

The Impact of Principal Leadership on Teacher Motivation and Performance: A mixed Method Approach

Sakerani^{a*}, Ali Imron^b, Ery Try Djatmika^c, Imron Arifin^d,
^{a,b,c,d}Department of Educational Management, Universitas Negeri Malang,
Indonesia, Email: ^{a*}dr.h.sakerani@gmail.com

The Indonesian education system is confronted with low-quality teaching, which has manifested low Teacher Competency Test (UKG) scores and incompetency among teachers. In Banjarmasin City, the UKG score in 2016 was 62.73%, while, on average, the Teacher Performance Assessment (PKG) score was 49.148, which is 25.852 lower than the required minimum of 75.0. Existing literature has established the core role of school leadership in improving the quality of education offered in public institutions. The aim of the present investigation was to explore the synergistic impacts of principal's leadership approaches and teacher motivation on performance among high school teachers from three schools in Banjarmasin City, Indonesia. A qualitative research framework was adopted, which entailed the utilization of purposive sampling technique, semi-structured interviews, and thematic analysis to collect and analyze data. The findings suggest that in the selected institutions, principals have a direct influence on teacher motivation through the provision of supportive governance. In addition, school leadership indirectly shapes teacher performance through lobbying for equitable pay for their subordinates and ensuring access to teaching resources, which in turn influence teacher motivation levels. The findings through quantitative technique indicate a significant and positive influence of transformational leadership on teacher performance.

Key words: *Leadership style, culture, motivation, job satisfaction, Indonesia.*

Introduction

Globally, education is considered a fundamental element of self-improvement, as well as the primary determining factor that shapes socio-economic and industrial development (Manoa, 2013). As a resultant, enhancing the quality of academic practices, particularly in the school environment, has become an issue of concern for policymakers, scholars, parents, and educational leaders worldwide. Existing literature outlines that the necessity for quality teaching is one of the primary drivers behind the push for educational reforms and fulfilling this is at the centre of strategic improvement interventions proposed and implemented by both low-income and developed countries (Kotirde & Yunos, 2014). According to Donkoh and Baffoe (2018), the aforementioned reorganization encompasses the accomplishment of the Sustainable Development Goals (SDGs), the Millennium Development Goals (MDGs), and Education for All (EFA). As such, didactic quality assurance is an issue of answerability, as well as being of national and global interest. The provision of quality learning and the realization of knowledge acquisition remarkably relies on the factors that shape the school environment, as well as the instructors' practices which influence the nature and type of teaching and learning for students (Gwaradzimba & Shumba, 2010; Manoa, 2013). This implies that stakeholders in the teaching and learning sector ought to make sure that tutors' performance of academic tasks is at optimal capacity to guarantee delivery of quality education.

Sivertson (2018) explains that the contributions of teachers towards academic success are fundamental to the production of positive student and school educational outcomes. As outlined above, the campus environment is substantially shaped by the morale of instructors and its impact on tutors' efficacy, job fulfillment, and the subsequent teacher productivity. In a mixed-method investigation, Visser-Wijnveen, Stes, and Van Petegem (2014) acknowledge the necessity for investigating the determining antecedents of teacher motivation, as well as the corresponding impacts on academic achievement. Similarly, Hasan and Hynds (2013) recognized the need for additional research on educator inspiration to explore the aspects that promote teachers' drive and enthusiasm that will consequently heighten the academic accomplishment of students. As per these authors, in-depth insights into trainers' attitudes towards the school head teacher's governance approach and its effects on their motivation offers the academic scholar a broader comprehension of the impact of principal leadership on teacher motivation. Past empiricists have assessed a myriad of mechanisms through which tutor morale shapes the didactic accomplishment of learners and the overall performance of the school (Musa, 2014; Shulhan, 2018; Ansar, Marzuki, & Tolla, 2018). The findings showed that knowledge of the elements that inspire educators ensures that staff development methodologies and hiring processes are designed in a way that results in the enlistment of talented individuals and promotion of personal growth opportunities with the aim of creating supportive and motivating school environments.

A constant emphasis on educational attainment alongside the presence of established benchmarks in K-12 studies has led to further stress on the identification of several elements that determine teacher performance. According to Howes and Goodman-Delahunty (2015), having inherently inspired instructors is crucial in improving teacher performance and attrition and avoid cases of turnover. Lee and Nie (2014) associate a headmaster's leadership approach with the empowerment of subordinates, with the presumption that educators are autonomous experts who are ready to successfully facilitate learning when they feel inherently inspired, mentored, and contented. Similarly, Blazar and Kraft (2015) pose that it is imperative for school governors to embrace a highly empowering management approach to enable effective empowerment of instructors, and subsequently, enhance teacher job satisfaction and elevate morale.

Statement of Problem

A brief look at the existing literature and overall economy of Indonesia regarding teacher performance in the education sector has revealed several facts. For instance, Indonesian government has decentralized its education sector and utilizes the School-Based Management (SBM) system to attain target reorganizations and reforms in the education sector for better performance (Yunita, 2015; Royce, David and F. Paul 2018). The logic behind SBM is to allow schools to exercise freedom, and subsequently, maximize the institution's potential in developing an effective school. However, the application of SBM has failed to provide the targeted results and there remains a lack of reasonable performance by the teachers in different grading levels. The low performance of the teacher is observed due to a variety of factors which have missed attention from management at both micro and macro level.

The changes to the educational regulations and policies followed the approval of Law No. 14/2005 on Teachers and Lecturers, and Law No. 20/2003 on National System of Education (Mukminin & Pratama, 2015). Grounded on the former, instructors under the direction of school principals are required to be proficient tutors with the chief obligation of teaching, educating, appraising, training, guiding, and evaluating learners. Despite the launch of the influential laws and the efforts of the Ministry of Education (MOE) to strengthen the instructional leadership of school principals, teacher performance in Indonesia in elementary and high school remains poor. Meanwhile the role of leadership style in defining the teacher performance is also widely examined in the literature. Since a large pool of earlier studies reported a positive correlation between leadership styles and employee performance, through the modulation of staff motivation levels, there is a need to explore the synergistic roles of principal leadership and teacher work performance. Furthermore, low-quality teaching was found in the results of the 2013 Teacher Competency Test (UKG) with 42.5% throughout Indonesia low teacher competency levels (Kusrini, Suriansyah, & Saleh, 2018). Based on the these issues, the following resreach questions were investigated in the present research:

1. What is the role of principals in their supervisory/leadership practices in schools?
2. Which factors play primary importance in the role of promoting teacher motivation?
3. What is the principle capacity for teachers to ensure the quality of performance?
4. What is the impact of Leadership Style on Teacher Performance ?

Study Objective

Based on the above discussion this study has three main stated objectives. Firstly, this research has targeted the role of principals towards their leadership practices in different schools of Indonesia. Secondly, those factors which primarily play their role in promoting teacher motivation are observed and thirdly, the principle capacity necessary for teachers to ensure quality performance is also observed among the study respondents. Fourthly, this study has empirically investigated the impact of leadership style on teacher performance in Indonesian schools. All of these objectives are addressed through significant discussion and a mixed methodology which employs both a qualitative and quantitative research approach.

Literature Review

Principals' Leadership

Similar to practices in other business enterprises, as the chief executive officer (CEO) of the learning institution, the headmaster/head teacher or school principal, is required to recognize and value the work of employees (teachers) since the latter are the essential assets of an organization. Further teacher performances determines the overall institutional productivity (Manoa, 2013). The headmaster's role, therefore, involves focusing on how individual instructors can be inspired to improve their teaching practice and the establishment of a workplace setting that facilitates the effective transfer of knowledge to students in line with management and national expectations (Kipkorir, Kapkiai, & Kiprop, 2016). In general, the school principal needs high levels of emotional competence to successfully direct the running of the school, inspire development and motivate instructors (Gutiérrez-Cobo et al., 2019). The demonstration of the above qualities depends on the leadership style adopted by the headteacher.

The Influence of Principal's Leadership on Performance

The association between school management and teacher incentive is linked in the existing empirical studies to the endeavour to comprehend the principal's influence on academic performance (Eyal & Roth, 2011). For instance, Hallinger and Heck (1998) conducted an integrative review of publications issued between 1980–1995 to establish the correlation between the head teacher's management and student academic outcomes. The findings of the

appraisal reiterated that institutions that make a difference to learner knowledge and consequent outcomes are steered by a principal who makes a substantial and quantifiable contribution to the efficacy of the teaching staff and drives change among students.

In a similar study, Leithwood and Jantzi (2005) reviewed 32 scientific investigations issued between 1996–2005 to determine the influence of transformational leadership on school performance. The results showed that this form of participative governance had noteworthy but indirect impacts on learner academic attainment and involvement in school work. The latter effects were, however, modulated by teacher job satisfaction, commitment, and the overall school culture (Arokiasamy, Abdullah, Shaari, & Ismail, 2016; Damanik & Aldridge, 2017).

Leithwood and Mascal (2008) conducted a survey involving $n=2,570$ elementary and secondary school instructors to approximate the effect of shared or collective governance on teacher and student performance. The outcomes of the survey illustrated that higher-achieving institutions attributed their success to effective, participative leadership approaches espoused by the school principals. Specifically, the teachers outlined that they were motivated by the fact that their supervisor engaged them in nearly all the institution's decisions and as such, they felt that they owned the school. Subsequently, the feeling of ownership inspired teachers to exceed their expectations in teaching their students to ensure that the latter were well prepared for higher levels of education and were able to confront real-life problems.

Supovitz, Sirinides, and May (2010) investigated the impact of the school leader's management style and that of peers (teachers) on teacher instructional performance and learner academic accomplishment. The authors applied structural equation modelling to establish the associations between the theorized dimensions of school governance, student knowledge acquisition, and change in the teacher pedagogy. The researchers observed that the headmaster's management approach incidentally shapes the quality of education delivered to students by influencing the teacher activities, particularly by promoting increased interaction, communication, and collaboration in academic issues. Similar findings were reported in other studies (Ärlestig, 2008; Harahap, 2017; Surya, 2016). Leblanc and Shelton (1997) found teamwork as the key mechanism through which teachers supported the accomplishment of the school long-term objectives, while York-Barr and Duke (2004) identified cooperation and relationship building as the two major factors that heightened teacher performance.

In addition to academic achievements, other empirical investigations have reported that school principal leadership styles indirectly shape class attendance, graduation rates, and university enrolment, by creating conditions that enhance teacher capacity to teach and

stimulate student interest to learn (Porter et al., 2010). The implied conditions encompass setting high standards for learning, promoting pragmatic teaching techniques, encouraging rigorous extra-curricular activities, performance accountability, rewarding accomplishment of academic objectives, and maintaining close interactions with the school's surrounding community, inculcating a culture of reading and professional behaviour, such as observation of desirable dress code, as well as serving as a bridge between parents and teachers (Ghamrawi & Jammal, 2013; Schmiegel, 2015).

Sammons, Gu, Day, and Ko (2011) utilized mixed-method, a longitudinal framework to assess the influence of school governance, specifically that of the headteacher, on institutional improvement in England. The results of the study reiterated that the effects of school leadership engender shifts in the educational outcomes, through their indirect impacts on tutors, quality of teaching, and on facilitating the creation of a favourable atmosphere and culture that underscores high academic results and expectations. In particular, Sammons' et al., (2011) research highlights the significance of a transformational leadership model, which supports a systematic and desirable behavioural atmosphere, student motivation, and an educational culture that fosters positive changes in learner conduct and encourages class attendance as intermediary products that promote improvement in academic performance.

A campus environment that is considered conducive for learning and teaching is marked by supportive, interactive relations among teachers, as well as between teachers and students. This engenders a favourable culture, which motivates all school stakeholders to be dedicated to the improvement of the training and knowledge acquisition processes, and to the accomplishment of the demands of students and tutors. Similarly, Day, Gu, and Sammons (2016) observed that the school's capacity to improve and maintain efficacy over the long-term is correlated to the headmaster's comprehension and recognition of the school's needs, and the employment of explicitly expressed and organizationally shared and utilized instructive values.

Shulhan (2018) investigated the management styles of head teachers and how this shaped high-school tutors' performance in Indonesia. Specifically, this multi-state qualitative research explored how effectively principals mobilized, motivated, directed, and appraised teacher performance to attain learner educational achievements. The interviewed respondents revealed that principals are vital figures in Islamic institutions, especially in the enforcement of supervisory approaches. Notably, successful leadership styles are specified as i) mobilizing manifested through creating chances for career development and using positive reinforcements; ii) motivating as shown by engaging tutors in the management decision-making processes and the demonstration of transparent administrative governance; and iii) continuous evaluation, which includes encouraging engagement in school activities, holding

individual meetings to establish personal strengths and areas that require support, making impromptu class visits, and maintaining open communication channels

Research Design and Methods and Sample

A qualitative research design was adopted and scientific investigations were conducted to test the standpoint of teachers towards the school principal's leadership techniques. Aside from the multifaceted nature of the management concept, leadership and motivational approaches were inclined to include anecdotal and symbolic elements that were improbable to note using quantitative methodologies, such as perceptions and attitudes towards the principal's management practices expressed through non-verbal cues. According to Dajani (2013), qualitative investigation focuses on individual narrations and thus, it provides contextual lenses for capturing personal thoughts, perceptions, encounters, and attitudes towards the principal's leadership styles. Such an inquiry framework enables the researchers to analyze idiosyncratic experiences comprehensively, thus, qualitative designs increase the chances for identifying the leadership approaches considered effective in enhancing teachers' performances in Banjarmasin City, Indonesia. Hence a qualitative descriptive study involving semi-structured interviews was conducted to answer the research question.

Based on the above discussion, the present study adopted a qualitative method to address the stated research questions. The reason for adopting the qualitative research method is that it primarily deals with the non-numeric data and with open-ended and conversational communication. For this purpose, a detailed interview with the targeted respondents was conducted and information collected from the discussion. In addition, a structural questionnaire was also developed and presented to various faculty members in Indonesian schools. For leadership style, two major dimensions under the title of transformational leadership and transactional leadership were also added in the model as observed through five items for each. Similarly, for the measurement of teacher performance, five items were also added in the questionnaire.

The target population of the current research was teachers and principals of three high schools in Banjarmasin City, Indonesia, who had taught or led the schools for over three years and were willing to take part in the research. Initially, the researcher made a poster detailing the objectives, methods, significance, and the inclusion criteria of the study on the schools' noticeboards to invite participants to take part in the research. Out of the 120 teachers, a sample of eight respondents, encompassing five tutors and three school principals, were purposively selected to take part in a 60-minute semi-structured, face-to-face interview at their respective institution.

Initially, the participants were requested to sign an informed consent form to confirm their intentional assent to engage in the interview. On the form, the researcher detailed the research objectives, methods, the benefits, and potential risks of engaging in the investigation, as well as the prospective outcome of the findings. Furthermore, the respondents were informed of their rights, including the fact that their involvement was voluntary and that they were free to pull out of the interview if they wished without incurring any kind of penalty. In addition, the respondents were guaranteed that their personal information would be kept anonymous through the use of pseudonyms, and that their interview responses would be placed in a locked cabinet that was accessible only to the researcher. In addition, for the quantitative portion, a structural questionnaire was also distributed among the teachers covering the title of leadership style as observed through transformational leadership, transactional leadership and teacher performance. A final sample of 120 respondents were observed and empirical analyses are provided below.

Data Collection

A set of investigator-developed open-ended questions were employed to carry out the one-on-one interviews, whose format facilitated consistency for later assessment. The interview guide was designed based on Philip Hallinger's Principal Instructional Management Rating Scale (PIMRS) (Hallinger, 2011), which encompassed three classifications. The first category of questions was tailored to gather demographic information about the head teacher/educator background, teaching experience, and education, while the second category focused on the issue of teacher motivation levels, encompassing the respondents' key reasons underlying their motivational teaching practices. The third and last section comprised of questions intended to explore specific principal leadership behaviours that may influence teacher job satisfaction and morale, as well as questions targeted to identify school management roles considered as necessary to enhance teacher work satisfaction. Prior to the face-to-face interviews, the investigator sought consent from the participants to tape the sessions.

Data Analysis

A thematic analytic framework was adopted in the analysis of the findings. This established technique was used to identify common thoughts, perceptions, and views emerging in the qualitative data (Noble & Smith, 2015). The investigator employed interpretational evaluation to examine the transcribed interview responses carefully and apportion them into expressive parts, which were coded using categorical or descriptive words. The entire procedure enabled the investigator to spot emerging themes, discrepancies, common constructs, and patterns that aided in the development of a broader comprehension of principal leadership practices that influenced teacher motivation, and subsequently, teacher

performance. Further, the empirical relationship between leadership style and teacher performance was examined through quantitative analysis as observed in AMOS-21 version.

Results and Discussion

Collectively, the sampled teachers and principal had an average of 8 and 10.5 years for principals and teachers respectively. While all the head teachers and one of the teachers held a masters degree, the other four educators had a bachelor diploma. In terms of gender, half of the respondents were male and half were female. The interviewed principals had previously taught non-science subjects except one female principal (R#1), who had earlier taught mathematics for eight years. All the sampled principals indicated that in their journey of leadership, they had initially served as subject specific teachers and then deputy principals before being promoted to the principal position. This demographic data is presented in Table 1 below.

Table 1: Demographic Characteristics of the Respondents

S/N	Gender	Level of education	Current position	Years in the current role	Total years in teaching	Pseudonym	School
1	F	Master's degree	Principal	6	16	R#1	A
2	M	Bachelor's degree	English	7	7	R#2	
3	F	Master's degree	Math	4	8	R#3	
4	F	Bachelor's degree	Science	6	8	R#4	B
5	M	Bachelor's degree	English	8	8	R#5	
6	M	Master's degree	Principal	10	15	R#6	
7	F	Bachelor's degree	Math	3	11	R#7	C
8	M	Master's degree	Principal	15	17	R#8	

RQ 1: role of principals towards their supervisory/leadership practices in the schools

As indicated earlier, the interview questions were developed in line with Hallinger's five key areas of instructional leadership, namely: aligning curriculum and instruction, defining the school mission, promotion of a conducive learning atmosphere, appraising the instructional

initiative, and improving and observing teaching instructions (such as lesson plans) (Hallinger & Heck, 1998). Similarly, the coding of the interview responses entailed the consideration of the aforementioned PIMRS constructs, and after comprehensive triangulation, three themes were identified as indirectly influential, including the principal's leadership profile, supportive governance, teacher performance, and principal's role in teacher motivation.

The teachers were asked to express their attitudes, thoughts, and perceptions towards their principals' supervisory practices at their school, and their responses were as follows: R#2 stated, "I love my work as my headteacher is a team player, and she inculcates team spirit in all of us," whereas R#3 seemed inspired by the principal, "I desire to be as self-motivated as my headmaster." R#4 indicated that her head teacher only outlines all that is required and then waits for the tasks to be completed as expected. She added, "I have applied for a vacant position in the nearby school, and hopefully, I will get a supportive headmaster who will particularly help with disciplining students." Similarly, R#5 described the school principal as "he is focused on results, and at times, we have to work over the weekend to avoid warning letters," while R#7 said:

"Unlike my previous headmaster, my current headteacher represents real leadership. He is organized, a good listener, passionate, willing to be corrected, and he relies on the strength of the subordinates in making decisions. Often, he operates from the faculty office instead of the principal's office, which makes it easy to communicate. Moreover, he is an advocate of career development, he supports, motivates, and we are lucky that our timetables are tailored to favour personal development."

On the question of the principal's views towards their leadership approaches, R#1 explained that:

"I try to model the school normative behaviours as much as possible... I attempt to be a servant manager in every endeavour, and rarely do I ask my subordinate staff to perform a task I would not handle myself. During our weekly meetings, I often begin by restating the school mission and vision before heading the rest in formulating our short-term goals. In addition, I believe in mentorship with the hope that our educators would "coach" individual students in the schoolroom."

On the other hand, R#6 indicated that specific school rules should be determined:

"We do not have many meetings, but at the start of the term, I stipulate what is expected from the tutors, including completion of course content, bimonthly appraisal of lesson plans, observation of school code of conduct, as well as the repercussions for non-adherence to the established rules."

Lastly, R#8 stated:

“I am a passionate educationalist and an advocate of challenge, in any case, I completed my master’s degree in governance and administration at 50. We all have areas of weaknesses and strength, and thus, I dare my juniors to challenge themselves by furthering their studies and embracing technological innovations. At the moment, nearly all our teachers are either master's holders, or they are in the process of acquiring one. In addition, I have personally followed to ensure that they are making progress, motivate them to continue with their personal development, and encourage them when they feel exasperated, with the determination that with conviction, they can accomplish their desires.”

From the interview responses, the list of the principals' attributes described by the teachers appear to fit into two forms of leadership style: transformational, as demonstrated by such qualities as charismatic, transformative, trusted, believing in staff empowerment, team-builders, active listeners and visionary, expressed by R#2, R#3, and R#7 with references to R#1 and R#6; and autocratic, as suggested by the indication "results-oriented" to refer to R#6. It is apparent that 60% of the teachers were motivated by the reassuring management practices of their school principals, and subsequently, they are inclined to perform well in their instructional tasks.

Transformational governance approach is a form of supportive leadership style that entails altering an employee’s thoughts in such a way that it inspires them to embrace the organizational mission and goals and enforce them as their own (Boamah, Spence Laschinger, Wong, & Clarke, 2018; Buil, Martínez, & Matute, 2019; Jin, Seo, & Shapiro, 2016; Li, Lin, & Tien, 2015). The aforementioned change shapes the subordinates’ behaviours by motivating them to work harder towards the accomplishment of the collective goals and overcoming personal interests (Mcknight, 2013). In the current investigation, three teachers highlighted that due to their school principal’s inspiring techniques, via illustration of commitment to attainment of higher UKG and PKG scores, adaptability, agreeableness, readiness to accept corrections, and openness, they were encouraged to show dedication in their teaching practices, including completion of the curriculum benchmarks at the appropriate time.

Similarly, R#2, R#3, and R#7 suggested that their principal made them feel part of a team by valuing their contributions, opinions, and perspectives in the shared decision-making processes. These qualities are in line with the four principles of transformational or participative leadership approach, encompassing intellectual stimulation, individualized consideration, inspirational motivation, and idealized vision (Noruzi, Dalfard, Azhdari, Nazari-Shirkouhi, & Reza zadeh, 2013). As described by McColl-Kennedy & Anderson (2002), idealized influence refers to the practice of charismatic leadership and is manifested

in the faith, self-confidence, pride, and reverence that supervisors show to inspire their juniors.

In the current investigation, the interview responses from the transformational principals (R#1 and R#6) were indicative of charismatic leaders due to their supportive approaches in motivating their tutors, particularly through the communication of high school academic expectations and engaging them in the institutional decisions. Such supervisors also promote intellectual stimulation and ingenuity by encouraging personal development, staff intelligence, and continuous learning so that they can be innovative in their endeavour to solve academic and behavioural-associated problems among students (Ansar, Marzuki, & Tolla, 2018; Cansoy, 2018; Werang & Agung, 2017; Yulianti, 2015). On the contrary, teachers R#4 and R#5 suggested that the absence of supportive leadership, and to a large extent, the espousal of transactional governance negatively shaped teacher performance by lowering their level of job satisfaction and motivation, as illustrated by R#4's intention to quit their current school, and R#5's expression of fear of warning letters (Balu, Béteille, & Loeb, 2009; Hutabarat, 2015; Loeb, Darling-Hammond, & Luczak, 2005; Rockoff, 2004).

RQ2: Factors playing a role in promoting teacher motivation

The interviewed principals were aware that enhancing the morale of teachers is among the key factors that significantly shapes teacher competence. The principal identified four essential areas that promote teacher motivation, namely: the need for accomplishment, recognition for their contributions, provision of incentives, and building capacity for the teachers to feel pride in their work.

The principal's sentiments were supported by all the interviewed teachers, especially with respect to the issue of incentives for additional work and provision of adequate remuneration. For instance, R#7 indicated that even though the salary she receives is below that paid in other schools in the city, it was sufficient since they were given other incentives for extra hours. She added that the school principal offered them chances to hone their teaching skills, which subsequently inculcated a feeling of satisfaction and enhanced their competency.

Symeonidis (2015) indicated that teacher salaries determine the overall attractiveness and prestige of the profession and instructors frequently cite that equitable remuneration augment their morale. On the contrary, poor pay discourages teachers who opt for part-time work or private tutoring to supplement their source of livelihood (Eyal, & Roth, 2011). The latter is known to adversely influence their performance in the classroom as it is associated with high rates of absenteeism, lateness, and attending lessons while tired or unprepared (Ofojebe & Ezugoh, 2010). Thus, in addition to employing supportive leadership approaches, principles should ensure that their teachers are well remunerated (Nellitawati, 2018).

RQ3: What is the principle capacity for teachers to ensure the quality of their performance

Exemplary teachers were inspired to teach all their students yet nonetheless, a series of extrinsic variables, like teacher competence and salary, as well as intrinsic elements, such as passion in the teaching profession, shape their classroom instruction. In the present investigation, the principal's capacity to ensure that teachers have access to the necessary educational resources, proper supervision of the instructional processes, and collaboration among teachers and school management in setting up performance goals, were observed as the predominant aspects that influenced teacher performance. The availability of teaching resources allowed the teachers to plan lessons adequately and support their students when needed. Other articles suggest that principals should foster working relationships with teachers, parents, and students to enable the school to run cohesively, reduce turnover intentions by promoting establishment of objectives, communicating core values, and working cooperatively (Engels, Hotton, Devos, Bouckenooghe, & Aelterman, 2008; Klevan & Villavicencio, 2016).

RQ4: Impact of Leadership on Teacher Performance

Figure 1 below presents the structural model, covering the two perspectives of leadership (Leadership I=transformational leadership, Leadership II=transactional leadership) as measured through a further five dimensions, each with their relative error terms. Similarly, for teacher performance, endogenous latent variable is defined through five dimensions (i.e = TP-I to TP-V) respectively. For correlation, double headed arrow between two latent but exogenous constructs was developed. Whereas, single headed arrow approach for Leadership I to Teacher Performance, and Leadership II to Teacher Performance were used accordingly. For structural modelling, regression weight 1 was also established for both exogenous and endogenous variables of this research.

Figure 1. Leadership Style and Teacher’s Performance (Structural Model)

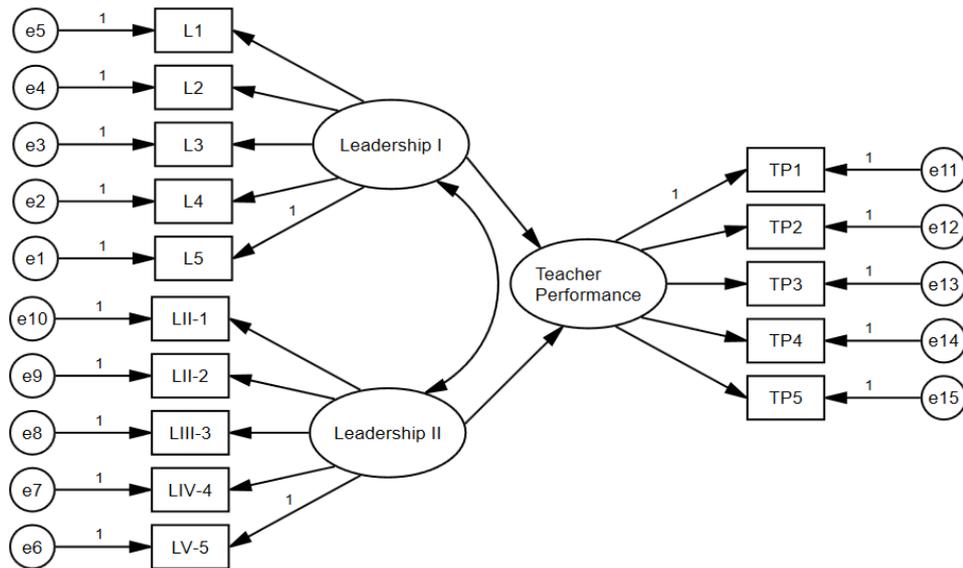


Table 2 below provides the correlation data supporting the argument that significant and positive correlation exists between Leadership I-Leadership II with the coefficient of 0.368, significant at 1 percent. The table details that both leadership factors are correlated but at a low level. However, a significant and above moderate level of correlation was found between Leadership I and Teacher Performance ($r = 0.623$, significant @ 1 percent). Additionally, the correlation coefficient between Leadership II and Teacher Performance is .1258, insignificant at 5 percent.

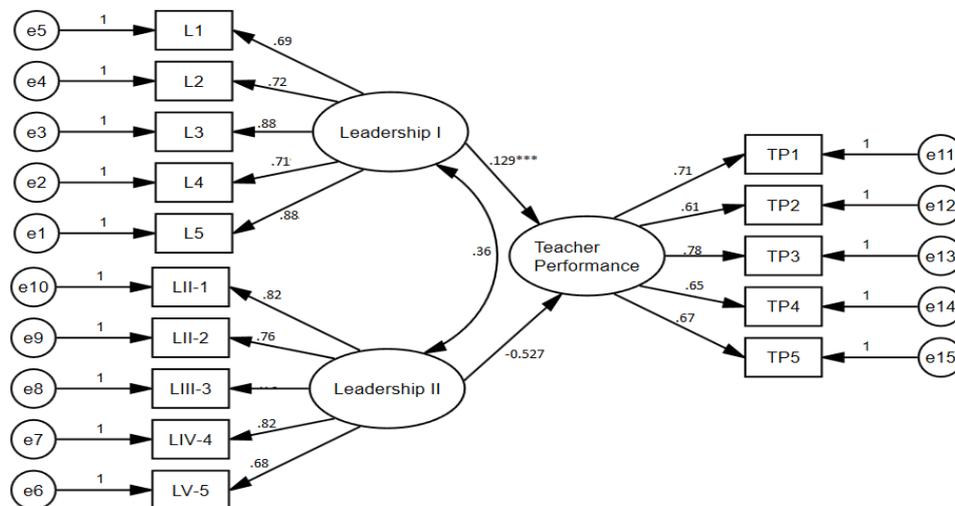
Table 1: Correlation between the Variables

	Leadership I	Leadership II	Teacher Performance
Leadership I	1		
Leadership II	0.368***	1	
Teacher Performance	0.623***	0.1258	1
	0.002	0.257	

The findings regarding the impact of leadership style on teacher performance are presented below in Figure 2. Leadership I or transformational leadership factor has a positive and significantly impact on Teacher Performance. This fact implies that the higher the contribution by the school leadership under the shadow of transformational leadership the greater the outcome for the institutions in terms of teacher performance. Thus, principal leadership, as perceived by the teacher, is found to be more progressive in Indonesia, when

applied through transformational practices. Such findings further support the view that the effectiveness of transformational leadership is reflected in a sense that positively influences the teacher's outcomes. However, the influence from the second factor of leadership (II) is observed to be negatively insignificant. This means that although the influence of transactional leadership is negative, it is not statistically enough to provide any inference for generalization. Hence there is no significant influence of Leadership II on Teacher Performance in Indonesian Schools.

Figure 2. Leadership Style and Teacher's Performance (Path Coefficients)



Conclusion and Recommendations

The objective of this investigation was to explore the role of the school principal's leadership in shaping the motivation and performance of high school teachers in Banjarmasin City, Indonesia. The findings of this qualitative study suggest that the principal can directly influence teacher practice and enhance their inspiration via supportive leadership, as well as indirectly shape teacher job satisfaction through the creation of positive school culture.

With regards to the perceptions of the sampled respondents towards the principal's leadership approaches vis-à-vis teacher's work, the findings are that 60% of the participants believe that their principals use transformational supervisory strategies which promote enthusiasm to teach and improve productivity, while 40% cited transactional leadership behaviours, which are linked to a lack of morale and increased turnover intentions. Supportive leadership entails the espousal of transformational techniques, including shifting the teacher's thoughts in a way that will allow them to embrace the school's motto in their activities. Such a transformation impacts teachers by motivating them to strive toward accomplishing the collective aims and overcome individual interests.



The results of this research encourage principals in Banjarmasin City, Indonesia to enact instructional management effectively with the support of instructors, maintain open communication channels, and embrace transformational leadership skills to boost the teacher morale, and subsequently, improve UKG and PKG scores. In addition, it is improbable for principals to create a positive school culture without empowering and engaging teachers in the institutional decision-making process. Thus, this investigation recommends that principal in Indonesia attend and organize seminars and training on instructional leadership in the endeavour to run a successful school. Nonetheless, further qualitative studies using larger sample sizes are necessary to broaden the application of the findings. In addition, there is a need to compare the role of principal, teacher motivation and performance, and student outcomes in Indonesia. However, the empirical findings through the quantitative approach of this mixed methodology study reasonably justify the fact that transformational leadership has a positive and significant impact on the value of Teacher performance in this region of Indonesia.

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Appendices

Interview Guide

For Principal

- How do you think the work motivation of teachers is seen from the need for achievement, (b) opportunities for growth, (c) pride in one's own work, (d) need for recognition, and (e) salary received?
- What do you think of teacher performance seen from Teacher Performance (1) planning teaching and learning programs; (2) implementing and leading the teaching and learning process; (3) assessing the progress of the teaching and learning process; (4) fostering relationships with students.
- What do you think your leadership on this school?

For Teacher

- How is your work motivation as a teacher at this school when viewed from (1) The need for achievement, (2) Opportunities for growth, (3) Pride in own work, (4) Need for recognition, and (5) Salary received.
- What is your performance as a teacher in this school when viewed from (1) planning a teaching and learning program; (2) implementing and leading the teaching and learning process; (3) assessing the progress of the teaching and learning process; (4) fostering relationships with students.

What do you think of the principal's leadership at this school, please explain?