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RELATIONSHIP BETWEEN PRINCIPAL'S LEADERSHIP, SCHOOL ORGANIZATIONAL CLIMATE, AND TEACHERS' JOB PERFORMANCE

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Abstract

This study aimed to examine the relationship between principal's leadership, school organizational climate, and teachers' job performance. The population comprised 164 teachers at State Senior High Schools in Merauke regency. In order to have representative samples, the researcher used the table of Krecjie. Based on the table of Krecjie, if the population is approximately 160-170, then the sample size could be approximately 113-118. For this research, the sample was 118 state senior high schools' teachers or 71.95 % of the population. Questionnaires were the main tool of the research to collect data. The data were given quantitative treatment. In order that data were analyzed well, the researcher using the help of Statistical Package for Social Sciences (SPSS) version 16 for Windows. Based on the data analyses, the research revealed that: (a) there was a significant relationship between principal's leadership and teachers' job performance at state senior high schools in Merauke regency, Papua; and (b) there was a significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke regency, Papua.

Keywords: principal's leadership, school organizational climate, teachers' job performance, state senior high schools, Merauke regency

Introduction

Teachers' job performance is a very crucial one in students' progress and development. The progress of a student is directly linked with the successful teaching learning process in the classroom. Teachers' job performance "relates to what teachers do in the classroom and how that affects student learning" (Gaynor, 1998, p. 46). As the leader of a class, what teachers perform in the classroom can greatly affect the whole process of students' learning and, in turn, affect the quality of graduates (Werang, et al., 2014). Teachers play a pivotal role in ensuring achievement in school (Selamat, et al., 2013). Much of researchers found that high-quality teachers raise student performance—indeed, it appears that the most important thing a school can do is to provide its students with good teachers (Goldhaber, 2012). A good teacher is characterized by the following qualities:

- a) Committed to the work: focuses on educational needs of the students; work with passion; keep to hold the university's values; enthusiastic about work and about teaching.
- b) Encourages and appreciates diversity: does not stereotype or speak negatively of others; nurtures and encourages diversity; seeks and encourages understanding of, and respect for, people of diverse background.
- c) Interacts and communicates respect: communicates effectively with others; encourages input from others, listening deeply and giving credit for their contributions; acts with integrity; provides a model of high ethical standards; shows a caring attitude.
- d) Motivates students and co-workers: encourages students to achieve their goals; provides constructive feedback; monitors progress of students and foster their success.
- e) Brings a wide range of skills and talents to teaching: teaching is clearly presented and stimulates high-order thinking skills; presents difficult concepts comprehensibly; brings appropriate evidence to the critique; teaches memorably.
- f) Demonstrates leadership in teaching: contributes to course design and structure; contributes to publications on education; evidence of self-development in an educational context; demonstrates creativity in teaching strategies; and committed to professional development in education.
- g) Encourages an open and trusting learning environment: creates a climate of trust; encourages students to learn from mistakes; helps students redefine failure as a learning experience; encourages student questions and engagement in the learning process; encourages student growth with appropriate behavior-based feedback.
- h) Fosters critical thinking: teaches students how to think, not what to think; encourages students to organize, analyze and evaluate; explores with probing questions; discusses ideas in an organized way; helps students to focus on key issues; and trains students in strategic thinking.
- i) Encourages creative work: motivates students to create new ideas; fosters innovation and new approaches.
- j) Emphasizes teamwork: build links at national and international levels in education; encourages students to work in teams; encourages collaborative learning.

- k) Seeks continually to improve teaching skills: seeks to learn and incorporate new skills, and information teaching; seeks feedback and criticism; keeps up to date in specialty.
- l) Provides positive feedback: listens to students and discovers their educational needs; values students, never belittles; provides constructive feedback; helps and supports people to grow; and teaches students how to monitor their own progress [as cited in Azer, 2005].

Above all, good teachers know that by listening to and working with colleagues, parents, other professionals and community members that they can inspire students and improve their learning. A good teacher always loves his/her students and therefore can afford to wait for them to learn.

As an interpreter, the college teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be good mediator, he has to understand a great deal about the way in which the people at various age and stages of development perceive the world around them. As a guide, he has to teach the student 'how to learn' rather than stuff his mind with factual information (Riley, 1994, as cited in Raza, 2010, p. 11).

The maximum contribution of teachers will be seen clearly in students' learning outcomes. In order that teachers are able to contribute maximally for students success, it is necessarily that all of the facilities needed are adequate provided. Keeping on the view of the role of teachers, the researcher has tried to make a study of the prevalent conditions in which the teachers performing their duties. First of all is that principal's leadership. The central issue in contemporary leadership is participation in the process of making decision. A principal who is secure in his or her leadership skills will be confident when distributing responsibility. In his study of organizational behavior, Owens (2004) stressed that healthy organization should empower people at all levels of the organization; this empowerment might foster leadership and motivation. There must be follow-through; however, so that teachers know the importance of the leadership duties they have been given (Littleford, 2007, p. 40).

Effective educational leader is not merely set direction for those involve in the teaching learning process, but also influences the development of human resources in his or her school. Simple action by the principal such as smiling and asking about family matters could make a teacher feel encouragement and a deeper connection the school community as a whole (Littleford, 2007. p. 23). Baldoni (2005) said:

Leadership involves people, and people have a multiplicity of needs, physical, emotional, and spiritual. A compassionate leader understands the complexity of the human psyche as well as the forces acting upon us from work, family, and community" (p. 33).

Effective principals have a strong vision and expectation to the future of school, teachers and students. Quoted Carlthorn (2000) and Hellriegel, et al. (2004), Mwangi (2013) said,

It is argued that effective leadership has a positive influence on the performance of organisation. Ultimately, it is the performance of many individuals that culminates in the performance of organisation, or in the achievement of organisational goals. Effective leadership is instrumental in ensuring organisational performance (p. 23).

Effective principals are never satisfied with the past achievements. Professional principal, on the contrary, will always see to the future, to a 'place' where school, teachers and their students being carried. Professional principal will always accompany and supervise teachers' and students' performance at school, provide a positive and constructive feedback for improving teaching learning process, encourage a more effective and creative usage of learning times and facilities (Scheeren & Bosker, 1997). Working hard and modeling enthusiasm for school growth has been shown to inspire others to do the same. By modeling desired disposition and actions, leaders enhance others' belief about their own capacities and their enthusiasm for change (Beck, 2004 as cited in Littleford, 2007, p. 23).

A second prevalent condition is school organizational climate. School organizational climate attempts to identify the environment that affects the behavior of the employees. It deals with the way employees make sense out of their environment (Reichers & Schneider, 1990). Since the teaching learning condition in a school seem to be a function of the atmosphere of the school, thus school organizational climate viewed as a set of unique characteristic of a school.

Some scholars like Hoy and Miskel (2001) assert that each school has its own unique climate. In one school, the head teacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear well organised, seem competent and exhibit confidence in whatever they do. In yet another school, there may be tension as the head teacher loses control (Clifton, 1999, as cited in Adejumobi and Ojikutu, 2013).

Hoy, et al. (1991) pointed out two dimensions of interpersonal interactions which are closely related to organizational climate. Firstly, principal's leadership behavior. Principal's leadership behavior comprised the following dimensions: (a) aloofness: refers to principals' behavior that characterized by a formal and impersonal relationship. He is at a distance and he operates on norms, rules and regulations. He is rigid and officious; (b) production emphasis: refers to principals' behaviour that characterized by a close supervision that uses directions and stereotyped communication channels; (c) thrust: refers to principals' behaviour that characterised by an evident effort to move the organisation forward. It is close supervision coupled with the principal's personal involvement and a conscious motivation of his teachers; and (d) consideration: refers to principals' behavior that characterized by a human relationship with his teachers.

Secondly, teachers' behavior. Teachers' behavior comprised the following dimensions: (a) disengagement: refers to teachers' tendency to be non-chalant and merely routinised in task oriented situation; (b) hindrance: refers to teachers' feelings that the principal bothers them with routine duties and other commitments that do not relate to the actual job of teaching and which

they consider as unnecessarily encroaching on their time; (c) esprit: refers to morale felt as a result of social-needs satisfaction while teachers' still enjoy a sense of task accomplishment; and (d) intimacy: refers to teachers' enjoyment of friendly social relations with other teachers. It is a social need satisfaction as distinct from task accomplishment [Adejumobi and Ojikutu, 2013; Selamat, et al., 2013].

School organizational climate is well known to be a factor that affected teachers' job performance. Babu (2013), in his study, said:

High performance organizations tend to make optimal use of every one's capabilities. Thus, organizational climate definitely affects the teachers' performance in school. It will affect their motivation and dedication in work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education.

Similarly, Selamat, et al. (2013) stated: "In terms of the relationship between organizational climate and teachers' job performance, the findings revealed that there was a significant relationship between organizational climate and teachers' job performance" (p. 80).

Method

The research aimed to describe the relationship between principal leadership, school organizational climate, and teacher's job performance at state senior high schools in Merauke regency, Papua, Indonesia. The research was conducted using survey method as it sought to establish relationships among various variables of the research. The researchers used survey method due to the following advantages: (a) high representativeness; (b) low cost; (c) convenient data gathering; (d) good statistical significance; (e) little or no observer subjectivity; and (f) precise result [Sincero, <https://explorable.com/advantages-and-disadvantages-of-surveys> as cited in Werang, 2014].

Null hypothesis that were examined in this research as follow: (a) there was no significant relationship between principal leadership and teachers' job performance at state senior high schools in Merauke regency; and (b) there was no significant relationship between school organizational climate and teachers' job performance. These hypotheses were tested using the confidence of 0.05.

The population of the research consisted 168 state senior high schools' teachers in Merauke regency, Papua. In order to have a representative sample, the researcher used the table of Krecjie. Based on the table of Krecjie, if the population is approximately 160-170, then the sample size could be approximately 113-118. For this research, the sample was 118 state senior high schools' teachers. Questionnaires were the main tool of the research to collect data. The data were given quantitative treatment using path analyses technique. In order that data were analyzed well, the researcher using the help of Statistical Package for Social Sciences (SPSS) version 16 for Windows.

Results and Discussion

Results

The researcher conducted data analysis using the help of Statistical Package for Social Science (SPSS Release 16), a quantitative research design to describe the relationship between principal leadership, school organizational climate, and teachers' job performance. The results of the data analysis were as reflected in the following figure.

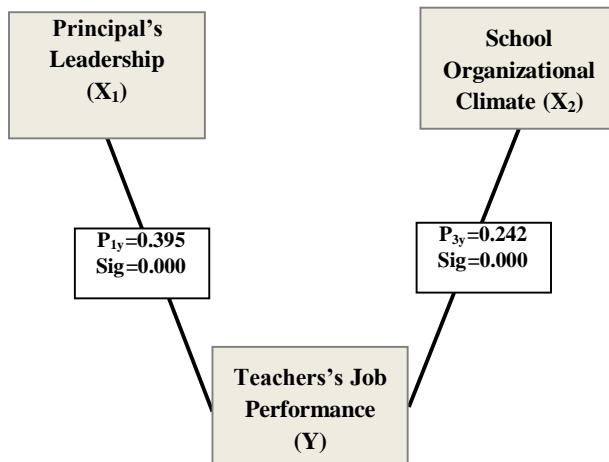


Diagram 1: Empiric Model of Relationship Among Research Variables

Result of data analysis as shown on the above model revealed that:

- There was a significant relationship between principal leadership (X1) and teachers' job performance (Y). It's indicated by beta coefficient (β) of 0.395 with the significance level of 0.000. It means that at the level of alpha (α) = 0.05, the null hypothesis that there was no significant relationship between principal leadership and teachers' job performance at state senior high schools in Merauke regency is rejected.
- There was a significant relationship between school organizational climate and teachers' job performance. It's indicated by beta coefficient (β) of 0.242 with the significance level of 0.000. It means that at the level of alpha (α) = 0.05, the null hypothesis that there was no significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke regency is rejected.

Discussion

The results of this present research indicate that:

- There was a significant relationship between principal leadership and teachers' job performance. This result confirmed Mwangi (2013) findings that "effective leadership has a positive influence on the performance of organisation. Ultimately, it is the performance of many individuals that culminates in the performance of organisation, or in the achievement of organisational goals. Effective leadership is instrumental in

ensuring organisational performance”. This result also confirmed Scheeren & Bosker (1997) findings that professional principal will always accompany and supervise teachers’ and students’ performance at school, provide a positive and constructive feedback for improving teaching learning process, encourage a more effective and creative usage of learning times and facilities. This inferred that effective principal could enhance teachers’ job performance.

- b) There was a significant relationship between school organizational climate and teachers’ job performance. This result confirmed Babu (2013) finding that “performance organizations tend to make optimal use of every one’s capabilities. Thus, organizational climate definitely affects the teachers’ performance in school. It will affect their motivation and dedication in work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education”. This result also confirmed Selamat, et al. (2013) findings that there was a significant relationship between organizational climate and teachers’ job performance”. It inferred that healthy organizational climate could enhance teachers’ job performance.

Conclusion

The objective of this empirical research was to describe the relationship between principal’ leadership, teachers work morale, and teachers’ job performance at state senior high schools in Merauke regency, Papua, Indonesia. The following are the conclusions drawn from the result of the research:

- a) There was a significant relationship between principal’s leadership and teachers’ job performance at state senior high schools in Merauke regency, Papua.
- b) There was a significant relationship between school organizational climate and teachers’ job performance at state senior high schools in Merauke regency, Papua.

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