

The Influence of Principal Leadership and Organizational Culture on the Teachers' Performance

Renni Yourneli

Senior High School 4 Kepahiang
Bengkulu, Indonesia
ryourneli@gmail.com

Abstract—Optimal teacher's performance is one of the main factors in the student's learning achievement. Therefore, the study of variables that are thought to have an influence on teacher's performance is very important. The purpose of this study is to analyze the influence of (1) principal's leadership on teachers' performance; (2) organizational culture on the teacher's performance. And (3) principals' leadership and organizational culture together on the teacher's performance. The method of the research, is correlational research. The population in this study were teachers of senior high schools in Kepahiang Regency, totally 258 people. Samples were taken by cluster random sampling. The research sample consisted of 72 respondents. Data collection use questionnaire techniques. Data analysis used is descriptive analysis and inferential analysis. Descriptive analysis presents data characteristics of each variable in the form of data presentation, central size, and data distribution. Inferential analysis by analyzing the percentages of normality, linearity test, and regression significance. The results of this study are: (1) there is a positive significant influence between the principal's leadership on teacher performance; (2) there is a positive significant influence between organizational culture on teacher performance, and (3) there is a positive significant influence between principal leadership and organizational culture together on teacher performance.

Keywords—*principal leadership; organizational culture; teacher performance*

I. INTRODUCTION

Vernon-Dotson the pointed out that a principal's leadership is help full for a school's success [1]. Teacher is an educator whose position is very strategic, as the spearhead of education. She/he hold an important role in education and therefore must always be able to show the best performance in the process of implementing education. For this reason, the implementation of education must be carried out in certain qualities, because the quality of education in a country is determined by the quality of teacher's performance. Teacher's performance is basically a performance performed by the teacher in carrying out his duties as an educator. The quality of teacher's performance will be very decisive in the quality of the education results, because teachers are the party who interact most directly with students in the education process or learning in education institutions [2].

In line with what was stated by Hazril Jamil who stated that It has been widely acknowledged that teachers are among the

pivotal agents of improving the educational quality, especially in the context of student learning outcome [3].

According to Bahrul Hayat improving the quality of teacher's performance is a big job, what is needed is not only large funds but commitment, participation and involvement of many parties such as the government, local government and the community as well as the role of universities, professional associations, teacher organizations, non-governmental organizations and individual teachers themselves [4].

Jenifer M George and Gareth R. Jones said that factor of organizational culture greatly influence the procedure of thinking, feeling and behaving towards other people around it [5]. Organizational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel and behave toward people outside the organization. It means that a strong organizational culture has an impact on the quality of teacher's performance and this is an inspiration for teacher's development towards the birth of the quality of teacher's performance

Based on the results of initial observation on seven State High Schools in Kepahiang District, the teacher's performance was not in line of expectations. It was found such as teachers who lack discipline come to teach, lack discipline in preparing learning administration, such as lesson plans, Annual Programs, Semester Programs, and evaluation plans. In the lesson plans construction, there were still teachers who did not make it by themselves, but photocopied the previous year, so that not many innovations were made, except just changing the date, month, and year. Not to mention when viewed from the deeper side, such as the quality of graduates of Senior High Schools in Kepahiang District. The average was still low in quality. Like there are still too few who are accepted in universities with prestigious majors, even if viewed from the side of the achievement of the National Examination results are still not satisfactory.

Principal as an education leader in school has a very important role in helping teachers and students to carry out their respective basic tasks and functions. In his/her leadership, the principal must be able to understand, overcome and correct the shortcoming that occur in the school environment. To improve the quality of education, a school principal must be able to improve the performance of his teachers or subordinates. As a school leader, a school principal must be

able to provide influences that can cause teachers to be moved to carry out their duties effectively so that their performance will be better. As the leader who has influence, he/she tries to give suggestion, advice and if necessary, his orders are followed by the teachers. Thus he/she can make changes in the way of thinking, attitude, behavior that he/she leads. With its advantages, namely the excess of knowledge and experience, it helps teachers develop into professional teachers [6].

The condition of not optimal teacher’s performance as presented above needs to be examined carefully, and needs to be studied scientifically, systematically and objectively. This study is increasingly important, if viewed from the side of various efforts made by the government to raise the quality of teachers which is seems to have not run optimally. Various allowances were also given, but with the double income of the teacher compared to before, apparently not contributing much in improving teacher’s performance. Based on these arguments, the researcher was interested in examining the influence of school principal’s leadership and organizational culture on the performance of senior high school teachers in kepahiang district.

The formulation of the research problem is as follows: Do Principal’s Leadership, organizational culture influence Teacher’s Performance, and whether principals’ leadership and organizational culture together influence teacher performance. The research objective was to analyze: The influence of principal’s leadership and organizational culture on teacher’s performance, and the influence of principals’ leadership and organizational culture together on teacher’s performance.

II. RESEARCH METHOD

This study uses a quantitative approach with correlational research methods. The research sample was 72 people who were respondents to the study. Data collection techniques used in this study was questionnaire techniques. Questionnaire to obtain data from respondents was in the form of a structured statement using Likert scale developed by the research. Before being used in real research, validity and reliability were tested first. The data analysis used in this study was descriptive and inferential analysis. Descriptive analysis presents the data characteristics of each variable in the form of data presentation, central size and data distribution. Inferential analysis by analysis of requirements test, was normality test using the Kolmogorov-Smirnov Z test, linearity test, and regression significance using the Fisher test. All data analysis processes used SPSS version 16.0.

III. RESULT AND DISCUSSION

A. Statistical Requirements Test Results

Since the analysis of the data in this study was in accordance with the characteristics of the data using parametric statistics, before the data was analyzed, a fulfillment of data analysis requirements was conducted using parametric statistics. First, the normality test. Normality testing was intended to find out research data coming from a population with normal distribution. In other words, the normality test was

done to find out whether the data obtained from the study population had a normal distribution or not.

TABLE I. NORMALITY TEST RESULTS

	Variable (X ₁)	Variable (X ₂)	Variable (Y)
Khi Quadrate	72.752	1.427	1.348
Dk	63	67	59
Asym. Sig.	.324	.196	.976
Conclusion	Normal	Normal	Normal

B. Linearity Test

Linearity test was intended to find out research data in terms of linear regression lines, link between independent variables and dependent variables. Test linearity of data using the Fisher test (F).

1) *Linearity test of teacher’s performance on the principal’s leadership (Y on X₁):* The results of the calculation of the feasibility test of the regression model obtained Fcount = 6.659 (Linearity), with a probalias value (sig.) 0.001. Sig value = 0.001 smaller than the value $\alpha = 0.05$. Because of the sig value. = 0.001 < 0.05, it meant that the regression model was significant. The full results of these calculations were set out in table 2.

TABLE II. ANAVA TESTS SIGNIFICANCE AND REGRESSION LINEARITY BETWEEN VARIABLES Y AND X₁

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Y * X ₁	Between Groups	(Combined)	358.581	17	12.365	2.730	.133
		Linearity	.152	1	.152	6.009	.025
		Deviation from Linearity	358.429	16	12.801	.755	.480
	Within Groups	1677.481	54	27.149			
Total			2036.062	71			

2) *Linearity test of teacher’s performance on organizational culture (Y on X₂):* The calculation results of the regression model feasibility test obtained Fcount = 4.232 (Linearity), with a probalias value (sig.) 0.001. Sig value = 0.001 smaller than the value $\alpha = 0.05$. Because of the sig value. = 0.001 < 0.05, it meant that the regression model was significant. The full results of these calculations were set out in table 3.

TABLE III. ANAVA TESTS SIGNIFICANCE AND REGRESSION LINEARITY BETWEEN VARIABLES Y AND X₂

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Y * X ₂	Between Groups	(Combined)	586.376	17	16.754	7.075	.182
		Linearity	3.609	1	3.609	4.232	.332
		Deviation from Linearity	582.767	16	17.140	1.100	.152
Within Groups	1449.686	54	15.588				
Total			2036.062	71			

3) *The influence of principals' leadership and organizational culture together on teacher's performance:* The relationship between X_1 and X_2 can be written using multiple linear regression equations, namely: $\bar{Y} = a_0 + a_1X_1 + a_2X_2$, which showed a linear relationship between principals' leadership (X_1) and organizational culture (X_2) together with teacher's performance (Y). the value of a_1 is $a_0 = 76,679$, $a_1 = 0,065$ and $a_2 = 0,079$, so the double regression equation is $\bar{Y} = 76,679 + 0,065 X_1 + 0,079 X_2$. The following table shows a regression test between X_1 and X_2 together with Y , namely:

TABLE IV. DOUBLE REGRESSION TEST RESULTS BETWEEN X_1 AND X_2 TOGETHER WITH Y (ANOVA^a)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	116.205	2	83.103	8.156	.008a
Residual	338.275	69	32.685		
Total	344.481	71			

^a Predictors: (Constant), X_2 , X_1

^b Dependent Variable: Y

TABLE V. DOUBLE REGRESSION TEST RESULTS BETWEEN X_1 AND X_2 TOGETHER WITH Y (COEFFICIENTS^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	76.679	7.071		13.807	.000
X_1	.065	.053	.122	2.380	.007
X_2	.079	.048	.067	3.752	.003

^c Dependent Variable: Y

Based on the table above and multiple regression equations that have been stated previously that the correlation between principals' leadership (X_1) and organizational culture (X_2) on teacher performance (Y) was significant and linear.

Furthermore, it can be explained that the results of this study have provided empirical evidence that the independent

variables of principals' leadership (X_1) and organizational culture (X_2) also determine teacher's performance (Y), or have significant influence.

IV. CONCLUSION

- Principal's leadership had a positive and significant influence on teacher's performance. The conclusion was based on the results of calculations obtained by the calculation results.
- Organizational culture had a positive and significant influence on teacher's performance. The conclusion was based on the results of calculations.
- Principal's leadership and organizational culture had a positive and significant effect on teacher's performance. The conclusion was based on the results of calculations.

REFERENCES

- [1] L.J. Vernon-Dotson. "Promoting inclusive education through teacher leadership teams: A school reform initiative". *Journal of school leadership*, 18(3), 344-373, 2008.
- [2] Srinalia. "Faktor-faktor yang Meyebabkan Rendahnya Kinerja Guru dan Korelasinya Terhadap Pembinaan Siswa: Studi Kasus di SMA Negeri 1 Darul Imarah Aceh Besar". *Jurnal Ilmiah DIKDAKTA* Vol. 15 No. 2, 2015.
- [3] S. Rany, A.N.M. Zain, and H. Jamil. "Establishment of Institutional Policies for Enhancing Education Quality in Cambodian Universities". *International Journal of Higher Education*, vol. 1(1), pp. 112-127, 2012.
- [4] B. Hayat, and S. Yusuf. *Benchmark Internasional Mutu Pendidikan*. Jakarta: Bumi Aksara, 2010.
- [5] J.M. George, and G.R. Jones. *Understanding and Managing Organizational Behavior*, Fourth Edition, Texas: Pearson Education International, 2008.
- [6] B.A. Setiawan, and A. Muhith. *Transformational leadership: Ilustrasi di bidang organisasi pendidikan*, 2013.