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Does Leadership Effectiveness Matter for Teacher Performance? The Mediating Role of Work Motivation

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Abstract

The purpose of this study aims to examine the impact of leadership effectiveness and teacher performance in vocational school as well as investigating the role of work motivation. A quantitative method was adopted to conduct this exploratory study. The participant of this study was recruited from the vocational school teachers in East Java. The findings of this study showed that effective leadership positively influence both work motivation and teacher performance. Indeed, work motivation can explain the relationship between effective leadership and teacher performance. Based on the results recommended to the education office, school principals, vocational teachers to pay more attention to the effectiveness of leadership, and work motivation to improve teacher performance. Managerial and theoretical implications are also presented in this paper.

Keywords: leadership effectiveness, work motivation, teacher perfromance, educational

Introduction

In the recent few decades, teacher performance has gained attention among scholars (Suratman et al., 2020). The basic rationale is that a teacher plays a strategic role in the success and failure of education in a nation. The implication of teachers who have high performance is more likely driving into better knowledge in guiding learners to achieve their accomplishment and vice versa. Some of the works of the literature showed a robust correlation between teacher performance and students achievement (Heck, 2007; Harris & Sass, 2011; Ojimba, 2013). Having a high-performance teacher is needed to ensure the quality of education (Irmayani et al., 2018; Noaman et al., 2017).

Dealing with the issue, the Indonesian government has provided a certification program for the teacher to ensure the quality of education. It consists of four components, including personal, pedagogical, professional and social competence that need to be mastered by the teachers (Harjanto et al., 2018; Kusumawardhani, 2017). However, in implementation, almost a half participant of the teacher certification program of vocational school teacher failed in the first final test. The teacher performance is being an issue which predicts the cause of the students' achievement, which has experienced a downward trend, particularly in the vocational school in East Java of Indonesia. The vulnerable teacher performance certainly worries many parties, starting from parents, teachers, principals, heads of city/district education offices, and even provincial education offices.

In the management studies, the study on employee performance has examined by scholars in both developed and developing countries with various subject studies. For example, Buil et al. (2019); Pawirosumarto et al. (2017) have investigated the role of leadership on the hotel employee performance. Furthermore, Jiang et al. (2017) pointed

out a robust correlation between transformational leadership and sustainable employee performance in China. In the banking sector, Siahaan (2017) showed that leadership plays an essential role in employee job satisfaction in Indonesia. Other studies showed that employee performance is associated with the effectiveness of leadership (Chen & Silverthorne, 2005; Lekka & Healey, 2012; Zeb et al., 2018). In addition, some studies found a correlation work motivation can predict employee performance (Widagdo et al., 2018; Prabowo et al., 2018).

Since the escalating studies on employee performance, however, a small number of study which focuses on teacher performance, particularly in Indonesia. The most study focused on the teacher certification program as the factor in increasing teacher performance (Kusumawardhani, 2017; Habibi et al., 2019; Suratman et al., 2020). Therefore, raising the theme of teacher performance as a central theme and critical research variables, such as organizational justice, and leadership effectiveness as antecedent variables and internal motivation as mediating important and relevant variables. Adapting concepts that are generally used in management for education will provide another perception in understanding the factors that affect teacher performance.

This study proposes three contributions. First, this present study contributes to the existing literature on management studies by establishing teacher as the subject of the research, which largely missing in the prior studies. Second, the study provides a model of teacher performance by testing the antecedent factors that influence it both directly (e.g., organizational justice, and leadership effectiveness) or indirectly through internal Motivation. With the creation of a teacher performance model, this research is expected to contribute to the school principal, the city/district and provincial education office, so that they can make the right policies for performance improvement.

Literature Review

A contingency model by Fiedler (1978) explained that effective leadership is showing by the interaction between organizational situations and circumstances with the tendency of the relationship between leaders and employees. A more effective leader is task-oriented leadership, while the most preferred leadership of employees is human-oriented leadership (Tabernero et al., 2009). Silverthorne (2001) pointed three primary components which show leadership effectiveness, including the leader, task structure, and position power. Additonally, Pillai and Williams (1998) remarked that leadership effectiveness consists of three dimensions, namely developing followership, achieving results, and team playing.

According to Allio (2002), leadership effectiveness has three main variables that are very influential, namely the nature of the task, the relationship between leaders and subordinates, and the power inherent in the position of leader. From the previous literature, effective leadership can be concluded as an activity in forming interactions to influence others through a systematic mindset, effective in decision making and communicating the results of thought. Additionally, it can increase participation in problem-solving and being able to increase morale and be able to explore the creativity of employees. This makes an employee want and motivates to work together to achieve the goals that have been set together. Several studies also confirmed a relationship between leadership effectiveness and work motivation Asrar-ul Haq and Kuchinke (2016); Buble et al. (2014); Gooraki et al. (2013).

In addition to work motivation, A recent systematic literature review concluded that leadership effectiveness is associated with employee performance. For example,

Chen and Silverthorne (2005) showed a correlation between leadership effectiveness and employee job satisfaction in Taiwan. Additionally, Pradeep and Prabhu (2011) mentioned that leadership effective could enhance job performance in public and private sector enterprises. Buil et al. (2019); Pawirosumarto et al. (2017) have investigated the role of leadership on the hotel employee performance. Other studies showed that employee performance is associated with the effectiveness of leadership (Lekka & Healey, 2012; Zeb et al., 2018).

In addition, some studies found a correlation work motivation can predict employee performance (Widagdo et al., 2018; Prabowo et al., 2018). Leadership effectiveness has a significant influence on employee work motivation. Organizations must encourage their leaders to continue to apply styles that encourage motivation to obtain the best results from employees. In addition, Conchie (2013) identified that work motivation mediates the relationship between leadership and employee behaviour. The mediating role of intrinsic motivation depends on the level of employee confidence in their leader. Intrinsic employee motivation is essential for the effectiveness of the leader's efforts to promote some but not all forms of behaviour.

Method
Study design and sample
A quantitative method was adopted to conduct this exploratory study. The participant of this study was recruited from the vocational school teachers in East Java. The initial sample was about 400 participants; however, approximately 350 questionnaires can be used for further analysis. From the returned questionnaires, it was known that the respondents were slightly dominated by female teachers with the primary education was graduates from a bachelor degree. Additionally, the respondents have about 10 to 20 working experiences. Participants were asked to respond using a 5-point Likert scale ranging from 1 for "strongly disagree" and 5 for "strongly agree". In more detail, the framework of the study was illustrated in figure 1.
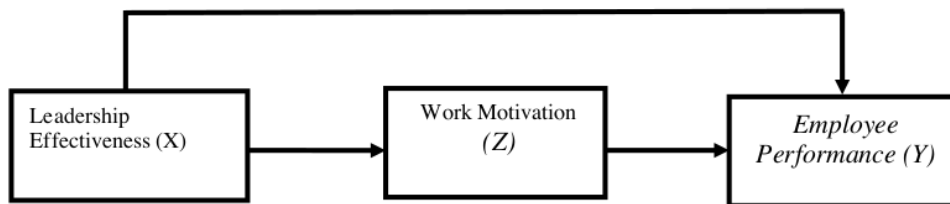

Figure 1. Research Framework

Data measurement
There are three variables in this study, namely leadership effectiveness as an independent variable, work motivation as a mediator variable and teacher performance as a dependent variable. In this study, teacher performance was measured according to Law No. 14 of 2005 on teacher and lecturer. It consists of four components, including personal, pedagogical, professional and social competence that need to be mastered by the teachers (Bakar, 2018). In addition, work motivation was measured by two-dimension including internal and external motivation from Herzberg et al. (1959); Sopiah (2008). Lastly, to measure the leadership effectiveness, we adopted items from Pillai and Williams (1998) which pointed on three dimensions, including developing followership,

achieving results. Data analysis used descriptive analysis and inferential analysis (with path analysis). Before the path analysis, the classic assumption test was used; normality test and multicollinearity test, and heteroscedasticity test.

Results and Discussion
Hypothesis Testing

Table 1 informs the results of hypothesis testing using regression analysis. Based on the table, it can be seen that the standardized beta coefficient of X_1 is 0.713, with a sig t-value = 0.000 < 0.05. It implies that the first hypothesis is accepted. The second and third hypotheses showed that the standardized beta coefficient 0.678 and 0.208, respectively. These results showed that all variables can explain the dependent variable. In addition, leadership effectiveness has a positive and significant indirect effect on performance through teacher work motivation of 0.148. In this case, work motivation plays as a partial mediating because the indirect effect of leadership effectiveness on performance through work motivation is smaller than the direct effect of leadership effectiveness on teacher performance of 0.678.

Table 1. The Summary of Results Analysis

	Variables	Direct Impact	Indirect Effect	Total	Sig.	Decision
H1	LE → WM	.713	-	.713	.000	accepted
H2	LE → TP	.678	-	.678	.000	accepted
H3	WP → TP	.208	-	.208	.000	accepted
H4	LE → WP → TP	.713	.078	.148		rejected

Note: LE = leadership effectiveness; WM = work motivation; TP = teacher performance

The results of the study prove that the leadership effectiveness of principals is highly perceived by vocational school (SMK) teachers. Leadership effectiveness is proxied by followership, achieving results, and team playing (Pillai & Williams, 1998). Developing followerships have several characteristics, including, the existence of increased employee knowledge, maintaining employee enthusiasm, leaders can move employees, leaders can control emotions well. Also, achieving results are indicated by achieving targets set, using authority to achieve goals, being able to control employees well, being able to push employees to achieve targets set, setting high targets on others. Lastly, the team playing is explained by several indicators, namely accepting other people's input as consideration, able to communicate well with everyone, leaders can build close relationships with employees, leaders support/motivate employees well.

On the other hand, motivation was measured by two dimensions: intrinsic motivation (achievement, recognition, work itself, responsibility, advancement) and extrinsic motivation (interpersonal relations, company policy/administration, supervision, salary, working conditions. The study shows that the teacher has a high work motivation which showing by an excellent emotional relationship between coworkers, between teachers and leaders, and between teachers and students, including with students' parents; school administrations that support teacher performance do not actually hinder teacher performance; intended to help teachers grow and develop not supervision to look for mistakes, teachers feel adequate with salary and other income besides the salary earned, teachers are satisfied with working conditions, working conditions include physical (work facilities/infrastructure) and work climate or psychological atmosphere

conducive (external motivation dimension) The characteristics of teachers who have high internal motivation i; proud of work as a teacher, proud of work achievements obtained, proud of having received recognition from leaders, coworkers, students, proud of being given responsibilities in accordance with the position, proud of being given the opportunity and being supported to grow and develop personal and professional development. Teacher performance is considered high by school principals and having a good personal, pedagogical, social and professional competencies.

Leadership effectiveness and work motivation

An initial objective of this study is to investigate the role of leadership effectiveness toward work motivation. The current study confirmed the findings of prior studies by Asrar-ul Haq and Kuchinke (2016); Buble et al. (2014); Gooraki et al. (2013); Mihrez and Thoyib (2014), that leadership effectiveness positively influences work motivation of teachers. Leadership effectiveness tends to have power over certain traits and show certain leadership behaviours or styles. Effective leadership is a key analyst of success or failure in organizational performance (Madanchian et al., 2017). This results showed that the effective leadership is an activity in shaping interactions as an effort to influence others, through systematic thinking, effective decision making, communicating thought results, increasing participation in problem-solving and being able to increase work morale and be able to explore employee creativity so want to work together to achieve the goals set together. Leadership effectiveness is the achievement of leaders in completing one or several tasks, and leadership effectiveness can also be seen from the satisfaction obtained by the followers (Gibson et al., 2016). Additionally, Allio (2002) revealed that the effectiveness of leadership has three namely the nature of the task (what must be done), the relationship between leaders and subordinates, and the power inherent in the position of leader.

Work motivation and teacher performance

The findings of this study showed that work motivation could explain teacher performance. This result is in agreement with some antecedent which proves that the motivation influences employee performance (Widagdo et al., 2018; Prabowo et al., 2018; Shazadi et al., 2014; Khan et al., 2013). Markovits et al. (2007). Develop a theory. Mathis and Jackson (2006), performance is determined by ability, motivation, and environmental factors. There are three characteristics of teacher work motivation, such as business, teachers who have high work motivation show the maximum strength of teache' 's work behaviour in their work, which involves a variety of activities or activities both tangible and visible. The real effort made by the teacher; starting from designing learning, implementing learning using approaches, strategies, methods, models, teaching materials, appropriate learning media, and evaluating learning accurately. The real effort is not enough; the teacher ends it with prayer. Job aspects: intrinsic motivation: achievement (recognition, work itself, responsibility, advancement) and extrinsic motivation (interpersonal relations, company policy/administration, supervision, salary, working conditions), both intrinsic and extrinsic that affect performance. If the teacher feels these two aspects are fulfilled. Then the teacher will perform optimally.

Leadership effectiveness and teacher performance

The results of the study prove that leadership effectiveness has a significant positive effect on performance. The more effective the leadership of vocational school principals, the better the teacher performance. The result supports numerous previous studies, for instance, Madanchian et al. (2017); Danisman et al. (2015), which mentioned that leadership effectiveness is the key to successful organizational performance. Other studies showed that employee performance is associated with the effectiveness of leadership (Chen & Silverthorne, 2005; Lekka & Healey, 2012; Zeb et al., 2018. Effective leadership of school principals has the characteristics of increasing teacher knowledge. The teacher is always updated with his knowledge so that it always grows and develops, adjusting to the development of student characteristics and environmental demands, including advances in technology and knowledge. In addition, the principal plays a role in maintaining teacher enthusiasm. Finally, the principal is able to move the teacher to perform optimally. If these dimensions are met, then the teacher's performance will be maximal.

Leadership effectiveness, work motivation and teacher performance

The results of the study prove work motivation as partial mediating in the relationship between leadership effectiveness and teacher performance. The results of this study support the research of Lourmpas and Dakopoulou (2014), which remarked leaders in educational institutions, especially principals, influence the majority of teachers, especially in teacher research performance. National policy can help the development of innovative activities by supporting leaders and equipping them with the necessary knowledge about how to exploit motivation for the best results in the school community Indeed, Mihrez and Thoyib (2014), proves that leadership behaviour has a positive and significant influence on intrinsic motivation, extrinsic motivation, and employee performance. Similarly, Schwarz et al. (2016), Work motivation mediates the effect of Servant Leadership on employee performance. The results are consistent with theoretical predictions that altruistic behaviour displayed by Servant Leadership raises a higher level of altruistic behaviour that characterizes public service motivation, which in turn increases employee performance. Thus, it can be concluded that effective headmaster's leadership influences teacher performance through work motivation. The variables of work motivation and leadership effectiveness of school principals are both crucial variables and should be considered to improve teacher performance.

Conclusion

This present paper was designed to examine the impact of leadership effectiveness and teacher performance as well as understand the role of work motivation. The most prominent finding to emerge from this study is that leadership effectiveness is categorized as high. The more effective the leadership of vocational school principals, the better the teacher's performance. The work motivation of vocational school teachers is categorized high. Vocational teachers feel satisfied with their intrinsic and extrinsic needs. Vocational school teacher performance is categorized as high. Teachers are considered principals to have good professional, personal, social, and pedagogical competencies. The findings of this study showed that effective leadership positively influence both work motivation and teacher performance. Indeed, work motivation can explain the relationship between effective leadership and teacher performance. Work motivation in this study acts as a partial mediating relationship between leadership effectiveness and teacher performance.

Managerial Implications

Based on the findings and discussion above it is recommended to school principals, city/regency/provincial head offices and ministries related to the vocational education of the Republic of Indonesia to pay attention and improve leadership effectiveness and work motivation of teachers so that teacher performance will improve for the better and eventually will increase student learning achievement.

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