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THE IMPACT OF MOTIVATION, COMPETENCY AND LEADERSHIP STYLE TOWARDS TEACHERS’ SATISFACTION AND PERFORMANCE OF VOCATIONAL SENIOR SCHOOLS IN SOUTH SULAWESI PROVINCE

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Abstract

This research aims at describing and explaining the effects of motivation, competency, and leadership style towards teachers’ satisfaction of the Vocational Senior Schools in South Sulawesi Province. It also focuses the discussing on the direct and indirect motivation, competency, and leadership style towards performances via teachers’ working satisfaction for portraying the satisfactory impact towards teachers’ performances. The type of research applied was a qualitative research. Its main feature was that the data were gathered in the site naturally. In other words, this study was a naturally qualitative research, attempting to describe and explain data in the form of words. The findings indicate that the motivation affects negatively and insignificantly towards work satisfaction. This means that the motivation implemented during this time has not encouraged, inspired, and opposed teachers to work well in the teaching-learning processes for fulfilling their satisfaction. In contrast, the competency influences positively and significantly the work satisfaction and performance. This means that the competency implementation has been done for expanding teachers’ performance that has given the satisfaction to the teachers in conduction their profession. Based on the above findings, a conclusion could be drawn that competency influences positively and significantly the work satisfaction and performance.

Keywords: Motivation, Competency, Leadership Style, Satisfaction, Performance.

INTRODUCTION

Based on the mandate of preamble to the 1945 Constitution saying: "... to involve improving the nation life..." This mandate is then presented in the preamble to the 1945 Constitution, article 31, section 1 stating that "every citizen has the right to possess the education," therefore, the nationally educational system nowadays is revealed in the laws No.: 20 in the year 2003. Nationally Educational System is a realized and planned attempt to improve the nation life. The quality of a nation is displayed from the educational quality possessed by the citizen. Education is a basic need that must be fulfilled by the State via Government to conduct the nationally educational system, included the vocational senior school as a school based on the skills and profession. It becomes a challenge for the vocational senior school endeavoring to improve human resources through the improvement of prestige motivation, competency and performance. The successfulness of managing human resource is not released from men's share such a teacher in developing motivation, competency and leadership in implementing the satisfaction and performance to obtain the organization purposes namely involving skilled and professional students. Sheldman (2008:122) states, "Human resource is a successfulness key of the organization in gaining the purpose."

To respond the importance of motivation, competency, satisfaction and human resource performance in an organization, not all organizations can conduct them, included on the research object which is done by the vocational senior school in South Sulawesi Province. The fact is discovered nowadays that some vocational senior schools in Indonesia in general and in South Sulawesi Province in particular, have not been able to improve the human resources, the educators or teachers who have been given motivation to perform, involved in various competency activities for creating reliability in working, in accordance with the school master's leadership style to guide teachers fulfilling the working satisfaction, and demanding them to improve their performances, but the teachers have not totally and successfully implemented them. The teachers' satisfaction in facing the teaching-learning processes dynamic is still low. So that, many teachers are not able to face the challenge of good teaching-learning processes in developing the teaching activities as the attempt to implement the working prestige performance according to the confession level and the teaching job itself. Because of the teachers' working satisfaction is less individually towards their performances in improving the qualities related to the amounts of study program teaching which is taught, the qualities of teaching evaluation, the use of teaching times efficiently, and the use of the teaching learning processes implemented.

To evaluate the teachers' satisfaction and performance in the teaching-learning processes, the following are the data source of evaluation results from the Education agency of South Sulawesi Province in the sub-part of the vocational senior schools about the satisfactory avaluation percentage based on the prestige the teachers gain and the teachers' performance evaluation

which is seen from the outputs percentage accepted in the work world as being shown in the table below.

The data above indicate that the teachers' working satisfaction is evaluated via the obtaining of the teachers' prestige in developing the teaching-learning processes in accordance with the satisfaction that faces the teaching challenge, and the education development demand the periodically prestige improvement for having a school confession, and the satisfaction of improving the self-profession. In the five years generally teachers' satisfaction undergoes reduction in obtaining the prestige of education field especially for the teaching-learning processess from 88.55 % in 2008 to 70.68 % in 2012. The obtaining of working satisfaction undergoing reduction, causes the teachers' performance of the alumni evaluation penetrated in the working world. The report results indicated that the lowly level penetrability of vocational senior school graduates showed that the teachers' performance underwent reduction because the graduates could not improve the outputs quantitatively. This teachers' performance became important for evaluating the successfulness of the vocational senior schools existing in the South Sulawesi Province whose working dropped from 70.47 % in 2008 to 61.19 % in 2012. The asymmetry (irregularity) of teachers' satisfaction and performance of the vocational senior schools is reduction which is caused by the low motivation, competency, and leadership implemented in the vocational senior schools in the South Sulawesi Province. This case is seen from the phenomenon indicating that teachers' motivation of the vocational senior schools reduces which is affected by the demand of prestige motivation is different from what is expected, for example, giving low incentive, rarely giving respect, a working chance, and no working harmonization among teachers. This phenomenon is often done and criticized by the teachers.

Ideally, every teacher is demanded to be motivated in improving their teaching prestige. Donald's motivation theory (2008) state that everyone is motivated to perform his/her skills and knowledge. This theory is built based on three bases of human's needs to achieve the prestige, namely someone's need fulfillment to gain the purposes, namely (1) need for achievement, (2) need for power, and (3) need for affiliation. Furthermore, the phenomenon discovered at the vocational senior schools reveals that many teachers have low competency. This means that a lot of teachers have not been certificated because they have not fulfilled the stipulation of academic qualification, rarely attended the training, their teaching experience is still low, they have not had abilities to evaluate and supervise their leaders objectively. This competency stipulation is confessed by many teachers that it is difficult for them to improve their competency because the authority of the organization decision makers does not give them chances to improve their competency which is caused by the limitation budget. Therefore, the teachers themselves should take initiative to improve their competency.

In line with the above statement, every teacher should be given an opportunity to develop their competency. Donald's competency window theory (2008:17) states, "The competent human resource is viewed from education, skills, experiences, and the mastery of work". This Donald's competency theory is implemented in viewing the educators' educational competency on the base of the competency evaluation according to the law number 14 in the year 2005 about professors and lecturers. Further, Ohara, Banham (2007) states that the educator's competency is a teacher or lecturer's ability to perform the professional ability like academic quality, education, training, teaching experiences, planning, learning, evaluation and objective supervision.

Silvatore, H. (2007) state that every leader will succeed in leading the organization effectively if the leader fulfills the following stipulations such as the leader should be smart, knows how to solve the problem, has stable emotion, not easy to be affected by the organization condition, has cleverness to face people, is able to direct the workers to feel comfortable, happy and satisfied to work, expert in organizing and directing employers wisely, and skillful in managing to face the organization problems. Further, Dhormate (2010) states that the basic leadership style of someone is seen from his/her ability to show good model to his/her employees through which they should follow and obey his/her instructions or commands in improving the satisfaction and performance of individual human resources. With respect to the prestige motivation, competency and leadership style presented above, they directly and indirectly affect teachers' work satisfaction in handling their work dynamics. Anderson (2007:14) states, "The satisfaction is first fulfilled to improve someone's performance." The work satisfaction refers to the individuality and the obtained performance deals with collectiveness. The work satisfaction tends to be affected by motivation and competency for producing performances. Shortly, the work satisfaction is one of determinants to reach the performance.

In line with what Anderson states above, another phenomenon indicates that teachers' satisfaction level occurring in the teaching-learning processes at the State vocational senior schools still need to be improved in terms of influencing the teachers' performances. Many teachers are found not satisfied to their profession, job responsibility, work place condition, and job promotion. The teachers' dissatisfaction occurs because prestige motivation and competency less support them.

Perfectly, a teacher will be satisfied if the satisfaction on the interesting job is fulfilled, satisfied to the given job, satisfied because being promoted and feels satisfied because mastering the job. Hersey (2007:47) introduces, "The satisfactory theory by saying that the work satisfaction only really exists if someone conducting the organization activities follows the work dynamics that takes place to explain the feeling based on the work challenge evaluation level, development, confession, obtained prestige and the job itself." A teacher conducting his/her profession to accomplish the work satisfaction needs the effect of motivation and competency to improve his/her performance. The purpose of an activity done by a teacher is evaluated based on his/her performance accomplishment. Fiedler (2008:41) states, "The result theory is as the basic evaluation on human resource performance." The evaluation measurement of the teacher's

performance is seen from the teacher's successfulness in producing many outputs with the quality that is accepted in the work world, to graduate the outputs on time. Perfectively, to evaluate teachers' performance whether it succeeds or not, depends on the obtainably quantitative, qualitative, efficient, effective graduates level by the vocational senior schools. The attempt to achieve the obtainable teachers' performance does not separate from the teachers' satisfaction level that is indicated in the teaching-learning processes developed in the schools. Therefore, the prestige motivation and competency determine the teachers' satisfaction level for improving their performances.

To understand the phenomena and facts presented above indicating that the availability of asymmetry between the observational result of this research and theories. Basically, the observational results indicate that the teachers prestige motivation, competency, satisfaction and performances at the vocational senior schools still need to be improved because they are dissimilar to the theories which are implemented like Donald's competency window theory (2008) and Fiedler's result theory (2008).

REVIEWS OF RELATED LITERATURES

These sub-topics are concerned with several important topics, for examples, (1) motivation concept,

(2) competency concept, (3) leadership concept, (4) satisfaction concept, and (5) performance concept. The following are their descriptions presented respectively as follows.

Motivation Concept

The motivation concept in the implementation of human resource management is much needed. This concept is important to see something that affects the human resource in having behavior and conducting activities in the organization. By motivation concept of human resource, some cases are known to push, stimulate, inspire someone to activate through either intrinsic or extrinsic motivation. Davis (2008:49) states, "To know what human resource does and produces, is recognized through its motivation concept." The motivation concept is derived from the word 'movere' means: push or motivate. Further, Ghurgen, George (2003) states that the motivation term is meant literally as the incentive that rises consciously or unconsciously from someone-self to conduct an action based on the certain purposes.

Competency Concept

Janawi (2012:29) states, "Competency means smart or capable. Another meaning says that competency is the quality of being adequately or well qualified physically and intellectually. The meaning of competency related to the teachers' competency is the professional illustration indicating whether the teachers are profession or not in making the students succeed in. Therefore, the competency refers to someone's ability or capability to fulfill the stipulation of being a professional teacher. Competency is one of parts of management science needing to be

observed. Stefani, M. (2009) states that competency becomes the urgent element in the individual's body of human resource for reaching the organization goals. The core of competency in the human resource management prospective is the ability of each individual carries out his/her work activity based on the object that makes him/her easy to conduct the main task and function in achieving the organization objectives. Keith, John (2007) states that the competency relevant is not separated from the organization activities.

Leadership Concept

Darr, W.E. (2006) distinguishes the definitions of leader and leadership. A leader is a person leading something in which each person can become a leader to lead him/herself, his/her family, a group of people, and organization, whilst a leadership is someone's right to lead because s/he is promoted on the basis of the agreement decree result based on the law. Consequently, the leadership tends to attribute someone's promotion of position that is confessed or agreed by the law binding for leading to guide, motivate, and affect the worker in achieving the organizational purposes. Human resource management concept makes the organization leadership as the urgent element in achieving the organization purpose goals. Robbins (2005:15) states, "The organization leadership is as the core of human resource management in obtaining the targets. The existence of the leadership in an organization is very important that is seen from the aspect of making decision. The decision maker result of the organizational leadership depends on an organizational leadership's characters. Robbins proceeds stating that the organizational leadership's characters can be seen from four aspects: behavior, temper, style and type. Among these leadership's characters are really needed in conducting guidance, direction, organizing, and supervising his/her employees for gaining the organizational targets.

To understand the importance of leadership style in an organization, every leadership style is viewed from six aspects (Dhormate:2010) namely: (1) Force model – A leader must be able to force his/her employees to carry out the instruction in order to gain the organization objectives, (2) Autocracy model – refers to a leader who is able to involve in any activities done together his/her employees, (3) Affiliation model – is concerned with a leader who is able to develop various freedoms in working together his/her employees, (4) Democracy model – deals with the leaders who is always able to make democracy decisions by hearing and involving his/her employees stating their opinions, (5) Velocity/Speed model is about a leader who must be quick to conduct actions in obtaining the organization targets, and (6) Trainer model – refers to a leader who must be able to train and educate his/her employees in getting the organization purposes.

Satisfaction Concept

To understand the satisfaction concept, means to understand about the interpretation of someone in evaluating the work s/he produces. The evaluation of a work is assumed with the statement of satisfaction or dissatisfaction. The satisfaction assumption is as the beginning of the satisfaction meaning. To understand the satisfaction meaning, means to understand the work evaluation that has been produced. Robbins (2006) states that there are four theories of work

satisfaction that are commonly recognized, namely: (1) Hygiene Motivator Theory (HMT). This theory explains the work satisfaction linked to the positive relationship between motivation and human resource work satisfaction. The clue of this theory states that through motivation treatment, will increase the work satisfaction, and become the hygiene evaluation for avoiding dissatisfaction because the core of this theory always evaluates satisfaction and dissatisfaction in the work.

Robbins (2006:152) states, "The theories of work satisfaction consist of four kinds, namely":

a. Hygiene Motivator Theory explains the work satisfaction that looks at the positive relationship between motivation and human resource work satisfaction. The hygiene motivator theory core states that giving motivation, will increase satisfaction and become the hygiene evaluation for avoiding the dissatisfaction in working.

b. Intrapersonal Comparative Theory – Satisfaction or dissatisfaction felt by someone is as the result of the comparative or asymmetry done by self towards various things that have been gained from the work becoming his/her expects. The satisfaction will be felt by someone if the differences or asymmetry between individual standard with what they gain from the small work, and in contrast, the dissatisfaction will be felt by someone if the difference or asymmetry between individual standard with what s/he achieves from the big work.

c. Equity Theory – Someone feeling satisfied or not, depends on whether s/he feels the existence of justice or not on a situation. The equality or inequality feeling on a situation is obtained by someone through comparing himself/herself with other persons existing in his/her work environment or other places.

d. Two Factors Theory. The principle of this theory is that the satisfaction and dissatisfaction are two different cases. Based on this theory, the job character can be grouped into two categories, the first one is called 'dissatisfier or hygiene factor and the other one is named satisfier or motivator.

Satisfiers or motivators are the factors that they prove as the work satisfaction sources consisting of interesting job, work challenge, prestige, and appreciation. These factors cause to gain satisfaction that is called satisfier. Hygiene factors are factors that become the satisfaction sources consisting of salary, incentive, supervision, individual relation, work condition, and status. The existence of this condition does not always make satisfaction for human resources, but the absent of this condition can cause the dissatisfaction (Gibson, 2007).

Performance Concept

Performance has an important position in the management and organization because the successfulness in doing the work is very determined by the performance. The performance is a series of behavior and individual activities based on the organization expectation and objectives. Stolovitch and Keeps (2007:92) states, "Performance is a set of the results obtained which refers

to the achievement action, and the implementation of a requested work. The performance is one of the total work collections existing on the workers themselves.

METHODS OF THE RESEARCH

The design of this study was a descriptive qualitative. It was founded on the process of investigation involving descriptions and interpretations that could be assigned without manipulating variables. In other words, this study was qualitative in nature, attempting to explain and describe data, which are written in the form of field-notes. This research displayed the findings not by means of statistical procedures or other devices of quantification. Based on this feature, this study was called “qualitative research because its main methods of data collection were tightly related to observation, interviews, questionnaires and recording (Andi-Pallawa, 2013). This research was conducted in 25 counties in South Sulawesi Province by involving 100 persons as the subjects of the research. These subjects were chosen on the basis of what Bogdan and Biklen (1983) state that in a qualitative research such as a descriptive study, the researcher might have one single subject or more than one subject. Therefore, each of 25 counties was represented by four teachers of the vocational senior schools in South Sulawesi Province.

FINDINGS AND DISCUSSIONS

The descriptions of the findings are led to reply the research questions:

1. Do motivation, competency, and leadership style affect directly teachers’ satisfaction of the vocational senior senior schools in South Sulawesi Province?
2. Do motivation, competency, and leadership style affect indirectly teachers’ satisfaction of the vocational senior senior schools in South Sulawesi Province?
3. Does satisfaction influence teachers’ performances of the vocational senior senior schools in South Sulawesi Province?

With respect to the above questions, the following are the answers of the queries above as being presented below.

Dealing with the first question of this research: “Do motivation, competency, and leadership style affect directly teachers’ satisfaction of the vocational senior senior schools in South Sulawesi Province?” The answers are presented one by one respectively as follows: The findings indicate that the work motivation conducted by the teachers of the vocational senior senior schools affects negatively and insignificantly towards teachers’ working satisfaction. This means that the work motivation given to the teachers, has not been able to be considered as a motivation for improving the teachers’ intrinsic and extrinsic spirit and encouragement to carry out their profession in fulfilling their work satisfaction. The motivation form the teachers receive has not been able to fulfil their satisfaction particularly towards giving incentive, appreciation, responsibility, creative chance, and work harmonisation among teachers in teaching to complete their satisfaction. In terms of teachers’ competency, the findings show that the competency

influences positively and significantly the teachers' work satisfaction of the vocational senior schools in South Sulawesi Province. This indicates that the implementation of competency has been able to increase the teachers' potential to fulfill their work satisfaction. The competency the teachers have refers to either pedagogy, profession, individuality, social, or managerial that support to gain the fulfillment of the teachers' work satisfaction. The competency implementation gives positive and significant effects in conducting the fulfillment of work satisfaction connected to the work challenge, development demand, prestige fulfillment, confession, and satisfaction of the work. The competency possessed by the teachers needs to be developed in obtaining the work satisfaction.

With respect to the leadership style on the work satisfaction, the findings reveal that the leadership style influences the work satisfaction positively and significantly. This denotes that the leadership style employed, has been accepted and understood by every teacher satisfactorily. The types of leadership style employed are compulsion style, autocracy, affiliation, velocity, democratization and training for fulfilling the teachers' work satisfaction in the learning-teaching process in the schools. Among teachers have been able to accept and understand the leadership style of compulsion, the school master demands the employees to obey and follow what s/he instructs to do so. The findings indicate that the teachers who paid attention, conduct, and obey what they are commanded, offer positive and significant effects towards teachers' work satisfaction.

With regard to the second question: "Do motivation, competency, and leadership style affect indirectly teachers' satisfaction of the vocational senior schools in South Sulawesi Province?" The following are the answers of the above query as being presented respectively below. Considering the direct and indirect motivation, the findings point out that the direct motivation affects teachers' performance positively and significantly, and so does the indirect motivation. This means that the teachers of the vocational senior schools in South Sulawesi Province have high motivation to carry out the tasks that affect their performance. The motivation the teachers of the vocational senior schools gain, in accordance with the expectation. The forms of expectation refer to obtaining incentive, appropriate appreciation, enough responsibility, appropriate work chance and work harmonis relation among teachers in improving their performance.

Teachers' performance development is not separated from the fulfillment of work satisfaction that is based on the teachers' ability to solve the work challenge, endeavor to develop the learning-teaching process, to gain work prestige and to conduct the tasks happily. Based on the teachers' pedagogical competency, in fact, the teachers are able to develop their knowledge to conduct the teaching activities, practice, and class action to improve their performance. The pedagogical competency the teachers have, possess work satisfaction for being able to teach well in improving their performance. This means that the competency influences the performance positively and significantly towards the work satisfaction. Seen from the compulsion leadership style implemented by the school masters to the teachers as their employees, affect the teachers'

performance positively and significantly. This happens because the teachers feel that the employer's instruction is their responsibility to do it, and to prove their loyalty to the school masters. The risk of this compulsion leadership style is that the teachers feel that their satisfaction has been fulfilled, therefore, they dare to face the challenge, development, prestige, confession and the learning development in improving their performance.

The teachers of vocational senior schools of the 25 counties in South Sulawesi Province conducting their main tasks and functions, endeavor to work satisfactorily. The forms of work satisfaction needed by every teacher of the vocational senior schools are the satisfaction in evaluating the interesting job, in facing the work challenge, in reaching the work prestige that is produced, in giving confession of the work and the satisfaction on the appropriateness for being promoted to handle a position. Through the work satisfaction gained, the teachers of vocational senior school improve their performance quantitatively, qualitatively, efficiently, and effectively. The teachers always show their loyalty level since the work satisfaction influences the performance positively and significantly. The teachers' work satisfaction of the vocational senior schools indicate that the teachers carry out their main tasks and functions seriously, powerfully, and they have senior ethic work. This means that the work satisfaction via the work itself influences the performance positively and significantly.

In line with the third query: "Does satisfaction influence teachers' performance of the vocational senior schools in South Sulawesi Province?" Based on this question, the findings reveal that motivation affects the work satisfaction negatively and insignificantly. This happens because the vocational senior school policy generally less motivates appropriately according to the prestige that makes the teachers less motivated, and offers negative and insignificant effect towards work satisfaction. Furthermore, competency influences the work satisfaction and performance positively and significantly. This means that the implementation of competency has been done to increase teachers' performance that offers satisfaction to the teachers in carrying out their professions.

Finally, the leadership style affecting the work satisfaction in an organization, is as an important case towards the successfulness of the organization in developing the work satisfaction and performance. Via the leadership style applied, the teachers can be commanded by compulsion style, allows to be given authority in fulfilling the effective teaching process on time, to be trained well for developing the qualified teaching-learning processes.

CONCLUSIONS AND SUGGESTIONS

This part deals with conclusion and suggestions. The conclusion is revealed based upon the findings of the study and the discussion of findings. In addition, the suggestions are also presented related to the findings, conclusion and discussions about the findings.

Conclusions

The main aim of this study is to describe and explain motivation, competency, and leadership style. These three major points are presented one by one respectively as follows: (1) Motivation affects the work satisfaction negatively and insignificantly. This means that the motivation needed by the teachers have not been gained in fulfilling their satisfaction such as incentive, appreciation, work responsibility, creative chance, and work harmonization. These motivation forms are required in doing the teaching-learning process to fulfill the work satisfaction, (2) Competency affects the work satisfaction. This means that the teachers' competency like pedagogy, profession, individuality, social and management influence the work satisfaction directly, therefore, the teachers' competency must be increased continuously, and (3) The leadership style inspires the work satisfaction positively and significantly. This implies that the leadership style, for instance, compulsion, autocracy, affiliation, speed, democratization, and direct training affect the teachers' work satisfaction. The leadership style that the school master has, offers important meaning in fulfilling the teachers' work satisfaction. In essence, the work satisfaction influences the performance positively and significantly. This implies that the teachers' work satisfaction like the work challenge, progressive, gained prestige, confession, and the work itself, present significant impact towards the teachers' performance development either quantitatively, qualitatively, efficiently or effectively.

Suggestion

In the case of the conclusions, several suggestions and implications are put forward. The suggestions are as follows: (1) Need to increase the teachers' motivation through high incentive, appreciation, wide responsibility, need to create continuously, keep going the work harmonization and to increase teachers' work satisfaction, (2) Teachers are directed to increase competency by giving them opportunity to study at the university level, to attend the professional training, (3) The teachers are demanded by the school master to increase the leadership style continuously based on the school dynamic at the vocational senior schools with the teachers' ability to join and conduct the employer's commands, especially the ability to develop the compulsion style, autocracy, affiliation, speed, democratization, and training, (4) The school side needs to keep and offer the work motivation to every teacher orientating to the performance development, fulfilling the work satisfaction which is needed by the teacher, (5) The school side requires to increase teachers' competency in doing the main tasks and functions in order that the performance undergoes improvement as the fulfillment of teachers' satisfaction of their profession, (6) The teachers should keep the leadership style that is implemented by the school master that supports every teacher to increase his/her performance satisfactorily and (7) the teachers should endeavor to love their job, and challenge. They are willing to perform, create and be satisfied with the given promotion. Therefore, the teachers' performance in doing their profession undergoes development.

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