



How do the principals' democratic leadership styles contribute to teacher performance?

Nellitawati Nellitawati
Universitas Negeri Padang, Indonesia

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ABSTRACT

One factor influencing teacher performance is the principal's leadership style. For this reason, this study aims to analyze how the contribution of the principal's democratic leadership style to teacher performance. The research method used is a quantitative non-experimental method which is correlational. The research sample is 86 elementary school teachers. Research data were collected using two instruments, the teacher's performance questionnaire, and the democratic leadership style questionnaire. Data analysis techniques using product-moment correlation to see the significant relationship on each variable. The results showed there was a significant relationship between democratic leadership styles and teacher performance, so it can be concluded that democratic leadership styles contribute to teacher performance.



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Corresponding Author:

Nellitawati Nellitawati
Universitas Negeri Padang
Email: nellitawati@fip.unp.ac.id

Introduction

Teachers as the main actors in the process of transfer of knowledge have the responsibility in shaping the abilities and mentality of their students (Papernot, Abadi, Erlingsson, Goodfellow, & Talwar, 2016). To produce quality students, the work productivity of teachers can be used as a reflection of their performance, such as, can be seen from the results of student learning and their behavior whether or not in accordance with applicable norms (Corcoran & Tormey, 2013; Jamil, Downer, & Pianta, 2012; Tehseen & Hadi, 2015). In increasing the work productivity of these teachers, it is related to how their performance in completing each given obligation (Lavy, 2009). Performance is a picture of the level of achievement of implementing tasks in an organization, to realize the goals, objectives, mission, and vision of the organization (Gordon, Kane, & Staiger, 2006). Performance is also interpreted as a person's actual behavior and the work achieved in carrying out the tasks assigned to him is driven by a motive to behave under the workload that is borne by and is based on the skills, experience, and encouragement and commitment of the employee concerned (Khan, Amin, & Rehman, 2011). Every organization needs excellent performance from all its members to realize the goals of the organization, including schools (Drucker, 2013; Harbour, 2017; Katzenbach & Smith, 2015). Therefore, the performance of the teacher must be one of the important things that need attention from the school, especially the principal as the leader.

Teacher performance can be interpreted as a display of the work or results achieved by a teacher on implementing professional and functional tasks in learning determined in a certain period (Hakim, 2015).

The same opinion also mentions that teacher performance is a performance performed by teachers in carrying out their duties as educators (Busher & Saran, 2013; E. S. Taylor & Tyler, 2012). It can be concluded that the teacher's performance can be seen from the results got based on the professional tasks they have done, meaning that the performance of the teacher in the school is one thing that determines the success of education because it has a direct impact on its success in carrying out the educational process to students.

Based on the phenomena found in the field, teachers wait for the principal's orders, lack initiative, have low creativity, often accumulate work that should be completed in the class being taught (Corcoran & Tormey, 2013; Ingle, Rutledge, & Bishop, 2011; M. Taylor, Yates, Meyer, & Kinsella, 2011). In addition, many teachers cannot fulfill their obligations based on their responsibilities. Though teachers should work based on job descriptions that have been determined by the principal (M. Taylor, et al., 2011). Initiative and creativity are weak in creating conducive situations in the learning process in the classroom. Teachers regard work in terms of workload, not in the form of responsibilities that must be completed. The low performance of teachers will reduce the discipline, loyalty, and initiative of teachers at work (E. S. Taylor & Tyler, 2012; M. Taylor, et al., 2011). If this situation always develops from day to day, then it influences the teacher's performance onwards.

In order for the tasks and responsibilities carried out by the teacher to be carried out in accordance with predetermined standards, it needs to be supported by an excellent principal's leadership style towards the teacher (Ingle, et al., 2011). This was chosen for consideration to encourage teachers in schools to work well and so they will create an excellent performance. The principal's leadership style can also affect the performance of teachers in completing their assignments (Adeyemi, 2010; Ingle, et al., 2011; M. Taylor, et al., 2011). A teacher's level of performance depends on the leadership style displayed by the principal (Adeyemi, 2010; Aydin, Sarier, & Uysal, 2013). In an organization, the leader has a significant influence on the interests of the organization in achieving the goals set by using all the resources they have to the maximum (Coelli & Green, 2012). Human resources are no longer a complement to achieving their goals, but a factor that determines the success of every activity carried out by the school.

The leader directs what is good for his employees, and he himself must do good. The leadership style desired by the teacher is a leadership style that can create an atmosphere conducive to maximizing the results and quality of teachers and student learning (Aydin, et al., 2013; Nir & Hameiri, 2014). The principal's leadership style determines the course of management in the school. The principal carries out multicomplex tasks because, besides functioning as an administrator, he also acts as a supervisor. Therefore, school principals are demanded to show leadership patterns or styles favored by teachers (Chamundeswari, 2013).

Positive perceptions about the principal will arise if the teacher likes to work which can improve their performance so that the tasks they carry can be completed (Andriani, Kesumawati, & Kristiawan, 2018). However, in reality, there are still many teachers who are less concerned with the policies and responsibilities are given by the school principal. In addition, habits that occur within an institution must be formed, directed, managed in such a way as to realize the vision and mission of the school itself. Often these things do not get serious attention in organizing education in schools. Leadership style factors can affect teacher performance at work. Although this looks simple, if left with no effort to handle it, it can lead to more complex problems, in terms of work productivity as a manifestation of teacher performance in work. Because of that, this study was conducted to analyze the contribution of the principal's democratic leadership style to teacher performance.

Based on the phenomenon of pre-survey conducted, it was found that the low level of work performance of teachers, seen a lack of accuracy in work, lack of neatness of teachers, low teacher skills, lack of teacher discipline, lack of teacher initiative to create a conducive learning atmosphere, lack of cooperation interwoven with fellow teachers, the lack of teacher responsibility in carrying out tasks.

Method

This study uses quantitative non-experimental methods, which are correlational and will reveal and determine the contribution between two variables by measuring the coefficient and its significance. The research sample of 86 elementary school teachers in Nanggalo District, Padang City. Research data were collected using two instruments, the teacher's performance questionnaire, and the democratic leadership style questionnaire. Both instruments have been tested for validity and reliability. For validity with the

value of corrected item-total correlation $> r_{\text{table}}$ and reliable because it has $p < \alpha$ (0.001). Data analysis techniques use product-moment correlation to see the significant relationship on each variable.

Result and Discussion

The results of the calculation of the correlation coefficient of democratic leadership style with teacher performance is 0.130. A summary of the results of the analysis can be seen in Table 1:

Table 1. Correlation analysis between democratic leadership style variables and teacher performance

Correlation	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Contribution	P
r_{y2}	0.130	0,017	1,7%	0.031

The calculation results in Table 1 show that the correlation coefficient (ry^2) = 0.130 with $\rho = 0.031 < 0.05$. It means that there is a significant contribution of democratic leadership style to teacher performance. The magnitude of the coefficient of determination (r^2) of 0.017. To find out the predictive relationship between democratic leadership styles and teacher performance, a simple regression analysis was performed. From the regression analysis results got by the regression equation, $\hat{Y} = 180.05 + 0.118 X$. This equation is then tested for significance. The calculation results can be seen in Table 2:

Table 2: Results of regression analysis of democratic leadership style variables and teacher performance

Source	Sum of quadrate	dk	The average sum of the quadrate	F_{count}	P
Regression	128.325	1	128.325	1.453	0.031
Residue	7417.315	84	88.307		
Total	7545.640	85			

The results of table 2 above show that $F_{\text{count}} = 1,453$ with $\rho = 0.031 < 0.005$. this means the regression equation $\hat{Y} = 180.05 + 0.118 X$ is the significance and can predict teacher performance. Next, the significance of the regression coefficient test is performed. A summary of the results of the analysis can be seen in Table 29:

Table 3. Results of the regression coefficients of democratic leadership style on teacher performance

Source	Coefficient	T	Sig.
Constant	180.055	8.107	0.000
Commitment	0.701	1.206	0.031

The regression equation explains that $\hat{Y} = 180.05 + 0.118 X$ each increase of 1 scale of the democratic leadership style will contribute to teacher performance by 0.118 scales. While teacher performance scores already exist at 180.05 scales. For example, a school principal has a score of a democratic leadership style of 100 scales so implementing the task can be predicted at $180.05 + 0.118 \times 100 = 191.85$.

Based on the results of the tests that have been carried out are all very significant, the hypothesis stating there is a contribution of democratic leadership style to teacher performance can be accepted 95%. It can be interpreted that the democratic leadership style has significant predictive power on teacher performance. The magnitude of the contribution of the democratic leadership style to the performance of teachers was 1.7%. The results of the data analysis show that the democratic leadership style of the school principal contributes or plays a role in improving the performance of teachers.

The principal's leadership in question is the ability of the principal in encouraging, guiding, directing, and moving teachers to work and participate in achieving the stated goals (Finnigan, 2010; Moller & Pankake, 2013; Nellitawati & Yosof, 2016). The principal has a very important role in

empowering the components in the school, in this case, the teacher (Lee & Nie, 2014). The teacher is one component of the school that plays an important role in determining the quality of school education (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2011). Therefore teachers are required to work professionally according to their abilities.

Leadership deals with the problem of principals in increasing opportunities to hold meetings with teachers in conducive situations. Here, democratic leadership must be able to encourage the performance of teachers by showing a sense of friendship, close and full consideration of teachers (Rawson, 2011; Rustin & Armstrong, 2012). The principal as a person who is given the task to lead the school achieves the goals, roles, and quality of education in the school (Sebastian & Allensworth, 2012). Thus in order for the school's goals to be achieved, the principal in carrying out his tasks and functions is required to have adequate capacity as a leader. The role of the principal's leadership in improving teacher performance is enormous. Given that with good leadership, principals are expected to influence and mobilize teachers to improve teacher performance.

The results showed that the democratic leadership style contributed to teacher performance. The contribution of the democratic leadership style to teacher performance was 1.7%. The regression equation got by the democratic leadership style variable with teacher performance is $\hat{Y} = 180.05 + 0.118 X$. The regression equation provides an illustration that the democratic leadership style has a significant influence on improving teacher performance. The results of the analysis show that the democratic leadership style of school principals is in a good category and needs to be improved.

Conclusion

The results showed that the democratic leadership style of school principals contributed to the performance of teachers, this means that the democratic leadership style had a significant influence on improving teacher performance in schools, the better the democratic leadership style of school principals in carrying out their duties at school, the better the performance of teachers at the school. The excellent performance of teachers will also contribute well to improving the quality of education, therefore both the democratic leadership style of school principals and teacher performance need to be enhanced.

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