

The Contributions of Leadership, Supervision, and Working Motivation to Indonesian Elementary School Teachers' Performance and Policy Recommendations

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Abstract

The purpose of this current study was to examine the contributions of leadership functions, supervision, and working motivation on teachers' performance at public elementary school in one of the sub-districts in Jambi Province, Sumatra, Indonesia. Data were collected through a questionnaire from 122 teachers. The data were analyzed by using the descriptive analysis and regression analysis techniques, assisted by the statistical application of the SPSS release 16.0. The findings of this study indicated that the leadership function included very high category with a mean value of 3.2657, supervision with a mean of 3.2608, motivation with a mean value of 3.3465, and teachers' performance with the mean value of 3.4447. The findings of the simple regression analysis with a single-step method (entered) also indicated that the contribution of leadership function to teachers' performance with a value of R Square was 47.6%, the contribution of supervision to teachers' performance with a value of R Square was 45.3%, and the contribution of work motivation to teachers' performance with a value of R Square was 69.3%. Furthermore, the findings of multiple regression analysis showed that the contribution of leadership function, supervision, and working motivation altogether to teachers' performance with the value of R Square was 74.3%. This study provided information for policy makers, school leaders, researchers, and teacher educators to understand how the contributions of leadership functions, supervision, and working motivation affect teachers' performance.

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Introduction

How can educational leaders increase teachers' performance and student learning, and how can they foster equity in educational outcomes in the era of globalization? Leadership is one of the most observed but least understood concepts. Much recognition has been given to leaders but very little to leadership (Burns, 1978; Northouse, 2009). Starratt (1993) declared that leadership was essential for modern democratic institutions and societies because "without a broad base of people who think for themselves, engage in public debate about policies, and exercise responsibilities for quality of the life around them, institutions and societies by themselves open to demagoguery and totalitarian rule" (p.14). Leadership means to influence and guide in a direction, course, action, or opinion. Leadership is the key force behind successful organizations (Bennis & Nanus, 1985; Northouse, 2009).

The important contribution of leadership in education is confirmed by Leithwood, Day, Sammons, Harris, and Hopkins (2006) who say that there is unquestionable research evidence that leadership is second only to classroom teaching in its influence on pupil learning. Highly effective school leaders are considered "the key to initiating, implementing, and sustaining school success" (Tucker & Coddling, 2002, p. 253) and "imperative to high student achievement" (Anthes, 2005, p. 1). Consequently, school leaders are expected to promote and develop the school vision, empowering stakeholders to build and maintain the conditions necessary for the success of all students through empowering teachers. As Brooks (2006) says, "Teaching is hectic" (p. 18) but "Teaching is great. It is very rewarding at times..." (p. 19). The quality of teaching is the heart of effective schooling. The role of the teacher as a leader in the classroom is very important (Sammons, Hillman, & Mortimore, 1995). What a teacher does in the classroom through his or her micro behaviors will influence and determine the quality of students in terms of student achievement.

In Indonesia, the changes of educational policies and regulations were followed by the emergence of the Law No.20/2003 on the National System of Education and the Law No. 14 /2005 on Teachers and Lecturers. Based on the Law No. 14/2005, teachers under the supervision of school leaders are required to be professional educators with the primary responsibility of educating, teaching, guiding, directing, training, assessing, and evaluating the students. These kinds of

responsibilities should be guided and supervised by effective school leaders in order to achieve high student achievement. As Sergiovanni (1991) says, "We need leaders who understand how children and adults learn and keep on learning, and who understand how to build communities of learners" (p. 1). These kinds of leaders are needed to motivate and encourage teachers to keep working on helping students develop and reach their high achievement in learning. Jones, Jenkin and Lord (2006) argued that teachers who had low performers could have a negative impact on the reputation of public schools, students' performance, other teachers' performance, and supporting staffs' performance as well as leadership and school management.

In the present study, through the informal and initial observations and interviews, some school leaders or principals of the sub-district public elementary schools in the research sites reported several phenomena related to teachers' performance, including (1) many teachers tended to be reluctant to become classroom teachers for higher grades, which demonstrated the low ability of the teachers, (2) teachers did not really implement the instruction given by their lesson plans, while making lesson plans is one of the main duties of the teacher before implementing the learning. In fact, the teacher creates lesson plans only when they will be examined or they copy from other teachers without understanding the contents of those lesson plans. (3) The process of learning in elementary schools tended to be monotonous. (4) Teachers left the classroom when learning was taking place, indicating the low motivation of teachers in performing their duties, and (5) teachers often came late to school. However, Although these kinds of the phenomena might happen in a big country such as Indonesia, teachers' performance still remains a highly unexplored area of research. This current study intended to find out the contributions of the contributions of leadership functions, supervision, and working motivation to teachers' performance at public elementary schools in one of the sub-districts in Jambi Province, Sumatra, Indonesia. Repetitive, recommend deleting the above or below.

Purpose, Research Question, and Hypotheses

The purpose of this current study was to examine the contributions of the contributions of leadership functions, supervision, and working motivation on

teachers' performance at public elementary schools in one of the sub-districts in Jambi Province, Sumatra, Indonesia. One general research question guided this study: How do elementary principals' leadership functions, supervision, and working motivation contribute to teachers' performance at public elementary schools in one of the sub-districts in Jambi Province, Sumatra, Indonesia?

Additionally, this study tested the following null hypotheses to address the research question:

1. Ha1: Leadership functions do contribute to teachers' performance at public elementary schools in the study area.
2. Ha2: Supervision does contribute to teachers' performance at public elementary schools in the study area.
3. Ha3: Working motivation does contribute to teachers' performance at public elementary schools in the study area.
4. Ha4: Elementary principals' leadership functions, supervision, and working motivation do contribute to teachers' performance at public elementary schools in the study area.

Methods

Research Sites and Participants

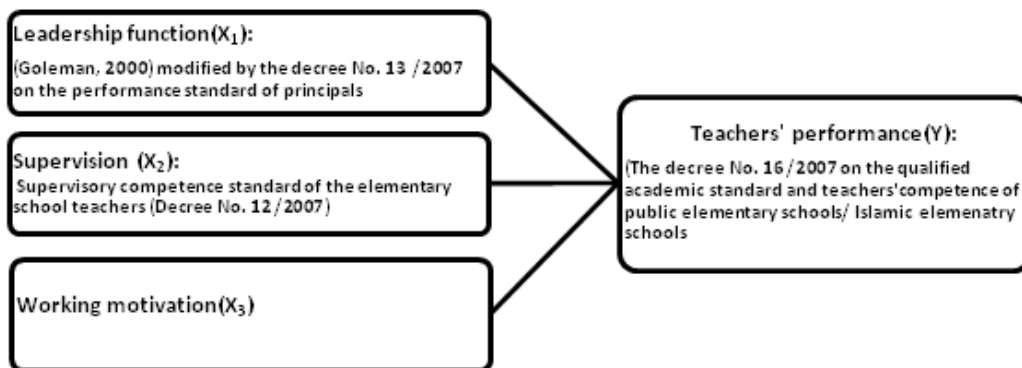
The sites for this study were at public elementary schools in one of the sub-districts in Jambi Province, Sumatra, Indonesia, located outside the city of Jambi. So, most of the schools are located in rural areas. To gain the access, researchers used a variety of networks and built up a good relationship with teachers, principals and school supervisors. The original participants of this study numbered 130 elementary teachers, all of them were government employees (civil servants). However, only 122 teachers returned the questionnaire. So, the final number of participants was 122, consisting of males (49%) and females (51%). Among the participants, 75% of them were certified and 25% of them were not certified yet. Also, 75% of the participants obtained a bachelor degree and 25% of them did not a bachelor degree.

Data Collection Methods and Data Analysis

This study used quantitative research methods with a survey design. The objective of the quantitative research with a survey design was to collect information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior of variables that were examined by asking the same question to a sample of the selected population (Creswell, 2007, 2011; Johnson & Christensen, 2008).

Data were collected through a questionnaire and analyzed by using the descriptive and regression analysis (a simple regression analysis and multiple regression analysis) with a single-step method (entered). The survey questionnaires were personally administered and the data were processed with the assistance of statistical application of the SPSS 16. The variables in this study were divided into two; (1) independent variables included leadership function (X1), supervision (X2), and working motivation (X3), and (2) dependent variable covered teachers' performance (Y). The design used in this study is shown below:

Figure 1. Framework design



A Likert scale was used for the questionnaires where the response options were from 1 to 4 (with 1 equal to never, 2 equal to Seldom, 3 equal to Often, and 4 equal to Always).

Table 1. Levels Score of Questionnaire

Questionnaire (4 Point of Likert Scale)	
1	Never
2	Seldom
3	Often
4	Always

The questionnaires consisted of 20 items for leadership function, 25 items for supervision, 20 items for working motivation, and 20 items for teacher performance. To describe the contributions of the leadership functions, supervision, motivation and teacher performance, the guidelines mean (average) was used as follow:

Table 2. Interpretation of Score Mean Value

Interval	Category/ Criteria			
	Leadership Function	Supervision	Working Motivation	Teachers' Performance
1,00 – 1,75	Very low	Very low	Very low	Very low
1,76 – 2,50	Low	Low	Low	Low
2,51 – 3,25	High	High	High	High
3,26 – 4,00	Very high	Very high	Very high	Very high

Reliability of the Questionnaire

To see the questionnaire in the current study, Cronbach α was used and the questionnaire was tested to other participants outside the real participants. Furthermore, to test the hypothesis, contribution of X1, X2, and X3 to Y, the regression analysis (simple regression analysis and multiple regression analysis) with a single-step method (entered) was used by looking at the magnitude number of R Square (Percentage of R Square). All data were processed by the assistance of statistical applications of the SPSS 16.

Results and Discussion

Preliminary Analyses

The assessment of the questionnaire reliability was done by piloting the questionnaire to 30 teachers who did not belong to the real sample of this study. The result of the assessment of the questionnaire reliability consisting of 85 items was reliable. Specifically, the reliability score of the leadership function with 20 items was 0,927, supervision with 25 items was 0,921, working motivation with 20 items was 0,895, and teacher performance with 20 items was 0,929.

The Contributions of Elementary Principals' Leadership Functions, Supervision, and Working Motivation on Teachers' Performance at Public Elementary Schools

The descriptive analysis of the findings in this study indicated that the functions of school leadership included a very high category with a mean value of 3.265, supervision with a mean value of 3.260, working motivation of teachers with a mean value of 3.346, and teachers' performance with a mean value of 3.444.

The results of the hypothesis test 1 indicated that there was a contribution of leadership function to teachers' performance. It was shown by the number of R Square or determination coefficient of the contribution which was 47.6%. Thus, it meant that the teachers' performance variable (Y) could be explained by the leadership function variable (X1) or the leadership function accounted for 47.6% of teacher's performance. Also, the result of hypothesis test 2 revealed that there was a contribution of teacher supervision to teachers' performance. It was shown by the number of R Square or determination coefficient of the contribution which was 45.3%, suggesting that teachers' performance variable (Y) could be explained by the supervision variable (X2) or supervision accounted for 45.3% of teacher's performance.

Additionally, the results of hypothesis test 3 showed that there was a contribution of working motivation to teachers' performance shown by the number of R Square or determination coefficient of the contribution which was 69.3%, suggesting that the teachers' performance variable (Y) could be explained by the working motivation variable (X3) or working motivation accounted for 69.3% of teacher's performance.

Another interesting finding was that the results of hypothesis test 4 indicated that there were contributions of leadership function, supervision, and working motivation to teachers' performance at the research sites, shown by the number of R Square determination coefficient of the contribution which was 74.3%. It suggests that the dependent variable (teachers' performance) was jointly described by the independent variables consisting of the leadership function, supervision, and working motivation. Moreover, the function of school leadership as perceived by teachers classified as a very high category with a mean value of 3.2657, suggesting that school leaders or principals had run their role and function at schools in the

research sites which is in line with what Northouse (2013, p. 7) argues that "leadership is as a process that emphasizes activities to work with followers in order to achieve a common goal". The finding was in line with what Sergiovanni (2001) believed, that one of the main duties of the leader was to create a good moral between leader and subordinate herewith believed values. The implication of these findings was that the school leaders or principals of sub-district elementary schools in the research sites should maintain their leadership roles and functions.

The results of the data analysis also indicated that the implementation of supervision activities by supervisors based on what was perceived by teachers in the research sites was a very high category with a mean value of 3.2608. It indicated that supervision activities done by supervisors to teachers in their respective schools tended to run as expected. The implication of this study was that, although schools supervisors had been rated as a good category, improvement is still needed. School supervisors need to increase their visiting frequencies both in quality and in quantity to conduct academic supervision on teachers and principals who were already certified or not certified continuously. In terms of working motivation, it was perceived by teachers in the research sites as a very high category with a mean value of 3.3465. It might imply that working motivation of teachers was full of encouragement and enthusiasm related to teaching and learning activities. With regards to teachers' performance, it was perceived by teachers themselves with a very high category with a mean value of 3.4447. It was reasonable in relation to previous independent variables of research findings such as leadership function, supervision, and teachers' motivation which tended to be in a good category.

Conclusions and Policy Recommendations

The purpose of this current study was to examine the contributions of the contributions of leadership functions, supervision, and working motivation on teachers' performance at public elementary schools in one of the sub-districts in Jambi Province, Sumatra, Indonesia. Based on The data analysis of the questionnaire from 122 participants of public elementary schools in one of the sub-districts in Jambi Province, Sumatra, Indonesia indicates that the leadership functions was in a very high category with a mean value of 3.2657, the

supervision was also a very high category with a mean value of 3.2608, the working motivation was in a very high category with a mean value of 3.3465, and the teachers' performance was the same with a mean value of 3.4447. Additionally, the leadership function contributed to teachers' performance with the number of R Square or determination coefficient of the contribution which was 47.6% while the supervisory contributed to teachers' performance with 45.3%, working motivation with 69.3%, and finally leadership function, supervision, and working motivation variables accounted for 74.3% of teacher's performance.

In general, the findings of this study shed light and understanding on the contributions of the contributions of leadership functions, supervision, and working motivation on teachers' performance at public elementary schools in the research sites. The performance of elementary school teachers in the research sites should be maintained and the leadership of principals should always be improved, as teachers' performance is dynamic. On one side, teachers' performance may be in a good category. On the other side, they may be at an unfavorable category.

However, the findings of this study should be considered in the light of several important issues that were discussed in the previous part of this study. The educational policymakers at every level should take into account the issues that cannot be covered in this study, such as many teachers tended to be reluctant to become classroom teachers for higher grades, which demonstrated the low ability of teachers. To deal with this critical issue, the educational policymakers at every level should implement what we call "reward and punishment." For example, teachers who refuse to teach higher grades should be ineligible for promotion or should be suspended from involvement in any professional development activities.

To address the issue of "fake lesson plans", the educational policymakers at every level should find out the central cause of this problem by conducting regular supervision of the teachers. Another important issue is that teachers frequently leave the classroom when learning is taking place, indicating low motivation of teachers in performing their duties. The educational policymakers should deal with this issue through making strict supervisions and inspections of those kinds of teachers. Additionally, educational policymakers should provide a variety of activities that could encourage teachers to perform their duties properly in order to improve their performance.

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