



Work Motivation and Principal Supervision Perception: Effects on Teacher Performance

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ABSTRACT

Teachers are a key element in the education system. Other components, such as curriculum, infrastructure, and funding, become meaningless without quality teachers. This study aims to analyze the influence of teachers' work motivation and their perception of school principal supervision on teacher performance at SMPN 1 Bone-Bone. The research employs an ex-post facto design with a population of 49 teachers. All are included as samples (total sampling). Data were collected via a questionnaire covering work motivation, perception of supervision, and teacher performance and analyzed using multiple linear regression. The results show that teachers' work motivation and perception of school principal supervision are in the medium category, with average scores of 90.531 and 71.571, respectively. Teacher performance varies more widely, with an average score of 142.367. Regression analysis indicates a significant influence of work motivation and perception of school principal supervision on teacher performance. These findings highlight the importance of enhancing teachers' work motivation and the quality of school principal supervision to improve teacher performance, suggesting strategies such as professional development, recognition, and support from school principals.

INTRODUCTION

Teachers are key elements in the educational system, especially in schools. All other components, such as curriculum, infrastructure, and funding, are meaningless without quality interactions between teachers and students (Hudson et al., 2020). There is public awareness that without teachers, there is no formal education (Debrah et al., 2021). Quality education cannot be achieved without the presence of sufficient professional teachers. Teachers play a crucial role in transforming educational inputs and must demonstrate competence and commendable attitudes, serving as student role models (Keay et al., 2019; Sancar et al., 2021).

Low teacher quality, caused by differences in performance, competence, and abilities, affects the general quality of education (Cochran-Smith, 2021). In Indonesia, a significant issue is teachers' lack of adequate competence mastery (Karim et al., 2021). Comprehensive efforts are needed to improve teacher performance, which is influenced by many internal and external factors. Internally, teacher performance is determined by work motivation, which drives teachers in their profession (Zhao et al., 2023).

Positive motivation results in good work in achieving goals, while negative motivation leads to poor results. Work motivation is key to individual performance (Wahyudi, 2022). Basamalah and As'ad (2021) state that teachers' work motivation directs their efforts towards achieving set goals. Vo et al.

(2022) add that work motivation, both internal and external, drives teachers to perform their duties with full awareness and responsibility. [Filgona et al. \(2020\)](#) note that motivation drives individuals to exert their abilities to achieve goals. Post-pandemic education requires high teacher work motivation to address learning loss in students ([Suharina et al., 2022](#)).

Besides motivation, principal supervision is believed to improve teacher performance and educational outcomes ([Winarno et al., 2021](#)). However, classroom supervision by principals is often lacking, focusing instead on administrative tasks ([Valverde-Berrococo et al., 2022](#)). Principals should encourage teachers to foster creativity, innovation, and critical thinking in students ([Keane et al., 2020](#)). To ensure teachers' functional duties are performed according to regulations, Teacher Performance Appraisal (TPA) is necessary. TPA aims to realize professional teachers, enhancing the quality of learning and teacher career development ([Saks et al., 2021](#)). It should be conducted for all teachers in formal educational institutions ([Dandalt & Brutus, 2020](#)).

This study aims to determine the influence of teacher work motivation on performance at SMPN 1 Bone-Bone and how teachers' perceptions of principal supervision affect their performance. It also analyzes the relationship between work motivation and perceptions of principal supervision on teacher performance. SMPN 1 Bone-Bone was chosen due to its status as a large, high-achieving school in Luwu Utara Regency. Understanding the factors influencing teacher performance is hoped to reveal effective strategies to improve education quality at the school.

METHODS

Design

This study is an ex-post facto research ([Newman & Benz, 1998](#)). The population in this study comprises teachers at SMPN 1 Bone-Bone in Luwu Utara Regency, both civil servants (ASN) and non-permanent (honorary) teachers, totalling 49 teachers. Since the population size is less than 100, the study employs the entire population as the sample, referred to as the total sampling technique.

Research Instrument

The research instrument collects data to make the work easier, the results better, and the data processing simpler. Preparing the research instrument included creating a grid of several variables' dimensions and indicators. The work motivation grid consisted of internal and external dimensions, which were elaborated into several indicators and items. The questionnaire grid on teachers' perceptions of principal supervision consisted of four dimensions: general teacher views, teachers' perceptions of principal supervision, the contribution of supervision to improving teacher professionalism, and the process before, during, and after supervision. These dimensions were elaborated into several indicators and items. The teacher performance questionnaire grid consisted of four dimensions: pedagogic competence, personality, professionalism, and social competence, which were detailed into several indicators and items. Expert validators then validated the prepared instruments before use. Expert validity is one of the prerequisites for the feasibility of an instrument for research purposes ([Firdaus et al., 2021](#)).

Data Collection Procedure

The questionnaire was used to collect data by providing questions or statements for respondents to answer. In this study, a closed-ended questionnaire was used, where the researcher provided the answers, allowing respondents to select their responses. This method was used to obtain data on teachers' work motivation and their perceptions of principal supervision. The creation of the questionnaire began with developing a grid based on the operational definitions of each variable derived from theoretical studies. Questions or statements were formulated for the respondents to answer from these grids. The questionnaire used a modified Likert scale with four answer alternatives to avoid ambiguous responses from the respondents. The documentation method was also used to obtain data on teacher performance evaluations at SMPN 1 Bone-Bone for each educational unit. This data was sourced from the teacher performance evaluation documents by the principal in 2023.

Data Analysis

Prerequisite analysis tests were conducted to determine whether the collected data met the requirements for analysis. These requirements included normality tests, linearity tests, and multicollinearity tests. Using the Kolmogorov-Smirnov Test, the normality test aimed to determine whether the data from each variable were normally distributed. Data distribution is considered normal if the Asymp. Sig value is greater than or equal to 0.05. The linearity test was used to determine whether the independent and dependent variables had a significant linear relationship, with the two variables considered linear if the significance was greater than 0.05. The multicollinearity test aimed to see whether the independent variables were independent in multiple regression, using the Variance Inflation Factor (VIF) criteria and the correlation coefficient among independent variables. Multicollinearity is not a concern if the VIF value approaches one and the Tolerance value approaches 1.

After data collection, analysis was performed using regression to examine the influence between the independent and dependent variables. The regression equation used was the multiple linear regression equation. Testing was conducted in several steps. The simultaneous test (F-test) was conducted to determine whether all the independent variables influence the dependent variable, with a significance level of 5%. If the significance level is less than 5%, then H_0 is rejected, and H_1 is accepted, indicating that the independent variables can explain the dependent variable simultaneously. The partial test (t-test) was used to determine the influence of individual independent variables on the dependent variable. The significance level used was 5%. If the calculated t significance is less than α , H_0 is rejected, and H_1 is accepted, indicating that the independent variables can explain the dependent variable. Conversely, if the calculated t significance is greater than α , H_0 is accepted, and H_1 is rejected. The coefficient of determination (R^2) test was conducted to determine the accuracy level in the regression analysis, indicated by the magnitude of the coefficient of determination (R^2) between 0 and 1. If R^2 approaches 1, it means the independent variables strongly influence the dependent variable. If the R^2 value approaches 0, the independent variables do not influence the dependent variable.

RESULTS

Descriptive Analysis of Research Variables

The independent variables are Teacher Work Motivation (X1) and Teacher Perception of Principal Supervision (X2), while the dependent variable is Teacher Performance (Y). The questionnaires were completed by 49 teachers, including civil servants, contract teachers (P3K), and honorary teachers. The questionnaires used a Likert scale with four response options. Respondents were asked to choose one of the four options that best described their condition.

The questionnaire used to assess teacher work motivation at SMPN 1 Bone-Bone consisted of 27 items, with 19 positive and eight negative statements. The questionnaire for assessing teacher perception of principal supervision consisted of 20 statements, with 10 positive and ten negative items. The questionnaire for assessing teacher performance consisted of 40 statements, with 24 positive and 16 negative items. These statements were used as research material and presented to the respondents. The researcher processed the data using SPSS software.

Table 1. Descriptive Analysis of Research Variables

Variable	Range	Minimum	Maksimum	Average	Standard Deviation	Variance
Teacher Work Motivation	14	85	99	90,531	2,739	7,504
Teacher Perception	18	60	78	71,571	3,984	15,875
Teacher Performance	40	119	159	142,367	8,351	69,737

Source: *Data Penelitian 2023*

Based on the data processing results in Table 1 above, it can be explained that the independent variable (X1) in this study is Teacher Work Motivation. The results showed a range of 14, a minimum score of 85 and a maximum score of 99, a mean score of 90.531, a standard deviation of 2.739, and a

variance of 7.504 by using the questionnaire distributed to 49 teachers as respondents. This study's independent variable (X2) is the teacher's perception of principal supervision. The results showed a range of 18, a minimum score of 60 and a maximum score of 78, a mean score of 71.571, a standard deviation of 3.984, and a variance of 15.875 by using the questionnaire distributed to 49 teachers as respondents. The dependent variable (Y) in this study is Teacher Performance. The results showed a range of 40, a minimum score of 119, a maximum score of 159, a mean score of 142.367, a standard deviation of 8.351, and a variance of 69.737 by using the questionnaire distributed to 49 teachers as respondents. The descriptive analysis results of the variables in Table 4.1 indicate that the Teacher Performance variable has a significantly higher standard deviation and variance than the other two variables, suggesting a high level of variability in teacher performance.

Description of the Teacher Work Motivation Variable (X1)

The score data for the teacher work motivation variable at SMPN 1 Bone-Bone, ranging from the minimum to the maximum values obtained from each respondent, is represented in the histogram. This histogram results from data processing conducted by the researcher using SPSS software, as shown in Figure 1 below.

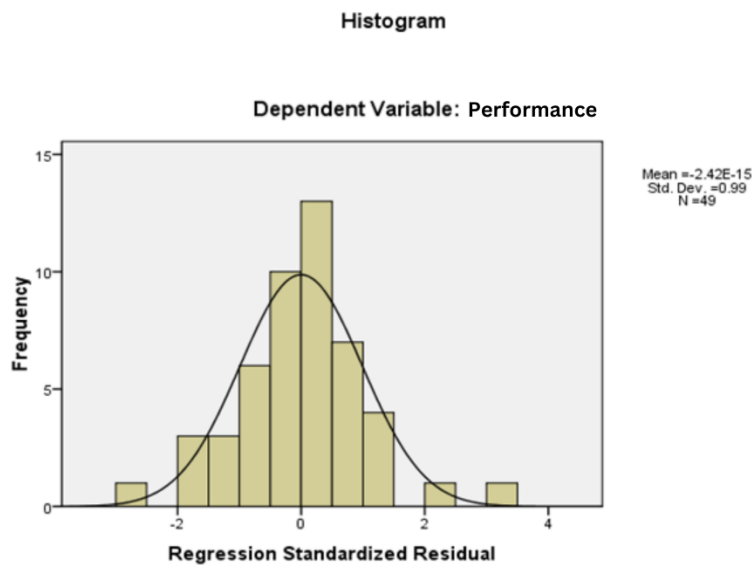


Figure 1. Teacher Work Motivation Histogram

The graph of teacher work motivation in the figure above shows that kurtosis and skewness indicate relatively similar categories, with negative values below 3 ($K < 3$). If the teacher work motivation variable scores are grouped into three categories, the frequency distribution and percentage are obtained, as shown in Table 2 below.

Table 2. Frequency Distribution of Teacher Work Motivation

Interval	Category	Frequency	Percentage (%)
95 – 99	High	4	8,16
90 – 94	Average	24	48,98
85 – 89	Low	21	42,86
Total		49	100

Source: Primer Data Analysis (2023)

Based on Table 2, the data for the scores of the teacher work motivation variable (X1) at SMPN 1 Bone-Bone are as follows: 21 respondents (42.86%) are in the low category, 24 respondents (48.98%) are in the medium category, and four respondents (8.16%) are in the high category. Concerning Table

4.8, the average score for the teacher work motivation variable is 90.53, falling within the interval (90–94) categorized as medium. Therefore, it can be concluded that the score for the teacher work motivation variable (X1) falls within the medium category.

Description of the Teacher Perception Variable Regarding Principal Supervision (X2)

The score data for the teacher perception variable regarding principal supervision at SMPN 1 Bone-Bone, ranging from the minimum to the maximum values obtained from each respondent, is represented in the histogram. This histogram results from data processing conducted by the researcher using SPSS software. From the teacher perception variable regarding principal supervision (X2), the histogram can be seen as shown in Figure 2.

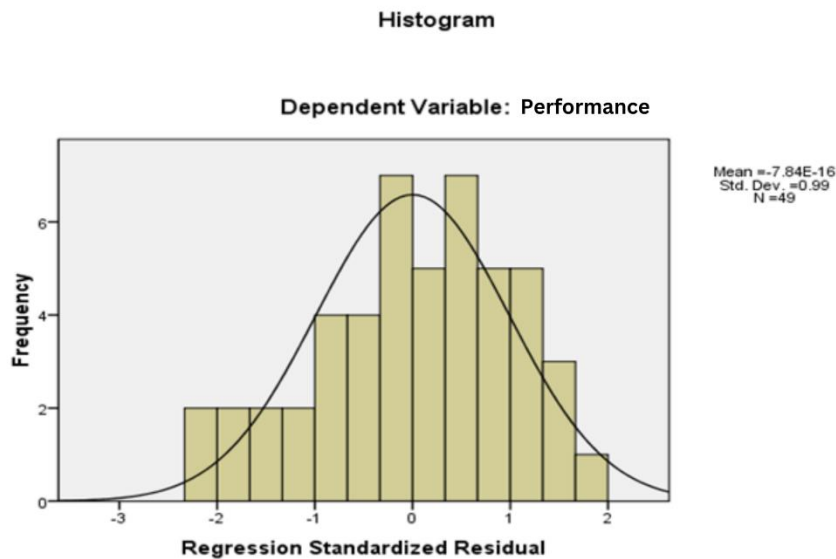


Figure 2. Histogram of Teacher Perception Regarding Principal Supervision

The graph of teacher perception regarding principal supervision in Figure 4.2 above shows that kurtosis and skewness indicate relatively similar categories, with negative values below 3 ($K < 3$). If the teacher perception variable scores regarding principal supervision are grouped into three categories, the frequency distribution and percentage are obtained, as shown in Table 4.3 below.

Table 3. Frequency Distribution of Teacher Perception Regarding Principal Supervision

Interval	Category	Frequency	Percentage (%)
>72	High	22	44,90
66 – 72	Average	22	44,90
< 66	Low	5	10,20
Total		49	100

Source: Primer Data Analysis (2023)

Based on Table 3, the data for the scores of the teacher perception variable regarding principal supervision (X2) at SMPN 1 Bone-Bone are as follows: 5 respondents (10.20%) are in the low category, 22 respondents (44.90%) are in the medium category, and 22 respondents (44.90%) are in the high category. Concerning Table 11, the average score for the teacher perception variable regarding principal supervision is 71.57, falling within the interval (66–72) categorized as medium. Therefore, it can be concluded that the score for the teacher perception variable regarding principal supervision (X2) falls within the medium category.

Description of the Teacher Performance Variable (Y)

The score data for the teacher performance variable at SMPN 1 Bone-Bone, ranging from the minimum to the maximum values obtained from each respondent, is represented in the histogram. This histogram results from data processing conducted by the researcher using SPSS software. From the teacher performance variable (Y), the histogram can be depicted as shown in Figure 3.

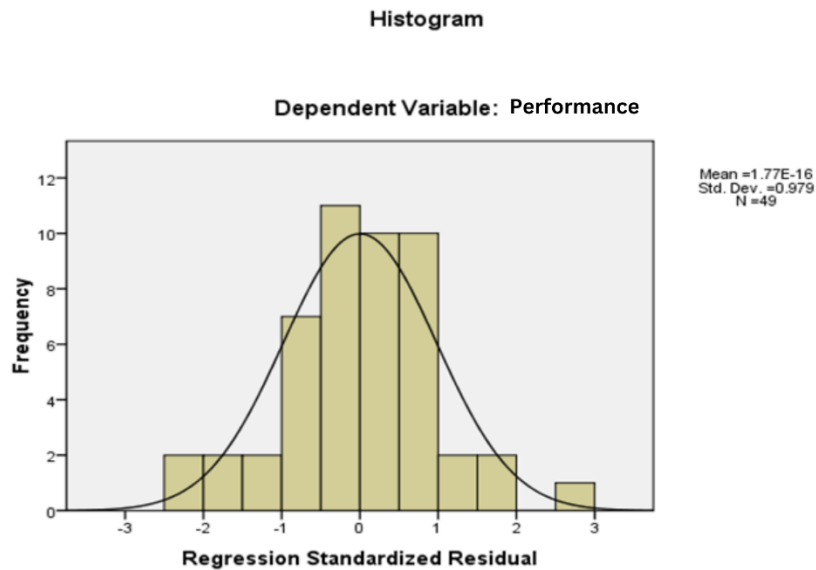


Figure 3. Teacher Performance Histogram

The performance graph in Figure 3 above shows that kurtosis and skewness indicate relatively similar categories, with negative values below 3 ($K < 3$). If the teacher performance variable scores are grouped into three categories, the frequency distribution and percentage are obtained, as shown in Table 4 below.

Table 4. Frequency Distribution of Teacher Performance

Interval	Category	Frequency	Percentage (%)
> 146	High	12	24,49
133 – 146	Average	30	61,22
119 – 132	Low	7	14,29
Total		49	100

Source: The Result of Primer Data Analysis (2023)

Based on Table 4, the data for the scores of the teacher performance variable (Y) at SMPN 1 Bone-Bone are as follows: 7 respondents (14.29%) are in the low category, 30 respondents (61.22%) are in the medium category, and 12 respondents (24.49%) are in the high category. Concerning Table 13, the average score for the teacher performance variable is 142.37, falling within the interval (133 – 146) categorized as medium. Therefore, it can be concluded that the teacher performance variable (Y) score falls within the medium category.

DISCUSSION

The Influence of Teacher Work Motivation on Teacher Performance at SMPN 1 Bone-Bone

This study examines the influence of teacher work motivation (X1) and teacher perception of principal supervision (X2) on teacher performance (Y) at SMPN 1 Bone-Bone. Data were collected through questionnaires completed by 49 teachers, including civil servants, contract teachers (P3K), and honorary teachers. The analysis, conducted using SPSS software, provides insights into the relationships between these variables.

The descriptive analysis reveals that the teacher work motivation variable has an average score of 90.531, with a standard deviation of 2.739 and a variance of 7.504. It indicates that most teachers fall within the medium motivation category. Specifically, 42.86% of teachers have low motivation, 48.98% have medium motivation, and only 8.16% have high motivation. This distribution suggests a need for strategies to boost motivation, especially among those in the low and medium categories ([Basalamah & As'ad, 2021](#)).

Teacher perceptions of principal supervision show an average score of 71.571, a standard deviation of 3.984, and a variance of 15.875. These results indicate that teachers generally perceive principal supervision as moderate. The distribution is almost evenly split between high (44.90%) and medium (44.90%) perceptions, with a small percentage (10.20%) perceiving it as low. This balanced perception highlights the importance of principal supervision in influencing teacher attitudes and performance ([Vo et al., 2022](#)).

Teacher performance has an average score of 142.367, with a standard deviation of 8.351 and a variance of 69.737, indicating a higher variability level than the other variables. The distribution shows that 14.29% of teachers have low performance, 61.22% have medium performance, and 24.49% have high performance. The significant variability in teacher performance suggests that while many teachers perform at an average level, a notable portion performs either very well or poorly ([Stroebe, 2020](#)).

The analysis indicates a significant relationship between teacher work motivation and teacher performance. Teachers with higher work motivation tend to perform better ([Filgona et al., 2020](#)). It is evidenced by the fact that even though most teachers fall within the medium motivation category, those with high motivation contribute significantly to the high-performance category. Similarly, the perception of principal supervision plays a crucial role in teacher performance. Teachers who perceive the supervision as supportive and effective will likely be more motivated and thus perform better ([Karim et al., 2021](#)). The high variability in teacher performance suggests that other factors, possibly including the principal's leadership style and the school environment, also impact teacher performance ([Saleem et al., 2020](#)).

The findings of this study have several implications for educational practice. Efforts should be made to enhance teacher motivation through professional development, recognition, and support ([Sirait, 2021](#)). Addressing teachers' specific needs and concerns can help move more teachers from the low to the high motivation category ([Warman et al., 2021](#)). Improving principal supervision is crucial. Principals should enhance their supervision strategies to be more supportive and constructive ([Keane et al., 2020](#)). Regular feedback, mentorship, and professional growth opportunities can improve teachers' perceptions of supervision and, in turn, their performance ([Mahaputra & Farhan Saputra, 2021](#)). Identifying teachers with low motivation and performance can help provide targeted interventions ([Scales et al., 2020](#)). Personalized support plans and incentives can help these teachers improve their motivation and performance ([Alamri et al., 2020](#)).

In conclusion, the study finds that teacher work motivation and the perception of principal supervision significantly influence teacher performance at SMPN 1 Bone-Bone. The findings highlight the need for school management to focus on enhancing motivational factors and improving the quality of supervision to boost overall teacher performance. By addressing these areas, schools can create a more supportive and effective teaching environment, leading to better educational outcomes.

The Influence of Teacher Perception Regarding Principal Supervision on Teacher Performance at SMPN 1 Bone-Bone

This study examines the influence of teacher perception regarding principal supervision (X2) on teacher performance (Y) at SMPN 1 Bone-Bone. Data were collected through questionnaires completed by 49 teachers, including civil servants, contract teachers (P3K), and honorary teachers. The analysis, conducted using SPSS software, provides insights into the relationship between these variables.

The descriptive analysis of the teacher perception regarding the principal supervision variable reveals an average score of 71.571, with a standard deviation of 3.984 and a variance of 15.875. These results indicate that teachers generally perceive principal supervision as moderate. The distribution shows that 44.90% of teachers have a high perception, 44.90% have a medium perception, and 10.20% have a low perception. This balanced perception highlights the critical role of principal supervision in shaping teacher attitudes and performance ([Hoque et al., 2020](#)).

Teacher performance, the dependent variable, has an average score of 142.367, with a standard deviation of 8.351 and a variance of 69.737, indicating a higher level of variability than the perception of principal supervision. The distribution shows that 14.29% of teachers have low performance, 61.22% have medium performance, and 24.49% have high performance. This significant variability in teacher performance suggests that while many teachers perform at an average level, a notable portion performs poorly.

The analysis indicates a significant relationship between teacher perception of principal supervision and teacher performance. Teachers who perceive the supervision as supportive and effective tend to perform better. This relationship is evident because many teachers with high and medium perceptions of supervision also fall within the high and medium performance categories ([Charoensukmongkol & Phungsoonthorn, 2020](#)). Effective principal supervision likely provides teachers with the necessary support, guidance, and feedback, contributing to their improved performance ([Winarno et al., 2021](#)).

The findings of this study have several implications for educational practice. Enhancing principal supervision quality is crucial. Principals should develop supportive and constructive supervision strategies ([Saleem et al., 2020](#)). Regular feedback, mentorship, and professional growth opportunities can improve teachers' perceptions of supervision and, consequently, their performance ([Parker et al., 2021](#)). Moreover, understanding and addressing teachers' specific needs and concerns regarding supervision can help tailor supervisory practices to be more effective and impactful ([Burns et al., 2020](#)).

Furthermore, identifying teachers with low perceptions of principal supervision can help provide targeted interventions. Developing personalized support plans and creating opportunities for open communication between teachers and principals can enhance the overall perception of supervision ([Alamri et al., 2020](#)). Schools can improve teacher motivation and performance by fostering a positive and supportive supervisory environment ([Warman et al., 2021](#)).

In conclusion, the study finds that teacher perception of principal supervision significantly influences teacher performance at SMPN 1 Bone-Bone. The findings highlight the need for school management to focus on improving the quality of principal supervision to boost overall teacher performance. By addressing these areas, schools can create a more supportive and effective teaching environment, leading to better educational outcomes.

The Influence of Teacher Work Motivation (X1) and Teacher Perception Regarding Principal Supervision (X2) on Teacher Performance (Y) at SMPN 1 Bone-Bone

This study examines the influence of teacher work motivation (X1) and teacher perception regarding principal supervision (X2) on teacher performance (Y) at SMPN 1 Bone-Bone. Data were collected through questionnaires completed by 49 teachers, including civil servants, contract teachers (P3K), and honorary teachers. The analysis, conducted using SPSS software, provides insights into the relationships between these variables.

The descriptive analysis reveals that the teacher work motivation variable has an average score of 90.531, with a standard deviation of 2.739 and a variance of 7.504. Most teachers fall within the medium motivation category, with 42.86% of teachers having low motivation, 48.98% having medium motivation, and only 8.16% having high motivation. This distribution indicates a need for strategies to boost motivation, particularly among those in the low and medium categories.

Teacher perceptions of principal supervision show an average score of 71.571, with a standard deviation of 3.984 and a variance of 15.875. The distribution is almost evenly split, with 44.90% of teachers having high perceptions, 44.90% having medium perceptions, and 10.20% having low perceptions of principal supervision. This balanced perception highlights the significant role of principal supervision in influencing teacher attitudes and performance.

Teacher performance, the dependent variable, has an average score of 142.367, with a standard deviation of 8.351 and a variance of 69.737. It indicates a higher level of variability compared to the other variables. The distribution shows that 14.29% of teachers have low performance, 61.22% have medium performance, and 24.49% have high performance. This significant variability in teacher performance suggests that while many teachers perform at an average level, a notable portion performs poorly.

The analysis indicates significant relationships between teacher work motivation and teacher perception of principal supervision and teacher performance. Teachers with higher work motivation tend to perform better. It is evident that although most teachers fall within the medium motivation category, those with high motivation significantly contribute to the high-performance category (Forson et al., 2021). Similarly, teachers who perceive principal supervision as supportive and effective tend to perform better. Effective principal supervision likely provides teachers with the necessary support, guidance, and feedback, contributing to their improved performance (Meyer et al., 2022).

The findings of this study have several implications for educational practice. Firstly, efforts should be made to enhance teacher motivation through professional development, recognition, and support. Addressing teachers' specific needs and concerns can help move more teachers from the low to the high motivation category (Zhang et al., 2021). Secondly, improving the quality of principal supervision is crucial. Principals should focus on developing supportive and constructive supervision strategies. Regular feedback, mentorship, and professional growth opportunities can improve teachers' perceptions of supervision and, consequently, their performance. Understanding and addressing the specific needs and concerns of teachers regarding supervision can help tailor supervisory practices to be more effective and impactful (Göker, 2020; Gümüş & Bellibaş, 2020).

Additionally, identifying teachers with low motivation and perceptions of principal supervision can help provide targeted interventions. Developing personalized support plans and creating opportunities for open communication between teachers and principals can enhance the overall perception of supervision. Schools can improve teacher motivation and performance by fostering a positive and supportive supervisory environment (Basalamah & As'ad, 2021; Karim et al., 2021; Sanchez et al., 2022).

In conclusion, the study finds that teacher work motivation and the perception of principal supervision significantly influence teacher performance at SMPN 1 Bone-Bone. The findings highlight the need for school management to focus on enhancing motivational factors and improving the quality of supervision to boost overall teacher performance. By addressing these areas, schools can create a more supportive and effective teaching environment, leading to better educational outcomes.

CONCLUSION

The research at SMPN 1 Bone-Bone investigated the influence of teacher work motivation and teacher perception regarding principal supervision on teacher performance. The study revealed that most teachers fell into the medium motivation category by using data from 49 teachers, with significant portions in the low and high categories. The perception of principal supervision was similarly balanced between high and medium perceptions, with a small percentage of low perceptions. Teacher performance showed higher variability, with many teachers performing at an average level and a notable portion performing poorly. The analysis indicated that higher work motivation and positive perceptions of principal supervision were associated with better teacher performance.

The findings suggest that enhancing teacher motivation through professional development, recognition, and support is essential, particularly for those in the low and medium categories. Additionally, improving the quality of principal supervision by developing supportive and constructive strategies is crucial. It includes regular feedback, mentorship, and addressing specific teacher needs. Identifying and providing targeted interventions for teachers with low motivation and low perceptions of supervision can further enhance overall performance. School management can create a more supportive and effective teaching environment by focusing on these areas, leading to better educational outcomes.

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The authors declare no funding and conflicts of interest for this research.

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