

# Leadership style, Environmental Factors, and Job Satisfaction as Correlates to Headmaster Performance in Selected High Schools in Jakarta

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## Abstract

The performance of educational institutions is closely linked to the effectiveness of the headmasters' performance. Thus, this study aims to analyze the direct or indirect influence of leadership style, environmental factors and job satisfaction on the performance of the high school heads in Jakarta. With a research sample of 240 teachers, this study examined the teachers' perception on the variables studied. The study used path analysis with partial smart software at the square minimum. All tested data can be considered with  $r > 0.70$ . The result of the analysis showed direct influence of leadership style and environmental factors on job satisfaction, style of leadership, environmental factors and job satisfaction in relation to the performance of school leaders, the influence of leadership style through job satisfaction on the performance of school leaders indirectly and the outcome of environmental factors through job satisfaction on the performance of school leaders indirectly. Environmental factors at the site of learning activities during the pandemic require improvements for teachers and students.

**Keywords:** *Leadership style, Environmental Factors, Job Satisfaction, and school head performance*

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## 1. Introduction

Indonesia is one of the largest multicultural countries in the world. Jakarta, the capital of the Republic of Indonesia, has many nationalities, several ethnic groups, a variety of religions, and a diversity of cultural customs, making it the melting pot of multiculturalism. The socio-cultural and geographical conditions of the country, which are so complex, diverse and extensive, the diversity of the multicultural society lies as a rich nation (Lestari, 2015). This posed both challenges and opportunities to educational institutions. While Jakarta aims to match the education quality of big cities in the world, the quality level of schools in Jakarta varies greatly. For example, the quality services of the public schools differ with the performances of school principals. The financial operations of public schools are governed by both local and central governments standards, which can greatly affect the quality of schools. The other elements that distinguish the quality of the school are location, geography, and additional school costs other than the government subsidies (Farooq et al., 2017). Thus, schools as non-profit organizations that provide services to the community must have an effective leadership to advance education. As generally perceived, schools with higher tuition fees provide better academic quality (Chen, 2017).

In terms of school leadership, principals who can build public relations, such as involving the parent-teacher association in school management, get school resources from community participation. Public relations build mutual understanding and create a good image of the school (Hastomo & Andriyani, 2020). The legal basis for community involvement in education financing states that the government, local government, and the community are deploying existing resources following applicable laws and regulations (Law of the Republic of Indonesia, 2003). The election of school principals in Indonesia does not involve the community; it is carried out by the government based on a predetermined criterion (Peraturan Menteri Pendidikan, Nomor 40, 2021). The requirement for prospective principals with minimum rank of 3b is equivalent to a teaching experience between four and eight years. This is comparatively lower than the condition set forth in Malaysia for principals with an average teaching experience of 23 years (Bush, 2021). Thus, the leadership of any elected principal does not necessarily follow the expectations of the community as a partner in improving the quality of education.

There are several factors affecting performance of school heads. For instance, leadership, work environment, and employee job satisfaction can affect the principal's performance. Effective

leadership can mobilize all elements in the school to explore the sources and utilization of educational resources. While performance effectiveness is doing something right and on target in achieving the goal (Niswaty et al., 2019), the leadership is the driver of all elements to improve performance both individually and in groups (Hersona & Sidharta, 2017). In the most recent chaos, the changes in the work environment during the COVID-19 pandemic has also changed the perception of teachers due to the education platforms from chastening in school to teaching online from home or elsewhere. It has eventually affected job satisfaction as Raziq and Maulabakhsh (2015) affirmed that work environment has a significant impact on job satisfaction. Working from home with a totally different environment affects job satisfaction (Davidescu et al., 2020) as the educational institutions opted the online learning.

## **2. Literature review**

### ***2.1. Headmaster' Performance (HP)***

The effectiveness of the client's performance is the degree of success that the client demonstrates for its work by fulfilling its duties and responsibilities. On the basis of Article 15, the workload of the headmaster is completed in order to fulfill the main tasks of organizational, entrepreneurial development and supervision of teachers and pedagogical staff (Permendikbud No. 6, 2018). For instance, a principal has a great responsibility and must have the tenacity to achieve the effectiveness of his performance (Virgana & Lapasau, 2019). As such, effective performance is required for organizations to anticipate future needs (Loughlin & Priyadarshini, 2021). To achieve the effective performance of a leader, organizations must provide time for focus and concentration of the mind (Fu et al., 2021). Based on these concepts, this study argues that the headmaster's performance in carrying out duties for a certain period is indicated by carrying out managerial, entrepreneurial development, supervision, efficiency, and effectiveness.

### ***2.2. Leadership Style (LS)***

Leadership style is a feature of leadership that is used to achieve the goals of the organization by pursuing vision and mission. Similarly, leadership is the ability of a single group of people to achieve goals by following the organization's vision and mission (Langton et al., 2016; Robbins & Judge, 2013). Leadership is what gives direction in carrying out organizational goals (Kasyadi & Virgana, 2021). Leadership is an essential variable in improving organizational

performance (AlNuaimi et al., 2021; Fries et al., 2021) while leadership style has an impact on the performance of the organization (Mullins, 2005). As such, the headmaster's leadership must adjust to the conditions of the organization and its people (Chen, 2017). Based on these descriptions, leadership style is a specific behavioral pattern of the leader in guiding their subordinates both individually and in groups in achieving goals as indicated by level of trust, adherence to stores, experience in driving, decision-making and responsibility.

### **2.3. Work Environment (WE)**

Environmental factors refer to the completeness of facilities and infrastructure and the social aspects that support workers in carrying out their work. These are physical equipment in the office as a tool for smooth work (Narasuci et al., 2018) and consists of the physical environment in the workplace and the relationship between subordinates and leaders (Prakoso, 2014). Some researchers found that factors in the school environment include administrative support, relationships with workmates, workload, and job autonomy (Fernet et al., 2016). As such, the school environment should be healthy for students to learn comfortably (Saluja et al., 2018; Rothman et al., 2021). Based on these concepts, the environmental factors include the physical and non-physical work environment as elements in working comfortably to achieve the objectives as indicated by office completeness, the convenience of the room, relationship with the leadership, office location, and supporting factors.

### **2.4. Job Satisfaction (JS)**

Job satisfaction relates to a person's positive feelings towards their work based on their evaluation of the organization (Arifin et al., 2019). It is a pleasant emotional state of job assessment or work experience (Colquitt et al., 2015). Achieving employee job satisfaction is positively related to employee retention (Bezdrob & Šunje, 2021). Thus, job satisfaction does not stand alone and depends on other variables (Hassan & Ibourk, 2021). For instance, teacher's job satisfaction in school organizations will positively influence other employees' environments and the work motivation of other employees (Sadeghi et al., 2021). Based on these references, the study premises that employee job satisfaction is a positive sense of work of a person following the standard position as indicated by love of work, homework, awards, and social security.

The results of several previous studies on job performance as an endogenous variable showed different variables and research methods such as leadership style, job satisfaction toward

teacher high school performance through the use of multiple regression (Elmazi, 2018; Susilawati et al., 2021), leadership and motivation on teacher's performance using multiple regression of SPSS 21 (Ramsiah et al., 2021), education level and satisfaction with the teacher performance using Smart-PLS (Pongpalilu & Ali, 2022), job satisfaction and wellbeing on teachers' job performance using Smart PLS (S Pavan, 2022), job satisfaction on elementary school teachers' performance in Districts of the Division of Misamis Occidental (Baluyos et al., 2019) and the effect of school environment on elementary teachers in Uganda (Kigenyi et al., 2017). There were also other researches involving non-teachers' performance. For example, the effects of organizational culture and leadership style on employee performance by gender using linear regression multiple with 400 samples (Maamari & Saheb, 2018), the influence of organizational culture and leadership on business performance using linear regression of multiples with 360 samples (Yildirim & Birinci, 2013), the impact of leadership style, work environment and organizational culture on employee performance as well as the effect of professionalism and control location on the auditor's work performance with work motivation as an intermediate variable using linear multiple regression with 46 samples (Siregar & Nahumury, 2015), the impact of leadership style, work environment and organizational culture on employee performance in the Makassar Industrial Zone, Indonesia through Structural Equation Model (SEM) with 450 sample (Taty & Basir, 2016), improvement of employee performance through work motivation and self-efficacy mediated by job satisfaction through Structural Equation Model (SEM) with 77 samples (Ayundasari et.al., 2017) and influence of leadership style and organizational culture on organizational performance through job satisfaction at PT Telekomunikasi Indonesia through the use of path analysis with 70 sample (Ariyawan et al., 2018). These studies clearly indicated the various variables and indicators of effective performance. Through these studies, the various indicators of headmasters' performance were identified and developed.

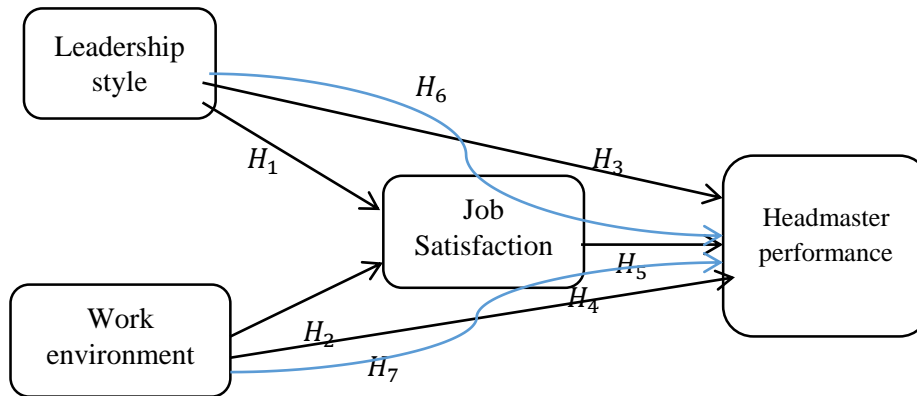
This study focuses on school heads' performance using Structural Equation Model. Based on the theory and background discussed, the research design is developed as shown in Figure 1. This research identified the indicators of school heads' performance as leadership style, work environment and job satisfaction. Mainly, this study aims to analyze if:

1. Leadership style and work environment directly affect job satisfaction.
2. Leadership style, work environment, and job satisfaction directly influence school heads' performance.

3. Leadership style and work environment directly affect school heads' performance through job satisfaction.

**Figure 1**

*Research Design*



Based on the research design, the research hypotheses emerged as follows:

- $H_1$ : LS direct positive influence on JS
- $H_2$ : WE direct positive impact on JS
- $H_3$ : LS direct significantly affects the HP directly
- $H_4$ : WE effect substantially on the HP directly
- $H_5$ : JS direct affects the HP substantially directly
- $H_6$ : LS positively influences HP through JS
- $H_7$ : WE positively impact HP through JS

### 3. Methodology

This study used quantitative research design using path analysis in which the questionnaires were distributed to the teachers of various senior high schools. There were four types of questions including leadership style, environmental factors, job satisfaction, and job performance. The data were analyzed through Structural Equation Modeling using the Smart-PLS program.

### ***3.1. Population and Sampling***

The population of this study include teachers of senior high schools in the capital city of Jakarta. There were 240 participants who were between 23 – 52 years old, of which 94 teachers (39%) were males, and 146 (61%) were females. As to the education qualifications, 168 (70%) were Bachelor's degree holders, 67 (28%) were Master's degree holders, and 5 (2%) were medical graduates. A total of 36 (15%) employees had served between 0 and 5 years, 58 (24%) employees had served between 6 and 11 years, 72 (30%) employees had served between 12 and 17 years, 36 (15%) employees had served between 18 and 22 years, 24 (10%) employees had served between 23 and 27 years, 14 (6%) employees had served between 27 and 32 years.

### ***3.2. Data collection***

There were four groups of questions: leadership style, job satisfaction, work environment and work performance. The rating scale used for all variables has five categories of response options namely: (a) persistent; (b) frequent; (c) sometimes; (d) rarely; and (e) never. Answers were weighted 5 to 1 for a positive statement and a weighting value of 1 to 5 for opposing opinions. The in-depth development of research tools include different ways, namely: (a) definition of concepts, (b) development of an indicator for the search for variables; (c) draw up the instruments, carry out test equipment, test the validity and reliability of the instrument (Riduwan, 2017).

There were two parts to the questionnaire:

*Part 1* demographic data. In this section, the respondents were asked to complete their profile such as age, gender, educational qualifications, work experience, and subject.

*Part 2* include the assessments of the five variables. In this section, the respondents assessed 20 statements about leadership style, 20 items about job satisfaction, 20 items about environmental factors, 20 items about job satisfaction, and 20 items about job performance. Each item on the instrument was coded, e.g., LS: leadership style, EF: environmental factors, JS; job satisfaction, and HP: Head school Performance. For example, LS11 means variable leadership style indicator number (1) and the item number (1), and then EF21 means variable environmental factor indicator number (2) and item number (1), and so on. The study was conducted from November 2021 to May 2022.

## 4. Findings and Discussions

The analysis of the outer model Smart-PLS in this study obtained valid and invalid data as shown in table 1, table 2, table 3, table 4, and the reliability data shown in table 5. The statistical calculation result of the Smart-PLS algorithm structural equation modeling is shown in figure 2. Any items of a valid instrument with the requirement  $r > .70$ , an invalid device were not used for analysis.

**Table 1**

*Loading factor Leadership style (LS)*

Dimension Coefficient Loading factor	confidence	Teamwork	Initiative	responsibility	Hard-working
$r > .70$	LS11=.741 LS12=.783 LS13=.736 LS14=.782	LS21=.730 LS22=.744 LS23=.796 LS24=.790	LS31=.786 LS32=.777 LS33=.807 LS34=.792	LS41=.760 LS42=.831 LS43=.736 LS44=.738	LS51=.790 LS52=.739 LS53=.719 LS54=.776
$r < .70$					

**Table 2**

*Loading factor work environment (WE)*

Dimension Coefficient Loading factor	Room comfort	Work equipment	Comfortable working atmosphere	Communication between organization members	Supporting factors
$r > .70$	EF11=.719 EF12=.729 EF13=.737 EF14=.727	EF21=.766 EF22=.755 EF23=.730 EF24=.753	EF31=.772 EF32=.782 EF33=.792 EF34=.797	EF41=.738 EF42=.716 EF43=.782	EF51=.751 EF52=.741 EF53=.785 EF54=.782
$r < .70$				EF44=.694	

**Table 3**

*Loading factor Job Satisfaction (JS)*

Dimension Coefficient Loading factor	Excited at work	Get rewards	Love work with personal responsibility	Desire to achieve work standards	I wish to complete the tasks quickly
$r > .70$	JS11=.729 JS12=.729 JS13=.752 JS14=.881	JS21=.822 JS22=.724 JS23=.829 JS24=.833	JS31=.810 JS32=.736 JS33=.854 JS34=.890	JS41=.815 JS42=.879 JS43=.872 JS44=.832	JS51=.724 JS52=.882 JS53=.723 JS54=.869
$r < .70$					



**Table 4***Coefficient loading factor Headmaster performance (HP)*

Dimension Coefficient Loading factor	Managerial competence	Competence entrepreneurial	Supervise competence	Efficient competence	Compétence effective
$r > .70$	HP11=.745 HP12=.779 HP13=.836 HP14=.807	HP21=.748 HP22=.722 HP24=.723	HP31=.845 HP32=.710 HP33=.802 HP34=.781	HP41=.873 HP42=.844 HP43=.702 HP44=.786	HP51=.722 HP52=.758 HP53=.766 HP54=.778
$r < .70$		HP23=.673			

Further analysis was carried out on 78 valid data using Smart-PLS bootstrapping with the data reliability result such as Cronbach's alpha, Composite Reliability, Average Variance Extracted, and the magnitude of the direct and indirect effects. The reliability of the data is in Table 5. Reliability data for Cronbach's alpha and Composite are on  $r > .70$  and  $r > .50$  for Average Variance Extracted (AVE).

**Table 5***Reliability of data*

No	Variable	Cronbach's alpha	Composite Reliability	AVE
1	LS	.963	.966	.587
2	WE	.960	.967	.595
3	JS	.972	.975	.659
4	HP	.964	.975	.659

Table 5 shows that the reliability value of Cronbach's Alpha and Composite, which are  $r > .70$  and Average Variance Extracted (AVE), has a value of  $r > .50$ . Thus, it can be concluded that all indicators are consistent in measuring their construction to continue the research.

The next step is to determine the coefficient of T-statistics as a research hypothesis testing. The calculation results of Smart PLS Bootstrapping produce T-statistics as shown in Figure 2, with summary results of calculating the direct and the indirect effect in Table 6.

Figure 2

The calculation results of Smart PLS Bootstrapping

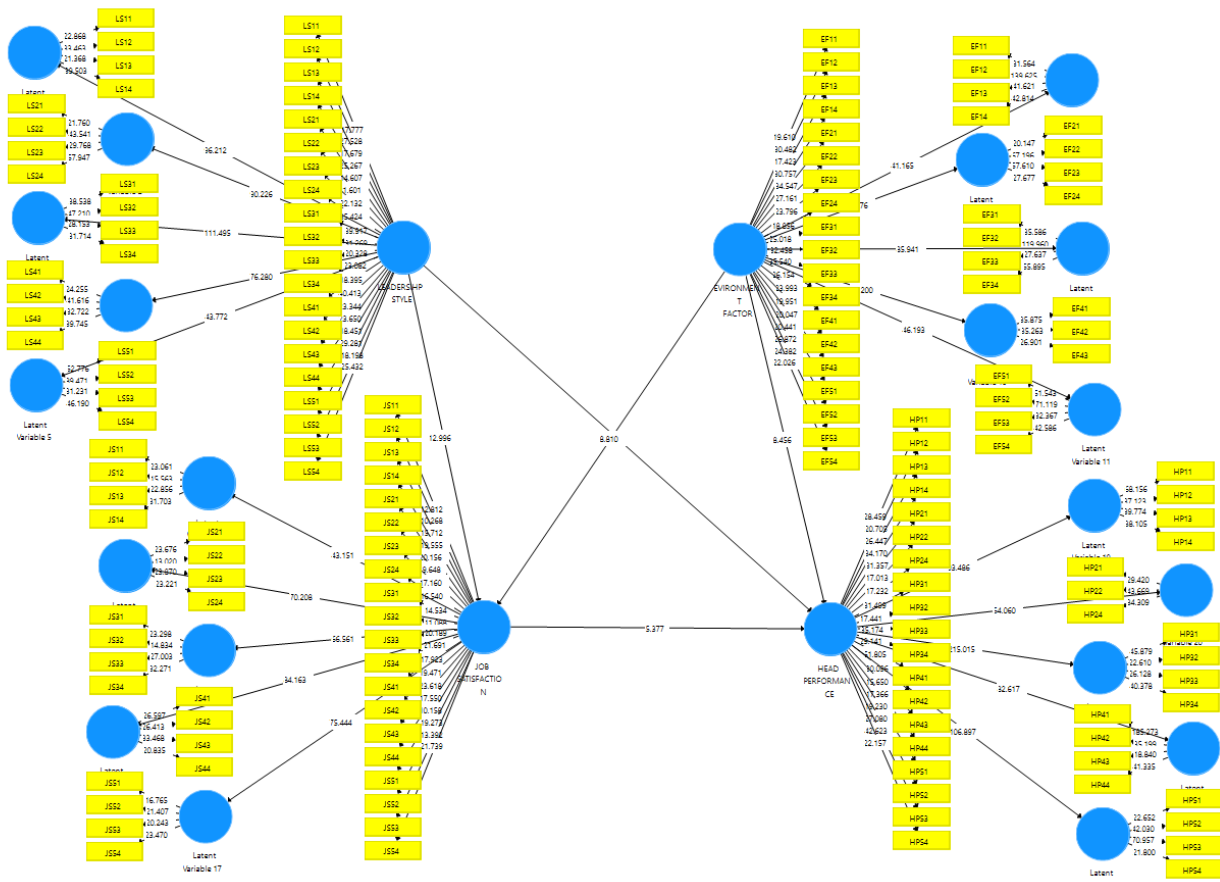


Table 6

The direct effect and indirect effect

Hypotheses	Original Sample	Sample Mean	Standard Deviation	T-Statistics	P-Value <.050	Result
1. LS has a direct impact on JS (p-31)	.524	.516	.040	12.996	0.000	Accepted
2. WE has direct effects on JS (p-32)	.313	.312	.036	8.810	0.000	Accepted
3. LS has direct effects on HP (p-41)	.176	.174	.063	2.814	0.000	Accepted
4. WE has direct effects on HP (p-42)	.411	.415	.049	8.456	0.000	Accepted
5. JS has direct effects on HP (p-43)	.289	.283	.054	5.377	0.000	Accepted
6. LS has an indirect effect on HP through JS (p-431)	.152	.146	.029	5.168	.000	Accepted
7. WE has indirectly effect on HP through JS (p-432)	.091	.089	.023	3.856	.000	Accepted

Based on bootstrapping analysis, PLS generates direct and indirect influence among the variables as Table 6 reflects seven hypotheses with a significance p-value  $< .05$ . This proves that there are five significant direct influences from exogenous variables to endogenous variables.

First, the leadership style test hypothesis directly affects job satisfaction, based on the analysis resulting a t-statistic at-value 12,996 with a p-value of  $0.000 < 0.05$  (sig. level). Thus, it is proven that there is a direct influence of significant leadership style on job satisfaction (S-31). This indicates that an increased leadership style will have a positive effect on job satisfaction. The result corresponds to the previously conducted studies that there was a positive influence of leadership style on job satisfaction conducted by Ayc  (2019). Similarly, the result also upholds that there is a significant influence leadership style on job satisfaction based on the analysis of Adiguzel et al. (2020) through the 385 respondents using SPSS AMOS 22 programs with a magnitude of influence of 14.06%. However, the current study notes the importance of impact (p-31) with 27.46%, considerably higher than the previous studies.

Second, the test of hypothesis on the influence of environment factors on job satisfaction directly (p-32) resulted to t-statistic at-value 8810 with a p-value of  $0.000 < 0.05$  (sig. level). With this, it was proven that there is a direct influence of significant environmental factors on job satisfaction. It indicates that the implementation of ecological factors will positively influence job satisfaction. Some previous researches showed the same results on the ecological factors' effect on job satisfaction. The study of Raziq and Maulabakhsh (2015b) analyzed the responses of the 70 respondents using SPSS, with a magnitude of influence 8.41% and showed similar results. Other studies showed that the extent of the influence of environmental factors on job satisfaction is 5.20%, with 136 respondents using SPSS 23 (Sembiring & Purba, 2019). The current study shows an amount of the influence (p-32) considerably higher at 9.80%.

Third, hypothesis testing on the direct effects of leadership style on the school head performance (p-41) resulted to t-statistic at-value 2814 with a p-value of  $0.000 < 0.05$  (sig. level). The result shows that there is a direct significant influence of leadership style on school head performance. It suggests that leadership style will positively influence school head performance. The result shows relevance and congruency with the previous research that leadership style affects the performance of auditors (Siregar & Nahumury, 2015), leadership style directly affects job performance (Taty & Basir, 2016), entrepreneurial leadership style has significant effect on the job performance at 65.2% (Nguyen et al., 2021). The current study used Smart-PLS, which

presents the influence of leadership style on job performance (p-31), with the magnitude of effect (p-31) is .2746 or 27.46%.

Fourth, the hypothesis tests on environmental factors' direct effects on school head performance (p-42) showed that the analysis produced t-statistic at-value 8456 with a p-value of  $0.000 < 0.05$  (sig. level). It proves that environment factors have direct influence on the school head performance. It indicates that the implementation of environmental factors will positively influence school head performance. The results shared similarities with the previous studies such as positive influence of ecological factors on job performance with data analysis using SPSS 22 against a research sample of 85 employees (Al-Omari & Okasheh, 2017), significant influence of the working environment on job performance with path analysis of 310 responses that produced a magnitude of the impact of 5.15% (Virgana, 2020). Meanwhile, the current study shows higher influence (p-42) of 16.89%.

Fifth, the test of hypothesis indicating the direct effects of job satisfaction on school head performance (p43) resulted to t-statistic at-value 5,377 with a p-value of  $0.000 < 0.05$  (sig. level) showing a direct influence of job satisfaction on school head performance. It clearly shows that the increase in environmental factors will positively influence school head performance. Previous research also found significant influence of job satisfaction on job performance such as Wayoi et al. (2021) and Rasto et al. (2019) on 397 respondents using Smart-PLS with a magnitude of the effect at 16.89%. However, the importance of influence (p43) in the current study is only 8.95%.

Sixth, the hypothesis testing on the indirect effect of leadership style on school head performance (p-431) resulted to t-statistic at-value 5168 with a p-value of  $0.000 < 0.05$  (sig. level). When compared to the magnitude of influence (p41) is 3.10% with the volume of impact (p431) of  $.524 \times .289 = .1515$  or 15.15%. Thus the magnitude of influence (p431)  $>$  (p41) means that job satisfaction as an intervening variable has an effective influence on leadership style and head school performance.

Seventh, the test whether the environmental factor has an indirect effect on school head performance (p-432) resulted to t-statistic at-value 3856 with a p-value of  $0.000 < 0.05$  (sig. level), which proves that environmental factor has an indirect effect on school head performance through job satisfaction. Further analysis shows that the ratio of the magnitude of influence (p42) is 16.89%, with the volume of effect (p432) is  $.524 \times .313 = .1640$  or 16.40%. Thus, the magnitude of influence (p432)  $<$  (p42) means that job satisfaction as variable intervening does not have a practical impact on environmental factors on head school performance.

## 5. Conclusion

This study upholds that school heads' performance is an essential aspect of educational organizations because effective headmaster leadership will mobilize the entire organization. Teachers as the academic drivers and administrative staff as academic support help keep the school heads' performance effective and the school running effectively. As clearly indicated in the results of the statistical analysis that teachers' job satisfaction helps achieve effective performance of the head school. Similarly, the conducive environmental factors can also support this. Thus, the environmental factors must be a concern for school management considering the effects of the COVID-19 pandemic on the workplace environment.

This study suggests on the enhancement of the factors affecting the school head performance such as environmental factors that has direct influence on job satisfaction. Educational institutions need to focus on creating programs that will promote positive work environment. Similarly, the probable effects of the pandemic should be addressed by all the educational institutions. As such, the Indonesian government needs to provide emergency programs to cope with the out-of-the-ordinary impact such as suspending physical programs to be diverted to health and education treatment programs. This study also suggests on further research with broader scope and larger samples.

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