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Literature Review: How do Leadership and The Principal's Leadership Style Affect Teacher Performance?

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Abstract: There is still debate on whether leadership and principal's leadership styles have an influence on teacher performance. This article is a literature review study that explains the influence of leadership and principal's leadership styles on teacher performance. The literature review is compiled based on previous studies that are relevant to the topic discussed. The technique used in selecting articles is by considering keywords and year of publication. The keywords that became the reference for the selection of articles used were principal leadership, principal leadership style and teacher performance. Furthermore, the year of publication of the article was considered only articles published in the last ten years. The criteria of the articles used in this literature review study are: 1) focused on the influence of principal leadership and principal leadership style on teacher performance; 2) articles could be published in national or international journals; 3) articles were published in the last ten years; 4) contained the keywords principal leadership and teacher performance. The articles used as references for this literature review totalled eleven national journal articles. The results show that there is a significant positive influence between principal leadership and teacher performance. Likewise, the principal's leadership style has a significant influence on teacher performance. Therefore, it is important for principals to increase leadership and improve leadership style as an effort to improve teacher performance. This article is expected to be a reference for education stakeholders to improve principal leadership and teacher performance. Further research needs to be conducted thoroughly in order to provide clearer results because some studies reveal that leadership and principals' leadership style have no significant effect on teacher performance.

Keywords: Leadership, Leadership style, Teacher performance

Introduction

Education is a core priority issue that needs to be the focus of attention in many developing countries. Education is a key determinant of a country's change from developing to developed. As Harlan & Johan (2014) explain, education is very important for both men and women and determines the progress of a country. Countries that do not have quality education programmes will tend to be left behind compared to other countries. The role of education is to create superior quality human resources. Excellent human beings are creative, innovative, competitive and solutive. Quality education also produces people and generations who are able to keep pace with the development of civilisation and the times. Shilvock (2018) explains that among the main objectives of the educational process is to create a generation that is able to adapt to any situation. On the other hand, Goczek et al. (2021) state that economic ability is also influenced by education.

If understood as a whole, then all sectors of life depend on the quality of education. We know that in educational activities there are many elements involved such as teachers, students, parents, environment, school climate, school management and learning facilities. Among all these elements, teachers are at the forefront of a quality education process. Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform of the Republic of Indonesia No. 16 of 2009 has explained that teachers are professionals who have the main task

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as educators, teachers, mentors, directors, trainers, assessors, evaluators in early childhood education, primary education and secondary education. Putri et al. (2019) explained that a teacher not only carries out the task of teaching, but can also adjust the implementation of the learning process in the classroom.

As important as the role of teachers is in the implementation of education, it is also very important to improve the quality of teachers. Everyone agrees that to improve the education process, it is necessary to place highly skilled teachers in the classroom (Darling-Hammond, 2010). Quality education can only be achieved with quality teachers. Improving teacher quality will affect student learning outcomes (Goldhaber & Hansen, 2013). So, it is necessary to review and measure teacher performance to see its quality in carrying out the learning process (Steinberg & Garrett, 2015). Teacher performance is the achievements, results, and work performance of teachers during the implementation of the learning process in terms of planning learning, implementing learning in the classroom, evaluating the process and learning outcomes, providing guidance and training to students, and commitment in carrying out tasks (Lailatussaadah, 2015). Meanwhile, Muspawi (2021) explains that teacher performance is an indicator that explains the teacher's ability to carry out his duties and responsibilities at school during learning activities and can provide encouragement and influence to students so that learning objectives can be achieved and run well as expected, which is shown in appearance, actions, and work performance.

In various studies, it was found that there are still many low teacher performance in schools. For example, Ramadhan (2017) explained that about 47% of teachers taken from the research sample were included in low and very low performance and about 53% with high and very high performance. The 47% figure shows a large number of teachers with low quality. Then Yusrizal et al. (2013) showed that about 33% of teachers had moderate performance, while the other 63% had high performance. Meanwhile, Irmawan (2022) explained that the performance of teachers who have certification is in the good category while teachers who do not have certification are in the good enough category. This teacher performance also illustrates teacher competence related to professional competence, pedagogic competence, social competence, and personal competence (Tjabolo & Herwin, 2020). In general, teacher performance is still uneven in every school. Even in some schools, many teachers have very poor performance.

Many factors actually determine teacher performance. Muspawi (2021) explains that teacher performance is determined by four factors, namely: (1) environment; (2) individual characteristics; (3) organisational characteristics; and (4) job characteristics. Some important factors that affect teacher performance are: (1) job satisfaction; (2) intrinsic and extrinsic motivation; (3) student character; (4) teacher personal character; (5) job circumstances; satisfaction with salary; (6) teaching experience; (7) principal leadership (Tehseen & Ul Hadi, 2015). Meanwhile, Kanya et al. (2021) explained that several factors such as teacher competence, principal leadership and organisational culture have a significant effect on teacher performance. In order to improve the quality of teacher performance, schools need to conduct a supervision process. Good supervision in schools will help improve teacher performance in carrying out educational tasks (Hidayat & Zaini, 2015).

This supervision activity is related to the managerial and leadership skills of the school leader. So as previously stated, there are many factors that influence teacher performance, one of which is the leadership of the school principal. Some of the efforts that principals can make to improve teacher performance are: 1) fostering teacher performance, 2) supervising teacher performance, 3) providing motivation, 4) evaluating teacher performance. Principal leadership is defined as an effort made by someone who has the highest position at school in influencing, encouraging, directing, guiding, moving people or groups of people to do something in order to achieve predetermined goals (Hartiwi et al., 2020). Principal leadership in each place has a different style. The principal's leadership style is the attitude, gesture or language used to move, motivate, manage, design and implement programmes that have been prepared with educators and education personnel in achieving the vision, mission and goals of the school. There are several principal leadership styles, namely: 1) managerial leadership style; 2) transformational leadership style; 3) transactional leadership style; 4) teaching leadership style (Gao, 2017). Good leadership should be able to encourage improved teacher performance (Kaso et al., 2019; Ulfathmi et al., 2022). Errors in leadership will encourage a decrease in subordinate performance which will have an impact on the overall performance of the institution (Zubaidah et al., 2021). Therefore, the influence of leadership in running an organisation or institution on the performance of employees or subordinates is so significant.

Several studies reveal the relationship between principal leadership and teacher performance. Principal leadership has a direct and significant positive relationship with teacher performance (Noor, 2019). Principal leadership style also has a significant effect on teacher performance (Darmawan, 2019). However, research by Gikunda (2016) shows that principal support does not really affect teacher performance, especially geography

teachers because some support does not come directly from school administrators but also other stakeholders. Therefore, there is a need to emphasise and clarify the influence and relationship of principal leadership and principal leadership style on teacher performance. In addition, it is also necessary to prove whether principal leadership and principal leadership style are important factors in improving teacher performance. Based on the background explanation above, the purpose of this study is to conduct a literature review related to the influence of principal leadership and principal leadership style on teacher performance.

Method

This article was written using the literature review technique. According to Borden & Abbott (2018) literature review is the process of finding, obtaining, reading, and evaluating literature materials in accordance with a particular field. Literature review can also be defined as a series of activities carried out to identify scientific developments in a particular field of research. The aim is to find opportunities and potential for further research so that it can make a scientific contribution to a particular field (Abdillah, 2021).

Literature review is compiled based on previous studies that are relevant to the topic discussed. In general, literature review articles are written through 4 stages, namely: 1) choosing a topic that is the focus of the study; 2) searching and collecting many articles from various sources related to the focus of the study that has been previously determined; 3) analysing and synthesising literature review articles; 4) organising the writing of literature review articles. The main topic reviewed in this article is related to the influence of principal leadership and principal leadership style on teacher performance in schools.

The technique used in selecting articles is by considering keywords and year of publication. The keywords that became the reference for selecting articles were principal leadership, principal leadership style and teacher performance. Furthermore, the year of publication of the article is considered only articles published in the last 10 years. Therefore, the criteria for articles used in this literature review study are: 1) focused on the influence of principal leadership and principal leadership style on teacher performance; 2) articles could be published in national or international journals; 3) articles were published in the last 10 years; 4) contained the keywords principal leadership and teacher performance. Articles that did not fulfil the above criteria were excluded from the literature review. The total number of articles used in this study was 11 articles taken from various national journals.

Results and Discussion

Thousands of articles were collected from the keywords principal leadership, principal leadership style and teacher performance. Then 11 national articles were reviewed based on reference sources, sample types, research methods, and interventions provided for article peer-review results.

Table 1. Results of the review of the effect of leadership and principal's leadership style on teacher performance

NO	Reference Source	Sample	Methods	Intervention	Review Results
1	(Elly & Soraya, 2020)	Vocational school teacher	Descriptive research	Principal leadership	Principal leadership has a positive effect on teacher performance. This shows that the better the principal will be able to encourage increased teacher performance. Increased teacher performance indicates higher teacher achievement.
2	(Purwoko, 2018)	Vocational school teacher	Correlational research	Principal leadership	The results of this study indicate that principal leadership has a positive and significant effect on the performance of Sleman

						Regency Vocational High School teachers. Thus it can be seen that the better the principal's leadership, the better the teacher's performance. Vice versa, the less good the principal's leadership in school management, the less good the performance of teachers in Sleman Regency Vocational High School.
3	(Setiyati, 2014)	Vocational school teacher	school	Correlative descriptive research	Principal leadership, work motivation and school culture	There is a significant positive influence between the leadership of school principals on the performance of teachers of public vocational schools in Gunungkidul Regency. There is a significant positive influence between the principal's leadership, work motivation and school culture together on the performance of teachers of state vocational schools in Gunungkidul Regency.
4	(Yunus et al., 2021)	Primary teacher	school	Quantitative research with exploratory method	Principal leadership	Improved implementation of Principal Leadership will be able to influence Teacher Performance at Ngagel I / 394 Surabaya State Elementary School.
5	(Ideswal et al., 2020)	Primary teacher	school	Quantitative research with correlation	School climate and principal leadership	There is a contribution between school climate and teacher performance in public elementary schools in Payakumbuh city by 9.0%. There is a contribution between the principal's leadership and the performance of teachers in public elementary schools in Payakumbuh city by 8.6%.
6	(Romadhon MS, 2021)	Primary teacher	school	Descriptive research	Principal leadership	There is an influence of principal leadership on teacher performance by 15.1% while the rest is influenced by other

					factors. The principal as the implementer of supervision should continue to carry out control activities on the orderly making of teaching plans that are adjusted to the current curriculum and do not reduce the routine of classroom visits carried out at any time to the classes when teaching and learning activities are taking place.
7	(Azis & Suwatno, 2019)	Vocational school teacher	Explanatory survey research	Principal leadership style	The principal's leadership style has an influence on teacher performance. The results of this study indicate that leadership style has a positive and significant effect on teacher performance.
8	(Gusman, 2014)	Junior high school teacher	Correlational research	Principal leadership style	There is a significant relationship between the principal's leadership style and teacher performance at the State Junior High School in Palembang District, Agam Regency where the correlation coefficient $r_{count} = 0.25 > r_{table} = 0.220$ at the 95th confidence level and $t_{count} = 4.21 > t_{table} = 1.66462$ at the 95% confidence level.
9	(Elazhari et al., 2022)	Junior high school teacher	Comparative research	Motivation and Principal Leadership Style	Simple regression testing between leadership styles has a positive influence on teacher performance, with a contribution of 58.4%. The positive effect shows that the better the leadership, the better the teacher performance.
10	(Darmawan, 2019)	Vocational school teacher	Descriptive research	Principal leadership style, and school culture	There is a significant influence of the principal's leadership style on the performance of teachers in tourism vocational schools in Tangerang City. Proven by the value of $Sig. = 0.000 <$

11	(Noviandari et al., 2022)	Madrasah aliyah teacher	Quantitative research	Principal leadership style	0.05 and $t_0 = 9.606$. Principal leadership style has no significant effect on teacher performance.
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In this chapter, the researcher discusses the results of the literature review on the effect of principal leadership and principal leadership style on teacher performance. The discussion consists of two main parts, namely the first part discusses the effect of principal leadership on teacher performance and the second discusses the principal's leadership style on teacher performance.

1. The effect of principal leadership on teacher performance

Among the 11 articles reviewed and analysed in this literature review article, there are 6 articles that examine the relationship between principal leadership and teacher performance. Principal leadership explains the principal's ability to lead all teaching and education personnel in the school, including teachers. Meanwhile, teacher performance explains the achievements, accomplishments, and results obtained by teachers in carrying out the learning process starting from planning to evaluating the learning process. Several studies explain that principal leadership has a significant impact on teacher performance (Elly & Soraya, 2020; Purwoko, 2018; Setiyati, 2014). In this case, Yunus (2021) explained that an increase in the ability to lead by the principal will affect teacher performance. So, the higher the ability to lead a principal, the higher the performance of teachers (Ideswal, 2020). Romadhon (2021) emphasises that principals should carry out control activities over the planning and implementation of the learning process to encourage better teacher performance.

Many other factors actually affect teacher performance such as motivation and school climate. As Setiyati (2014) explained that there is a significant positive influence between principal leadership, work motivation and school culture together on teacher performance. Various other studies have also revealed results in line with the 6 articles above that principal leadership is one of the determining factors in improving teacher performance. The higher the quality of the principal's leadership attitude, the higher the quality of teacher performance (Pardosi & Utari, 2021). Principal leadership is a source of energy in an effort to achieve educational goals (Zubaidah et al., 2021). However, on the other hand, there are also several studies that show that there is no relationship between principal leadership and teacher performance. Suratman et al. (2020) explained that there was no effect of principal leadership on teacher performance. Likewise, the results of research submitted by Indajang et al. (2021) found that the increase or decrease in teacher performance was not significantly affected by the principal's leadership. The difference in several research results that state an insignificant relationship between principal leadership and teacher performance needs to be discussed further in a more comprehensive study.

2. The effect of principal leadership style on teacher performance

Among the 11 articles reviewed and analysed in this literature review article, 5 articles examined the relationship between principals' leadership styles and teacher performance. As concluded earlier, leadership has a significant effect on teacher performance. This means that the ability to lead by principals determines the improvement of teacher competence. On the other hand, it is also necessary to study whether the leadership style possessed by the principal also has a significant effect on teacher performance. Leadership style is a way of leading that tends to be done by principals where there are several leadership styles, namely: 1) managerial leadership style; 2) transformational leadership style; 3) transactional leadership style; 4) teaching leadership style. From the data analysis conducted, it was found that the principal's leadership style has an influence on teacher performance (Azis & Suwatno 2019; Elazhari et al., 2021; Darmawan, 2019). Meanwhile, Gusman (2020) revealed that there is a significant relationship between the principal's leadership style and teacher performance. So it can be concluded that leadership skills and principal leadership style show a significant influence on teacher performance.

Various other studies have also found results that are in line with the findings in this literature review discussion. Leadership style has a positive effect on employee performance. If the leadership style to employees is further improved, then employee performance will also increase, and vice versa if the leadership provided to employees is low, employee performance will decrease (Lotje et al., 2017).

However, on the other hand, there are also some research findings that show different results from the general findings. As Noviandari & Syuhud (2022) explained that the principal's leadership style has no significant effect on teacher performance. The same thing was also obtained by Siagian & Khair (2018) that although leadership style has a significant effect on job satisfaction of employees, leadership style does not show a significant effect on employee performance. The differences in some research results that state an insignificant relationship between the principal's leadership style and teacher performance need to be discussed further in a more comprehensive study.

Conclusion

Principal leadership is defined as an effort made by someone who has the highest position at school in influencing, encouraging, directing, guiding, moving people or groups of people to do something in order to achieve predetermined goals. Leadership style is a method or way used by someone when that person tries to influence the behaviour of others or subordinates. Meanwhile, teacher performance is an indicator that explains the ability of teachers to carry out their duties and responsibilities at school during learning activities. There is a significant positive influence between principal leadership and teacher performance. Likewise, the principal's leadership style has a significant influence on teacher performance. But further, more comprehensive research should be conducted to provide clearer results because some studies reveal that principal leadership and principal leadership style have no significant effect on teacher performance. Literature review is expected to be a reference for education stakeholders to improve teacher performance.

Recommendations

There are several recommendations related to the influence of leadership and principals' leadership style on teacher performance, namely: 1) principals should attend leadership training regularly to improve their managerial and leadership skills. This training can include motivational strategies, conflict management, and change management; 2) principals need to conduct regular leadership evaluations and receive feedback from teachers and staff to improve leadership styles; 3) principals who apply transformational leadership styles can improve teachers' performance by inspiring and motivating them, as well as providing a clear vision of the school's future; 4) principals should conduct effective and continuous supervision to ensure the quality of teachers' teaching. This supervision should include classroom observations, reflective discussions and guidance for improvement; 5) principals need to create a positive and supportive school climate where teachers feel valued and supported in their work. This can involve improving school facilities and a healthy working environment; 6) principals should provide relevant and ongoing training and professional development programmes for teachers to improve their competencies; 7) principals need to implement a transparent and fair performance appraisal system to assess and improve teacher performance. This assessment should be based on clear and objective criteria.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the authors.

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