



## Effect of Principal's Situational Leadership on Teacher's Performance: A Literature Review

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### Abstrak

Pentingnya gaya kepemimpinan kepala sekolah menarik untuk dipelajari, terutama gaya kepemimpinan situasional di sekolah. Artikel ini bertujuan untuk mengkaji pengaruh gaya kepemimpinan situasional kepala sekolah terhadap kinerja guru di sekolah. Artikel yang digunakan dalam tinjauan pustaka ini adalah artikel yang diperoleh melalui Google Scholar dengan memasukkan kata kunci kepemimpinan situasional dan kinerja guru. Berdasarkan hasil kajian pustaka, peneliti menemukan bahwa gaya kepemimpinan situasional berpengaruh positif dan signifikan terhadap kinerja guru.

**Kata Kunci:** *kepemimpinan situasional, kinerja guru, kajian pustaka*

### Abstract

*The importance of principal's leadership styles is interesting to learn, especially situational leadership styles at school. This article aims to examine the influence of the principal's situational leadership style on teacher's performance at schools. This article used literature review to obtain the data through Google Scholar by entering the keywords "situational leadership" and "teacher's performance". Based on the results of the literature review, the researchers found that situational leadership style has a positive and significant effect on teacher's performance.*

**Keywords:** *situational leadership, teacher's performance, literature review*

### Introduction

Education is a process that is designed and arranged systematically in relation with the learning [1]. Therefore, the quality of education is important to develop the learners' potential. Qualified education is certainly expected for the progress of a nation. Education is not only as a means of 'agent of change' for the young generation who will become the successor of a nation, but also an 'agent of producer' in order to create a real transformation [2]. To get a qualified education, of course, education involves related and competent parties [3].

One of the related parties at school is the principal who has a central role [4] in leading the school. One of the roles of the school principal is to optimize the management of the existing resources to achieve educational goals, including managing teachers [5].

Principals have a strategic role in the success of school goals [6]. Educational success in schools is

supported by the contribution of teacher performance [7]. Therefore, quality of teacher performance is very important because teachers have a strategic role in being the vanguard in the educational process [8].

The teacher's performance quality will largely determine the quality of educational outcomes [9]. The quality of education rests on the quality of the teachers' work and will contribute to the development of the country. In fact, many countries are improving the quality of education through improving the quality of teacher performance [10]. Based on this fact, teachers have great influence and play an important role in achieving the goals of the school organization [11]. Therefore, research about teacher performance in schools is important.

Teacher performance can be influenced by several factors, one of which is the leadership of the principal [12]. It is supported by research conducted by Lumban and Siburian who state that school principals are

educational leaders who play an important role in improving teacher's performance [13]. Besides, factors which can affect teacher's performance are work motivation [14], school organizational culture [15], and job satisfaction [16]. From the description of previous research, it can be concluded that teacher performance can be influenced by individual and environmental factors. These various factors led the researchers to focus on one variable which had the greatest impact on teacher performance, that is, principal leadership.

School principals have different leadership styles [17]. One of the styles of leadership is situational leadership. Leaders who have a situational leadership style have the ability to read the state of their subordinates and their work environment [18]. Principal situational leadership is important to overcome various problems in schools [19], including teacher performance. So, in this literature review, the researchers will examine deeper about the influence of situational leadership on the performance of teachers at schools.

Based on the researchers' review of national and international articles, they found that there are still very few studies that discuss the direct impact of the situational leadership of school principals on teacher performance, especially in Lampung. It led researchers to look further at situational leadership to increase teacher engagement in their work. In addition, there are several literature studies on this topic. Therefore, the researchers are interested in conducting a literature review on the influence of situational leadership by school principals on teacher performance.

## Method

The method used in this research is a literature review. The sources of data used in this research are articles. The data were obtained from national and international articles searched on Google Scholar. The process of analysing the articles begins with the use of keywords: "situational leadership" or "teacher performance". After reviewing the literature, there were 444 articles related to this theme, and sorted based on the criteria resulted in 11 articles to be further analyzed. Next, the articles are analyzed and compiled as a whole in the discussion written in this article. Article criteria in this research are as follows:

1. Research related to situational leadership and teacher performance
2. Research conducted at schools
3. Quantitative and qualitative articles
4. Articles for the last 5 years, 2018–2022.
5. National and international articles
6. Research conducted in Asian countries

## Result and Discussion

This article discusses the role of situational leadership and its effect on teacher's performance. Most of the articles discuss how much influence of situational leadership has on teacher performance, and some reviews about the role of situational leadership at schools. Based on the articles reviewed, there are various ways of collecting data related to situational leadership in schools; the most commonly used are questionnaires, interviews, observation, and documents. The situational leadership questionnaire used in each article was developed by Hersey and Blanchard [20]. While the questionnaire used to collect data on teacher performance is based on Uno and Lamatenggo [21], Robbins [22], and self-developed instruments. The chart below shows the results of the literature review articles that have been studied.

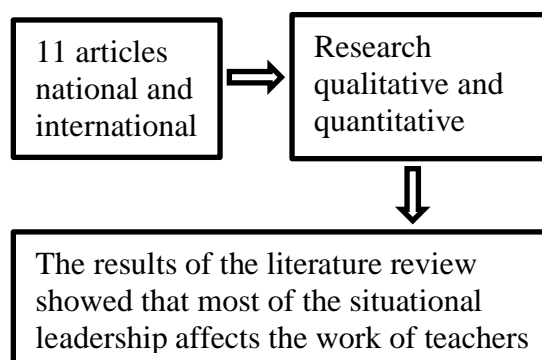


Chart 1. Literatur review results

The results of the literature review that researchers have done shows that this study was conducted at various levels of education, including kindergarten, elementary, junior high, and high schools. Based on the results of the literature review, the results showed the influence of situational leadership on the performance of teachers at schools. Sentana and Wiyasa used teacher performance instruments which include four teacher competencies: pedagogic, personality, social, and professional. This study revealed that there is a positive relationship between the situational leadership style of school principals and teacher performance. According to the findings of the study, the main leadership factors are considered to have an important role because, as a school leader, leadership styles and policies will greatly affect teacher performances. This can have an impact on improving the quality of schools and serve as guidelines to improve the quality of teachers and all school staff.

Other articles used teacher performance instruments developed by Uno and Lamatenggo. Teacher's performance indicators which are used include quality of work, accuracy of work, initiative in work, work ability, and communication. Based on their research, Dwiyani and Sarino revealed that there is a positive influence and a strong relationship between the situational leadership style of school principals and

teacher performance. Therefore, the principal must improve the ability to apply situational leadership styles related to problem solving and the involvement of the principal in helping the teacher's work to be optimal. This is because the situational leadership style of the school principal is getting better to improve the performance of teachers.

In contrast to Patriah, Revelation, and Suhaimi [23] used the teacher performance instrument developed by Robbins, covering work quality, quantity, timeliness, effectiveness, and independence. The findings revealed the influence of situational leadership on teacher performance. The existence of a situational leadership style owned by the principal is one of the efforts to improve the performance of teachers in schools. According to the researchers, teachers must improve the quality of their work and their ability to compete positively in order to realize an increase in work performance.

Furthermore, the results of research conducted by Widiastuti and Permana [24] revealed that the situational leadership role of school principals and teacher performance are closely related. This is because teachers need directions and motivation from the principals in order to be competent and productive in their learning at school. Thus, principals who apply situational leadership that is able to act based on real situations will affect the performance of teachers in schools. Research findings conducted by Pedroso et al. [25] highlighted the need for the application of situational leadership practices to strengthen the instructional and administrative duties of school principals, especially in times of global crisis like the COVID-19 pandemic. Principals have professional responsibility and operational accountability for shaping a conducive school environment for teachers to complete their work through technology.

Based on the studies that have been discussed previously, there are other variables that can affect teacher performance. As an example of research conducted by Mulyadi [26], work motivation also has a significant influence on improving performance. The same findings obtained from Majidah, Rachmawati, and Karnawati [27] stated that when teachers are motivated to carry out teaching and learning activities and get appreciation for the achievements achieved during teaching, they are more motivated, and teacher performance will increase properly. Based on their research, Ruslan, Lian, and Fitria [28] revealed that teacher performance can increase if there is an increase in the quality of teacher professionalism supported by teacher skills. The principal has the responsibility of paying attention to the knowledge of the teacher's skills in his work.

## Conclusions

Based on the results of the literature review study that researchers have done, it can be concluded that the principal's situational leadership has an effect on teacher's performance. Improving teacher's performance is supported by principals who apply the leadership styles of situational telling, selling, participating, and delegating. School principals who are able to adjust their situational style effectively to change in the situation at school can motivate teachers and also affect teacher performance. In addition to situational leadership, teacher performance will improve directly and indirectly through work climate, teacher motivation, and morale. Indirectly, improving teacher performance also improves the quality of education in schools.

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#### Profil Penulis

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