



# Influence of principal management, work climate on teacher performance through teacher work motivation

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## ABSTRACT

This study looked at how primary school teachers in Awayan Subdistrict were affected by the work environment, work motivation, and performance of principal management. The correlation method is used in this quantitative study. The populace was 156 instructors and 112 respondents were taken as the examination test utilizing relative arbitrary inspecting method. A questionnaire instrument was used for data collection, and descriptive analysis, the classical assumption test, multiple linear regression analysis, and path analysis were used for data analysis. The outcomes showed that the variable relapse esteem was a positive number like the relapse coefficient of head the executives execution on educator execution ( $X_1$ -Y) of 0.583, the relapse coefficient of head the board execution on instructor work inspiration ( $X_1$ -Z) of 0.533, the relapse coefficient of work environment school on instructor execution ( $X_2$ -Y) of 0.412, the relapse coefficient of work environment on work inspiration ( $X_2$ -Z) of 0.659, the relapse coefficient of instructor work inspiration on instructor execution ( $Z$ -Y) of 0.532, the relapse coefficient of head the board execution by implication through educator work inspiration on instructor execution ( $X_1$ -Z-Y) of 0.284 and the relapse coefficient of work environment in a roundabout way through educator work inspiration on instructor execution ( $X_2$ -Z-Y) of 0.351.

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## 1. INTRODUCTION

To get the most out of a teacher's performance, they need to know how to help them accomplish their goals and do their work. The teacher holds the primary control over the success of achieving goals in teaching and learning interactions. As a result, teachers must be able to teach, manage learning stages, use methods, media, and set aside time. In the opinion of Amtu, et al. (2020) states that teachers who have performed well in the implementation of the curriculum are able to design learning programs, implement learning, and evaluate student learning outcomes. Bektas, et al. (2022) also says that teachers need to know how to teach, manage learning stages, use methods, and use media. In this instance, teaching skills are a collection of teacher competencies that demonstrate professional performance.

Because teacher performance is strongly influenced by a variety of factors, it is difficult to improve it. Teacher performance in their work activities is influenced by a number of factors. Baptiste (2019) states that both internal and external factors have an impact on teacher performance. Inside

elements, for example, assurance which incorporates inspiration at work. whereas external factors like the principal's leadership, management performance, and the work environment that encourages work activities are all examples of external factors.

A school principal's ability to perform as a principal manager is an example. Each school principal possesses management expertise with regard to the organization's value system. A school principal's level of leadership quality is inversely proportional to the quality of the management system they implement. The behavior of the principal's subordinates, such as the teacher's level of performance, is also influenced by his management performance. A leader's ability to manage teachers in schools is reflected in his or her management performance, which is a response to the leader's attitude (Martha, 2019; Li & Liu, 2022).

How to manage all of the school's facilities and human resources so that they can perform their functions is a component of school principal management activities. In order to ensure that education and learning activities run smoothly and effectively, managers in this field must be able to influence, guide, and direct others who are involved in their implementation and development (Risna, 2021; Ruslan, 2019). This will help them achieve the established educational and learning objectives. In addition, performance management refers to a principal who is aware of the principles of organizational development and human work. As a result, the principal aims to develop his leadership as a whole by motivating teachers and making them realize that the objectives to be achieved are more than just their own personal interests (Corkin, et al., 2018; Arar & Abu, 2019).

It is expected of a school principal who holds a management position to be able to perform well under management. Management performance is more abstract and intricate than teacher performance, which is typically concrete (Lee & Quo, 2018). The ability of a principal to mobilize, direct, guide, protect, set an example, provide encouragement, and provide assistance to teachers in a school so that they can be utilized optimally to achieve the school's goals can be seen as evidence of principal management competence Khan (2019) states that planning work, organizing work, leading work's implementation, and controlling work's implementation are indicators of a manager's work. It is possible to draw the conclusion that management performance is the sum of the outputs from indicators of a manager's profession's implementation. It is expected of a person in a Management position to be able to perform well in Management. Management performance is more abstract and intricate than employee performance, which is typically concrete. By utilizing the skills, abilities, and efforts of a number of other people in their area of authority, managers boost performance.

The working environment of teachers is another factor that can have an impact on their performance. based on the results of the research. This assertion is consistent with the findings of Aslamiah's (2018) study, which demonstrated a positive and significant relationship between teacher performance and work climate. In the meantime, the findings published in the Kartini research journal in 2021 indicate that the work environment in a school can influence how well teachers perform at work. The teacher will be motivated to perform at a higher level if the working environment is one that is conducive to his or her well-being.

Ferdiana (2019) & Allen, et al. (2015) defines everything in a work environment as a subjective influence of the formal system, the manager's information style, and other important environmental factors on the attitudes, beliefs, values, and motivation of an organization's employees. The school's climate fosters a working environment that fosters interpersonal relationships. It is believed that a school's climate is what sets it apart from others (Zhang, et al., 2021). Teachers will be motivated to perform at a higher level and will feel at ease at work if the school environment is conducive. This shows that the teacher's work environment can only get better with a positive school environment. The principal's role in managing the school, including planning, executing, evaluating, and following up, is just as crucial (Baluyos, et al., 2019).

The school's leaders principals must establish the school's climate so that the atmosphere is cohesive and conducive to productive work. For teachers to be able to carry out their responsibilities happily and with a lot of enthusiasm and passion so that their work can be done well, they need a supportive work environment and climate. There must be openness, close relationships between

individuals, effective communication between school members, teacher involvement in decision-making, appreciation for accomplishments, respect for school members, and so on.

Work motivation is the next factor that affects performance because it is basically external and internal encouragement to perform one's responsibilities. One's needs, abilities, and perceptions of tasks are all related to drive. Huda (2022) asserts Because motivation and performance are closely linked, teacher motivation plays a crucial role in the workplace. When teacher motivation is high, so does performance. On the other hand, poor teacher performance is correlated with low motivation. Therefore, the school must pay close attention to motivation if every teacher wishes to contribute positively to the achievement of school goals. With motivation, a teacher will be enthusiastic about carrying out his or her responsibilities. This is in line with Joharis (2022) opinion expressing that inspiration is significant in light of the fact that inspiration can be a reason, merchant, or ally of an individual's way of behaving so the individual needs to try sincerely and excitedly to accomplish ideal outcomes.

## 2. RESEARCH METHOD

Quantitative research is used for this kind of study. Through the use of motivation as an intervening primary school and a path analysis model, this study seeks to establish direct and indirect causation between the performance of school principal management and teacher performance in Awayan Subdistrict. The aim of this study, which employs correlation research methods, is to ascertain the degree of influence between variables. The researcher wanted to find out how much of an impact the independent variables, such as the principal's management performance ( $X_1$ ), work climate ( $X_2$ ), and motivation ( $Z$ ), have on the dependent variable, which is teacher performance ( $Y$ ), directly or indirectly. In awayan Subdistrict, primary school. This research design is depicted in detail in the following figure 1.

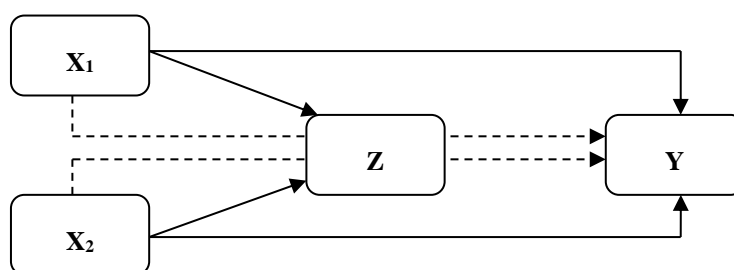


Figure 1. Research Design

Information:

$X_1$  : Principal Management Performance

$X_2$  : Work Climate

$Z$  : Motivation

$Y$  : Teacher performance

—→ : Direct Influence

- - - → : Indirect Influence

The population criteria in this study consisted of all teachers who teach at the primary school level in Awayan Subdistrict, which consists of 21 schools in Awayan Subdistrict. The population in this study were all 112 primary school teachers in Awayan Subdistrict

Table 1. Instrument Validity Test Results

Variable	R-Table	Valid	Questionnaire	
			Not Valid	Amount
Principal Management Performance ( $X_1$ )	0,444	35	10	45
Work Climate ( $X_2$ )	0,444	30	10	40
Work motivation ( $Z$ )	0,444	32	8	40

Variable	R-Table	Valid	Questionnaire	
			Not Valid	Amount
Teacher Performance (Y)	0,444	26	0	26

Based on the results of calculating the validity test on the Principal Management Performance variable (X<sub>1</sub>), which consists of 45 statement items, it can be seen that 10 statement items are declared invalid and 35 statement items are declared valid, the work climate variable (X<sub>2</sub>), which consists of 40 statement items can be known that 10 statement items were declared invalid and 30 statement items were declared valid, work motivation variable (Z) consisting of 40 statement items it can be seen that 8 statement items were declared invalid and 32 statement items were declared valid and teacher performance variable (Y) consisting of the 26 statement items it can be seen that 26 statement items were declared valid. Invalid statements were all discarded or omitted during the study, only valid statements were used in this study.

Table 2. Instrument Reliability Test Results

Variable	Cronbach's Alpha	Judgment
Principal Management Performance (X1)	0.941	Reliable
Work Climate (X2)	0.939	Reliable
Work motivation (Z)	0.952	Reliable
Teacher Performance (Y)	0.963	Reliable

The results of the reliability test above show that the Cronbach's Alpha value for each variable is above 0.60, so it can be concluded that the variables used are reliable. Testing the hypothesis in this study using path analysis (path analysis). Path analysis is an extension of multiple linear regression analysis, used to estimate the influence of causality between variables (causal model) that has been previously determined, so that regression analysis can be said to be a special form of path analysis (regression is a special case of path analysis) according to Sugiyono (2016 :297). The level of significance in this analysis is 5%, which means that the tolerable error rate is 5% (Ghozali, 2018: 133). The model of this research path is as follows Figure 1.

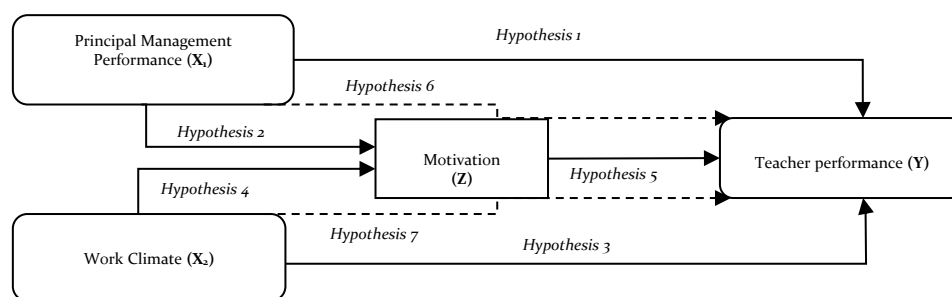


Figure 1. Research path model

The test to determine whether the data is normally distributed or not, uses non-parametric statistical tests. The non-parametric statistical test used is the One-Sample Kolmogorov-Smirnov test (1-Sample K-S). If the results show a significant probability value above 0.05, then the variable is normally distributed. Calculations in the normality test show that both regression models have residual values that are normally distributed, as evidenced by the significance value in the Kolmogorov-Smirnov test > 0.05. So it can be said that the data used in this study are normally distributed. Thus the assumptions and requirements in the regression test can be fulfilled.

Table 3. Research Variable Linearity Test Results

Linear Models	Sig	Result	Judgment
		F	
Path 1	0.127	1.365	Linear

Linear Models	Result		Judgment
	Sig	F	
$X_1, X_2, Z \rightarrow Y$	0.297	1.152	Linear
Path 1	0.101	1.424	Linear
	0.028	1.687	Linear
$X_1, X_2 \rightarrow Z$	0.982	0.461	Linear

Line 1 of the SPSS linearity test reveals that the performance variables of school principal management, work climate, and work motivation on teacher performance variables produce data deviations from the linear line with a significance probability value (deviation from linearity) greater than 0.05 and a value  $F_{count} > F_{table}$  (2.69), indicating that the data is a linear function. The linearity test in model 2 reveals that the Principal Management Performance variable and the Work Climate on the Work Motivation variable produce data deviations from the linear line (deviations from linearity) greater than 0.05, and that the  $F_{count}$  value is less than the  $F_{table}$  (2.69), indicating that the data are linear functions.

Discussion and findings from the study 1. Results of the Multicollinearity Test The purpose of the multicollinearity test is to see if the regression model identified a correlation between the independent (independent) variables. There should not be a correlation between the independent variables in a good regression model. The tolerance value and the Variance Inflation Factor (VIF) were utilized in this investigation to determine whether or not the regression model contained multicollinearity. The regression model lacks multicollinearity if the VIF value is less than 10 and the tolerance value is greater than 0.10. The following is an explanation of the multicollinearity test's findings for each and every research model.

It can be deduced from the results of the SPSS multicollinearity test that the regression model does not exhibit multicollinearity because the performance variables of school principal management, work climate, and work motivation on teacher performance variables produce tolerance values greater than 0.10 and VIF values less than 10. The principal management performance variables, work climate on work motivation variables, and the multicollinearity test in model 2 all produce tolerance values greater than 0.10 and VIF values less than 10, indicating that the regression model lacks multicollinearity. As a result, non-multicollinearity data in the regression model can be concluded.

### 3. RESULTS AND DISCUSSIONS

The influence path analysis model of Principal Management Performance ( $X_1$ ), Work Climate ( $X_2$ ) on Work Motivation ( $Z$ ) of Public Primary schools in Aawayan Subdistrict as presented in the following figure:

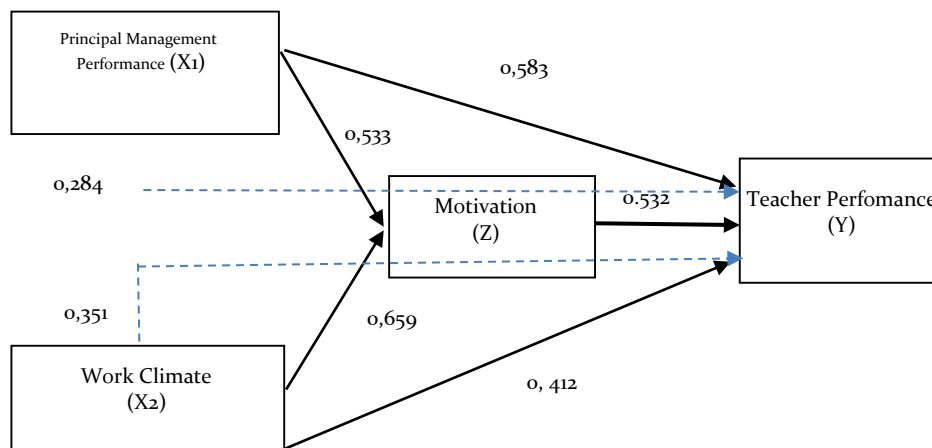


Figure 2. Influence of School Principal Management Performance ( $X_1$ ), Work Climate ( $X_2$ ), and Work Motivation ( $Z$ ), with Teacher Performance ( $Y$ )

Based on the path analysis results shown in the previous figure, the following hypothesis test can be performed:

**The direct impact that the principal's management skills have on the primary school teachers' performance in awayan Subdistrict.**

Ho1: In Awayan Subdistrict, the performance of the principal's management has no direct impact on the performance of primary school teachers. The Standardized Coefficients Beta value of 0.583 with a significance level of 0.000 > 0.05 indicates that the direct effect of the principal's Management performance on the performance of primary school teachers in Awayan Subdistrict is rejected, as shown in Figure 4.10; As a result, primary school teachers' performance in awayan Subdistrict is directly influenced by the principal's management.

**Primary school teachers' performance in Awayan Subdistrict is directly impacted by the work environment.**

Ho2 : Referring to Figure 4.10, it can be seen that the direct effect of the work climate on the performance of primary school teachers in Awayan Subdistrict is shown by the Standardized Coefficients Beta value of 0.412 with a significance value of 0.000 > 0.05, indicating that Ho2 is rejected; resulting in the direct impact of the working environment on primary school teachers' performance in awayan Subdistrict.

**Work motivation has a direct impact on the performance of primary school teachers in Awayan Subdistrict**

Ho3: In awayan Subdistrict, primary school teachers' performance is unaffected by work motivation. The Standardized Coefficients Beta value of 0.532 with a significance level of 0.000 > 0.05 indicates that the direct effect of work motivation on the performance of primary school teachers in awayan Subdistrict is rejected, as shown in Figure 4.10; consequently, the direct impact of work motivation on primary school teachers' performance in awayan Subdistrict.

**Primary school teachers in Awayan Subdistrict work motivation is directly influenced by the principal's management performance**

Ho4: The work motivation of primary school teachers in Awayan Subdistrict is unaffected by the principal's management performance. The Standardized Coefficients Beta value of 0.533 with a significance value of 0.008 > 0.05 indicates that the direct effect of the principal's management performance on the work motivation of primary school teachers in awayan Subdistrict is rejected, as shown in Figure 4.10; resulting in the direct impact of the principal's management performance on primary school teachers' work motivation in awayan Subdistrict.

**The direct effect of the work environment on primary school teachers' work motivation in Awayan Subdistrict**

Ho5: In Awayan Subdistrict, primary school teachers' work motivation is unaffected by the work environment. The Standardized Coefficients Beta value of 0.659 with a significance value of 0.004 > 0.05 indicates that the direct effect of work climate on the work motivation of primary school teachers in awayan Subdistrict is rejected, as shown in Figure 4.10; consequently, the direct impact of the work environment on primary school teachers' work motivation in awayan Subdistrict.

**The circuitous impact of the chief's Administration execution on educator execution through the work inspiration of primary school instructors in Awayan Region**

Ho6: The work motivation of primary school teachers in awayan Subdistrict is not affected in any way by the principal's management performance. The multiplication of the beta value of the Principal Management Performance variable ( $X_1$ ) to the Work Motivation variable (Z) with the beta value of the Work Motivation variable (Z) on the Teacher Performance variable (Y) is the indirect effect of Principal Management Performance ( $X_1$ ) on Teacher Performance (Y).

The Effect of Principal Management Performance on Teacher Performance Through Work Motivation According to Figure 2, the multiplication of the beta value of the Principal Management Performance variable ( $X_1$ ) on Work Motivation (Z) with a value beta variable Work Motivation (Z) on Teacher Performance (Y) is the indirect effect of the Principal Management Performance variable ( $X_1$ )

on Teacher Performance (Y) Through Work Motivation (Z), namely:  $0.533 \times 0.532 = 0.284$ . This indicates that the work motivation of primary school teachers in awayan Subdistrict is affected in an indirect way by the principal's management performance.

Mediation Path Indirect Effect of Work Climate on Performance through Work Motivation of Primary school Teachers in awayan Subdistrict Based on Figure 2, it can be seen that the multiplication of the beta value of the Work Climate variable ( $X_2$ ) on Work Motivation (Z) with the beta value of the Work Motivation variable (Z) on the Teacher Performance variable (Y) is the indirect effect of the Work Climate variable ( $X_2$ ) on Performance through Work Motivation (Z). namely:  $0.659 \times 0.532 = 0.351$ , indicating that Primary school Teachers in awayan Subdistrict's Work Motivation (Z) has an indirect effect on Teacher Performance (Y) as a result of the Work Climate ( $X_2$ ). In light of the previous Sobel calculation, it is known that the Primary school Teachers in awayan Subdistrict's Sobel Test Statistics score for the indirect effect of the Working Climate variable ( $X_2$ ) on Teacher Performance (Y) through Work Motivation (Z) is 5.745. If the Sobel Test Statistic value is greater than  $t_{table} 1.659$ ,  $H_0$  is rejected. This indicates that the Work Motivation variable (Z) of primary school teachers in awayan Subdistrict has a significant indirect effect on the Teacher Performance variable (Y) through the Work Climate variable ( $X_2$ ).

Principal management is a big part of making teachers do their best work. Principals need to be able to give teachers direction and have good management skills, which is especially important in this day and age when everything is open to interpretation. According to Danim (2014), the principal is able to encourage teachers to give their best performance because of his management skills as a supervising supervisor. He also has a need for achievement, intelligence, assertiveness, self-confidence, and good initiative. Which states that interactions (relationships, tasks, positional power) between superiors and subordinates reveal leaders' power and influence in motivating employees (Mehdinezhad & Mansouri, 2016). As per the examination aftereffects of the respondents' responses, a few signs of administration significantly impact educator inspiration in working, like the scholarly top of the school with the mental fortitude of the head or pioneer (Kiboss & Jemiryott, 2014). Good working relationships with subordinates or teachers can be managed and implemented by leaders, such as always informing teachers of all notifications. How to deal with every issue in schools demonstrates leader intelligence (Kheir-Faddul & Dănăiață, 2019). Before making a decision, leaders always consult with subordinates and are open to suggestions. Even though the division of tasks for teachers is carried out in a deliberative manner, intellectual leadership in motivating teachers can be seen in the leadership's sensitive understanding of the teacher's character so that the assignment of tasks must be in accordance with the teachers' abilities (Aunga & Aere, 2017). Competence plays a crucial role in determining job positions based on employees' skills because, if the leader assigns the wrong position, performance will suffer and the teacher won't be motivated, which will lower the teacher's motivation to work. The theory put forth by Smith & Squires (2016), which asserts that competence is a performance-based combination of skills, knowledge, creativity, and a positive attitude toward a particular job. According to Papilaya, et al. (2019), competence is the character of a worker who can perform better than others manager is completely in charge of managing the work environment. This means that teachers need to behave appropriately and have self-respect for a company's rules and regulations. This will help them adapt to an organization's rules and regulations without being coerced.

Lee & Li (2015) states that employees who are at ease in the workplace work more efficiently and enjoy their jobs more than those who are uncomfortable. According to the teacher's assessment, all indicators of work climate in this study were categorized as moderate. In order for teachers to perform at their highest level, a conducive working environment, including a positive working environment, relationships with coworkers, and hospitable workplaces, can provide peace of mind. According to the responses that respondents provided regarding the working environment of primary school in Awayan Subdistrict, there is still room for improvement. Some examples of this include indicators of compatibility between leaders and teachers, improved work standards, and clarity regarding responsibilities and work (Werang & Lena, 2014).

Work and cooperation standards are being improved, specifically the ability of employees to balance their attitudes and actions in order to achieve organizational goals and the ability of employees to collaborate with coworkers, superiors, and subordinates in both their work units and other agencies in the performance of their responsibilities. (Juhji, et al., 2022). Therefore, in order for the leaders of the primary school in awayan subdistrict to further improve teacher performance, what needs to be done from the perspective of the employees is to improve the conditions of the employee's work climate with the leadership strategy of continuously improving and maintaining the working climate conditions, both in terms of social and psychological aspects (Smith & Squires, 2016). These aspects include compatibility and the clarity of work responsibilities, the relationship between employees and leaders, the relationship between employees and employees, and the facilities that are available within the organization. From an employee's perspective (Mirnawati, 2019)

Albeit the consequences of the review show that there is major areas of strength for an of the work environment variable on the inspiration of primary school educators in Awayan Region, not every one of them can show an elevated degree of work inspiration. It is the result of a constantly shifting work environment, which has a significant impact on teachers' ability to collaborate effectively and boost their motivation in a more upbeat direction (Eliophotou & Loannou, 2016). Teachers will be able to exhibit good behavior if leaders and teachers pay attention to and care about one another. In a similar vein, teachers will exhibit negative behavior as a result of the lack of a positive working environment if the relationship between leaders and teachers is not able to do so. Teacher. This is in line with Keith and Davis's opinion (Anastasiou & Garametsi, 2021) The concept of the workplace climate as a dynamic system is viewed. This indicates that an organization's climate is not fixed; rather, it can improve or worsen depending on how members of the organization interact with one another. Consequently, even though their overall activities may share nearly identical characteristics, an organization's climate will not be the same as that of other organizations. This is due to the fact that human activity is the organization's driving force. As a result, it can be deduced that a teacher's motivation to perform or excel is higher in a positive work environment (Kardata, 2020).

Work motivation is an encouragement that the teacher experiences as a result of external or internal influences that raises, directs, and organizes behavior to complete the tasks he is assigned. This study's indicators for measuring work motivation variables are based on Abraham Maslow's theory of the hierarchy of needs (Algarni, 2020), self-actualization needs (self-actualization), including physiological needs, safety needs, social needs, and esteem needs Based on Robbins' theory (2015), it is crucial to investigate the impact of work motivation on the performance of primary school teachers in awayan Subdistrict. Which explains that employees who have a lot of motivation will take their jobs seriously and work hard to improve their performance.

Based on the path analysis results of this study, it is known that the work climate of public primary schools in awayan Subsubdistrict is more influenced by the intervening variable work enthusiasm on teacher discipline (indirectly compared to work climate has a positive and significant effect on teacher performance). This indicates that performance may be affected either directly or indirectly by work motivation due to the fluctuating work environment.

Work motivation, according to Stoner & Wankel, is a significant factor in an employee's performance or work results because it causes, channels, and supports behavior (Wirawan, 2016). A positive working environment, on the other hand, is essential for boosting motivation because it plays a crucial role in achieving organizational objectives. Employees will feel more at ease in the workplace if the environment is conducive. Employee performance will be impacted by a positive working environment, which will lead to increased activity, diligence, and enthusiasm at work. Conversely, employee performance will be impacted by a negative working environment. It is more important for employees to feel at ease at work if they have a relationship of familiarity and intimacy with good leaders.

#### 4. CONCLUSION

Additionally, it is expected that a favorable working environment will always foster harmony among employees, which will allow employees to perform better. Principals ought to keeping up with parts of the Primary's Administration Execution which are now high, for example, the Chief has satisfied the necessities of educators in facilitating and working on their obligations and enhancing the most minimal things, for example, the Chief in guiding educators to keep on working on their capability and execution. Keeping up with the generally high part of the Work Environment, for example, the educator is as of now liable for the accomplishments of understudies because of commitments at work, and expanding the most reduced thing, for example, the educator feels that the school guidelines made are not oppressive in completing undertakings at work.

Teachers ought to: Keeping the high-level aspects of work motivation, like the teacher's statement that school policies are made based on benefits and needs, and increasing the low-level ones, like the teacher's sense of satisfaction from working in a respected profession at school and in society. Maintain high levels of teacher performance, such as assertions that teachers actively communicate with students to enhance learning quality, and improve on low levels, such as teachers' ability to utilize evaluation results to enhance subsequent learning. The next researcher can use additional variables, such as job satisfaction, work motivation, organizational culture, leadership style, and training, that are also thought to influence performance, to conduct a more in-depth analysis of teacher performance research. Qualitative methods can also be used in research on performance and the work environment, allowing for the discovery of new data and information about a school organization's work environment and performance

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