

Principal Leadership and Achievement Motivation on Teacher Performance

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ABSTRACT

This research investigates the influence of principal leadership and achievement motivation on teacher performance. Quantitative methods are used to survey 57 high school teachers in Bandung. Sampling was carried out purposively among teachers willing to participate in the research. Data were collected and analyzed using PLS structural equation modeling (SEM). Research findings show a significant influence of principal leadership and achievement motivation on teacher performance. The research results highlight the importance of effective principal leadership and strong teacher achievement motivation in improving the performance of high school teachers in Bandung. The implication of this research is the need to pay attention to these factors to improve the quality of education in high school. Future research could involve additional variables for a more comprehensive understanding.

INTRODUCTION

Educational organizations need to take new, innovative steps to create functional, quality education that meets customer expectations. (Pambudi & Harjanto, 2020) This includes choosing effective teaching methods, making efficient financing arrangements, utilizing the latest teaching technology, developing high-quality teaching materials, and creating and offering quality graduates. (Núñez-Canal, de Obesso & Pérez-Rivero, 2022; Daumiller et al., 2021; Selvaraj et al., 2021)

Special attention is needed to manage the system at the Senior High School level. High school is a transition stage for students toward adulthood and prepares them for college. Therefore, it is essential for the West Java Provincial government, which has declared a minimum high school education for its citizens, to pay serious attention to the high school level.

As a follow-up to this plan, each region competes to improve education services, including increasing the number of high school schools. In the Greater Bandung area, efforts continue to be made to build new schools, especially at the high school level. This condition aims to meet the increasing educational needs in the area.

The government and related parties in Bandung are committed to increasing the development of educational infrastructure. They realize the importance of equitable and quality education access for the area's people. Concrete steps have been taken, such as establishing new schools, expanding existing educational facilities, and increasing the availability of resources to support the learning process.

Developing a relevant and adaptive curriculum is also a main concern. The high school curriculum is updated regularly to reflect developments in science and the needs of the world of work. High-quality teaching materials are carefully prepared and adapted to the latest developments in various fields of study.

The use of technology in learning is also a focus in improving high school education. Utilizing the latest technological tools can increase the effectiveness of the learning process and facilitate access to a broader range of learning resources. (Sanusi, Oyelere & Omidiora, 2022) In this way, high school students will have a more interactive learning experience and better understand the subject matter.

Overall, efforts to improve the quality of high school education in Greater Bandung are essential in preparing a young generation who are qualified and ready to face future challenges. By building new schools, developing relevant curricula, using sophisticated technology, and increasing access to education, it is hoped that high school students can have a solid foundation to continue their studies in higher education and contribute to the development of society and the country.

However, it is acknowledged that the performance of high school teachers still needs to be improved in some cases. One factor that influences teacher performance is the ineffective leadership of the school principal. Apart from that, teachers' achievement motivation is also an essential factor in their

performance. Low motivation can hinder teacher enthusiasm and dedication to providing quality teaching. (Slemp, Field & Cho, 2020; Thommen, Sieber, Grob & Praetorius, 2021; Sidharta, 2023) Therefore, it is important to encourage teachers' achievement motivation by recognizing and appreciating their achievements, providing professional development opportunities, and creating a work environment that promotes collaboration, innovation, and growth.

By considering this research's findings, the problem formulation is how principal leadership and achievement motivation influence teacher performance.

THEORETICAL REVIEW

Qualified and dedicated teachers have a significant impact on student learning and development. (Jayawardena, van Kraayenoord & Carroll, 2020) The professional teacher's role is also vital in achieving quality high school education. As educators, high school teachers have a responsibility to provide quality instruction, inspire students, and help them reach their full potential. Professional teachers act as learning facilitators, developing effective teaching methods and ensuring a conducive learning environment. (Vidergor, 2023)

An effective school principal must provide clear direction, empower and support teachers, and create a collaborative and inspiring work environment. (Bragg, Walsh & Heyeres, 2021; Joo, 2020; Dutta & Sahney, 2022) A good school principal can also identify teachers' needs and challenges and provide the necessary support and professional development.

To improve the performance of high school teachers, efforts must be made to improve school principals' leadership and teacher achievement motivation. The government, schools, and related parties must work together to provide leadership training and education to school principals. Additionally, continuous professional development programs can be provided to teachers to enhance their skills and knowledge of the latest teaching methods. (Huang, Zhang & Huang, 2020)

Creating a positive work culture and climate in schools is essential, where teachers feel supported and valued and have space to innovate. (Díez, Villa, López & Iraurgi, 2020) Teachers who achieve achievements or contribute significantly can receive appropriate rewards and incentives. In this way, teachers will feel motivated to continue to improve their performance and provide the best teaching to students.

The role of professional teachers is vital in achieving quality high school education. However, challenges such as ineffective principal leadership and low teacher achievement motivation must be addressed. By providing strong leadership support and encouraging teacher achievement motivation, high school teacher performance can be improved, positively impacting student education and development.

Relevant previous research studies can help us better understand the relationship between principal leadership, achievement motivation, and teacher performance. Saleem et al.'s research (2020) shows that the principal's leadership style strongly influences teacher performance. This result shows that

the principal's effective leadership can positively influence teacher performance. Other research, such as that conducted by Abu Nasra & Arar (2020) and Yalçinkaya et al. (2021), also shows a positive relationship between principal leadership and teacher performance. These findings underline the critical role of school principals in creating a work environment that supports and motivates teachers to achieve good performance.

In addition, research that identifies achievement motivation as an essential factor in improving teacher quality, as mentioned by Anderman (2020) and Díez, Villa, López & Iraurgi (2020), confirms that achievement motivation is an aspect that needs to be considered in improving teacher performance. Research by Talebizadeh, Hosseingholizadeh, and Bellibaş (2021) also shows that principal leadership influences teacher performance, trust, and knowledge sharing. This result shows that the principal's leadership can create an environment that facilitates collaboration and knowledge exchange between teachers, improving their performance.

METHODOLOGY

This research is about the influence of principal leadership and achievement motivation on the performance of high school teachers in Bandung. The author carried out a quantitative approach using a structured survey instrument. This survey can be completed by high school teachers in Bandung with a rating scale or questions that produce data in the form of numbers with a total of 57 teachers as respondents. The collected data can then be analyzed statistically to test the relationship between the variables studied using the PLS structural equation modeling (SEM) analysis technique.

The research variable consists of three variables: principal leadership, a school principal who must carry out his role as a leader by carrying out his functions as Managerial, Entrepreneurial Development, and Supervision of Teachers and Education Personnel.

Achievement motivation is a process that explains the intensity of direction and persistence of efforts to achieve a goal or refers to an individual's drive or desire to achieve high results to achieve the desired goal or achievement. It involves personal interest and satisfaction in performing a task or achieving a challenging target and provides a satisfying sense of accomplishment.

Achievement motivation also involves the need to gain recognition and appreciation for the achievements or successes that have been achieved. Get recognition for work achievements, satisfactory achievements, and challenging targets.

Teacher performance is the result of work achieved in quality and quantity by a teacher in carrying out his duties according to his responsibilities.

This research uses a Likert scale to measure principal leadership achievement, motivation, and teacher performance with 28 statement items. Next, the author will recapitulate the research instruments and conduct validity, reliability, and data testing. Referring to the criteria, the AVE value >

0.5 CA value and CR value > 0.7 are said to be valid and reliable. (Hair, Hollingsworth, Randolph & Chong, 2017)

RESULTS

The author summarized the respondents, who consisted of 57 teachers from three public high schools in Bandung. There were more women than men, with a percentage of 64.91. The majority of respondents were between 31 and 40 years old, with a percentage of 61.40, and the least was between 51 and 60 years old, with a percentage of 3.50. The results of validity and reliability testing are presented in Table 1.

Table 1 Validity and Reliability Test

Item	Principal Leaderships	Achievement Motivation	Teacher Performance	AVE	Cronbach Alpha	Composite Reliability
PL1	0,603			0,545	0,915	0,859
PL2	0,694					
PL3	0,643					
PL4	0,849					
PL5	0,850					
PL6	0,671					
PL7	0,759					
PL8	0,747					
PL9	0,670					
PL1 0	0,831			0,552	0,799	0,929
PL1 1	0,755					
AM 1		0,803				
AM 2		0,843				
AM 3		0,741				
AM 4		0,662		0,536	0,919	0,932
AM 5		0,647				
TP1			0,760			
TP2			0,573			
TP3			0,611			
TP4			0,586			
TP5			0,784			
TP6			0,828			
TP7			0,832			
TP8			0,728			
TP9			0,793			

TP1 0			0,804			
TP1 1			0,630			
TP1 2			0,780			

The results of testing the validity and reliability of the variables principal leadership, achievement motivation, and teacher performance were proven to be valid and reliable, with outer loading values greater than 0.5 and CA and CR values greater than 0.7.

Table 2 Path Value and Hypotheses Testing

Path	Beta	ST. Dev	P Value	Note
Principal Leaderships -> Teacher Performance	0,741	0,082	0,000	Significant
Achievement Motivation - > Teacher Performance	0,202	0,097	0,039	Significant
Teacher Performance R Value	0,756	0,048	0,000	Significant

In this research, as seen in Table 2, principal leadership significantly influences teacher performance (Beta=0.741, p value=0.000). Likewise, achievement motivation also significantly influences teacher performance (Beta=0.202, p value=0.039). The two factors, principal leadership, and achievement motivation, significantly

influence teacher performance (Beta=0.756, p value=0.000). These findings indicate that principal leadership and teacher achievement motivation are essential in improving teacher performance. The influence of research variables is depicted in Figure 1.

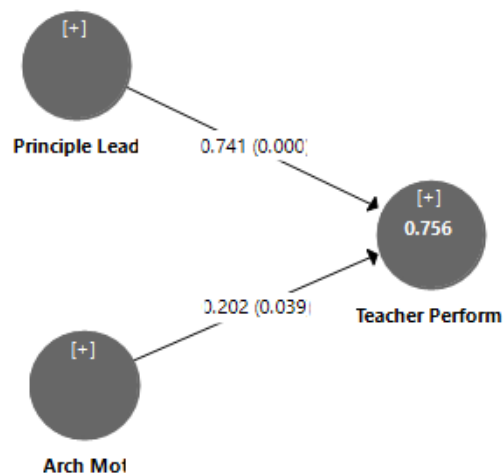


Figure 1 Result of Path Value

DISCUSSION

The research results reveal the significant influence of principal leadership on high school teacher performance. Leithwood, Harris, and Hopkins (2020) found that effective principal leadership positively correlates with teacher performance. This research emphasizes the importance of school principals in providing clear direction, support, coaching, and professional development to their teachers. The role of the school principal is vital in influencing teacher performance through carrying out their duties and responsibilities as a school leader.

As a leader, the principal must carry out his functions effectively. A critical aspect of principal leadership is managerial ability. School principals must have good management skills in managing resources, managing time, and planning activities to create a conducive environment for teachers to carry out their duties. With effective leadership, high school teachers in Bandung can work more organized and efficiently, which ultimately contributes to improving their performance.

Apart from that, school principals also have a role in developing entrepreneurship in schools. By encouraging innovation and creativity, school principals can create a culture that supports the development of entrepreneurial skills for teachers. This situation will encourage teachers to develop innovative learning methods and create a stimulating student environment. With the support of effective school principals in developing entrepreneurship, the performance of high school teachers in Bandung can increase significantly.

Supervision carried out by the school principal also plays a vital role in improving teacher performance. Through a good supervision process, school principals can provide feedback, guidance, and support to teachers to improve the quality of their teaching. With effective supervision, teachers can identify their strengths and weaknesses in teaching and make necessary improvements.

Supervision that focuses on teacher professional development will positively impact the performance of high school teachers in Bandung.

The research results show that achievement motivation significantly influences the performance of high school teachers. Research by Tang, Wong, Li, and Cheng (2020) found that intrinsic motivation, namely motivation that comes from within the individual, has a positive correlation with teacher performance. Teachers with high intrinsic motivation tend to be more dedicated and innovative and strive to improve student learning.

Psychological and motivational factors are essential in influencing teacher performance in this context. One indicator of the influence of achievement motivation on teacher performance is a sense of interest and personal satisfaction in carrying out tasks or achieving challenging targets. Teachers who feel interested and satisfied with their work tend to be highly motivated to face challenging tasks. Teachers who feel personal satisfaction in achieving challenging targets will also be more motivated to achieve good results in their work. A satisfying sense of achievement is also an indicator of the influence of achievement motivation on teacher performance. When a teacher successfully achieves challenging targets or exceeds expectations, it provides a satisfying sense of accomplishment. This sense of accomplishment encourages teachers to continuously improve the quality of their teaching and make positive contributions to the school environment.

This research also shows a significant influence of principal leadership and achievement motivation on teacher performance. The research results are from Hallinger and Heck (2021), who found that effective principal leadership and teacher achievement motivation are interconnected and positively impact teacher performance. This research highlights the importance of collaboration between principals and teachers in creating an environment that motivates and supports teacher professional growth. Dutta and Sahney (2022) and Wirawan, Tamar, and Bellani (2019) show the positive influence of principal leadership and achievement motivation on teacher performance.

The influential leadership role of the principal and strong encouragement from teachers contribute to improving their performance. With an effective principal leading the school and encouraging teachers, the performance of high school teachers in Bandung can be improved. Good principal leadership creates a conducive environment for teachers, while achievement motivation encourages them to give their best in their tasks. The combination of principal leadership and achievement motivation is essential in improving the performance of high school teachers in Bandung.

CONCLUSIONS AND RECOMMENDATIONS

Principal leadership plays a vital role in improving the performance of high school teachers in Bandung through managerial functions, entrepreneurial development, and good supervision. Effective school principals can manage resources, plan activities, and create a conducive learning environment. School principals' entrepreneurial development encourages innovation and creativity in learning methods. Adequate supervision helps teachers identify strengths

and weaknesses and improve the quality of teaching. Overall, the role of school principals who are influential in principal leadership contributes to improving teacher performance to achieve better results.

Achievement motivation plays a significant role in the performance of high school teachers in Bandung. Teachers who feel interested and satisfied with challenging assignments and targets are highly motivated. Satisfactory achievements also motivate teachers to improve the quality of teaching. Creating a motivating and challenging environment is essential for school principals and related parties in Bandung. The school principal's support in building achievement motivation can improve teacher performance. With solid achievement motivation, high school teachers in Bandung can achieve better results.

The effective leadership of school principals and teacher achievement motivation play a crucial role in improving their performance. The combination of principal leadership and achievement motivation is essential for high school teachers in Bandung. This research needs to improve its subjective survey approach and limited generalization to high school teachers in Bandung. It is recommended that the research be completed using a qualitative approach involving various schools and regions and objective measurement methods such as classroom observations. Additional variables such as administrative support and intrinsic motivation may also be included.

FURTHER STUDY

Expand the research to include various schools and regions beyond Bandung to increase the generalizability of the findings. This can provide a more comprehensive understanding of how principal leadership and achievement motivation impact teacher performance in diverse contexts.

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