

Contributions of Leadership Style, Managerial Skills of Principals and Compensation to the Performance of Teachers

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Abstract

This study aims to analyze the contribution of principals' leadership style, principals' managerial capability, and teacher compensation to the performance of teachers, directly and simultaneously. A reliable questionnaire, with variables above the alpha value of 0.69, was distributed to 60 respondents, representing a population of 149 primary school certified physical education teachers in Southeast Minahasa Regency, Indonesia. Data were analyzed using simple and multiple regression preceded by an assumption requirements test. Findings are: (1) a positive contribution of school leadership style to teacher performance; (2) a positive contribution of principals' managerial skills to teacher performance; (3) a positive contribution of compensation to teacher performance; and (4) a positive simultaneous contribution of leadership style, principal managerial skills, and teacher compensation to teacher performance.

The study recommends improving the performance of teachers by increasing attention to leadership style, managerial capabilities, and compensation.

Keywords: Performance teacher, leadership, managerial, compensation

Introduction

In general, a low quality of education can be caused by various factors, both internal to the school and external. The internal factors which can affect the quality of school education include inadequate infrastructure and low quality of curriculum, resulting in low effectiveness of the learning process, uneven distribution of teachers, and so on. External factors that can affect the quality of education in schools include parents, students, the general public, and the government. These factors are also crucial to support the development of quality education.

In other words, the quality of education is co-determined by the work performance of school personnel, including teachers and principals. Creative and innovative behavior embodied in teachers' performance is expected to improve the quality of their work, which in turn improves the productivity of the school. Quite a few issues are raised by these factors, and these issues are interconnected with each other. Therefore it requires foresight to detect and identify the components which need to be considered/prioritized to overcome such issues.

In school organizations, principals are leaders who are responsible for the survival of the organization, for managing operation and administration of schools, mentoring education personnel, and efficiently utilizing and maintaining facilities and infrastructure. The principal is the most important factor in improving the quality of education. Because the principal is a leader who influences subordinates to work to achieve goals and who sets precedents, leaders must have behavior and leadership style which is consistent, effective, and visible when giving orders, offering tasks, communicating, encouraging subordinates. Besides the factor of leadership style, another factor related to the performance of teachers is the managerial ability of the principal.

A qualified principal shows capable managerial skills in certain ways: (a) using existing resources to provide adequate support for teachers, materials development, and the maintenance of good facilities; (b) providing sufficient time for the management and coordination of the instructional process; and (c) communicating regularly with staff, educators, parents, and the related communities. In other words, the leadership of the principal is determined by the principal's managerial abilities.

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Strategic factors that determine the managerial ability of principals include their level of knowledge of managerial functions like planning, organizing, implementation, communication, motivation, direction, control, and supervision. But in fact principals in general, and in particular in Southeast Minahasa Regency, have limited autonomy to manage schools and allocate the necessary funds. However, the appointment of principals is not based on job performance and principals are appointed who are not equipped with such skills or adequate managerial leadership competencies. They may nevertheless still believe they are exercising proper leadership.

Besides the factors of leadership and managerial ability, another factor that is also related to the performance of teachers is compensation. Indeed, compensation is not the only factor that motivates teachers in doing their work, but compensation is important to reward teachers. The provision of adequate compensation is important for the school as well as the employee. Conversely, if the provision of compensation is inadequate or inappropriate, it can lead to the dissatisfaction of employees/teachers and this impacts upon their performance.

In this study, leadership style, managerial ability, and compensation are found to be variables which determine improvement of teachers in implementing their everyday work. The presence of effective leadership style and managerial skills, as well as appropriate compensation, will encourage teachers to think productively, to take the initiative, and strive to create innovations in the implementation of tasks throughout the work day.

Teacher Performance

Performance is the work and progress a person has achieved in a task. Hersey, Blanchard and Johnson (1996: 93) describe performance as the result of an activity or employment. Conceptually, performance is the result achieved by employees in accordance with the time available, based on established labor standards. Work is assessed by the quality of work, the quantity of work, and the timeliness of work. So the performance of a person is his success in carrying out a job in accordance with the type of job, in order to achieve organizational goals.

Bernardin and Russel (1988: 239) state that "Performance is defined as the record of the outcome produced on a specified job function or activity during a specified time period." Thus performance is the record of the outcome of a job produced within a certain period of time. Costle (in Wahjosumidjo, 1999: 126) states that performance is an achievement or contribution, quantitative and qualitative, which achieves the goal. Riva and Basri (2005: 14) suggest that performance is the result or the level of a person's success as a whole during a certain time period, assessed broadly through factors such as the standard of the work, the target or targets, or agreed criteria that have been determined in advance. Robbins (1997: 231) suggests that success in doing a job is determined by performance; thus performance can be said to be good and successful if the standard of the work is good and meets the desired target or targets. So performance assessment is the best way to assess or measure the work of a person.

The performance of an employee is the result achieved in carrying out the tasks assigned to him, based on his skills, experience, sincerity, and the time available. These factors impose limitations on performance. Bernardin, cited in Ruky (2002: 12), states that work performance or achievement is a record of the results obtained from specific job functions or activities for a certain time period. In line with these opinions, August W. Smith (in Husdarta, 2009: 98) states that performance is "Output derived from processes, human or otherwise". The point is that performance is the result or output of a process.

The factor of capacity (ability) is a function of knowledge and skills because these can provide an indication of the limits of possible performance. The factor effort (effort) is a function of the needs, means, and hopes of employees. The ability of individuals which can be realized depends on the level of individual and group motivation to devote effort to their work. The factor of opportunity or chance (opportunity) reflects that performance will not be best when leadership does not give a chance or opportunity to individuals or subordinates to use their capabilities and efforts in their work. In other words, performance is a function of ability, effort, and opportunity.

It can be argued that an individual's performance will increase with ability, potential, motivation, character, work ethic, and with managerial leadership supported by a good and conducive working environment. However, if one of the above factors does not function performance will be low. For example, workers may have high skills and work ethic, but if managerial leadership and organizational climate are not supportive, this will have a negative impact on their work. From the opinions expressed in the literature, it can be concluded that the level of an individual's performance is not only determined by the ability of the individual concerned, but also by external factors including leadership style and managerial skills, work climate, welfare (compensation), as well as technologies and labor standards.

Performance is a function multiplying capability (ability) and motivation. The multiplication relationship means that performance is an interaction between motivation and ability. People who are high-ability but low motivation are going to display low performance, just as people who are highly motivated but have low ability will also display low performance. Mitchell (1998: 30) defines the aspects of performance as quality of work, timeliness, initiative, capability, and communication. Another view of performance assessment, proposed by Bernardin and Russel (in Ruky, 2002: 12), is that performance appraisal is a way to measure the contribution of individuals to the organizations in which they work. From this viewpoint, performance appraisal is the process of assessment of work in carrying out tasks to achieve the goals set.

Looking specifically at the field of education, teacher performance can be expressed as the work of teachers in achieving their primary task, which is to educate, teach, guide, and train students. That main task of teachers then becomes the standard of performance, i.e. the achievement of tasks based on competencies which teachers must have for their duties as educators, teachers, counselors, and coaches. Thus it can be said that teacher performance is the result of work that has been achieved by teachers as professionals in carrying out their primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students.

Based on all the above factors, teacher performance can be described as the result of both quantitative and qualitative work achieved by the individual/teacher in carrying out tasks according to the responsibility given to him to achieve organizational goals established by his school. The dimensions and indicators of teacher performance variables are as follows: (1) the quality of work; (2) the speed and accuracy of work; (3) initiatives/initiative in work; (4) ability to work; and (5) communication. Each dimension can be described through a variety of indicators.

Leadership Style

Rauch & Behling, in Yukl (2010: 21), state that "Leadership is the process of influencing the activities of an organized group toward goal achievement", which means that leadership is a process of influencing the activity of an organized group to achieve its goals. Sule & Saefullah (2008: 255) say that "Leadership can be defined as the process of influencing and directing the employees to do the job that has been assigned to them." James J. Cribbin (1990: 12) states that leadership is an influencing process by a leader who makes others willing to do properly what should be done. Stoner, Freeman and Gilbert (1995: 255) have a similar opinion, that leadership is "the process of directing and influencing the task-related activities of group members." Leadership is the process of directing and influencing team members in a variety of activities.

George Terry and Rue, in Kambey (2003: 125), also argue that leadership can be seen as a person's or a leader's ability to influence the behavior of others according to his wishes in a particular situation. Another opinion is expressed by Usman (2008: 293), who says that the style of leadership is the behavior shown by a person at the moment of influencing the behavior of others.

Leadership associated with tasks, or job-focused leadership, functions by performing various jobs or tasks that have been planned in an organization. Thus effective leadership is when the leader is able to influence people to perform tasks that have been entrusted to them. Leadership associated with social relations or group maintenance focuses on the effort to constantly maintain unity and understanding among fellow workers. Thus effective leadership is when leaders are able to communicate well in teamwork, encouraging employees to maintain solidarity and mutual understanding so that the work team functions well.

As a consequence of the two leadership functions mentioned above, there are two styles of leadership (leadership style) that can be identified, leadership focusing on the job or task (task-oriented or job style) and leadership oriented to employees or people (employee-oriented style). Griffin expresses the same basic concept (in Sule, 2008: 260), describing these leadership styles as job-centered leader behavior and employee-centered leader behavior. The task-oriented leadership style tends to focus on work/tasks and procedures to be followed in the work, while the people-oriented leadership style tends to pay attention to team maintenance and ensuring that everyone gets satisfaction in every job.

Researchers have identified two styles of leadership, namely: (1) task-oriented leadership style (task-oriented), and (2) employee-oriented leadership style (employee-oriented) (Usman, 2008: 294). The task-oriented leadership style is concerned with the completion of tasks with very strict control, so that the task is completed in accordance with the leader's wishes. Good relationships with subordinates are ignored, subordinates are forced to work hard, and be productive and timely.

On the other hand, the employee-oriented leader tends to have a good relationship with his subordinates, motivates employees rather than clamping down, and is more feeling towards subordinates. This type of leaders has a slogan, 'Don't be a leader who feels smart, but be a smart leader who feels'.

Leaders who consider that the interests of the organization should be given precedence over the interests of individuals will tend to have a task-oriented leadership style. Likewise, leaders raised in an environment that respects differences and relationships between people will tend to have a people-oriented leadership style. But in addition to these factors, the personal characteristics of subordinates or those who are led also needs to be considered before deciding which leadership style should be used. If the people being led like involvement in various things and have high initiative, the style needed is more likely to integrate both existing leadership styles through what is called participatory management, where the social orientation factor is achieved through the involvement of people (whether in goal setting, problem-solving etc.) in completing the work.

Another theory related to leadership styles, proposed by Robert Tannenbaum and Warren H. Schmidt (in Husdarta, 2008: 56) is the 'continuum theory' of leader behavior. According to this theory, leader behavior is a continuum including: (1) task-oriented leadership (task-oriented) where leaders focus on the task to be completed and generate targeted production; (2) relationship-oriented leadership (relationship-oriented) where leaders focus on relationships with their followers; (3) behavior-oriented authority where leaders influence followers' behavior; and (4) behavior-oriented freedom where followers have freedom in performing tasks.

Hersey and Blanchard, in Wahyudi (2009), suggest that effective leadership styles should vary according to the maturity of subordinates. Maturity is not determined by age or emotional stability, but the desire for achievement, willingness to accept responsibility, and the ability and experience needed for duties (Wahyudi, 2009: 123). Thus subordinate maturity and the workplace context affects the leadership style which needs to be applied.

The use of any leadership style is determined by the characteristics of followers and the leadership situation. Leaders can use a number of leadership styles together, depending on the circumstances of their leadership. For example, with followers who are rebels who won't obey orders, or in an emergency, leaders might use an autocratic style. If the followers are clever, creative, innovative, and adhere to the rules of the organization, leaders might use a democratic leadership style. Each leadership style has its own advantages and disadvantages.

With reference to the above theory, it can be concluded that leadership style is a pattern of behavior, or the way a leader affects, moves, and motivates subordinates to carry out tasks and achieve organizational goals. The indicators for determining which leadership style is being used are: (a) prioritizing the achievement of objectives; (b) assessing the execution of tasks and establishing deadlines for task execution; (c) assigning task standards; (d) giving guidance to subordinates; (e) exercising strict supervision of duties; (f) decision-making; (g) being friendly; (h) being cooperative; (i) giving support to subordinates; (j) respecting others' ideas; or (k) confiding in subordinates.

Managerial Capabilities

Knowledge and skills are a big factor in managerial ability. Keith Davis (in Riduwan, 2009: 37) formulated it as $Ability = Knowledge + Skill$. Furthermore, Siagian (2001: 18) explains that organizational capability reflects the qualifications of members of the organization and their physical and intellectual abilities. Ability is a function of knowledge and skill.

Good managerial ability of school principals will create quality and competition. The principal needs: (1) an understanding of the application of managerial functions; (2) the power to optimize the school's social potential; (3) the strength of education and leadership; (4) the symbolic strength of their professional position; and (5) a value-oriented culture of quality and a high work ethic. The following are the principal's functions in school management: planning (planning), organizing (organizing), execution (actuating), and control (controlling) (Mulyono, 2008: 89). G.R. Terry (in Hasibuan 2001: 3) agrees that the management function is a process that consists of planning, organizing, directing, and controlling in order to determine and achieve goals through the use of human and other resources.

Thus it can be concluded that managerial ability is the level of knowledge and skills possessed by a principal. Following from this, the dimensions of managerial ability can be described as:

1. The function of planning, with the indicator
 - a. Identify problems and potential resources,

- b. collect, manage the data and information,
- c. formulate a vision and mission of the school,
- d. develop school programs,
- 2. Carry out managerial activities
 - a. create a harmonious atmosphere,
 - b. foster effective cooperation,
 - c. communicate effectively,
 - d. organize teacher tasks,
- 3. Develop organizational structure.
 - a. provide more jobs,
 - b. coordinate the work,
 - c. provide motivation,
 - d. provide technical guidance
- 4. Determining the quality standard of work,
 - a. assessing and measuring the implemented program,
 - b. determining and taking corrective action, and
 - c. implementing the monitoring program, monitoring actions.

Provision of Compensation

Werther and Davis (1996: 234) describe compensation as “what employees receive in exchange for their work. Whether periodic salaries or hourly wages, the personnel department usually designs and administers employee compensation”. Compensation is what workers receive for the work they provide, either hourly wages or salaries, designed and managed by the personnel department.

Hasibuan (2008: 118) states that compensation is all income in the form of money or goods directly or indirectly received by employees as a reward for services rendered to the company. However, Simamora (2007: 80) argues that compensation covers a broader scope than just wages and salaries. Wages are a financial reward, but compensation includes financial and non-financial rewards.

Compensation is divided into two types: (1) compensation (direct compensation) in the form of wages, salary, and incentive pay; (2) indirect compensation (indirect compensation or employee welfare) or promoting the welfare of employees (Hasibuan, 2008: 118).

The purposes of compensation (remuneration) include the bonds of cooperation, job satisfaction, effective programs of motivation, workforce stability, and discipline, and compensation may also reflect the influence of trade unions and the government. Salary is the remuneration paid periodically to permanent employees who have job security. That is, the salary will be paid even if the worker is absent from work. Wages are the remuneration paid to daily workers by referring to the agreement made to pay wages. Incentive pay is additional remuneration granted to certain employees whose performance is above standard. Benefits and services are additional compensation (financial or non-financial) provided by the company's policy to all employees, in an effort to improve their welfare. These can include holiday allowances, pensions, uniforms, cafeterias, mosques, sports, and picnics.

From theoretical study it can be concluded that the provision of compensation is the total remuneration received by the employee for the work done, whether it is direct compensation or indirect compensation, in the form of money or health benefits, food allowances, leave etc. Thus we can conclude that the dimensions of compensation are: (1) direct compensation; and (2) indirect compensation. The related indicators are: (d) receiving transport; (e) receiving social funds; (f) receiving professional educational allowance; (g) receiving holiday allowance; (b) receiving a salary; (h) receiving money; (l) receiving uniforms; (m) obtaining corporate loans; (n) allowing study or worship; and (o) receiving leave.

Research Hypothesis

Based on theoretical studies, the hypothesis is formulated as follows: (1) There is a positive contribution of principal leadership style to teacher performance; (2) There is a positive contribution of principal managerial ability to teacher performance; (3) There is a positive contribution of compensation to the performance of teachers; (4) There is a positive contribution of the style of school leadership and the managerial skills of the principal to teacher performance.

Research Methods

This research uses a quantitative approach with a survey research method. In this study it is intended to explain the pattern of the relationship between the independent variables of principal leadership style (X-1), principal managerial capabilities (X 2), and the provision of compensation (X3), with teacher performance as dependent variable (Y).

The population of permanent elementary school Physical Education teachers with the minimum education degree (S1) in Southeast Minahasa Regency Indonesia is 149 teachers. Samples were obtained from 60 respondents, by using the formula of Taro Yamane.

Research data was obtained by using a questionnaire with a list of questions which refer to the variables of research using a Likert scale. Data were analyzed with descriptive statistics and inferential statistics. Descriptive statistics were used to obtain a description of each study variable based on the value of the average, median, mode, standard deviation, variance, frequency distribution and histogram/polygon. Inferential statistics were used to test the hypotheses of the study in the form of regression and simple and multiple correlations, preceded by satisfaction of assumption requirements.

Results

The results for the first hypothesis found a positive contribution of principals' leadership style (X-1) to teachers' performance (Y). The study found a linear regression equation between the two independent variables of principals' leadership style (X-1) and the performance of teachers (Y), namely $Y = 59.193 + 0.549X_1$. These findings indicate that each increase of one unit in the leadership style variable score will improve teacher performance score by 0.549 units at 59.193 constants. Correlation tests showed a significant relationship between principal leadership style and teacher performance, with $r_{xy} = 0.751$. The coefficient of determination indicates that the contribution of leadership style to teacher performance is $K_d = r^2 \times 100\% = (0.751)^2 \times 100\% = 56.40\%$. That means that a contribution of 56.40% on the teacher performance variable is explained by the leadership style variable, and the remaining 43.60% is determined by other variables. From the test results we obtained a significant correlation coefficient of $t_{8.662}$ value exceeds the value of $t_{table} 2.390$. ($T_{hit} = 8.662 > t_{tab} = 2.390$). This means that leadership style significantly related to teacher performance.

The result for the second hypothesis is that there is a positive contribution of principals' managerial abilities (X 2) to the performance of teachers (Y). The study found a linear regression equation between the independent variables of principals' managerial ability (X 2) and the performance of teachers (Y), namely $Y = 58.534 + 0.601X_2$. These findings indicate that each increase of one unit in the variable of managerial ability will improve teacher performance score by 0.601 units at 58.534 constants. Correlation tests showed a significant relationship between the managerial ability of principals and teacher performance, as $r_{xy} = 0.722$. The coefficient of determination for the contribution of principals' managerial ability to teacher performance is $K_d = r^2 \times 100\% = (0.722)^2 \times 100\% = 52.13\%$. This means that a contribution of 52.13% to the variable of teacher performance is determined by the variable of principals' managerial ability and the remaining 47.87% is determined by other variables. From the results of significant test correlation coefficients, the t -score 7.947 exceeds the $t_{table} 2.390$. ($T\text{-score} = 7.947 > t_{tab} = 2.390$), which means that the managerial skills of school principals are significantly related to teacher performance.

The results for the third hypothesis are that there is a positive relation between teachers' compensation (X 3) and teachers' performance (Y). Research found a linear regression equation between the independent variables of compensation (X 3) and teachers' performance (Y), with $Y = 59.352 + 0.614X_3$. These findings indicate that each increase of one unit on the variable of compensation will increase teacher performance score by 0.614 units at 59.352 constants. Correlation tests showed a significant relationship between compensation and the performance of teachers, with $r_{xy} = 0.736$. These results show that there is a strong relationship between compensation and the performance of teachers; the greater the compensation, the better the performance of teachers. The coefficient of determination shows that the contribution of compensation to the teacher's performance is $K_d = r^2 \times 100\% = (0.736)^2 \times 100\% = 54.17\%$. This means that a contribution of 54.17 % to the variable of teacher performance is explained by the variable of compensation, and the remaining 45.83% is determined by other variables. Correlation coefficients obtained by significance tests show that the value t -score 8.279 exceeds the value $t_{table} 2.390$. $T\text{-score} = 8.279 > t_{tab} = 2.390$, which means that compensation is significantly related to teacher performance.

Results for the fourth hypothesis show that there is a positive relation between the leadership styles of principals (X 1), principals' managerial ability (X 2), and compensation (X 3), simultaneously, and teachers' performance (Y). Research found multiple linear regressions between the independent variables of leadership style (X-1), managerial capacity (X 2), and compensation (X 3), and the dependent variable of teachers' performance (Y), with $Y = 45.731 + 0.277X_1 + 0.226X_2 + 0.614X_3$. These findings can be explained as follows. The constant of 45.731 shows that if there is no increase in the value of the leadership style variable (X 1), the managerial abilities variable (X 2), or the compensation variable (X 3), then the value of the performance of teachers (Y) is 45.731. Multiple regression equations gave coefficients of $0.277X_1$; $0.226X_2$; and $0.614X_3$, which shows that each increase of one unit in leadership style, managerial ability, or compensation would produce values of 0.277; 0.226; and 0.614.

This study also shows there is a positive relation between leadership style (X-1), managerial capacity (X 2), and compensation (X 3), and teachers' performance (Y) where multiple correlation coefficients of 0.673. These results show that there is a strong relationship between leadership style, managerial ability, and compensation, and the performance of teachers. The coefficient of determination obtained was $KD = R^2 \times 100\% = (0.673)^2 \times 100\% = 45.29\%$. This means that a contribution of 45.29% of the teacher performance variable is explained jointly by the leadership style variable, the managerial ability variable, and the compensation variable, with the remaining 54.71% being determined by other variables. Significance test results of these multiple correlation coefficients obtained $F_{count} = 22.963$, which exceeds the value of $F_{table} = 4.18$ ($F_{hit} = 22.963 > F_{tab} = 4.18$). This shows that the leadership style of the principal, the managerial ability of the principal, and the compensation of teachers are significantly related, simultaneously, to the performance of teachers.

Discussion

The positive relationship of leadership style (X1) with the performance of teachers (Y) shows that school leadership is one of the important factors which relates directly to the performance of teachers. Getting the right style of leadership makes better teachers. This means that if the style of leadership is appropriate, the progress or success of the particular employee's performance will be better and he will be better able to carry out duties in accordance with the responsibilities given to him.

The school principal who considers that the interests of the school should be given precedence over the interests of individuals, will tend to choose the job- or task-oriented leadership style. Likewise, the principal who was raised in an environment that respects differences and relationships between people will tend to choose the employee- or people-oriented leadership style. The leadership style of principals is determined by various factors, including personal background, personal education, experience, and the environment the principal faces. This leads to the conclusion that basically a leadership style is situational. If the style of leadership is right for the conditions and circumstances, the progress or success of employees, especially teachers' performance, will be greater. This opinion is supported by Hersey and Blanchard (in Wahyudi, 2009), who argue that effective leadership styles vary according to the maturity of subordinates. Maturity is not defined in terms of age or emotional stability, but according to the desire for achievement, willingness to accept responsibility, and the ability and experience related to duties (Wahyudi, 2009: 123).

The positive contribution of the managerial skills of principals (X2) to the performance of teachers (Y) showed that the managerial ability of the principal is one of the important factors which relate directly to the performance of the teacher. The better and stronger managerial ability of principals will encourage the higher performance of teachers. Greater managerial skills of school principals will create quality and competition and mean that the principal has a higher level of knowledge and skill in managerial functions. The managerial skills of school principals can be assessed as the level of knowledge of the principal in carrying out the functions of planning (planning), organizing (organizing), mobilization (actuating), and control (controlling).

Thus it can be understood that if the managerial skills of school principals are properly fostered, it will have a positive impact on the success of employees, in this case the performance of teachers and other education personnel. G.R. Terry (in Hasibuan, 2001: 3), asserts that the management function is a typical process that consists of the actions of planning, organizing, directing, and controlling. It is performed to determine and achieve the goals that have been determined, through the use of human and other resources. This means that an adequate knowledge of management will have a positive impact on the performance of the principal's subordinates.

The positive contribution of compensation (X 3) to the performance of teachers (Y) shows that giving compensation is important as a reward for teachers. If the compensation is adequate, then the satisfaction felt by the teacher is greater. Conversely, if the compensation is inadequate this will cause dissatisfaction amongst employees or teachers, and this will have an impact on the performance of teachers. Thus it can be stated that compensation is directly related to the performance of teachers and other education workers. The form of compensation can be financial or goods and services received by teachers. Compensation may take the form of compensation directly (direct compensation) in the form of salaries, wages, and wage incentives. Indirect compensation (indirect compensation) may be provided in the form of holiday allowances, uniforms, field trips, and so forth. Research results are similar to those of Supaman (2009). There the relationship between work ability, motivation, and compensation was researched amongst public servants. The results showed that there is a significant positive relationship between work ability to perform public service duties properly and compensation.

Teacher performance is the result of work that has been done by teachers as professionals in carrying out their primary task of educating, teaching, guiding, directing, training, assessing and evaluating students. Performance is realized through pedagogic, professional, and social competence, which allow teachers to achieve the educational goals which have been set. However, teachers' performance is also determined by, or closely related to, factors which directly or indirectly impact on the employment conditions of teachers. Such factors include the behavior or style of leadership of the principal, the principal's managerial ability, motivation, work discipline, and the payment of compensation.

Conclusion

First, if the style of leadership of the principal contributes positively to the performance of teachers, this means that the better the leadership style the better is also teachers' performance. Thus if there is a change in the leadership style variable, this will cause a change in the teacher performance variable.

Second, the managerial skills of principals contribute positively to the performance of teachers, which means better managerial ability of principals will improve the performance of teachers. Thus if there is a change in the managerial ability variable, this will lead to changes in the variable of teacher performance.

Third, the provision of adequate compensation contributes positively to the performance of teachers, which means that the greater the adequacy of compensation the better the performance of teachers will be. Thus if there is a change in the variable of compensation provision, this will cause a change in the variable of performance of teachers.

Fourth, the style of school leadership, the managerial skills of principals, and the adequacy of compensation contribute to teacher performance, which means that the better the style of leadership, the managerial ability, and the adequacy of the compensation, the better the performance of teachers will be. Thus if there is a change in the leadership style variable, the managerial ability variable, and the compensation variable simultaneously, this will lead to changes in the variable of teacher performance.

Suggestions

Based on the findings, conclusions, and implications of this research, the following can be recommended:

First, the Department of Education should: (a) improve planning, implementing, hiring, monitoring, and evaluating the performance of principals and teachers, in order to improve performance and enhance and improve the effectiveness of learning programs; (b) facilitate the publication of a code of ethics and professional teacher guidelines in accordance with educational, social, and moral values; and (c) facilitate adequate and appropriate compensation, direct and indirect, which allows teachers to work comfortably and enhance their performance.

Second, school principals should do the following: (a) as a formal leader of the school, exhibit behavior and effective leadership style suited to school education; (b) in the leading of teachers, principals should apply a leadership style more oriented toward subordinates, and more democratic and participatory, without ignoring the need for structures and systems; (c) provide input to the Department of Education concerning compensation in accordance with the wishes, expectations, and needs of teachers and aligned with the needs and objectives of the school, which input should consider teacher characteristics; (d) be more accommodating to feedback and criticism from teachers about the managerial ability of principals, which requires the involvement of teachers in the planning of managerial functions.

Third, the teacher as the lead organizer of learning in schools should do the following: (a) try to raise their personal awareness of the importance of professional competence as a teacher, in all its many aspects, to maintain standards and continue their certification for the teaching profession; (b) actively provide input on aspects of the behavior of leaders, their managerial ability, and teacher compensation, which input should be accompanied by rational arguments and tangible evidence which can be understood by the school.

Fourth, students and parents need to be more courageous in providing input to school leaders if teachers show poor character reflected by behavior, attitudes, words, or ideas which are not in accordance with educational and social values.

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