

# Developing A Teacher Performance Model: The Impact Of Principal Support On Teacher Performance By Mediating Organizational Commitment, Teacher Competence, And Teacher Attitudes

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## Abstract

This study aims to determine and analyze the direct and indirect effects of the variables of principal support, organizational commitment, teacher competence, and teacher attitudes on the performance of state junior high school teachers in Malang, Indonesia. The research design in this study uses explanatory quantitative and data collection techniques using questionnaires that have met the requirements of the validity and reliability tests and distributed to 271 respondents to explore perceptions of principal support, organizational commitment, teacher competence, and teacher attitude and teacher performance. The data has been collected and analyzed using the Smart PLS 3.0 analysis tool. The results of the analysis show that the support of the principal directly has a positive and significant effect on organizational commitment, teacher competence, and teacher performance, but did not have a direct significant effect on teacher attitudes. Principal support indirectly has a positive and significant effect on teacher performance through organizational commitment and teacher competence. In addition, the support of the principal indirectly has no significant effect on teacher performance through teacher attitudes.

**Keywords:** principal support, organizational commitment, teacher competence, teacher attitudes, teacher performance

## I. INTRODUCTION

The success of education is largely determined by the extent to which teachers are prepared to condition their students through teaching and learning activities (Maxwell et al., 2017; Serdyukov, 2017). However, the strategic position of teachers to improve the quality of educational outcomes is closely related to teaching abilities (Akiba et al., 2007; Geoffrey D. Borman, 2005), teacher attitudes (Yıldırım et al., 2016; Beyene & Tizazu, 2011), teacher competence (Fauth et al., 2019; (Shnejder et al., 2020)), leadership encouragement (Wulandari, 2020; Khaki, 2006) and teacher commitment (Kees de Jong, 2015; Mustafa Altun, 2017) in the school. This means that if the competence of teachers is oriented to a high level of performance and behave both these

performance values, then the educational goals in the school concerned will increase.

As a leader in educational institutions, the principal is the most responsible party for the success of the school he leads (Bredeson, 2000). A school principal must be able to encourage the emergence of a strong will with enthusiasm and confidence in teachers, staff, and students in carrying out their respective duties, provide guidance and direct teachers, staff, and students and provide encouragement or motivation in achieving school goals (Karacabey, 2021). One of the principal tasks of the principal is to provide ongoing collaborative teacher support in the orientation of teacher performance improvement. The relationship between teachers and principals must be built on a foundation of trust. Principal support in teacher development can be done by

carrying out meaningful evaluations (Kraft & Gilmour, 2016), principals are the driving force in collaboration to provide solutions for new teachers or those who are having difficulty gaining insight (Yıldırım et al., 2016; Michael Gallagher, 2012) provides opportunities for teachers to participate in activities such as seminars and courses (Karacabey, 2021).

Organizational commitment is an attitude or behavior of a person towards the organization in the form of loyalty and the achievement of the vision, mission, and goals of the organization. Teacher organizational commitment is the emotional attachment of a teacher to the school where he works so that he is willing to survive, identify, and be involved in achieving school goals (Aslamiah, 2019). The link between organizational commitment and employee performance has been widely carried out, such as the results of research by Nagar (2012) which states that employees who are committed to their organization will give all their abilities to the organization where they are so that the organization continues to move towards a better direction. Organizational commitment makes employees more careful and thorough in carrying out their work responsibilities, The higher the level of employee commitment, the higher the employee's effort to do their work and be more productive. Likewise, research conducted by Siri et al., (2020) shows that teacher commitment has a significant positive effect on the performance of professional teachers. Commitment to act as a mediator of teacher competence and professional teachers at Madrasahs in Bali. It is important to know whether organizational commitment affects teacher attitudes. Mowday et al (Zeena Flavia D'souza, 2018) stated that organizational commitment is seen as a strong belief in accepting organizational goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization. Mohsan et al., (2012); Satata, (2020); Emami et al., (2013), show that organizational commitment has a significant effect on job involvement, where job involvement represents a type of attitude towards work and is usually defined as the extent to which a person identifies psychologically with one's work, i.e. how important a person places their work. Furthermore, research conducted by

Lee & Chen (2013) also shows a strong relationship between sustainable commitment and employee work attitudes in the tourism industry.

Secord and Beckman (Vakola & Nikolaou, 2005) define attitude as a certain regularity of an individual's feelings, thoughts, and tendencies to act on some aspect of his environment. A teacher who is kind to his profession and loves his duty as a teacher will automatically always be ready to carry out his call of duty with joy. Teachers who have a positive attitude towards the profession will give birth to good habits to teach, guide, and encourage students so that teaching and learning are carried out effectively (Sudika et al., 2018). The relationship between teacher work attitudes and teacher performance has been proven by several studies (Al Harthy et al., 2013) which states that teachers' attitudes towards teaching have a significant direct influence on professional performance in the Sultanate of Oman. Nadeem et al. (2011), Cristina-Corina & Valerica (2012), and Saljooghi & Salehi (2016) found that the relationship between teachers' attitudes and their teaching performance was significant. Likewise, the results of research conducted by Duatepe (2004); (Singh & Singh, 2016); Lakshmi & Ashok (2017); Araromi, Maxwell Olakunle & Salman (2020) proves that teachers' attitudes towards their profession affect their performance, which means that positive and negative attitudes towards the profession can affect performance in any profession.

Based on the description above, a preliminary examination can provide a related picture of how teacher performance and its relationship to the encouragement of the principal, organizational commitment, teacher competence, and teacher attitudes. In this domain, researchers seek to identify specific and measurable aspects of professional competence exhibited by successful teachers. This study is an investigation of principal encouragement and teacher performance, as well as their relationship to teacher competence, organizational commitment, and teacher attitudes. The aims of this investigation include:

1. To examine the direct effect of the principal's encouragement on teacher competence, organizational

commitment, teacher attitudes, and teacher performance at State Junior High Schools in Malang City;

2. To examine the indirect effect of the principal's encouragement on teacher competence, organizational commitment, teacher attitudes, and teacher performance at State Junior High Schools in Malang City;

In this study, the measurement of teacher performance was carried out in accordance with the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 16 of 2009 concerning Teacher Functional Positions and

Credit Scores which refers to the dimensions of the main task of teachers which include activities to plan learning, implement learning, evaluate and assess including in it analyze the results of the assessment and carry out follow-up on the results of the assessment. The dimensions of this main task are then reduced to measurable performance indicators as a form of teacher performance in carrying out their main tasks as a result of the competence of the teacher.

Based on the results of previous studies and research, the influence model that occurs between the independent variable and the dependent variable in this study can be explained in Figure 1 as follows.

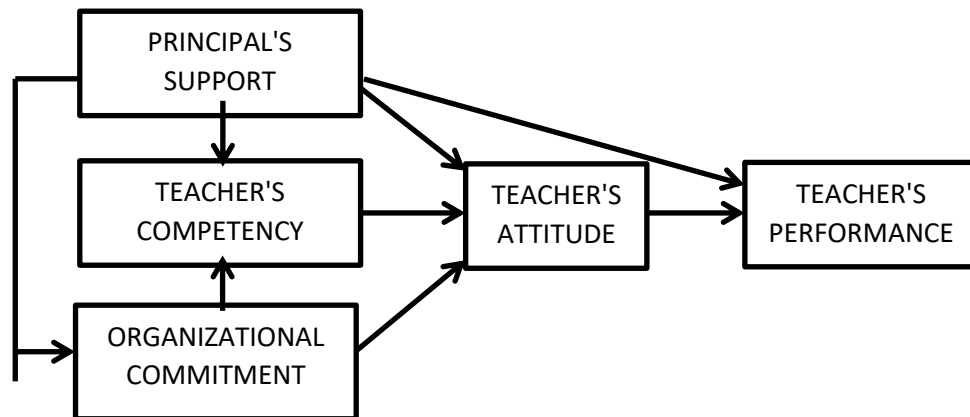


Figure 1. Conceptual Model of Relationship Between Research Variables

While the hypotheses proposed in this study are:

- H1: There is a direct effect of the principal's support on teacher competence.
- H2: There is a direct effect of the principal's support on teacher attitudes.
- H3: There is a direct effect of the principal's support on teacher performance.
- H4: There is a direct effect of the principal's support on organizational commitment.
- H5: There is a direct effect of organizational commitment on teacher competence.
- H6: There is a direct effect of organizational commitment on teacher attitudes.
- H7: There is a direct influence of teacher competence on teacher attitudes.

H8: There is a direct effect of teacher attitudes on teacher performance.

H9: There is an indirect effect of the principal's support on teacher performance through teacher attitudes.

H10: There is an indirect effect of the principal's support on teacher performance through teacher competence and teacher attitudes.

H11: There is an indirect effect of organizational commitment on teacher performance through teacher attitudes.

H12: There is an indirect effect of organizational commitment on teacher performance through teacher competence and teacher attitudes.

## 2. RESEARCH METHOD

### 2.1. Research design

The purpose of this study was to identify the influence of the variables of principal support, teacher competence, organizational commitment, and teacher attitudes on teacher performance using Structural Equation Modeling or SEM (Fan et al., 2016; Deng et al., (2018). A quantitative approach to survey research design is used to examine and test the effect of research variables (Glasow, 2005). Based on a theoretical review of the current literature, the model that combines the variables contained in this study has not been studied before, and the suitability of this model was evaluated using SEM PLS (Tarka, 2018).

### 2.2. Population and sample

This study used a cross-sectional survey design and primary data were obtained from the answers to the questionnaire which had been distributed to

271 teachers from 10 public junior high schools in Malang City. Respondents were selected using a multi-stage sampling procedure. In the first stage, cluster random sampling was used, followed by systematic random sampling. The simple random sampling method is suitable to be applied in this study because it is suitable for populations that have almost uniform characteristics with each other. The sampling technique used in this research was a simple random sampling technique with the following Slovin's formula (Adam, 2020) with the results as in table 1. The questionnaire was distributed after obtaining approval from the Malang City Education Office, and the principal of each school. Selected teachers are happy to answer the questionnaire. The demographic characteristics of the respondents are shown in Table 2.

Table 1. Research Sample

No	Name of Institution	Number of Teachers	Sample Taken
1	SMPN 1 Malang	73	36
2	SMPN 2 Malang	60	26
3	SMPN 3 Malang	72	31
4	SMPN 4 Malang	56	25
5	SMPN 5 Malang	58	26
6	SMPN 6 Malang	61	27
7	SMPN 7 Malang	54	24
8	SMPN 8 Malang	56	25
9	SMPN 9 Malang	56	25
10	SMPN 10 Malang	60	26
		606	271

Table 2. Demographic Data

Description	Category	Frequency (n=271)	%
Gender	female	128	47
	Male	143	53
age	< 25	12	4.4
	25-35	64	23.6
	36-45	86	31.7
	46-55	64	23.6
	> 55	45	16.6
Experience	< 5 years	12	4.4
	5-10 years	82	30.2
	11-15 years	132	48.7
	> 15 years	45	16.6
Status	Civil servants	243	89.7

	Non-civil servants	28	10.3
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### 2.3. Research instrument

The research instrument used to obtain data from each of the variables studied was in the form of a questionnaire compiled according to the indicators of these variables. Principal support is measured by 1). Schedule time to work together and collaborative efforts for teachers; 2). Involve teachers in decision- making; 3). Provide empathy to the teacher; 4). Be consistent; 5). Encourage and facilitate teacher competency development; 6). Carry out meaningful evaluations (Ingersoll et al., 2018; Richards, 2007; Kraft & Gilmour, 2016). Indicators of organizational commitment are modified from various studies (Meyer & Allen, 1991; Nguyen et al., 2020), namely: 1) affective commitment, 2) sustainability commitment, and 3) normative commitment. The indicators used to measure teacher competence are based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and are

supported by research (Taniredja & Abduh, 2016; Wardoyo, 2015) which consists of: 1) pedagogic competence; 2) personality competence; 3) professional competence; and 4) social competence. Teacher attitudes refer to the results of research (Bonni Gourneau, 2005; Nagase et al, 2020) measured using the following indicators: 1) Demonstrating caring and kindness; 2) Sharing responsibilities; 3) Sensitively accept diversity; 4) Cultivate individual instructions; and 5) Encourage creativity. Meanwhile, teacher performance is measured by indicators; 1) planning learning, 2) implementing learning, and 3) evaluate learning (Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 16 of 2009) concerning Teacher Functional Positions and Credit Scores). The matrix of the variables in this study is described in Table 3.

Table 3. Research Variables and Indicators

Variable	Indicator	Code
Principal support	Schedule time for collaboration and collaborative efforts for teachers	PS1
	Involve teachers in decision making	PS2
	Give empathy to the teacher	PS3
	Be consistent	PS4
	Encourage and facilitate teacher competency development;	PS5
	Carry out meaningful evaluations	PS6
Organizational Commitment	A. affective commitment,	
	Teachers feel part of the school.	OC1
	Teachers are happy to spend a career at school	OC2
	Teachers feel very connected emotionally with fellow teachers and the school	OC3
	B. Sustainability commitment	
	Currently, teachers feel the need to work in this school	OC4
	Teachers don't have many choices of alternative places to work so they don't think about leaving school	OC5
	C. Normative commitment	
	Teachers feel they have an obligation to carry out work in this school	OC6
Schools deserve teacher loyalty	OC7	

	Teachers feel they owe a lot to the school due to the rights they receive	OC8
Teacher Competence	A. Pedagogic competence	
	The teacher understands the characteristics of the students	TC1
	Teachers are able to implement educational principles of learning and evaluation	TC2
		TC3
	Teachers are able to develop the potential of students.	
	B. Personal competence;	
	Teachers present themselves as honest, noble, and role models for students and society	TC4
	The teacher presents himself as a person who is steady, stable, mature, wise, and authoritative.	TC5
	The teacher demonstrates a work ethic, high responsibility, self-confidence and upholds the code of ethics of the teaching profession	TC6
	C. Professional competence	
	The teacher masters the subject matter being taught	TC7
	The teacher realizes the learning objectives of a lesson being taught	TC8
	Teachers are able to develop subject matter creatively and act reflectively	TC9
	D. Social competence	
Teachers are able to be inclusive, objective, and do not discriminate regarding the background of students	TC10	
The teacher is able to communicate effectively, using polite and empathetic language	TC11	
	Teachers are able to adapt and carry out their duties as teachers in various environments	TC12
Teacher's Attitude	A. Demonstrating care and kindness;	
	Teachers are willing to share emotions and feelings of enthusiasm, love and patience	FY1
	The teacher gives sincere attention to the students	FY2
	B. Share responsibilities;	
	Teachers need full control over students and the environment	FY3
	Teachers and students are jointly responsible for the class community	TA4
	C. Sensitively accept diversity;	
	Teachers do not discriminate against students	FY5
	The teacher gives empathy and respect to the whole class community	TA6
	D. Cultivating individual instructions	
	The teacher helps each student to succeed through the learning experience	FY7
	The teacher provides self-confidence reinforcement for each student	FY8

	E. Encourage creativity	
	Teachers are able to design lessons that take into account the interests, skills, and needs of students	TA9
	Teachers are able to listen to the ideas and suggestions of students in learning activities.	FY10
Teacher Performance	A. planning lessons,	
	The teacher formulates learning objectives according to the curriculum/syllabus and pays attention to the characteristics of students	TP1
	The teacher chooses learning resources/learning media according to the material and learning strategies	TP2
	B. carry out learning,	
	The teacher facilitates the interaction between students and learning resources	TP3
	Teachers facilitate students to think critically, analyze, solve problems, act without fear	TP4
	The teacher gives positive feedback to students and acts as resource person and facilitator	TP5
	C. Evaluating learning	
	The teacher designs an evaluation tool to measure the progress and success of students' learning	TP6
	Teachers are able to compile reports on evaluation results and carry out improvement and enrichment programs	TP7

#### 2.4. Data analysis method

In this study, the data were analyzed using SEM-PLS version 3.2.8 with the consideration that this model does not require the following assumptions: large sample size, multivariate normal distribution, and the model meets goodness of fit (Shi & Maydeu-Olivares, 2020). The measurement model which includes the

relationship between the indicators of each variable and the first-order construct is measured by indicators and the second-order construct with the first-order construct as the indicator (Van Riel et al., 2017). The resulting model assessment is based on the criteria according to Chin (Achjari, 2004) and relevant research, such as Richter et al. (2016), as described in table 4.

Table 4. Criteria for Measuring Reflective Models

Criteria	Information
Composite reliability	Composite reliability is a measure of internal consistency and should not be lower than 0.6
Indicator reliability	Absolute standard external (component) loading must be higher than 0.7
Extracted mean variance (AVE)	AVE must be higher than 0.5
Loading factor	The loading factor value must be above 0.70.
Discriminant Validity	The square root value of the AVE must be greater than the correlation value between latent variables.
Cross loading	Each indicator block is expected to have a higher loading for each latent variable compared to other latent variables

Collinearity Test	The VIF value cannot be below 0.2 and the VIF value cannot be $> 0.5$
Significance value	t-table at 5% level = 1,650

### 3. RESULT

#### 3.1. Model test quality measurement

A model can be used as a good predictor if its constituent indicators have high validity and reliability values. The assessment of the model used is assessed in two stages, namely evaluating the first-order construct formed by the indicators and evaluating the second-order construct formed by the first-order. As a rule of thumb, an indicator is said to be a good variable measure if the external load is above 0.70 (Chin, 1998).

Results testing the outer loading in Table 3 shows values below 0.70 on the indicators PS3 (Providing empathy to teachers), PS4 (Being consistent), PS6 (Conducting meaningful evaluations). OC1 (Teachers feel part of the school.), OC4 (Currently, teachers feel the need to work in this school), OC5 (Teachers don't have many choices of alternative places to work so they don't think about leaving school), OC7 (Schools deserve teacher loyalty), OC8 (Teachers feel they owe a lot to the school due to the rights they receive), TC2 (Teachers are able to implement educational principles of learning and evaluation), TC3 (Teachers are able to develop the potential of students), TC5 (The teacher presents himself as a person who is steady, stable, mature, wise, and authoritative), TC6 (The teacher demonstrates a work ethic, high responsibility, self-confidence and upholds the code of ethics of the teaching profession), TC8 (The teacher realizes the learning objectives of a lesson being taught), TC10 (Teachers are able to be inclusive, objective, and do not discriminate regarding the background of students), TC11 (The teacher is able to communicate effectively, using polite and empathetic language), TC12 (Teachers are able to adapt and carry out their

duties as teachers in various environments), TA2 (The teacher gives sincere attention to the students), TA3 (Teachers need full control over students and the environment), TA5 (Teachers do not discriminate against students), TA6 (The teacher gives empathy and respect to the whole class community), TA8 (The teacher provides self-confidence reinforcement for each student), TA9 (Teachers are able to design lessons that take into account the interests, skills, and needs of students), TP1 (The teacher formulates learning objectives according to the curriculum/syllabus and pays attention to the characteristics of students), TP2 (The teacher chooses learning resources/learning media according to the material and learning strategies), TP4 (Teachers facilitate students to think critically, analyze, solve problems, act without fear). These indicators are omitted and not included in the hypothesis testing.

The results of the analysis of the validity of discrimination indicate the level of difference in the concept of each construct or latent variable with other variables. If the correlation value of the construct with the measurement item is greater than the value of the correlation with the construct, then the model has good discriminant validity (Ab Hamid et al., 2017). Table 4 describes the level of validity of the analyzed discriminant model and shows that the correlation value of all constructs is greater than the correlation value with other constructs, so that all constructs or latent variables used in the model have good discriminant validity. By using the AVE method, it can also be seen the level of discriminant validity of each construct or latent variable. If the AVE value is greater than 0.5, it indicates a good validity value (Hair et al., 2021). The AVE value obtained from the processed research data is as shown in figure 2.



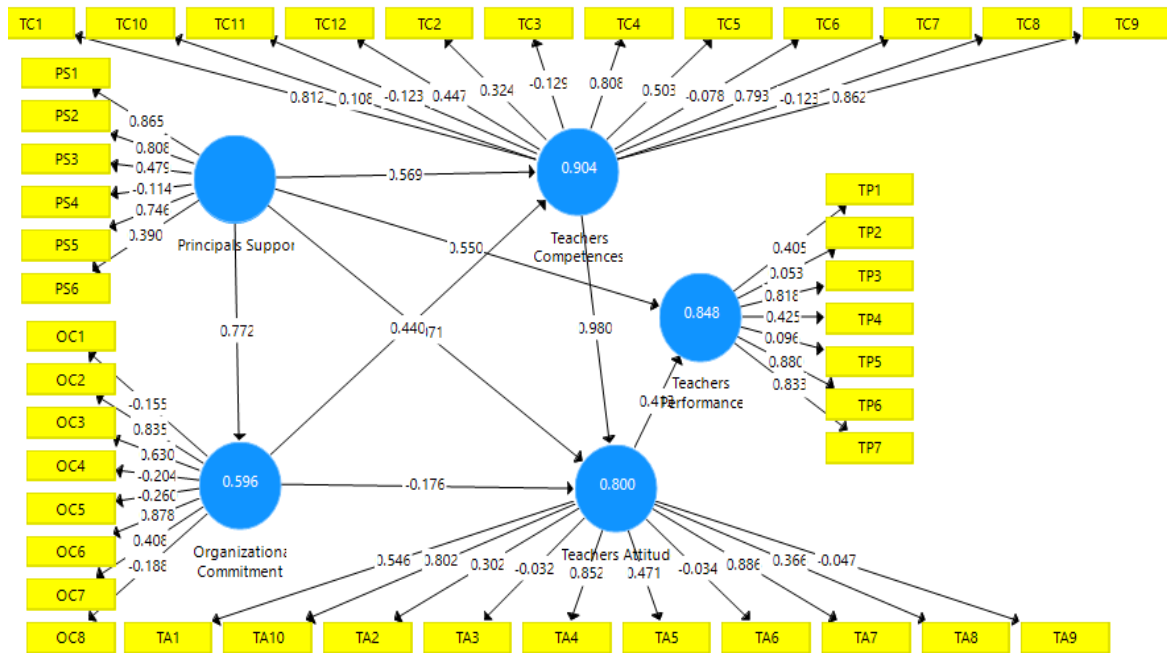


Figure 2. PLS Algorithm

Following the existing provisions, an indicator is declared substantial if it has a loading factor above 0.5; therefore, if there is an indicator with a loading factor below 0.5, the indicator will be removed so that the result looks like figure 3 of PLS Algorithm (Modification).

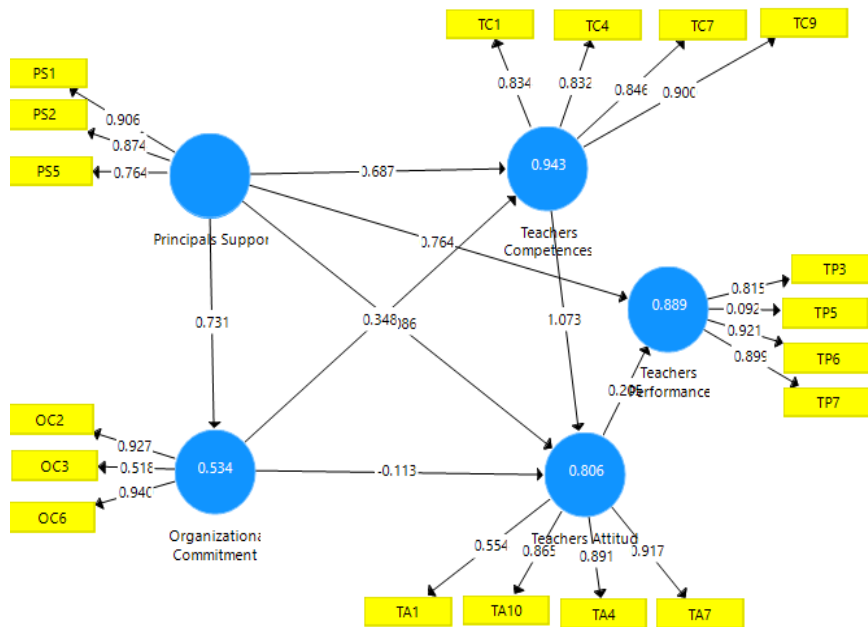


Figure 3. PLS Algorithm (Modification).

Table 5. Factor Loading and Reliability

Variable	Indicator	Principal's Support	Organizational Commitment	Teacher's Competences	Teacher's Attitude	Teachers Performance
	PS1	0.906				

Principal's Support	PS2	0.874				
	PS5	0.764				
Organizational Commitment	OC2		0.927			
	OC3		0.711			
	OC6		0.940			
Teacher's Competences	TC1			0.834		
	TC4			0.842		
	TC7			0.846		
	TC9			0.900		
Teachers Attitude	FY1				0.854	
	TA4				0.865	
	FY7				0.895	
	FY10				0.796	
Teachers Performance	TP3					0.736
	TP5					0.850
	TP6					0.919
	TP7					0.853

Table 6. Validity of variable discrimination in research

Variable	Principal's Support	Organizational Commitment	Teacher's Competences	Teachers Attitude	Teachers Performance
Principal's Support	0.819				
Organizational Commitment	0.263	0.841			
Teacher's Competences	0.224	0.440	0.852		
Teachers Attitude	0.331	0.230	0.599	0.835	
Teachers Performance	0.261	0.382	0.397	0.187	0.842

Table 7. Value of AVE (Average Variance Exacted)

Variable	Alpha Cronbach	Rho_A	Composite reliability	AVE
Principal's Support	0.918	0.953	0.934	0.671
Organizational Commitment	0.916	0.922	0.935	0.707
Teacher's Competences	0.906	0.909	0.930	0.726
Teachers Attitude	0.952	0.967	0.958	0.697
Teachers Performance	0.861	0.870	0.906	0.706

Collinearity test is the initial step carried out to ensure that there is no collinearity between exogenous latent variables and the same endogenous latent variables in the structural model that is formed. The tolerance value between these exogenous variables should not be below 0.2 and the VIF value should not be  $> 0.5$ . The results of

the collinearity test in this study are indicated by the VIF values obtained as in table 6. Based on table 6 shows that the VIF values of all factors are above 0.2 and below 0.5, it can be stated that there is no multicollinearity problem in this research model.

Table 8. Value of VIF (Variance Inflation Factor)

Factor	VIF	Factor	VIF
PS1	2,592	TC5	3.182
PS2	2,943	TC6	3.183
PS3	3,309	TC7	3.302
PS4	4,927	TC8	3.319
PS5	2,538	TC9	2,392
PS6	4.196	TC10	3.953
OC1	2,800	TC11	3.953
OC2	3,526	FY1	2,166
OC3	3.183	FY3	2,734
OC4	3,906	TA4	3,409
OC5	3,024	FY5	2,485
OC6	2,868	TA6	3,417
OC7	4.163	TP2	2,511
TC2	3,798	TP3	2,444
TC3	4,122	TP4	3,623
TC4	3,483	TP5	3,426

### 3.2. Structural model evaluation

The coefficient of determination denoted by R Square ( $R^2$ ) is a value that indicates the model's ability to predict the effect of exogenous variables on endogenous variables. The model is said to be weak if the  $R^2$  value is less or equal to 0.25, the model is said to be moderate if the  $R^2$  value is 0.50 and the model is said to be strong as a predictor if the  $R^2$  value is equal to or greater or 0.75 (F. Hair Jr et al., 2014). The  $R^2$  value generated from the PLS program in this study is shown in Table 9.

Table 8 shows that the  $R^2$  value for the school culture variable is 0.845. The coefficient of determination explains that the model's ability to predict the influence of the principal's leadership variable on school culture is 84.5%. While the  $R^2$  value for the principal's leadership variable on teacher work motivation is 0.858 which explains that the model's ability to predict the influence of the principal's leadership variable on teacher work motivation is 85.5%. Thus, it can be concluded that both models are quite strong and can predict the relationship between the variables in question.

Table 9. Evaluation of structural models

Variable	R Square	R Square Adjusted
Organizational Commitment	0.534	0.529
Teacher's Competences	0.858	0.855
Teachers Attitude	0.806	0.800
Teachers Performance	0.889	0.887

### 3.3. Hypothesis testing

The hypothesis was tested by using the path coefficient value which was carried out in two ways, namely comparing the t table with t-statistics and checking the p-value. In this study,

the t table was determined by  $(\alpha:df) = (0.05:266) = 1,650$ . If the t statistic was greater than the value of 1650, it was declared significant. Furthermore, in both ways, the p-value was smaller than 0.05, so it was declared significant. Therefore, the

hypothesis is accepted if the t-statistic value is greater than the value of 1.650 and the p-value is less than 0.05. The t-statistics and p-values used

for hypothesis testing decisions in this study are shown in Table 10.

Table 10. The t-statistics and p-values used for hypothesis testing direct effect

Direct influence	Original sample (O)	Sample Mean (M)	Standard deviation	t statistics	P value
Organizational Commitment-> Teacher Attitude	-0.113	-0.105	0.155	0.729	0.466
Organizational Commitment-> Teacher Competences	0.348	0.343	0.052	6,735	0.000
Principal's Support -> Organizational Commitment	0.731	0.727	0.072	10.129	0.000
Principal's Support -> Teacher Attitude	-0.086	-0.072	0.207	0.415	0.678
Principal's Support -> Teacher Competences	0.687	0.692	0.047	14,700	0.000
Principal's Support -> Teacher Performance	0.764	0.769	0.076	10,078	0.000
Teacher Attitude -> Teacher Performance	0.205	0.199	0.085	2.418	0.000
Teacher Competences -> Teacher Attitude	1.073	1.051	0.245	4.372	0.000

- Hypothesis 1 which state there is a direct influence of the principal's support on teacher competence.  
The results of the path coefficient test between principal support and teacher competence show a beta coefficient value of 0.678 and a t-statistic value of 14,700 which is smaller than the t-table value of 1,650 with a p-value of 0.000 so that it is declared significant, thus hypothesis 1 is accepted.
- Hypothesis 2 which state there is a direct effect of principal's support on teacher attitudes.  
The results of the path coefficient test between the support of the principal and the attitude of the teacher show that there is a beta coefficient value of -0.086 and a t-statistic value of 0.416 which is smaller than the t-table value of 1.650 with a p-value of 0.678 so that it is declared insignificant, thus the hypothesis 2 rejected.
- Hypothesis 3 which state there is a direct influence of the principal's support on teacher performance.  
The results of the path coefficient test between principal support and teacher performance show a beta coefficient value of 0.764 and a t-statistic value of 10,078 which is greater than the t-table value of 1,650 with a p-value of 0.000 so that it is declared significant, thus hypothesis 3 is accepted.
- Hypothesis 4 which states there is a direct influence of the principal's support on organizational commitment.  
The results of the path coefficient test between the principal's support and organizational commitment show a beta coefficient value of 0.731 and a t-statistic value of 10.129 which is greater than the t-table value of 1.650 with a p-value of 0.000 so that it is declared significant, thus hypothesis 4 is accepted.
- Hypothesis 5 which state there is a direct effect of organizational commitment on teacher competence.

The results of the path coefficient test between organizational commitment and teacher competence show a beta coefficient value of 0.348 and a t-statistic value of 6.735 which is greater than the t-table value of 1.650 with a p-value of 0.000 so that it is declared significant, thus hypothesis 5 is accepted.

- 6. Hypothesis 6 which state that there is a direct effect of organizational commitment on teacher attitudes.

The results of the path coefficient test between organizational commitment and teacher attitudes show that there is a beta coefficient value of -0.113 and a t-statistic value of 0.729 which is smaller than the t-table value of 1.650 with a p-value of 0.460 so that it is declared insignificant, thus hypothesis 6 rejected.

- 7. Hypothesis 7 which state there is a direct influence of teacher competence on teacher attitudes.

The results of the path coefficient test between teacher competence and teacher attitudes show that there is a beta coefficient value of 1.073 and a t-statistic value of 4.732 which is greater than the t-table value of 1.650 with a p-value of 0.000 so that it is declared significant, thus hypothesis 7 is accepted.

- 8. Hypothesis 8 which state there is a direct influence of teacher attitudes on teacher performance.

The results of the path coefficient test between teacher attitudes and teacher performance show a beta coefficient value of 0.205 and a t-statistic value of 2.418 which is greater than the t-table value of 1.650 with a p-value of 0.000 so that it is declared significant, thus hypothesis 8 is accepted.

Furthermore, to test the effect of the indirect effect is the multiplication of the path coefficient between the independent variables in one direction. Based on Figure 1, it can be seen that the actual effect is direct or indirect by comparing the coefficients of direct and indirect influence. The magnitude of the indirect effect is calculated by multiplying the indirect coefficient. If the direct influence coefficient is greater than the indirect effect, it can be concluded that the actual effect is a direct effect. On the other hand, if the indirect effect is greater than the direct effect, it can be concluded that the actual effect is an indirect effect. Overall the results of the calculation of direct and indirect effects can be presented in Table 11.

Table 11. The t-statistic and p-values used for hypothesis testing indirect effect

Indirect Influence	Original sample (O)	Sample Mean (M)	Standard deviation	t statistics	P value
Principal's Support -> Teacher Attitude-> Teacher Performance	-0.018	-0.007	0.051	0.345	0.731
Principal's Support -> Teacher Attitude-> Teacher Competences ->Teacher Performance	0.151	0.144	0.069	2.190	0.029
Principal's Support -> Teacher Attitude-> Organizational Commitment ->Teacher Performance	0.220	0.205	0.093	2,364	0.018

- 9. Hypothesis 9 which states there is an indirect effect of principal's support on teacher performance through teacher attitudes.

The results of the path coefficient test between the support of the principal on teacher performance through teacher attitudes indicate a beta coefficient value

of -0.018 and a t-statistic value of 0.345 which is greater than the t-table value of 1.650 with a p-value of 0.731 so that it is declared insignificant, thus hypothesis 9 is rejected.

10. Hypothesis 10 which states that there is an indirect effect of principal's support on teacher performance through teacher competence and teacher attitudes.

The results of the path coefficient test between the support of the principal on teacher performance through teacher competence and teacher attitude shows a beta coefficient value of 0.151 and a t-statistic value of 2.190 which is greater than the t-table value of 1.650 with a p-value of 0.029 so that it is declared insignificant, thus hypothesis 10 is accepted.

11. Hypothesis 11 which states that there is an indirect effect of principal support on teacher performance through organizational commitment and teacher attitudes.

The results of the path coefficient test between the support of the principal on teacher performance through teacher competence and teacher attitude shows a beta coefficient value of 0.220 and a t-statistic value of 2,364 which is greater than the t-table value of 1.650 with a p-value of 0.018 so that it is declared insignificant, thus hypothesis 11 is accepted.

#### 4. DISCUSSION

Teacher performance is the result of real work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him. Principal support can foster creativity as well as encourage teacher performance improvement. Educational leadership is related to the problem of principals in improving teacher performance in determining work success and productivity. The leadership behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendship, being close to the school community and full of consideration for both individuals and groups. One of the principal

tasks of the principal is to provide ongoing collaborative teacher support. The relationship between teachers and principals must be built on a foundation of trust. The results showed that the higher the support from the principal, the higher the teacher's competence, organizational commitment, and teacher performance. The findings of this study can strengthen the results of previous studies which explain that the dimensions of principal support have an effect on increasing teacher competence (Karacabey, 2021; Michael Gallagher, 2012; Kraft & Gilmour, 2016). Principals are in a unique position to influence the application of leadership principles and to influence the overall development of the professional quality of teachers. The findings of this study also indicate that the principal's support has a significant effect on increasing teacher organizational commitment, this is in line with the results of research by (Nurharani Selamat et al, 2012) which revealed that there is a positive and strong linear relationship between transformational leadership behavior and organizational commitment of secondary school teachers in Klang district; Lai et al.(2014) who proved that the principal's transformational leadership support had a significant positive impact on teacher organizational commitment on the components of affective commitment and continuance commitment but not on the component of normative commitment of teachers in Perak-Malaysia State. Research conducted by Park & Byun (2021) also shows that principal support has a positive relationship with teacher expectations for success in carrying out their work at the US Department of Education,

The findings of further research indicate that the principal's support has a significant effect on teacher performance. This is in line with the results of Yi Gean Chen's research (2017) which illustrates that the support of the principal through instructional leadership and the principal's delegative leadership can more effectively improve teaching performance in 2,177 public school teachers, and 189 private school teachers were selected as respondents in this study (Chen, 2017). Likewise, the results of research by Aunga and Masare (2017) show that the leadership support of the principal has a significant effect on teacher performance in

Arusha District Tanzani; Indajang & Halim (2021) show that the principal's leadership variable has a significant contribution to improving teacher performance at the Sultan Agung High School of Education. The principal as the person most responsible for the smoothness and success of the school, therefore the role of the principal is needed in order to assist teachers in improving their performance.

Organizational commitment in this study is the attitude or form of a teacher's behavior towards the school in the form of loyalty and achievement of the school's vision, mission and goals. A person is said to have a high commitment to the organization, which can be identified by characteristics such as a strong belief in and acceptance of the goals and values of the organization, a strong will to work for the organization and a strong desire to remain a member of the organization (Khan & Ghosh, 2016). Based on the findings of this study indicate that organizational commitment has a significant effect on teacher competence. This is in line with research conducted by Solihin & Nurhayati (2020) which shows that commitment to the profession has a positive and significant effect on the need for achievement. The need for achievement has a positive and significant effect on developmental competence for teachers at SMKN Kota Tangerang Selatan. The teacher's commitment to the school helps him or her to improve competence in supporting his professional performance. These include improving the competence of teachers' teaching skills, willingness to conduct research, personal skills, initiative, and overall school attendance (Cohen & Caspary, 2011). Likewise, the results of Joey R. Cabigao's research show that teacher commitment to school has a significant relationship with learning competence for teachers at Malolos City High School-Santisima Trinidad. As the teacher's commitment to the school is getting stronger, the instructional competence is getting higher (Joey R. Cabigao, 2019).

A knowledge of a certain object will only become an attitude, if that knowledge is accompanied by readiness to act in accordance with the object. So this attitude is a follow-up to someone's knowledge about an object. Attitudes are conceptualized as relatively stable constructs

consisting of cognitive, affective, and behavioral components (Bizer 2003). The attitude of a teacher is one of the determining factors for the mental development of further students. Because the attitude of a teacher is not only seen in teaching time, but also seen in his behavior in everyday life by his students. The attitude of teachers towards their profession is usually related to their enjoyment of their profession, dedicating themselves to their profession, recognize that their profession is socially necessary and important, and believe that they need to continually improve their profession. In this study it was found that teacher competence affects teacher attitudes, this is in line with the results of research conducted by (Niwas, 2018) which showed that there was a positive and significant relationship between teaching competence and the attitude of teacher trainers in increasing their creativity in teachers who were members of the HNB. Garhwal University. Furthermore, the results of research by (Rajeswari and Amutha Sree, 2017) also show that the level of competence of educators affects the manifestation of the attitude of educators in the use of ICT in the teaching faculties that handle the B.Ed., M.Ed., and M.Phil programs. affiliated with TNTEU.

The attitude of the teacher is a reflection of the quality and professionalism of the teacher in the learning process. Teachers who have a good work attitude always empower themselves in an effort to improve their abilities related to their roles and duties in the field of education. The results of this study also show that teacher attitudes affect teacher performance. This is in line with research conducted by Saljooghi & Salehi (2016) which shows that teacher attitudes reflect a positive impact on teacher performance in the Iranian Ministry of Education. Likewise, research conducted by Sudika, et al (2020) illustrates that there is a significant relationship between teachers' professional attitudes towards teacher performance with a contribution of 42.60% and an effective contribution of 19.30% in Mengwi State High School. Furthermore, the results of research by (Hassan, 2016) revealed that teacher attitudes have a significant influence on the performance of their work assignments in teaching technical drawing; and adequate knowledge and skills, feeling and good emotion

towards technical drawings enhance their performance at the Federal College of Education in Nigeria.

Based on the findings on the indirect effect in this study, the principal's support will only have a significant effect on teacher performance if it is mediated by the teacher's competence and organizational commitment variables which are supported by the teacher's attitude. This finding is in line with the results of Ibrahim Limon's research (2022) which shows that the principal's support has a significant effect on teacher performance which is mediated by the organizational commitment of teachers in Turkey (Ibrahim Limon, 2022). Teacher performance is the result of professional development which is a professional responsibility and is an integral part of the teacher and principal's professional work. Although the principal plays an important role in the professional development of teachers, but teachers themselves are responsible for enhancing competence through their own professional growth (Bredeson, 2000). This study also found that the principal's support did not have a significant effect on teacher performance if it was only mediated by the teacher's attitude, which means that the principal's support would have a significant effect on teacher performance if the teacher's attitude variable testing also involved organizational commitment variables, and teacher competence.

## 5. IMPLICATIONS

Improving teacher performance has the most important position in an effort to improve the quality of learning which will have an effect on the quality of graduates and will affect the achievement of national education goals. The findings of this study have practical implications that can be applied by every school in an effort to improve teacher performance: (1) principal support has a very important role in improving teacher competence (Karacabey, 2021), organizational commitment to teachers (Lai et al., 2014), and teacher performance (Aunga and Masare, 2017). One of the principal tasks of the principal is to provide ongoing collaborative teacher support. The relationship between teachers and principals must be built on a foundation of trust. This type of relationship takes a lot of time to build. Principals should slowly

cultivate these relationships while taking the time to get to know each teacher's strengths and weaknesses. While teachers themselves are responsible for their professional development, it is the principal who provides opportunities to support the professional development of these teachers. (2) Increasing teacher organizational commitment will increase teacher competence (Cohen & Caspary, 2011), increasing teacher competence will improve teacher attitudes (Niwas, 2018), and positive teacher attitudes will improve teacher performance (Saljooghi & Salehi, 2016), (3) principal support will also improve teacher performance if organizational commitment, teacher competence and teacher attitudes are also improved. Principals can do various ways in offering support to teachers in improving their performance by organizing and providing or informing teachers about relevant possibilities for professional development. Effective professional development enables educators to expand the knowledge and skills needed to address the demands of quality student learning.

## 6. CONCLUSION

This study has proven that improving teacher performance is a pillar in improving the quality of education. Teacher performance is largely determined by the support of the principal, the organizational commitment of the teacher, the competence of the teacher and the positive attitude of the teacher. Principal support can be done by guiding and facilitating teachers in order to increase organizational commitment, competence and teacher performance. Good teacher organizational commitment and supported by teacher competence can shape teacher attitudes so that they can improve the quality of teacher performance. The better the competence of a teacher, the better the performance and teachers who have a high commitment and try to carry out their work well. With adequate teacher performance, the teaching and learning process can be completed in accordance with predetermined standards, many tasks and work can be completed in accordance with the set targets, the frequency of completion of tasks and work is very high, good cooperation from teachers, teachers and students. The teacher brings up the latest ideas and actions to solve



problems that arise as well as high enthusiasm to carry out new tasks that have great responsibility.

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