

## **The Effect of Principal Situational Leadership, Work Climate and Morale on Teacher Performance**



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**ABSTRACT:** This study aims to analyze the effect of the principal situational leadership, work climate, and morale on performance. This study used a quantitative study with pathway analysis. The study population was 296 people with 170 people as the samples. The data collected was carried out using instruments consisting of situational leadership (40 items), work climate (24 items), morale (20 items), and performance (26 item) that has been tested for validity and reliability. The data was analyzed using a path analysis. The results of the study showed that there is an effect of situational leadership on performance, work climate on performance, morale work on performance, principal situational leadership morale, work climate on morale, principal situational leadership performance through morale, and work climate on performance through work morale.

**KEYWORDS:** Situational leadership, work climate, morale, performa

### **I. INTRODUCTION**

Education is the basic element of the foundation for building all aspects of life. Realizing the importance of education, the government seriously handles the field of education. Performance is the level of success of a person or groups in carrying out the tasks in accordance with their responsibilities and authorities based on performance standards that have been set during a certain period in order to achieve the goals of the organization (Barnawi et al, 2012; Rachmawati et al, 2013).

Teacher performance refers to behavior when teaching in the classroom. Behavior is something that is very important in creating a conducive teaching and learning atmosphere. Teacher performance or work performance is the result achieved by the teacher in carrying out the tasks charged to him which are based on skills, experience and earnestness as well as the use of time. Teacher performance will be good if the teacher has carried out elements consisting of loyalty and high commitment to the task of teaching, mastering and developing the subject matter, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with all school residents, leadership that is a role model for students, good personality, honest and objective in guiding students, as well as responsibility for their duties. Therefore, an assessment of teacher performance or teacher work achievement is needed to be able to find out the abilities and achievements of existing teachers in an educational institution as well as to achieve the process of teaching and learning activities (Susilowati et al., 2018; Hasibuan, 2019).

Based on the results of interviews and preliminary observations, the researchers found several problems with low teacher performance, namely: (1) there are still teachers who have not made learning preparations before teaching. (2) Teachers in the implementation of learning have not used varied learning strategies so that learning seems boring for students. (3) The existence of teachers in the workplace that are not in accordance with the hours/ working time determined by the school. (4) There are still teachers who do not evaluate learning outcomes. (5) Lack of teacher willingness to perform tasks outside of official working hours, and there are still teachers who have not completed administration on time. (6) Teacher cooperation in doing professional development is still lacking. (7) There are still teachers who are late in informing their presence to the school management. (8) There are still teachers who provide material with a target chasing system when facing exams. (9) Lack of teacher initiative in developing themselves. (10) Training and education have not been carried out in an evenly distributed where it illustrates that there are still many teachers who have not participated in training activities due to the lack of effort by teachers to understand the importance of training aimed at improving quality of education that can improve teacher performance. (11) The principal's work experience is still minimal. (12) The principal's ability to solve problems is still unsatisfactory. (13) There are still facilities and infrastructure that are incomplete and sufficient for learning. (14) Cooperation between fellow teachers is still not optimal in dealing with learning in schools.

From the concern above, it gives an insight that the performance of SMKN teachers in Gorontalo Regency is still low judging from work behavior, quality and quantity of performance. From the data and problems found by the researcher, efforts are needed to improve teacher performance.

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## II. RESEARCH METHOD

This research employed a quantitative research with path analysis, namely research aimed at explaining existing facts and knowing how much effect between variables. The population in this study was 296 teachers of SMK Negeri in Gorontalo. The sampling technique used is simple random sampling technique. The number of samples was determined based on the Slovin formula of 170 people. The data was collected through situational leadership instruments (telling, selling, participating, delegating), work climate (interaction between personnel, willingness of educational means, social environment), morale (passion/enthusiasm, strength to resist frustration, quality to survive, group spirit), performance (quality of work, quantity, timeliness, effectiveness, independence) of the instrument is analyzed through a test of the validity and reliability of the description of the collected data using path analysis to see direct and indirect effects, by first performing a test of normality, linearity and homogeneity.

## III. RESULTS AND DISCUSSION

Based on the findings of the data analysis with SPSS program, it was found that the coefficients of direct and indirect effect were found as illustrated in Figure 1.

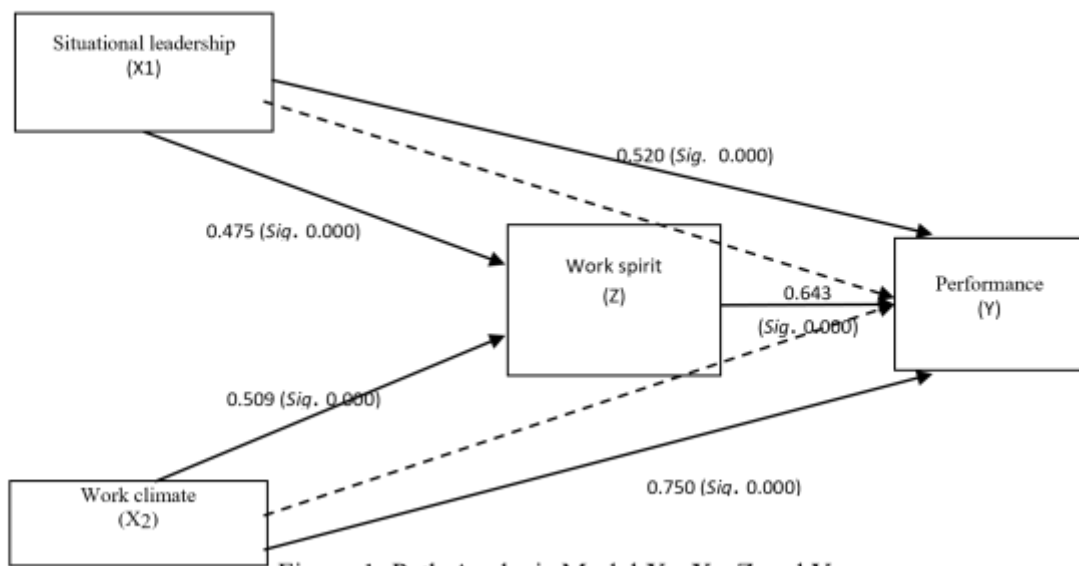


Figure 1: Path Analysis Model X<sub>1</sub>, X<sub>2</sub>, Z and Y

Based on gambar 1 above, the hypothesis in this study can be seen in tables 2 and 3

**Table 1. Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis	p	Decision
H1 There is a significant positive effect of situational leadership on performance.	0.000	Accepted
H2 There is a significant positive correlation of the work climate on performance.	0,000	Accepted
H3 There is a significant positive correlation of morale work on performance.	0.000	Accepted
H4 There is a significant positive correlation of the principal situational leadership on work morale.	0,000	Accepted
H5 There is a significant positive correlation of work climate on morale.	0.000	Accepted

**Table 2. Summary of H<sub>6</sub> and H<sub>7</sub> Hypothesis Testing Decisions**

Hypothesis	Immediately	Indirect	Decision
H <sub>6</sub> There is an indirect positive effect of situational leadership on performance through work morale.	0.520	0.305	Accepted
H <sub>7</sub> There is an indirect positive effect of the work climate on the performance of work morale.	0.750	0.327	Accepted

Table 1 is a summary of decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with a significance value criterion of less than 0.05, hence the hypotheses are all accepted. Table 2 is a summary of the decision to test hypotheses H<sub>6</sub> and H<sub>7</sub> provided that if the coefficient of direct effect is

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greater than the coefficient of indirect effect. Then, the hypotheses are accepted. Based on the results of the analysis in Tables 2 and 3 in this study, the effect between variables was found which can be explained as follows.

### **A. The Effect of Principal Situational Leadership on Performance**

The results of the path analysis showed that the principal situational leadership has a Beta value of 0.520 with a significance value of 0.000, which means that the situational leadership of the principal directly affects the performance of state vocational school teachers in Gorontalo Regency.

This is in line with the opinion stated that in an organization, performance is usually associated with the effort to determine the value of a job. With the assessment of employee performance, company leaders can find out the level of potential and ability that exists in each employee which will be one of the basic considerations for leaders in providing compensation, placement, promotion, and mutation. Hasibuan (2015) also emphasizes that performance appraisal means that subordinates get attention from their superiors so as to encourage them to be passionate about work, as long as the assessment process is honest and objective and there is an action. Furthermore, it allows employees to be promoted, demonstrated, developed, and for their services (Hasibuan, 2019).

The findings of this study support the studies conducted by West et al., (2020); Silfiati et al., (2022) research studies stating that the principal situational leadership has a direct effect on teacher performance. Similarly, it states that leadership implemented by a principal has a direct effect on teacher performance (Fahlevi et al., 2021; Hidayati, 2022; Rachmat et al., 2022; Rusadi et al., 2022; Saleh et al., 2022; Supiansyah et al., 2022; Suriansyah et al., 2022).

### **B. The Effect of Work Climate on Performance**

The results of the path analysis showed that the work climate has a Beta value of 0.750 with a significance value of 0.000, which means that the work climate directly affects the performance of state vocational school teachers in Gorontalo Regency. Jarminto et al., (2022); Mardianti et al., (2020); Silfiati et al., (2022); Wiewanthi et al., (2022) stated that the work climate has a direct effect on teacher performance. Similarly, research studies suggest that the work climate has a direct effect on teacher performance (Adriani et al., 2022; Karyadi et al., 2022; Novita et al., 2022).

### **C. The Effect of Morale on Performance**

The results of the path analysis showed that morale has a Beta value of 0.643 with a significance value of 0.000, which means that morale directly affects the performance of state vocational school teachers in Gorontalo Regency. In Hidayatullah's opinion (2012), the factors that affect teacher performance are the level of teacher education, teaching supervision, upgrading programs followed by teachers, a conducive work climate, good physical and mental conditions, income levels of open attitude, creative and have a high level of life and managerial skills. Research conducted shows that morale has a positive effect on teacher performance, that is, the higher the teacher's morale, the better the teacher's performance will be (Saleh et al., 2022). Thus, the teacher's morale is a driving force to encourage teachers so that their behavior can be directed towards real efforts to achieve the organizational goals that have been set. The morale variable is an important factor in efforts to improve teacher performance.

### **D. The Effect of Situational Leadership on Morale**

The results of the path analysis showed that the situational leadership of the principal had a Beta score of 0.475 with a significance value of 0.000, which means that the situational leadership of the principal directly affects the performance of state vocational school teachers in Gorontalo Regency.

The results of this study are in line with Fahlevi et al., (2021); Hidayati, Normaini et al., Syarifudin (2022) stating that leadership directly affects job satisfaction. In this case, the role of the leader is very large so that a leader is needed who is able to give morale to employees so that it can increase the success of a school institution. In line with the research conducted by Dhona, (2011) and Silfiati et al., (2022) which states that situational leadership has a direct effect on job satisfaction.

### **E. The Effect of the Work Climate on Morale**

The work climate directly has a positive and significant effect on the enthusiasm of state vocational school teachers in Gorontalo Regency which is shown by a Beta value of 0.509. The meaning is that if there is a change in the teacher's work climate, it will also cause the teacher's morale to change.

A conducive climate is essential for learners to feel happy and positive about their schools, for teachers to feel valued, and parents and communities to feel welcome and involved. This can be realized by fostering positive norms and habits, harmonious correlations and cooperation based on mutual respect. In addition, a conducive climate encourages every citizen of the school to act and do something best in order to lead to the high achievement of the learners (Novita et al., 2022). Similarly, it states that the work climate will have the potential to increase work motivation which in turn will increase morale (Firdaus et al., 2022).

Supardi stated that a conducive work climate is an appropriate climate that supports the smooth and continuity of the educational process. The work climate is as a factor that interacts with performance. Climate can basically come from a person or what is often called the internal climate and can also come from outside oneself or called the external climate. These climate factors can have a positive effect or can also have a negative effect on a teacher (Silfiati et al., 2022). In line with the research conducted by revealing

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that directly the work climate affects morale. Another study was conducted by revealing the correlation between School Climate and Teacher Morale (Pasaribu, 2017; Sari, 2013).

### **F. The Indirect Effect of Situational Leadership on Performance Through Morale**

The results of the track analysis showed that the principal situational leadership indirectly has a positive and significant effect on performance through the morale of state vocational school teachers in Gorontalo Regency as evidenced by a zscore value of 4,772 which is greater than z table 1.96. The indirect effect of the principal's situational leadership on teacher performance is smaller than the direct effect of the principal's situational leadership on the performance of state vocational school teachers in Gorontalo Regency. This also indicates that morale has proven to be an intervening variable between the effect of the principal's situational leadership on the performance of state vocational school teachers in Gorontalo Regency.

Akuoko and Dounkor stated that situational leadership is able to relate to the work motivation of teachers who guide a person's behavior. This requires all teachers to be motivated by teachers in carrying out their duties, namely teaching (Supiansyah et al., 2022).

The results of this study are in line with Novita et al., (2022); Rachmat et al., (2022); Rizkie et al., (2022); Saleh et al., (2022); Supiansyah et al., (2022) research studies showed that leadership will have an effect on a person's morale which will ultimately have implications for performance.

### **G. The Indirect Effect of Work Climate on Performance through Morale**

The results of the path analysis show that the work climate indirectly has a positive and significant effect on performance through the morale of state vocational school teachers in Gorontalo Regency as evidenced by a zscore value of 3,885 which is greater than z table 1.96. The indirect effect of the work climate on teacher performance is smaller than the direct effect of the work climate on the performance of state vocational school teachers in Gorontalo Regency. This also indicates that morale has proven to be an intervening variable between the effect of the work climate on the performance of state vocational school teachers in Gorontalo Regency.

The successful performance of educational institutions is seen from the performance achieved by teachers or teaching staff who teach within the institution. Therefore every educational institution demands that the teacher be able to display optimal performance because the poor performance of the teacher achieved will affect the performance and success of the educational institution (Normianti & Aslamiah, 2019).

Research study conducted by Mardianti et al (2020) revealed that the work climate in an organization contributes greatly to the morale of individuals in the organization concerned which will ultimately determine the quality of performance. Similarly, the research study conducted by Silfiati et al., (2022) showed that the teacher's work climate can have an effect on job satisfaction which later triggers teachers to work with more enthusiasm and produce quality performance.

## **IV. CONCLUSION**

There are direct and indirect effects among the principal's situational leadership, work climate, morale, and performance. Thus, teachers should improve the quality of work and the ability to compete positively in order to realize improved work performance.

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