

## The Influence Of School Principal Leadership, Work Motivation And Work Environment On The Competency Of Vocational Secondary School Teachers

Sari Nurhayati

<sup>1</sup>Sekolah Tinggi Ilmu Ekonomi Cirebon, Indonesia

<sup>\*1</sup>Email: Sari.sarinurhayati@gmail.com

### ABSTRACT

**Submitted:** 12-17,2022  
**Purpose of the study** — This study aims to examine the influence of school principal leadership, work motivation, and work environment on the competency of vocational secondary school teachers. The purpose is to understand the relationships and effects of these factors on the teachers' competency and provide insights for improving the quality of vocational education

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**Research method**—The research employed a quantitative approach using a survey questionnaire to collect data from vocational secondary school teachers. The questionnaire consisted of items related to school principal leadership, work motivation, work environment, and teacher competency. A sample of teachers from various vocational secondary schools was selected, and the collected data were analyzed using statistical techniques such as correlation and regression analysis.

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**Result**— The findings of the study indicate significant relationships and effects between the variables under investigation. School principal leadership was found to have a positive and significant influence on the competency of vocational secondary school teachers. Furthermore, both work motivation and work environment were identified as significant predictors of teachers' competency. Teachers who perceived strong leadership from principals, high levels of work motivation, and positive work environments demonstrated higher levels of competency in their teaching practices.

**Conclusion**— Based on the results, it can be concluded that school principal leadership, work motivation, and work environment play crucial roles in shaping the competency of vocational secondary school teachers. Effective leadership from principals, combined with a motivating work environment, can enhance teachers' motivation and ultimately contribute to their professional growth and competence. These findings highlight the importance of creating supportive and inspiring work environments in vocational secondary schools.

**Keywords:** school principal leadership, work motivation, work environment, competency, vocational secondary school teachers.



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## **INTRODUCTION**

The quality of education is highly dependent on the competence and effectiveness of teachers. In the context of vocational secondary schools, where specialized skills and knowledge are imparted to students, the role of teachers becomes even more crucial. The competency of vocational teachers directly influences the educational outcomes and future success of students in their chosen fields.

Over the years, extensive research has been conducted to identify the factors that contribute to teacher competency. Among these factors, school principal leadership, work motivation, and work environment have emerged as key determinants. School principals play a vital role in shaping the school culture, providing instructional support, and creating a conducive environment for teaching and learning. Motivation, both intrinsically and extrinsically driven, influences teachers' commitment, engagement, and enthusiasm in their work. Furthermore, the work environment, including aspects such as collegiality, resources, and support, can significantly impact teacher satisfaction and performance.

While numerous studies have explored the influence of these factors on teacher competency in various educational settings, limited research has focused specifically on vocational secondary schools. Given the unique nature of vocational education and the distinct challenges faced by vocational teachers, it is essential to examine the specific impact of school principal leadership, work motivation, and work environment on their competency.

This study aims to fill this gap in the existing literature by investigating the influence of school principal leadership, work motivation, and work environment on the competency of vocational secondary school teachers. By understanding these relationships, educational institutions can develop strategies to enhance teacher competence and, consequently, improve the quality of vocational education.

To achieve this objective, a quantitative research approach will be employed, utilizing a survey questionnaire to collect data from vocational secondary school teachers. The questionnaire will include items related to school principal leadership, work motivation, work environment, and teacher competency. Statistical techniques such as correlation and regression analysis will be utilized to analyze the collected data and examine the relationships between the variables.

By exploring the influence of school principal leadership, work motivation, and work environment on teacher competency in vocational secondary schools, this study aims to provide valuable insights for educational administrators, policymakers, and practitioners. The findings will contribute to the existing body of knowledge on teacher competency and serve as a basis for developing strategies and interventions that foster positive leadership practices, motivation, and supportive work environments in vocational secondary schools.

Overall, this research seeks to shed light on the critical factors that shape the competency of vocational secondary school teachers and their implications for

improving the quality of vocational education. By addressing this research concern, the study aims to make a meaningful contribution to the field of education and support the ongoing efforts to enhance teacher effectiveness and student success in vocational education

## **LITERATURE REVIEW AND HIPOTESYS DEVELOPMENT**

The literature on the influence of school principal leadership, work motivation, work environment, and teacher competency provides a comprehensive understanding of the factors that contribute to effective teaching in vocational secondary schools. This section reviews relevant studies and theoretical frameworks that have explored these relationships.

### ***School Principal Leadership:***

Effective leadership from school principals has been identified as a crucial factor in promoting teacher competence. Research has shown that principals who demonstrate transformational leadership qualities, such as providing clear goals, offering support and guidance, and promoting professional development, positively influence teacher effectiveness and student outcomes (Bass, 1985; Leithwood et al., 2004). In the context of vocational education, where specialized skills need to be imparted, strong leadership is essential for creating a vision, fostering a positive school culture, and providing instructional support (Sergiovanni, 1992).

### ***Work Motivation:***

Motivation plays a significant role in determining teachers' commitment, engagement, and performance. Intrinsic motivation, driven by personal satisfaction and the desire for professional growth, has been found to positively impact teacher effectiveness (Deci & Ryan, 1985). Additionally, extrinsic motivation, such as recognition, rewards, and job security, can also influence teachers' work engagement and satisfaction (Vallerand et al., 2003). Studies have highlighted the importance of a motivated workforce in educational settings, emphasizing the need for supportive policies and practices that enhance teachers' intrinsic and extrinsic motivation (Ryan & Deci, 2000).

### ***Work Environment:***

The work environment encompasses various factors, including collegial relationships, resources, support systems, and organizational culture. A positive work environment has been linked to increased job satisfaction, teacher collaboration, and professional growth (Hoy & Miskel, 1991). Studies have emphasized the significance of supportive colleagues, access to adequate resources, and opportunities for professional development in enhancing teacher competence (Louis et al., 2010; Hargreaves & Fullan, 2012). Furthermore, a positive work environment fosters teacher well-being and job satisfaction, contributing to their overall effectiveness and commitment to their profession (Maslach et al., 2001).

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## **HYPOTHESIS DEVELOPMENT**

Based on the literature review, the following hypotheses are proposed:

Hypothesis 1: School principal leadership positively influences the competency of vocational secondary school teachers. It is expected that teachers who perceive strong leadership from their principals will exhibit higher levels of competency in their teaching practices.

Hypothesis 2: Work motivation positively influences the competency of vocational secondary school teachers. It is hypothesized that teachers who are intrinsically and extrinsically motivated will demonstrate higher levels of competency in their teaching practices.

Hypothesis 3: Work environment positively influences the competency of vocational secondary school teachers. It is expected that teachers who work in supportive and positive environments, characterized by collegiality, access to resources, and opportunities for professional development, will exhibit higher levels of competency in their teaching practices.

The proposed hypotheses provide a framework for examining the relationships between school principal leadership, work motivation, work environment, and teacher competency in vocational secondary schools. The subsequent analysis will test these hypotheses and contribute to the existing knowledge on the factors that shape teacher effectiveness in vocational education.

## **METHOD**

### *Participants Sampling:*

The participants in this study will consist of vocational secondary school teachers from various schools 105 person. A purposive sampling method will be employed to select participants who have experience teaching in vocational education settings. The selection criteria will include teachers who have been teaching for a minimum of two years and are currently employed in vocational secondary schools. The sample size will be determined based on the principles of statistical power and representativeness.

### *Study Design:*

A cross-sectional research design will be utilized to collect data at a specific point in time. The study will involve administering a survey questionnaire to the selected participants. The questionnaire will include items related to school principal leadership, work motivation, work environment, and teacher competency.

### *Measures:*

To measure school principal leadership, an established leadership questionnaire, such as the Multifactor Leadership Questionnaire (MLQ), will be adapted to suit the context of vocational secondary schools. The questionnaire will assess transformational leadership behaviors, including providing vision, support, and professional development opportunities.

Work motivation will be measured using a validated instrument, such as the Work Extrinsic and Intrinsic Motivation Scale (WEIMS) or the Academic Motivation Scale (AMS). These scales will capture both intrinsic and extrinsic motivation factors that influence teachers' commitment and engagement in their work.

The work environment will be assessed using a comprehensive questionnaire that encompasses aspects such as collegial relationships, resource availability, and professional development opportunities. Existing scales, such as the Teacher Work Environment Survey (TWES), will be adapted to suit the vocational secondary school context.

Teacher competency will be measured using a self-assessment scale that evaluates various dimensions of teaching competence, including subject knowledge, instructional strategies, classroom management, and assessment practices. Existing scales, such as the Teacher Competency Scale, will be reviewed and adapted to align with the specific requirements of vocational secondary school teachers.

#### *Statistical Analysis:*

The collected data will be analyzed using appropriate statistical techniques. Descriptive statistics, such as means, standard deviations, and frequencies, will be calculated to summarize the characteristics of the participants and the variables under investigation. To examine the relationships between school principal leadership, work motivation, work environment, and teacher competency, correlation analysis will be conducted.

Furthermore, multiple regression analysis will be employed to assess the unique contributions of school principal leadership, work motivation, and work environment in predicting teacher competency. Control variables, such as teaching experience and academic qualifications, may be included in the regression analysis to account for potential confounding effects.

The statistical analysis will be conducted using a software program, such as SPSS and the significance level will be set at  $p < 0.05$  to determine the statistical significance of the findings.

#### *Ensuring Methodological Soundness:*

To ensure methodological soundness, this study will adhere to rigorous research practices. The instruments used to measure the variables will be validated and adapted to suit the vocational secondary school context. The survey questionnaire will be pilot-tested with a small sample of teachers to assess its clarity, comprehensibility, and reliability.

## **RESULTS AND DISCUSSION**

### **1. The Influence of Principal Leadership on Teacher Competence**

Partial testing of the influence of Principal Leadership on Teacher Competency resulted in the Principal Leadership variable being able to predict Teacher Competency. A significance value of  $0.000 < 0.05$  means that the distribution is significant, while  $t_{count} 5.778 > t_{table} 2.002$  means it is significant. So "The effectiveness of the Principal's Leadership partially has a positive and significant effect on the Teacher Competency of SMK Negeri 1 Cirebon". The magnitude of the positive influence of Principal Leadership on Teacher Competency is 64.1%.

The principal is in charge and responsible for the entire process of school activities. Therefore, human resources in schools, especially teachers and students, are the most important resources that must be the focus of more attention in order to improve the performance and quality of graduates. This is in line with the role, function and main duties of the school principal as stated in the School Administration instructions. Danim (2018) stated

that: "Leadership is a human factor that binds a group together and gives it motivation towards certain goals, both in the short and long term. This means that leadership and motivation have a strong connection."

From the opinions of experts outlined in theory and supported by previous research, it is clear that the Principal's Leadership influences Teacher Competence. The leadership of the Principal at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City which is already good according to respondents' perceptions is obtained from the highest questionnaire number, namely item number 7, indicator Assigning teachers to provide enrichment for students, which shows that the principal has assigned teachers to provide enrichment for student.

Meanwhile, the weakness in the leadership of the Principal of Cirebon 1 State Vocational School (SMK), Cirebon City is shown by the questionnaire item number 10 indicators of ensuring that school facilities and infrastructure are met, which shows: not all teachers feel that the Principal is ensuring that school facilities and infrastructure are met.

## **2. The Influence of Work Motivation on Teacher Performance**

Partially testing the influence of the Work Motivation variable on Teacher Competence, the results showed that Work Motivation can predict teacher performance positively. A significance value of  $0.017 < 0.05$  means significant, while  $t_{count} 2.459 > t_{table} 2.002$  means significant. Thus accepting the hypothesis: "Work motivation partially has a positive and significant effect on Teacher Competency at SMK Negeri 1 Cirebon". The magnitude of the influence of work motivation on teacher competency is 8.6%.

Referring to the research hypothesis which reveals that "Work motivation partially has a positive and significant effect on Teacher Competency at SMK Negeri 1 Cirebon", which means that improving Teacher Competency can be done with Work Motivation.

Schools need to pay attention to teacher work motivation, both external and internal. This is a strategic step to encourage teachers to work more productively. Therefore, providing motivation and opportunities for every teacher to work and develop their competence and career is absolutely necessary. Sastrohadiwiryo (2015); "Motivation is a statement of feelings or thoughts that help create optimal work and conditions within a person's self that encourage the individual's desire to carry out certain activities to achieve a goal."

The work motivation of teachers at Cirebon 1 State Vocational High School (SMK), Cirebon City, which is already good from the respondents' answers, is shown by the highest score on questionnaire number 1, the indicator Trying to improve achievement, which shows teachers at Cirebon 1 State Vocational School (SMK), Cirebon City has tried to improve its achievements from year to year.

Meanwhile, the weakness of Work Motivation at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City is shown in item number 5 of the indicator Carrying out work with full responsibility, which shows that not all teachers carry out work with full responsibility.



### **3. Influence of the Work Environment on Teacher Competence**

Partially testing the influence of the Work Environment on Teacher Competence, the results showed that the Work Environment can predict Teacher Competency. A significance value of  $0.009 < 0.05$  means significant, while  $t_{count} 2.712 > t_{table} 2.002$  means significant. Thus it is known that the previously formulated hypothesis which stated "The Work Environment partially has a positive and significant effect on Teacher Competency at SMK Negeri 1 Cirebon" is proven. Or in other words, the work environment can predict an increase in teacher competency. The magnitude of the influence of the Work Environment on Teacher Competency is 30.2%.

Referring to the research hypothesis which reveals that "The Work Environment partially has a positive and significant effect on Teacher Competency at SMK Negeri 1 Cirebon", which means that improving Teacher Competency can be done with the Work Environment.

The atmosphere in the teaching and learning room is conducive, the lighting in the room is sufficient, the complete learning facilities in the room will influence both directly and indirectly the increase in teacher competence in carrying out their duties, because teachers feel that the environment is healthy, safe and their comfort is maintained. According to Wursanto (2015): "The work environment is everything that is around the work and can influence them in carrying out their assigned tasks."

According to the respondents' perception, the working environment at Vocational High School (SMK) Negeri 1 Cirebon, Cirebon City is good, obtained from the highest questionnaire number, namely item number 4, the prayer room indicator, which shows that the places of worship (mushola) available at the school provide convenience in worship.

Meanwhile, the weaknesses of the Work Environment for Cirebon 1 State Vocational High School (SMK) Teachers, Cirebon City are shown in the questionnaire item number 10, the indicator of Feelings of Satisfaction, which shows that not all teachers receive awards for their work performance from the school principal which can provide satisfaction in itself.

### **CONCLUSION**

This study aims to examine the influence of school principal leadership, work motivation, and work environment on the competency of vocational secondary school teachers. By reviewing the existing literature and developing hypotheses, this research provides a foundation for understanding the factors that contribute to effective teaching in vocational education settings.

The findings of this study will have significant implications for educational administrators, policymakers, and practitioners. Firstly, understanding the impact of school principal leadership on teacher competency can inform the development of leadership training programs for principals in vocational secondary schools. By focusing on transformational leadership

behaviors, principals can create a supportive and empowering environment that enhances teacher effectiveness.

Secondly, recognizing the role of work motivation in shaping teacher competency highlights the importance of fostering intrinsic and extrinsic motivators in vocational education. Educational institutions can implement strategies to promote professional growth, recognition, and rewards for vocational teachers, thereby enhancing their commitment and engagement in their work.

Moreover, the study emphasizes the significance of a positive work environment in supporting teacher competency. Providing adequate resources, encouraging collaboration among teachers, and offering professional development opportunities can contribute to a supportive work environment that fosters teacher effectiveness and job satisfaction.

It is important to note that this study has certain limitations. The cross-sectional design captures data at a specific point in time, limiting the ability to establish causality. Future research could employ longitudinal designs to examine the dynamic relationships between the variables over time. Additionally, the study focuses on vocational secondary schools, and the findings may not be generalizable to other educational contexts.

To improve the methodology, future studies could consider incorporating qualitative methods, such as interviews or focus groups, to gain a deeper understanding of the experiences and perceptions of vocational teachers. This mixed-methods approach would provide a more comprehensive picture of the factors influencing teacher competency.

In conclusion, this study aims to contribute to the existing knowledge on teacher competency in vocational secondary schools. By examining the influence of school principal leadership, work motivation, and work environment, the findings of this research can inform strategies and interventions aimed at enhancing teacher effectiveness and improving the quality of vocational education.

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