,109	100,00

Source: West Java Education Quality Assurance Agency (2010).

In schools, teacher's role is crucial in improving the quality of formal education. Therefore, the teacher as a learning agent is required to organize the learning process as well as possible, within the framework of educational development. Teachers have and a strategic role and function in the development of education, and thus they need to be developed as dignified profession. To be able to carry out their functions properly, the teachers required to have certain conditions, one of which is competence. High competence in turn can encourage motivation and job satisfaction, which in turn can increase the performance of teachers. All of them must not be separated from the principal's leadership role as a trigger to increase the competence, motivation, satisfaction, and performance of teachers at school.

The phenomenon of high and low performance of teachers depends on the level of the variables that affect it, such as teacher competence, motivation and job satisfaction, all of which are driven by the leadership of the principal variables. If the principal, as the driver variables, can encourage the more competent teacher, high teacher motivation, and high teacher job satisfaction, all of them can improve the performance of teachers. According to Davis & Thomas (1989), the main purpose of the school management is to achieve an effective school. Effective school leadership is determined by the effective principal as well, because the success or failure of a school is determined by the reliability of school leadership. According to Townsend (2002), high or low level of teachers' quality depends on the quality of the school's headmaster.

Various empirical studies confirm this. The findings of the research results of Metha, Dubinsky, and Anderson (2001) states that participatory, supportive, and directive leadership style can effectively lead to a higher level of motivation; high level of motivation which can in turn be associated with high levels of performance. Furthermore Jex (2002) mentions that a lot of empirical research shows that leadership can have an impact on performance. Cummings (2009) and Battilanaa, Gilmartin, Sengulc, Pached, and Alexandere (2010) find that relational leadership style is closely related to client satisfaction and may improve the organizational performance. In relation to the competency of teachers and teacher performance, So (1996) states that the practice of good teaching is dominated by teacher competence in classroom teaching compared with other competencies. Previously, Medley (1987) analyzes and synthesizes the results of research studies on teacher competence and teacher effectiveness. Furthermore, Yin (1996) examines teachers' views of the effectiveness of the competency of teachers by offering a new concept related to effectiveness, teacher competence, improvement, learning styles and learning outcomes. Empirical researches regarding the competence, motivation, and satisfaction in relation to performance have been carried out. According to Jex (2002), the achievement of employee performance is related to employee job satisfaction. Meanwhile, according to Gibson, Ivancevich, and Donnelly (2010), the motivation is related to the behavior and performance and includes directions to the destination. Research conducted by Podsakoff and Williams in Jex (2002) finds a moderate relationship of job satisfaction in the level of performance-related awards. Various conceptual and empirical researches above identify that performance is affected by several important factors, among others, leadership, competence, motivation and job satisfaction.

PROBLEM STATEMENT

This study focuses on the problem formulated as follows:

1. How does the description of principal leadership, competence, motivation, job satisfaction and performance of teachers at Vocational High School in West Java.

2. How the influence of principal leadership on teacher competence.
3. How the influence of principal leadership on teacher motivation.
4. How the influence of principal leadership on job satisfaction of teachers.
5. How the influence of principal leadership, teacher competence, motivation of teachers, and teacher satisfaction on the performance of teachers, directly or indirectly.

THEORETICAL FRAMEWORK

Overall, the theory used is the grand theory of organizational behavior, which has relevance to middle range theory of individual behavior in organization. The middle-range theory is the parent of the applied theory in this study, namely leadership, competence, motivation, job satisfaction, and performance. To establish the high performance of teachers, it requires the high level of teacher competency, the high level of teachers' motivation, and high level of job satisfaction as well, in which all of them were encouraged by the leadership of school principal. The linkage between grand theory and middle theory, middle theory and applied theory, and the relationship between those variables in the applied theory is presented in Figure 1.

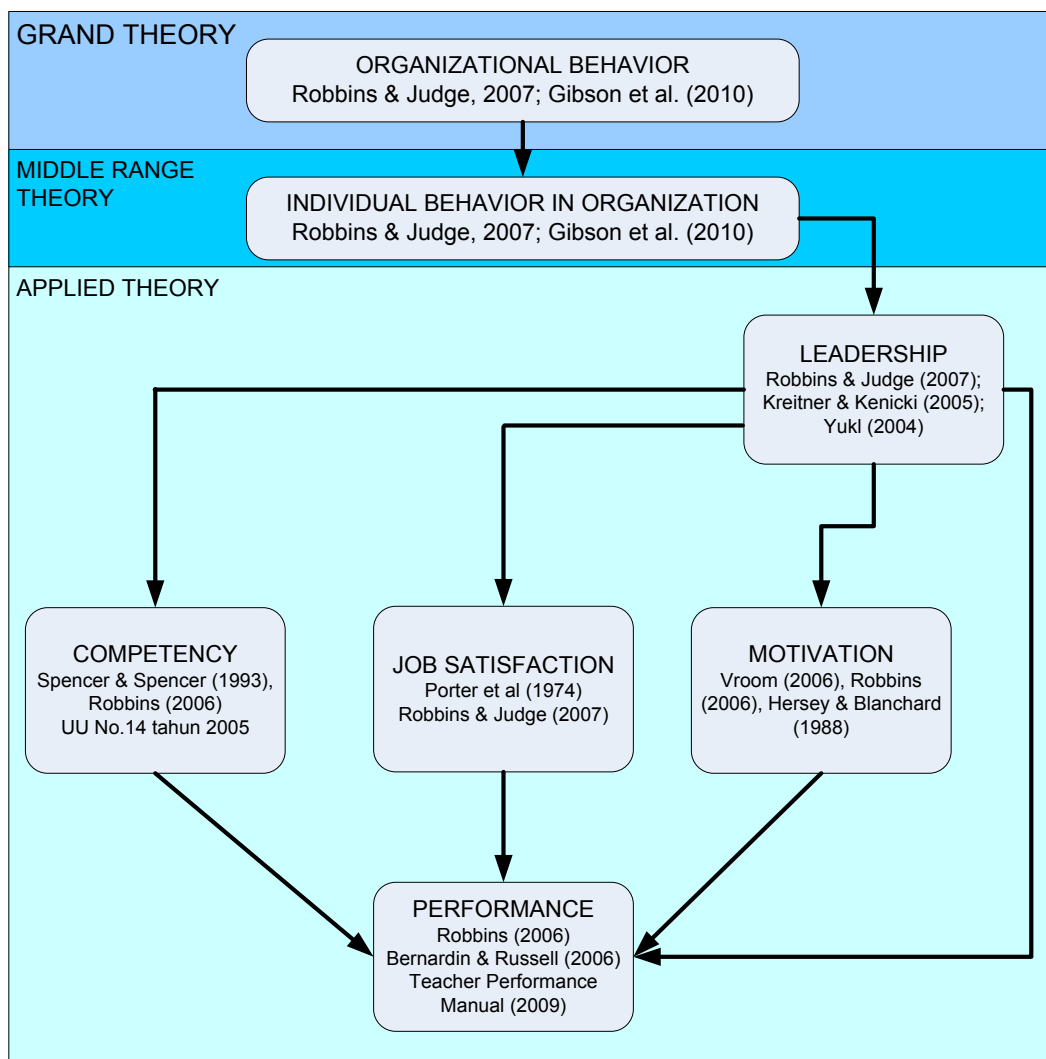


Figure 1. Theoretical frame

Leadership

Leadership is one of the major factors in the organization that stirring, orchestrating, directing, and coordinating a variety of other factors in the organization. In other words, success and decline of an organization's progress is determined by leadership. In the field of organizational psychology, leadership is one of the most ambiguous

and controversial areas of research. In this case, Sims in Chan (2000) stated that “Leadership is perhaps the most researched and least understood area of organizational behavior (pg. 133)”

There are various theories for measuring leadership, but the focus in this study is based on the behavioral perspective of leadership. According to Yukl (2006), leadership is a behavior of an individual who leads the activities of a group toward a common goal to be achieved. Individual behavior as a leader described the consistent combination of philosophy, skills, traits, and attitudes that underlie the behavior of a leader. According to Liu & McMurray (2004), a behavioral approach in regard to this aspect of leadership is paid most attention and widely studied. The theory assumes that behavior is not only a natural and universal approach to leadership, but there are a variety of different leadership behaviors. The general pattern is generally used to identify the behavior of a leader is task-oriented behavior or relationship-oriented, or some combination of both. Yukl (2009) states that the most studies of behavior are focusing on two main aspects of leadership namely *task-oriented behavior* and *relationship-oriented behavior*.

Task-oriented behavior is a behavior of a leader to organize and define the roles of the members of the group or its followers, explaining the activities to be undertaken by each member, when and where executing it, and how those tasks should be accomplished. The production-oriented leaders tend to emphasize the technical aspects of the job or task, using personal and resources in an efficient and organized operation of regular and reliable-his main concern is the completion of tasks (Robbins & Judge, 2007; Yukl, 2004). Furthermore Yukl (2004) suggests three behaviors in task-oriented leaders that are important to the success of a job, which is the behavior in relation to: (1) planned work activities, (2) describes the role and purpose, and (3) monitor the operation and the performance.

Relationship-oriented behavior is described as a leader who emphasizes personal relationships, emphasis on the needs of employees and accepting individual differences among its members (Robbins and Judge, 2007). Thus leaders want to maintain interpersonal relationships among themselves with members of the group or its followers a way to open up lines of communication, delegate responsibilities, and allowing subordinates to use their potential. Relationship-oriented leader, according to researchers at the University of Michigan, a group is associated with higher productivity and better job satisfaction (Robbins & Judge, 2007). Yukl (2004) presents three types of relationship-oriented behavior: (1) supporting, (2) developing, and (3) recognizing.

Competency

The experts of HRM and organizational behavior provide the concept of competency with the different expression and languages. Nevertheless, there is a similar content of meaning in it: the competence is a primary characteristic of the individual to produce superior performance in doing the job that includes motives, traits, self-concept, knowledge, and expertise. Competency in this case refers to a form of one's real skill which is characterized by the acquisition of knowledge, ability and skills in performing a job.

Spencer and Spencer (1993) further classify the dimensions and individual competencies into three components: (a) intellectual competence, (b) emotional competence, and (c) social competence. Intellectual competence is the attitude and behavior of the character and intellectual ability or willingness of individuals (may include knowledge, skills, understanding of professional, contextual understanding, etc.) that are relatively stable when dealing with problems at work, which was formed from the synergy between nature, the concept self, internal motivation, as well as the capacity of contextual knowledge (Nahapiet & Ghoshal, 1998). Emotional competence is a character attitude and behavior or the willingness and ability to control the self and understand the environment in an objective and moralistic emotions, so that the pattern is relatively stable when faced with various problems in the workplace, which is formed through a synergy between nature, self-concept, internal motivation and capacity of mental/emotional knowledge. Social competence is a character attitudes and behavior or the willingness and ability to construct nodes of cooperation with others who are relatively stable when dealing with problems at work that are formed through a synergy between nature, self-concept, internal motivation and the capacity of social knowledge. The three types of competencies were adopted by educational experts and the government of Indonesia to obtain the competence of teachers consisting of pedagogical, professional, personal and social competence.

Motivation

Motivation can be described as a fundamental driving force or a stimulant that causes the person will do something. This motivation is the guiding force that drives men to behave in order to achieve certain goals. Robbins and Judge (2007) define motivation as “the process that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal”. In short, motivation is a force that drives a person to direct

and perform one's behavior to meet the needs of both material and non-material in an effort to achieve a goal. In many fields, including psychology and management, theories of motivation are used as references to explain various reasons people behave in achieving the goal. Among the various theories of motivation that used as reference are Maslow's Hierarchy of Needs Theory, Alderfer's ERG Theory, Herzberg's Two Factor Theories, McClelland's Theory of Needs, and Vroom's Expectancy Theory (Robbins & Judge, 2007).

Furthermore, Vroom (in Davis and Newstrom, 1997) explains that motivation is a product of the way a person wants something and the person's assessment of the possibility that certain actions that would lead him. This statement is expressed by the formula:

$$\text{Power Motivation} = f(\text{Valence} \times \text{Expectancy} \times \text{Instrumentality})$$

- Power motivation is a drive to influence people and change situation
- Valence refers to the strength of a person's preference for receiving a reward
- Expectancy is the strength of belief that work-related effort will result in completion of a task
- Instrumentality represents the employee's belief that a reward will be received once the task is accomplished

Measurement of work motivation of teachers in this study is based on Vroom's expectancy theory. On the aspect of expectancy, teachers were asked to identify an opportunity that is expected to occur due to certain behaviors. On aspects of valence, teachers were asked to identify the consequence or result of particular behaviors that have value or dignity (the power or the motivation) for the teacher. Finally, on the aspect of instrumentality, teacher's perceptions about the relationship between its valence and expectancy is measured, which raising the encouragement of the teacher in order to achieve satisfaction.

Job Satisfaction

Robbins and Judge (2007) define job satisfaction as "a positive feeling about one's job resulting from an evaluation of its characteristics". Meanwhile, Oshagbemi (1999) states that job satisfaction is "conceptualized as a general attitude toward an object, the job". In general, job satisfaction refers to a person's positive emotional reaction to a type of work. This is an affective reaction to a job that is caused by a comparison of actual outcomes with someone about the desired outcome, which is expected, or that are considered reliable.

Among the various theories that explore the job satisfaction, some of which intersect with the theory of motivation. This means that the motivation and job satisfaction has a close relationship or even identical. Specifically, this study refers to Porter's Discrepancy Theory. In this theory, there are three important things that need attention, according to Staw (1991) "The first looks at what people want, the second at what people feel they should receive, and third at what people expect to receive". This theory reveals five dimensions of job satisfaction: (1) pay, (2) work itself, (3) promotions, (4) coworkers, and (5) working conditions. Those dimensions are measured by looking at the difference or ratio between the actual working conditions are perceived by the working conditions that are expected by the teacher.

Individual Performance

In general, performance is the action or process of carrying out or accomplishing an action, task, or function. It means that performance is an action, task, or operation, seen in terms of how successfully it was performed. Employee's performance is largely determined by the strength of motivation, ability, and opportunity available to do the job. Several theories explaining the formation of individual performance are: A Theory of Performance and Development from Atkinson & Winston (1974); Performance Dimension Theory from Blumberg and Pringle (1982); Motivation and Performance Model from Carrell, Elbert, and Hatfield (1995); Performance Model of Motivation from Mitchell (1997); An Extended Model of Team Development from Stott and Walker (1995); A Person's Potential Performance Theory from Newstrom and Davis (2002); The Performance Model from Ainsworth, Smith, and Millership (2002). This research focuses on teacher's performance, so the indicators of teacher's performance were adopted from Teacher Performance Appraisal Manual (Ontario State University in cooperation with Ministry of Education).

The description of the linkages between the variables is expected to strengthen the research paradigm, that there are some variables examined in a holistic relationship. The linkage between the research variables is presented in Figure 2.

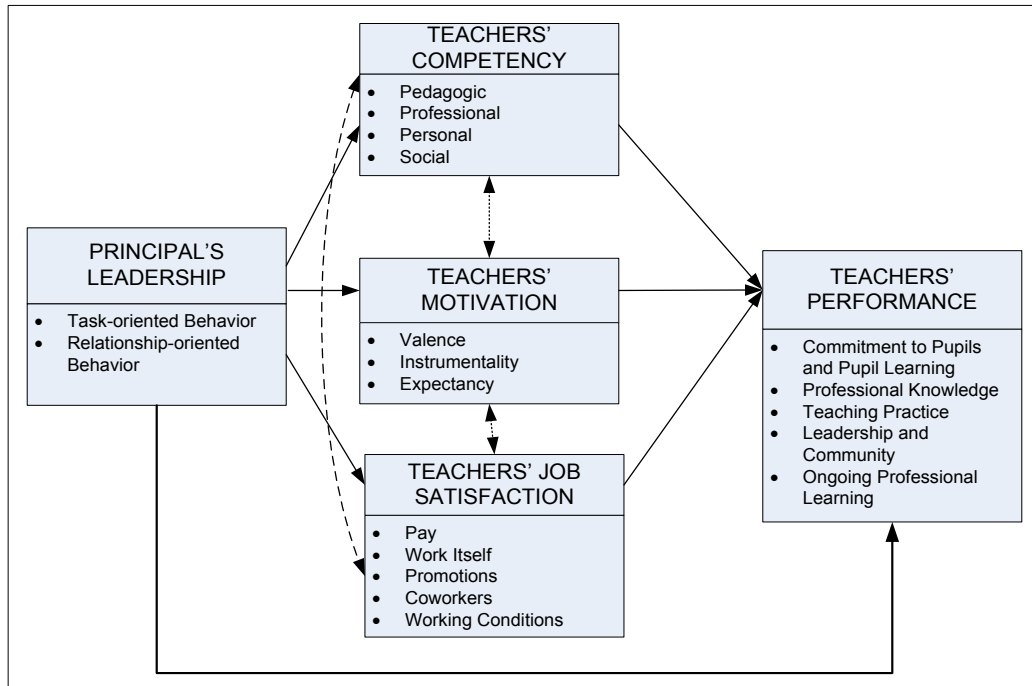


Figure 2. Linkage of research variables

HYPOTHESES

Based on the framework presented in the previous section, the hypotheses are:

1. Principal leadership, teacher competencies, work motivation, job satisfaction, and performance of teachers are in the high category.
2. Leadership of the principal has an influence on teachers' competence.
3. Leadership of the principal has an influence on work motivation.
4. Leadership of the principal has an influence on job satisfaction.
5. Principal leadership, teacher competence, motivation and job satisfaction affect the performance of teachers, directly and indirectly.

METHODOLOGY

The study was conducted using survey methods: descriptive study to provide an overview on various characteristics of the proposed variables and its association with the phenomena that occur in factual and verification study to answer the proposed hypotheses. The independent variable in this study is variable Principal Leadership, whereas the dependent variables are the Teacher Competency, Work Motivation, Job Satisfaction, and Teacher Performance.

The data used in this study were obtained from two sources: the primary data and secondary data. Sources of primary data were obtained from the empirical research results through the deployment of questionnaires to teachers as respondents and to the Schools, State and Private Vocational High School in West Java. Secondary data sources were obtained from the Department of Education, Events Calendar, magazine and internet regarding education in general and teachers in Indonesia, and in particular vocational teachers. Secondary data is required in order to support the validity of the primary data.

The population is 7,885 teachers from five districts in West Java. Using proportional random sampling, 366 respondents are obtained. Research instruments are mostly made by instruments subject, by obtaining data directly from the teacher as subjects of research by distributing questionnaire. Questionnaire rating scale used was five-numeric scale models of Multiple Rating List Scale (Cooper & Schindler, 2003). Before distributed to the field, the validity and reliability of the instrument were tested. The results of validity and reliability tests show that all items are valid and reliable.

Analysis tools used in this study is the method of Structural Equation Model (SEM). Prior to testing the hypothesis, an explanation of the structural model and measurement model is required. In principle, this

measurement model is the validity and reliability, while the structural model is a model that describes the causal relationships among latent variables used in hypothesis testing research.

RESULTS

The results of this analysis on principal leadership showed that based on the average score of the general principal is considered to be running a task-oriented leadership and relationship-oriented, but overall has not been rated yet reached the maximum or ideal conditions. Teachers judged that task-oriented behavior is more prominent in the leadership of principals compared to relationship-oriented behavior. By looking at the average value and variance for each dimension/indicator, it can be answered that principal's leadership has demonstrated a high task-oriented behavior and behavior-oriented. However, some aspects still considered low, indicated by the low acknowledgment to the principal teacher in the form of praise and appreciation of the achievements of teachers, to reward and reward/prize for outstanding teachers, and held an award ceremony for outstanding teachers.

The results of this analysis on teacher competency showed that based on the average scores and achievement scores in general the percentage of teacher competence is good, but not maximized. By looking at the average value and variance for each dimension/indicator, it can be concluded that competence of the teachers have not been fully demonstrated competence in the pedagogical aspect, professional, social, and personality. Judging from the average value, the dimensions of Pedagogy has the highest value compared to other dimensions. This means that this dimension can be said to have fused with the spirit of teachers, namely teaching. This dimension is also relatively most homogeneous. Dimension with the lowest average is the dimension of a Professional; variance is relatively more diversified. This means that not all teachers have a standard of professional competence.

The results of this analysis on teacher motivation showed that based on the average score, the variable Teacher Motivation in general is already high, but not maximized. Judging from the average value, the dimension of expectation is rated the highest with the most homogeneous variance. The dimension of valence, seen from the average value, is the lowest compared with the two other dimensions, with the variance of the least homogeneous. Motivation level of teachers in all areas is not extremely different; it means that the level of motivation of teachers is not unduly influenced by the residence (region).

The results of this analysis on job satisfaction showed that based on the average score of the Job Satisfaction is high (mean = 4.026) with heterogeneous variances (0.755), but not maximized. Dimension of co-workers is highly valued compared to other dimensions, followed by the dimensions of the work itself, promotion, and supervision. Dimensional that is considered the smallest dimension is rewards (mean = 3.753), with very diverse levels of variance. It means most teachers were satisfied with the given rewards, but there are many teachers who have not been satisfied. Problem of giving adequate compensation has always been an issue that needs attention and resolved by the government and the education foundation, because the teacher in an educational environment is relatively not exceptionally satisfied with the rewards given at this time.

The analysis of the performance of teachers indicated that based on the average score of teacher performance variables were quite high (mean = 4.076) with a relatively homogeneous variance (0.535), but not maximized. The dimensions of Commitment to Students and Student Learning are most highly valued compared to other dimensions, followed by the dimensions of Continued Professional Learning, Professional Knowledge, and Teaching Practice. Dimension with the smallest average is the dimension of Leadership and School Community (average = 4.006), with the most diverse level of variance. In the district, the performance of teachers generally rated higher than teachers in the big cities.

From the structural equation model, it can be seen the degree of influence Principal Leadership, teacher competence, motivation of teachers, and Teacher Job Satisfaction of Teacher Performance. Individual test results show that p-value for the variable Competency, Teacher Motivation, and Teacher Job Satisfaction is 0.000, whereas the p-value for the Principal Leadership on Teacher Performance is equal to 0.256, which means that Principal Leadership (PL) directly has no significant influence on Teacher Performance (PER).

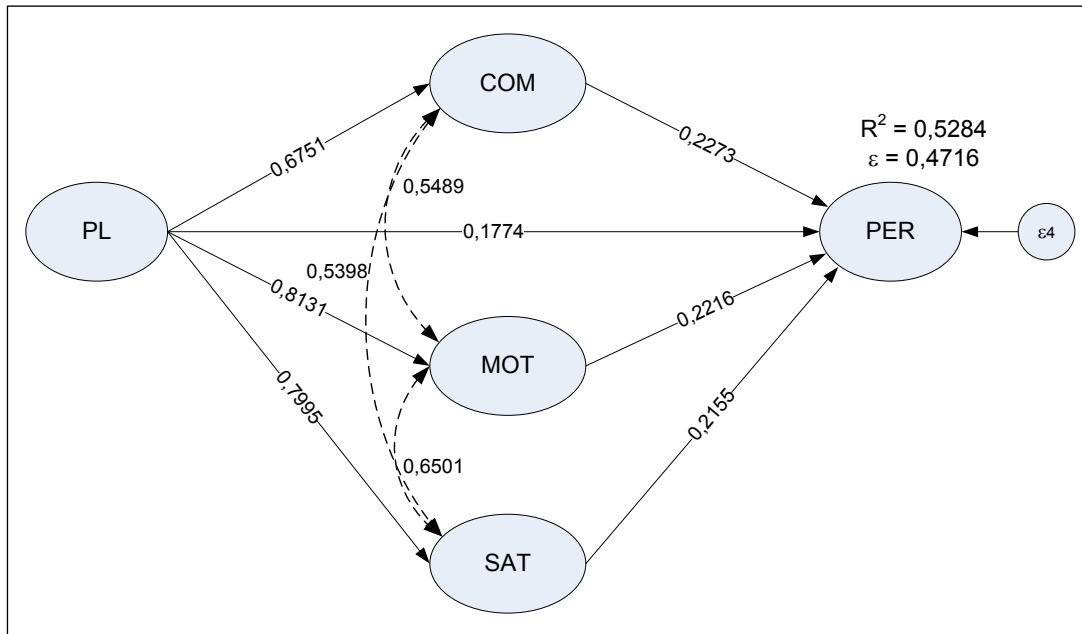


Figure 3. Structural model of the influence of principal leadership, teacher competency, teacher work motivation, and job satisfaction on teacher performance based on standardized coefficient

Related to the direct and indirect effects of variables Principal Leadership (PL), Teacher Competency (COM), Teacher Work Motivation (MOT) and Job Satisfaction (SAT) on Teachers' Performance (PER), the following table presents direct and indirect effects of exogenous variables on endogenous variables.

Table 3. Direct and indirect effects on teacher performance

	PL		COM	MOT	SAT
	Direct	Indirect	Direct	Direct	Direct
COM	0,6751 (0,000)				
MOT	0,8131 (0,000)				
SAT	0,7995 (0,000)				
PER	0,1774 (0,256)	0,5059	0,2273 (0,002)	0,2216 (0,035)	0,2155 (0,031)
	0,6833				

From the table above, it can be seen that the Principal Leadership is indeed a trigger variables (drivers) or enablers, that is a variable that allows the increase or decrease in a variable competencies Teacher, Teacher Work Motivation, Job Satisfaction, Master, and of course a whole teacher performance. Principal leadership has not been able to improve teacher performance, although it is very dominant in influencing Competence, Motivation and Satisfaction. Principal Leadership serves to facilitate teachers to improve their performance by increasing the competence, motivation and job satisfaction of teachers.

In theory, the principal's leadership relationship when well-fostered and implemented, then the competence of teachers, teacher motivation and job satisfaction of teachers will be increased. In turn, if the competence, motivation, and teacher job satisfaction increases, the expected performance of teachers will increase. Thus this study supports the proposition that effective school leadership can encourage the high competence of teachers, teacher motivation and job satisfaction of teachers, which in turn can improve the performance of teachers.

DISCUSSION AND CONCLUSION

The results of this study support the conclusions from Patterson et al. (1997) and Rice (1999) which states that competence has a positive and significant influence on employee performance. On the other hand, the findings of this study also have proved the truth of theoretical statements from Spencer & Spencer (1999) and Becker et

al. (2001) which states that the competencies as part of the most personality in the self, one can predict or influence the effectiveness of individual performance. According to McShane & Glinow (2000:33), competence is one of the factors that influence the behavior and performance of individuals.

The path goal theory is also supporting this. In path goal theory, developed by Robert House (1971, in Kreitner & Kinicki, 2005) stated that leaders encourage higher performance by providing activities that influence subordinates to believe that valuable results can be achieved with a serious effort. Universally applicable leadership produces high levels of subordinate performance and satisfaction. In different situations, it is required the leadership style that has characteristic of personal and environmental forces. This theory also describes how perception is influenced by the expectations of the contingency relationship between the various styles of leadership and the attitudes and behavior of employees. Behavior-level leader providing motivations to reduce the impediments that interfere with the achievement of the goal path, providing guidance and support needed by the employees, and linking the award means to the achievement of objectives.

It can be concluded here that leadership is essentially a process of influencing others. In addition, the leadership also means the ability to influence, motivate, and direct an action in a person or group of people for a specific purpose. In an effort to influence others, a leader implements different styles in every situation. According to Stoner et al. (1996), leadership style is a variety of behavior patterns favored by leaders in the process of directing and influencing workers. From this definition, it can be revealed that what the leader has an influence on subordinates, which can evoke the spirit and excitement of work and vice versa. This is supported by the opinion of Ogbonna and Harris (2000) in their research, that leadership played well by a leader who is able to motivate employees to work better. This will make employees more carefully try to reach their intended target organization, and it has an impact on performance. The influence of leadership style on job satisfaction affects employee performance improvement. This suggests that in any school environment, teacher (as subordinate or employee) job satisfaction is influenced by the principal's leadership.

The relationship between motivation and satisfaction can be explained with reference to the theories of motivation and satisfaction. Source of job motivation and job satisfaction theory in this case refers to the expectancy theory of Vroom developed by Porter & Lawler (1986). Expectation theory is based on the belief that people are influenced by their feelings about the picture of the results of their actions. In this case, most of the teachers who desire promotion perform well if they are considered high performance will be recognized and rewarded with promotion. With the motivation of a particular work, supported by the belief in the competence, teachers tend to be on achieving a particular outcome, namely high performance. That trend may be driven by an increase in salary or promotions or other non-material benefits. Here comes the instrumentality aspect or aspects of the tool/intermediaries, i.e. the extent to which the results can be achieved in certain ways, such as by showing good faith in the work and are ready to cooperate. Finally, the expectation aspect with regard to the strength of teachers' belief that a particular work activity may cause a certain result or effect, among others, improved performance and better benefits than ever before.

The school in this case should look at the relationship between remuneration eligibility and the efforts of teachers. Such remuneration as much as possible should meet the needs of each teacher. The school may consider providing additional incentives for civil-servant teachers or the increase in salaries for non-civil-servant teachers. However, the expectation of every teacher in both public and private schools is different. Some teachers may be attracted by the financial rewards, while some others might be more interested in the promotion and self-development.

Individuals who have high motivation tend to have a high performance (McShane & Glinow, 2009). However, referring to Porter & Lawler (1986), higher working motivation does not always lead to higher teacher performance for several reasons. The first reason is the perception of teachers of remuneration. Most teachers assume that the value of the remuneration has been or will be accepted so that it is relatively less satisfactory so that the teaching performance of teachers may be less than optimal. However, motivation is high when the teacher is also based on the expectation of a certain outcome and course of action. In this case, the teacher is not expecting anything in return, but rather on specific results, especially the results of the non-material such as personal development as a teacher educator or personal satisfaction to see the success of students in learning.

Influence of motivation on performance can also be determined by how much effort has been deployed by the teacher in achieving the desired results. The orientation of the experienced teachers is not only in consideration of the materials, but more on development and self-actualization. New teachers tend to be more oriented material. In other words, they are more motivated by material rewards in comparison with the development or self-actualization.

Competence of teachers with the knowledge, abilities, skills, expertise, and a certain temper also influence the way teachers do the job well. The teacher competence can be optimized by creating a pleasant climate or conditions to work so that the effectiveness of teacher performance can be achieved. In this case, the relationship between teacher competences, teacher work motivation, job satisfaction of teachers, and the teacher's performance are very close. The relationship may be reciprocal. For example, job satisfaction can be regarded as one of the factors that affect the competence of teachers; otherwise competence of teachers can also be regarded as one of the factors that influence job satisfaction of teachers, as well as the interrelations between work motivation of teachers to the satisfaction of the teacher, or the teacher's competence motivation work of teachers. In the end, it all comes down to the level of teacher performance.

Basically, the teacher work motivation and job satisfaction of teachers are very important in supporting the performance of teachers in the education system so that schools can continue to develop better, along with the increasing competence of teachers, including professional knowledge and skills. The relationship of teacher competence, teacher job satisfaction and work motivation of teachers are very important in relation to teacher performance in the long run. Motivation and job satisfaction of teachers are important in everyday life because they form the major reason for teachers to work. With the higher motivation and job satisfaction, teachers can improve their performance.

As previously explained, the teacher work motivation depends on the condition of school leadership. This is confirmed by Siagian (2004) that the key to the success of a leader in moving teachers or subordinates lies in his ability to understand the motivating factors in such a way that they become effective driving forces. That requirement is a guide for the principals to meet teachers' needs effectively.

Theoretically, if the relationship between the principal and teachers is properly implemented, then the competence of teachers, teachers' work motivation and job satisfaction of teachers will be increased. In turn, if the competence, motivation, and job satisfaction of teachers increases, the expected performance of the teachers will increase. Thus this study supports the proposition that effective school leadership can encourage high competence of teachers, teachers' work motivation and job satisfaction, which in turn can improve the teachers' performance.

Based on the conclusions of this study, it may be proposed some suggestions for the school and for other researchers who are interested to study more about topics related to the variables used in this study.

School leadership is categorized as high. However, it is not maximum condition, because it has not fully demonstrated task-oriented behaviors and relationship-oriented behavior. Principal leadership is more oriented to task-oriented behaviors than relationship-oriented behavior. Competence of teachers is categorized as high. However, it is not maximum condition, because not all teachers have a standard of professional competence. Judging from the status of the school, the teachers in public schools have a higher professionalism than teachers in private schools. Motivation of teacher is in the high category but not maximum, because not all teachers show aspects of the high valence and instrumentality, which are due to low confidence to earn a decent wage in accordance with the effort expended. Satisfaction of teachers is in the high category, but, not maximum, because there are still gaps between the actual conditions of work and expectations about the job, which is mainly due to teachers' dissatisfaction with the current reward system at school. Teacher performance is in the high category, but not maximum, as fully demonstrated its commitment to students and student learning, professional knowledge, teaching practice, leadership and community schools, and continued professional learning.

Principal's leadership directly influences the competence of teachers. This conclusion is confirmed that principal leadership has a strategic role in improving the competence of teachers. In this case, the principal can condition to continue to improve teacher competence. This support is more effective when the principal is able to balance between the behaviors of a task-oriented leadership with a relationship-oriented leadership. It needs some approaches that are more humane or more considerate attention to the aspects closeness with teachers as colleagues, rather than subordinates. Principal's leadership directly influences the work motivation of teachers. This conclusion supports the theory that effective leadership behavior led to a higher level of motivation. It is showed that support for school principals to retain teachers in order to remain highly motivated in teaching. Personal support from school principals will be more effective in increasing the motivation of teachers in teaching. One of the principal forms of support are effective in increasing teachers' motivation is to provide opportunities for subordinates to use their potential and ensure achievement of individual goals of teachers and the school institution as a whole. Principal's leadership directly affects the job satisfaction of teachers. This conclusion supports the theory that the most effective leadership demonstrates a high attention to the task and in a balanced relationship. It also shows, support for school principals in shortening the gap between current

satisfaction perceived by the teacher and the satisfaction of the expected ideal teacher is necessary. Acknowledgment in the form of non-financial principals can be used to further improve teacher satisfaction in work. Principal's leadership does not imply directly the performance of teachers, but through the competence of teachers, teacher motivation and job satisfaction of teachers. This means more principal leadership role as antecedent, driver or enabler that allows an increase in competence, motivation and job satisfaction of teachers so that in turn will improve the performance of teachers. It can be concluded that a holistic manner, the performance of teachers will increase if driven by an increase in competence, motivation, and teacher job satisfaction resulting from the principal support of the leadership that can balance the task of leadership and orientation to the relationship.

REFERENCES

- Ainsworth, M., Smith, N., & Millership, A. (2002). *Managing performance managing people: Understanding and improving team performance*. Australia: Griffin Press.
- Battilana J., Gilmartin, M., Sengulc, M., Pached, A.C., & Alexandere, J.A. (2010). Leadership competencies for implementing planned organizational change. *The Leadership Quarterly*, 21(3), 422-438.
- Becker, B.E., Huselid, M.A., & Ulrich, D. (2001). *The scorecard linking people, strategy, and performance*. Boston, Massachusetts: Harvard Business School Press.
- Blumberg, M. & Pringle, C.D. (1982). The missing opportunity in organization research: Some implications for a theory of work performance. *Academy of Management Review*. October, 560-580.
- Carrell, M.R., Elbert, N.F., & Hatfield, R.D. (1995). *Human resource management: Global strategies for managing a diverse work force* (5th ed.). Englewood Cliffs: Prentice-Hall.
- Cooper, D.R., & Schindler, P.S. (2003). *Business research methods*. New York, NY: McGraw-Hill.
- Cummings, G.G. (2009). Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review. *Int. J. Nurs. Stud.* doi:10.1016/j.ijnurstu.2009.08.006 (In Press)
- Davis, K. & Newstrom, J.W. (1997). *Organizational behavior, human behavior at work* (10th ed.). New York, NY: McGraw-Hill.
- Davis, K. & Newstrom, J.W. (2002). *Human behavior at work: Organizational behavior*. New Delhi: McGraw-Hill.
- Davis, G.A. & Thomas, M.A. (1989). *Effective schools and effective teachers*. Massachusetts: Allyn and Bacon.
- Jalal, F. (2010). *Kompetensi guru rendah*, Retrieved from: <http://re-searchengines.com/anton1609.html>.
- Gibson, J.L., Ivancevich, J.M., & Donnelly, J.H. (2010). *Organization behavior-structure-process*. Boston: Erwin Homewood.
- Hoy, W.K., & Miskel, C.G. (2001). *Educational administration: Theory, research, and practice*. New York: McGraw-Hill International.
- Jex, S.M. (2002). *Organization psychology*. Ontario: John Wiley.
- Kreitner, R. & Kinicki, A. (2003). *Organizational behavior: Key concepts, skills and best practices*. (5th ed.). New York, NY: McGraw-Hill International Edition.
- Liu, L., & McMurray, A.J. (2004). Frontline leader – the entry point for leadership development in the manufacturing industry. *Journal of European Industry Training*, 28(2/3/4), 339-352.
- McShane, S.L. & Glinow, M.A. (2000). *Organizational behavior: Emerging realities for the workspace revolution*. New York: McGraw-Hill.
- Metha, R., Dubinsky, A.J. & Anderson, R.E. (2001). Leadership style, motivation and performance in international marketing channels: An empirical investigation of the USA, Finland and Poland. *European Journal of Marketing*, 37(1/2), 50-85.
- Medley, D.M., (1987). *Teacher competence and teacher effectiveness. a review of process-product research*. Washington, DC: American Association of Colleges for Teacher Education.
- Mitchell, T. R., (1997). Matching motivational strategies with organizational contexts. *Research in Organizational Behavior*, 19, 57-149.
- Nahapiet, J. & Ghosal, S (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23, 242-266 .
- Ogbonna, E. & Harris, L.C. (2000). Leadership style, organizational culture and performance: Empirical evidence from UK companies. *International Journal of Human Resource Management*, 11(4), 766-788.
- Ontario State University & Canada Ministry of Education. (2009). *Teacher performance appraisal manual 2009 (online)*. Retrieved from <http://www.edu.gov.on.ca/>
- Oshagbemi, T. (1999). Overall job satisfaction: How good are single versus multiple-item measures? *Journal of Managerial Psychology*, 14(5), 388-403.
- Patterson, M., West, M., Lawthorn, R., & Nickell, S. (1997). *The impact of people management practices on business performance*. London: IPD.
- Rice, M.F. (2009). Promoting cultural competency in public administration and public service delivery: Utilizing self-assessment tools and performance measures. *Journal of Public Affairs Education*.
- Robbins, S.P., & Judge, T.A. (2007). *Organizational behavior* (12th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Sanjaya, W. (2009). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana.
- Siagian, S.P. (2004). *Teori motivasi dan aplikasinya*. Jakarta: Rineka Cipta.

- So Wing-Mui, Cheng May-Hung, & Tsang Chiao-Liang. (1996). An impact of teaching practice: Perceptions of teacher competence among student-teachers. *Journal of Primary Education*, 6 (1/2).
- Stott, K. & Walker, A. (1995). *Teams, teamworking and teambuilding: The manager's complete guide to teams in organizations*. Englewood Cliffs, NJ: Prentice Hall.
- Spencer, L.M. & Spencer, S.M. (1993). *Competence work: Model for superior performance*. Hoboken, NJ: John Wiley and Sons, Inc.
- Staw, B.M. (1991). *Psychology dimensions of organizational behavior*. New Delhi: Maxwell Macmillan..
- Townsend, T. (2002). *What we have learned from 20 years of school effectiveness and school improvement research, and what this means for schools and teachers*. Monash: Monash University.
- Yin Cheong Cheng, (1996). Total teacher effectiveness: New conception and improvement. *International Journal of Educational Management*, 10(6), 7 – 17.
- Yukl, G. (2006). *Leadership on organization* (5th ed.). New Jersey: Pearson Prentice Hall.