

The Influence of Principal Management and Leadership for Teacher Performance in Elementary School

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Abstract: The purpose of this study was to analyze the following aspects: (1) the influence of the principal's management on teacher performance, (2) the influence of the principal's leadership on teacher performance, (3) the combined influence of the principals' management and leadership on teacher performance, (4) the influence of male and female principals' management on teacher performance, and (5) the influence of the leadership of male and female principals on teacher performance. The research method used was quantitative, seeking to identify causal associative relationships using two independent variables: principal management (X1) and principal leadership (X2), and one dependent variable: teacher performance (Y). The study population consisted of 268 State Civil Apparatus (ASN) teachers at elementary schools in Kalinyamatan District, Jepara Regency, with a sample of 155 teachers selected through random sampling. The analysis technique employed was multiple linear regression, which assesses the effect of more than one independent variable on a dependent variable. Data were collected via a questionnaire and analyzed using regression analysis and partial hypothesis testing (T-Test) with SPSS 26 for Windows. The study found that: (1) principal management has a significant influence on teacher performance, (2) principal leadership has a significant influence on teacher performance, and (3) the combined influence of principal management and leadership significantly affects teacher performance, as indicated by a multiple correlation coefficient of 0.192 or a coefficient of determination of 1.8%.

Keywords: Management, leadership, teacher performance, elementary school

1. Introduction

Education plays a vital role in the development of every aspect of human life (Rosmawaty et al., 2022). Broadly defined, education is a conscious effort by adults to cultivate maturity and responsibility in others. Maryani et al. (2023) describe education as a long-term and continuous effort to humanize individuals. The success of the educational process significantly depends on teachers and school principals, as principals act as managers and leaders who can motivate teachers (Sanusi, 2022; Rosmawaty et al., 2022). Principals also contribute positively to organizational culture and the image of educational institutions (Suhartini, 2022; Purnomo et al., 2022). Effective school leadership involves developing operational leadership concepts, implementing clear learning objectives, being a resource for staff, fostering a conducive school culture and climate for learning, and synergizing with teachers (Pitriyani, 2023; Utaminingsih & Setiadi, 2023; Harkati et al., 2021).

Although teachers have great potential, this potential is often underutilized due to a lack of stimulation and motivation from school principals (Amalia & Najicha, 2022). Principal's transformational leadership significantly influences teacher performance (Azizah et al., 2023; Oktaviana et al., 2022). Achieving high teacher performance requires support from school leaders, enabling teachers to enhance their abilities (Rapang et al., 2022; Nuriati et al., 2021).

Observations indicate that teacher performance levels are still low, highlighting the need for improvement in managing the teaching and learning process, teacher self-development, and teaching performance. Continuous coaching and supervision of teachers are essential. The current leadership and motivation from principals have not significantly improved teacher performance, impacting overall performance levels. Thus, the performance of elementary school teachers in Kalinyamatan District reflects the quality of educational services provided. Effective management and leadership by school principals are crucial for improving teacher performance. Therefore, this research aims to explore

the influence of principal management and leadership on the performance of elementary school teachers in Kalinyamatan District, Jepara Regency.

Previous research supports the importance of principal leadership and educational infrastructure in enhancing teacher performance (Sugito, 2023; Kanya et al., 2021). Good leadership and a positive organizational culture boost employee motivation, performance, and satisfaction (Syahrudin et al., 2023; Haq et al., 2019). School success is closely linked to the principal's management and leadership, which are key indicators of achieving school goals. Principal management involves managing educational resources, while principal leadership focuses on directing and empowering human resources. Together, these aspects enable principals to effectively influence, guide, and motivate school resources to achieve educational objectives efficiently.

The purpose of this research is threefold: 1) To analyze the influence of school principal management on teacher performance based on managerial abilities in planning, organizing, coordinating, and evaluating; 2) To analyze the influence of principal leadership on teacher performance based on the ability to use influence, empowerment, mobilization, motivation, guidance, commitment formation, and transformational leadership; and 3) To analyze the combined influence of principal management and leadership on teacher performance.

2. Literature Review

The concept of principal leadership is pivotal in the context of educational management and significantly impacts teacher performance. Principal leadership is the capacity to guide, influence, and inspire teachers and staff towards achieving educational objectives and enhancing school performance. Leadership in educational settings involves various dimensions including setting a vision, creating a conducive learning environment, and fostering teacher development (Cohen, 2015).

Research indicates that effective principal leadership positively correlates with improved teacher performance. The study conducted by Fitria and Wahidy (2021) reveals that both leadership and management practices of principals significantly influence the performance of public elementary school teachers. Effective leadership includes the ability to manage and lead, create a supportive work environment, and maintain high levels of teacher motivation and job satisfaction.

Stoner and Peregoy (2021) defines management as the process of planning, coordinating, leading, and overseeing members of an organization to achieve its goals. This definition highlights the multifaceted role of principals as both leaders and managers. The principal's ability to execute management functions—planning, organizing, deploying resources, and supervision—is crucial for school success. This comprehensive approach ensures that the school's educational goals are met effectively and efficiently.

The leadership style of principals also plays a crucial role. Democratic leadership, which involves participative decision-making and fostering collaboration among teachers, is often associated with higher teacher performance and satisfaction. Conversely, autocratic or laissez-faire leadership styles may not yield similar positive outcomes. Effective principals often exhibit transformational leadership qualities, including the ability to inspire and motivate teachers, thus enhancing their commitment and performance (Saleem et al., 2020). Moreover, the involvement of the school community and support from various stakeholders, including the government, are essential. Effective principal leadership entails engaging teachers, parents, and the community in the educational process, thereby fostering a supportive and collaborative environment.

3. Methodology

The research method used in this study is quantitative with a causal *ex post facto* approach. This means the research aims to uncover factual phenomena without manipulating the research variables (Hennink et al., 2020). The study does not involve controlling variables but rather describes facts and examines symptoms that have already occurred. It employs a correlational influence approach to analyze the relationships between two or more variables (Muhyi, 2018). The approach begins with identifying differences between two groups and then investigates the factors causing these differences (Sugiyono, 2017).

This technique was used to analyze the influence of two independent variables, principal management (X1) and principal leadership (X2), on the dependent variable, teacher performance (Y). Additionally, the study examines the differences in the influence of management and leadership between male and female principals on teacher performance. This analysis is based on observations of the resulting consequences and seeks to identify the causative factors through the collected data (Hammarberg et al., 2016).

The subjects of this research are teachers, while the objects are the management and leadership of elementary school principals in Kalinyamatan District, Jepara Regency. The research aims to provide a general overview of principal management and leadership. To explain the research variables, both descriptive explanation and correlation levels were utilized. The descriptive explanation aims to identify findings related to principal management, leadership, and teacher performance. The correlative explanatory level aims to find the relationships between the variables of principal management and leadership and their impact on teacher performance.

4. Findings and Discussion

The research findings demonstrate a significant impact of principal management on the performance of elementary school teachers in Kalinyamatan District, Jepara Regency. The partial correlation coefficient is 0.192, with a constant of 108.695 and an R square value of 0.018, indicating that principal management accounts for 1.8% of the variance in teacher performance. The remaining 98.2% is influenced by other factors outside the simple regression model or partial test. The F test results show a significant effect with a Sig value of 0.047, which is less than the threshold of 0.05, confirming that principal management significantly affects teacher performance in the district.

These results suggest that effective principal management positively influences the performance of elementary school teachers. Conversely, poor management by principals leads to lower teacher performance in the district. Good principal management involves effectively managing human resources, including teachers, within the school. This aligns with management theory, which posits that management is a series of activities carried out by a manager that includes planning, organizing, commanding, coordinating, and supervising (Sasmita & Prastini, 2023). Managerial activities also encompass administrative functions such as planning, staff management, directing, guiding, coordinating, communicating, budgeting, and supervising (Sulistiyorini, 2018). Principals who excel in these management activities can plan, organize, command, coordinate, and supervise effectively, leading to improved teacher performance as they fulfill their duties and responsibilities to the best of their abilities. Table 1 shows the regression analysis.

Table 1. Regression analysis

Model	R	R Square	Adjusted R Square	Std. Error
1	.134 ^a	.018	.011	10.894

Table 2 show that principal leadership has a significant influence on the performance of elementary school teachers in Kalinyamatan District, Jepara Regency. The regression coefficient is 0.078 with a constant of 133.251, indicating that a one-point increase in principal leadership corresponds to a 0.078-point increase in teacher performance. The R square value is 0.012, suggesting that principal leadership accounts for 1.2% of the variance in teacher performance, with the remaining 98.8% influenced by other factors outside the simple regression model. The significance of the F test, with a Sig value of 0.017 (which is less than the 0.05 threshold), confirms the significant impact of principal leadership on teacher performance.

These results imply that effective principal leadership leads to improved teacher performance. Conversely, poor leadership results in lower teacher performance in the district. This aligns with the theory that principal leadership encompasses the ability and readiness to influence, guide, direct, and mobilize school staff to work effectively towards achieving educational and teaching goals (Walker & Hallinger, 2015). The key leadership capabilities include: 1) Authority and power of leaders; 2) Ability to integrate human resources with varying motivational powers depending on situations and conditions; 3) Ability to develop a work climate that fosters motivation; and 4) Ability to develop appropriate leadership styles (Holilah et al., 2023; Samosir et al., 2023). Thus, it is evident that principals with strong leadership skills can effectively lead their teachers, resulting in improved teacher performance.

Table 2. Regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	133.251	7.918		16.830	.000
	Principal leadership	-.078	.057	-.109	-1.356	.017

The results of the simultaneous research and hypothesis testing show a significant combined effect of principal management and leadership on the performance of elementary school teachers in Kalinyamatan District, Jepara Regency. The regression coefficient is -0.192 with a constant of 108.695, indicating that an increase of 1 point in principal management and leadership results in a -0.192 point change in teacher performance. The R square value is 0.018, meaning that principal management and leadership explain 1.8% of the variance in teacher performance, with the remaining 98.2% influenced by other factors. The significance of this effect is confirmed by the F test, with a Sig value of 0.018, which is less than the 0.05 threshold.

These findings indicate that effective management and leadership by principals are essential for improving teacher performance. Good principal management and leadership can lead to positive changes in teacher attitudes and behavior. These changes include high commitment and loyalty to the principal, increased motivation, and satisfaction in performing tasks. Additionally, improved teacher behavior is evidenced by greater involvement, support, and willingness to undertake various tasks assigned by the principal. The study suggests that high-quality principal management and leadership are positively correlated with better teacher performance. Effective principal management and leadership can significantly enhance teacher performance in Kalinyamatan District, Jepara Regency. Conversely, poor management and

leadership can lead to lower teacher performance. In summary, the management and leadership skills of school principals play a crucial role in shaping the performance of elementary school teachers. Enhancing these skills can lead to substantial improvements in the educational outcomes of the district.

5. Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn: 1) Principal management has a significant positive influence on the performance of elementary school teachers in Kalinyamatan District. This indicates that improvements in principal management are associated with better teacher performance; 2) Principal leadership also significantly impacts the performance of elementary school teachers in Kalinyamatan District. Enhanced leadership qualities in principals are correlated with improved teacher performance; and 3) There is a combined significant effect of principal management and leadership on the performance of elementary school teachers in Kalinyamatan District. Effective management and leadership together contribute to better teacher performance. The authors suggest that school principals focus on enhancing both their management and leadership skills to improve teacher performance. Additionally, future researchers examining teacher performance in Kalinyamatan District, Jepara Regency, should consider including other variables such as motivation, compensation, and education level, which can theoretically impact teacher performance.

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